

# PSHE (including HRE) POLICY

This policy covers our school approach to the teaching of PSHE (Personal, social and health education) which includes the statutory guidance on Relationships Education and Health Education (HRE).

It was produced through consultation with staff, pupils and governors during the academic year 2019-20 in preparation for the compulsory teaching of Relationships Education and Health Education which begins in September 2020, as set out by the Department for Education.

Links to other policies:

PSHE has clear links with other school policies aimed at promoting pupils' spiritual, moral, social and cultural development, including the:

- Anti-Bullying Policy
- Behaviour Policy
- Equal Opportunities Policy
- Health and Safety Policy
- ICT Policy and Safe Internet Use Policy
- RE Policy
- Safeguarding Policy
- Online safety policy
- Special Educational Needs Policy

Other aspects of school life that contribute to PSHE education include:

- School council
- Assemblies
- School rules and values
- British values
- Visitors and visits
- Charity projects
- Residential visits
- School ethos

## Aims

Our school's mission statement is to provide a caring, happy and a safe learning environment in which all children are valued and encouraged to develop confidence and self-discipline. Through a rich and exciting curriculum, we enable all pupils to achieve their full potential.

We believe PSHE is vital in helping us achieve this because it gives pupils the knowledge, skills and understanding they need to keep themselves healthy and safe, both now and in the future, as well as preparing them to lead happy, confident and independent lives.

Our aims of PSHE and HRE at KWPS are:

- Promote the spiritual, moral, cultural, mental and physical development of pupils
- Prepare pupils for opportunities, responsibilities and experiences of later life
- Encourage pupils to value themselves and others
- Help pupils to have a sense of purpose and be able to respond to challenge
- Allow pupils to acknowledge and appreciate difference and diversity
- Help pupils develop feelings of self-respect, confidence and empathy
- Help pupils know how to stay safe online
- Help pupils identify the characteristics of a safe and healthy lifestyle, including positive relationships
- Teach pupils how to make and act on informed choices and decisions
- Provide a place where pupils feel safe and sensitive discussions can take place
- Support pupils to understand and manage their emotions
- Help pupils form and maintain positive and healthy relationships
- Prepare pupils for puberty
- Teach pupils the correct vocabulary to describe themselves and their bodies
- Prepare pupils to be positive and active members of a democratic society, including their local community
- Help pupils to communicate effectively and work with others
- Encourage pupils to be an active partner in their own learning
- Support pupils to become healthy and fulfilled individuals

## Relationships Education

From September 2020, all primary schools are required by law to teach Relationships Education.

We define Relationships Education as teaching pupils the characteristics of positive and safe relationships. This will start with family and friends, how to treat each other with kindness, and recognising the difference between online and offline friendships. Pupils will be taught what a relationship is, what friendship is, what family means and who can support them. In an age-appropriate way, we will cover how to treat each other with kindness, consideration and respect, the importance of honesty and truthfulness, permission seeking and giving, and the concept of personal privacy.

The five areas we will include are:

- Families and people who care for me
- Caring friendships
- Respectful relationships
- Online relationships
- Being safe

Establishing personal space and boundaries, showing respect and understanding the differences between appropriate and inappropriate or unsafe physical, and other, contact – these are the forerunners of teaching about consent, which takes place at secondary.

Respect for others should be taught in an age-appropriate way, in terms of understanding one's own and others' boundaries in play, in negotiations about space, toys, books, resources and so on.

From Reception, teachers will talk explicitly about the features of healthy friendships, family relationships and other relationships which young children are likely to encounter. Drawing attention to these in a range of contexts should enable pupils to form a strong early understanding of the features of relationships that are likely to lead to happiness and security. This will also help them to recognise any less positive relationships when they encounter them.

The principles of positive relationships also apply online especially as, by the end of primary school, many children will already be using the internet. When teaching relationships content, we will address online safety and appropriate behaviour in a way that is relevant to pupils' lives. PSHE lessons already include content on how information and data is shared and used in all contexts, including online; for example, sharing pictures, understanding that many websites are businesses and how sites may use information provided by users in ways they might not expect.

At KWPS, we understand that teaching about families requires sensitive and well-judged teaching based on knowledge of pupils and their circumstances. Families of many forms

provide a nurturing environment for children. (Families can include for example, single parent families, LGBT parents, families headed by grandparents, adoptive parents, foster parents and carers amongst other structures.) We will always endeavour to ensure that there is no stigmatisation of children based on their home circumstances and needs, to reflect sensitively that some children may have a different structure of support around them; for example, looked after children or young carers.

We also acknowledge that a growing ability to form strong and positive relationships with others depends on pupils developing certain personal attributes and values. As a school, we have chosen the following values: responsibility, respect, pride, resilience, honesty and kindness. Through these school values, we want pupils to believe they can achieve, persevere with tasks, work towards long-term rewards and continue despite setbacks. Alongside understanding the importance of self-respect and self-worth, we want all pupils to develop personal attributes including honesty, integrity, courage, humility, kindness, generosity, trustworthiness and a sense of justice.

Relationships Education also creates an opportunity to enable pupils to be taught about positive emotional and mental wellbeing, including how friendships can support mental wellbeing.

Through Relationships Education, we will also teach pupils the knowledge they need to recognise and to report abuse, including emotional, physical and sexual abuse. At this age, this will focus on boundaries and privacy, ensuring pupils understand that they have rights over their own bodies. This will also include understanding boundaries in friendships with peers and also in families and with others, in all contexts, including online.

Pupils should know how to report concerns and seek advice when they suspect or know that something is wrong. At all stages it will be important to balance teaching children about making sensible decisions to stay safe (including online) whilst being clear it is never the fault of a child who is abused and why victim blaming is always wrong. These subjects complement Health Education and supports safeguarding of children.

By the end of primary school, pupils should know:

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| <p>Families and people who care for me</p> | <ul style="list-style-type: none"> <li>• that families are important for children growing up because they can give love, security and stability.</li> <li>• the characteristics of healthy family life, commitment to each other, including in times of difficulty, protection and care for children and other family members, the importance of spending time together and sharing each other’s lives.             <ul style="list-style-type: none"> <li>• that others’ families, either in school or in the wider world, sometimes look different from their family, but that they should respect those differences and know that other children’s families are also characterised by love and care.</li> </ul> </li> <li>• that stable, caring relationships, which may be of different types, are at the heart of happy families, and are important for children’s security as they grow up.</li> <li>• that marriage represents a formal and legally recognised commitment of two people to each other which is intended to be lifelong.</li> <li>• how to recognise if family relationships are making them feel unhappy or unsafe, and how to seek help or advice from others if needed</li> </ul> |
| <p>Caring friendships</p>                  | <ul style="list-style-type: none"> <li>• how important friendships are in making us feel happy and secure, and how people choose and make friends.</li> </ul>  |

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|                          | <ul style="list-style-type: none"> <li>• the characteristics of friendships, including mutual respect, truthfulness, trustworthiness, loyalty, kindness, generosity, trust, sharing interests and experiences and support with problems and difficulties.</li> <li>• that healthy friendships are positive and welcoming towards others, and do not make others feel lonely or excluded.</li> <li>• that most friendships have ups and downs, and that these can often be worked through so that the friendship is repaired or even strengthened, and that resorting to violence is never right.</li> <li>• how to recognise who to trust and who not to trust, how to judge when a friendship is making them feel unhappy or uncomfortable, managing conflict, how to manage these situations and how to seek help or advice from others, if needed</li> </ul>   |
| Respectful relationships | <ul style="list-style-type: none"> <li>• the importance of respecting others, even when they are very different from them (for example, physically, in character, personality or backgrounds), or make different choices or have different preferences or beliefs.</li> <li>• practical steps they can take in a range of different contexts to improve or support respectful relationships.</li> <li>• the conventions of courtesy and manners.</li> <li>• the importance of self-respect and how this links to their own happiness.</li> <li>• that in school and in wider society they can expect to be treated with respect by others, and that in turn they should show due respect to others, including those in positions of authority.</li> <li>• about different types of bullying (including cyberbullying), the impact of bullying, responsibilities of bystanders (primarily reporting bullying to an adult) and how to get help.</li> <li>• what a stereotype is, and how stereotypes can be unfair, negative or destructive.</li> <li>• the importance of permission-seeking and giving in relationships with friends, peers and adults.</li> </ul> |
| Online relationships     | <ul style="list-style-type: none"> <li>• that people sometimes behave differently online, including by pretending to be someone they are not.</li> <li>• that the same principles apply to online relationships as to face-to face relationships, including the importance of respect for others online including when we are anonymous.</li> <li>• the rules and principles for keeping safe online, how to recognise risks, harmful content and contact, and how to report them.</li> <li>• how to critically consider their online friendships and sources of information including awareness of the risks associated with people they have never met.</li> <li>• how information and data is shared and used online.</li> </ul>   |
| Being safe               | <ul style="list-style-type: none"> <li>• what sorts of boundaries are appropriate in friendships with peers and others (including in a digital context).</li> <li>• about the concept of privacy and the implications of it for both children and adults; including that it is not always right to keep secrets if they relate to being safe.</li> <li>• that each person's body belongs to them, and the differences between appropriate and inappropriate or unsafe physical, and other, contact.</li> <li>• how to respond safely and appropriately to adults they may encounter (in all contexts, including online) whom they do not know.</li> <li>• how to recognise and report feelings of being unsafe or feeling bad about any adult.</li> <li>• how to ask for advice or help for themselves or others, and to keep trying until they are heard.</li> <li>• how to report concerns or abuse, and the vocabulary and confidence needed to do so.</li> <li>• where to get advice e.g. family, school and/or other sources.</li> </ul>   |

## Health Education

From September 2020, all primary schools are required by law to teach Health Education.

We define Health Education as giving your child the information they need to make good decisions about their own physical health and mental wellbeing, to recognise issues in themselves and others, and to seek support as early as possible when issues arise.

This starts with pupils being taught about the benefits and importance of daily exercise, good nutrition and sufficient sleep, and giving pupils the language and knowledge to understand the normal range of emotions that everyone experiences. This should enable pupils to articulate how they are feeling, develop the language to talk about their bodies, health and emotions and judge whether what they are feeling and how they are behaving is appropriate and proportionate for the situations that they experience.

As the children move onto KS2, we will talk about the steps pupils can take to protect and support their own and others' health and wellbeing, including simple self-care techniques, personal hygiene, prevention of health and wellbeing problems and basic first aid. At all times, we will emphasise the positive two-way relationship between good physical health and good mental wellbeing, and the benefits to mental wellbeing of physical exercise and time spent outdoors. We will also look at the benefits of hobbies, interests and participation in their own communities. We acknowledge that people are social beings and that spending time with others, taking opportunities to consider the needs of others and practising service to others, including in organised and structured activities and groups (for example the scouts or girl guide movements), are beneficial for health and wellbeing.

In a world where technology has become so important, we will discuss the benefits of rationing time spent online and the risks of excessive use of electronic devices. In KS2, we look at why social media, computer games and online gaming have age restrictions and teach pupils to manage common difficulties encountered online.

An important part of health education is also to talk about isolation, loneliness, unhappiness, bullying and the negative impact of poor health and wellbeing.

The 8 areas we will include are:

- Mental wellbeing
- Internet safety and harms
- Physical health and fitness
- Healthy eating
- Drugs, alcohol and tobacco
- Health and prevention
- Basic first aid
- Changing adolescent body

By the end of primary school, pupils should know:

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| <p>Mental wellbeing</p>            | <ul style="list-style-type: none"> <li>• That mental wellbeing is a normal part of daily life, in the same way as physical health</li> <li>• That there is a normal range of emotions and scale of emotions that all humans experience in relation to different experiences and situations</li> <li>• How to recognise and talk about their emotions, including having a varied vocabulary of words to use when talking about their own and others' feelings</li> <li>• How to judge whether what they are feeling and how they are behaving is appropriate and proportionate</li> <li>• The benefits of physical exercise, time outdoors, community participation, voluntary and service-based activity on mental wellbeing and happiness</li> <li>• Simple self-care techniques, including the impact of relaxation, time spent with friends and family and the benefits of hobbies and interests</li> <li>• Isolation and loneliness can affect children and that it is very important for children to discuss their feelings with an adult and see support</li> <li>• That bullying (including cyberbullying) has a negative and often lasting impact on mental wellbeing</li> <li>• Where and how to see support including whom in school they should speak to if they are worried about their own or someone else's mental wellbeing or ability to control their emotions (including issues arising online)</li> <li>• It is common for people to experience mental ill health. For many people who do, the problems can resolve if the right support is made available and accessed, especially if they access support as early as possible</li> </ul> |
| <p>Internet safety and harms</p>   | <ul style="list-style-type: none"> <li>• That for most people the internet is an integral part of life and has many benefits</li> <li>• About the benefits of rationing time spent online, the risks of excessive time spent on electronic devices and the impact of positive and negative content online on their own and others' mental and physical wellbeing</li> <li>• How to consider the effect of their online actions on others and know how to recognise and display respectful behaviour online and the importance of keeping personal information private</li> <li>• Why social media, some computer games and online gaming, for example, are age restricted</li> <li>• That the internet can also be a negative place where online abuse, trolling, bullying and harassment can take place, which can have a negative impact on mental health</li> <li>• Where and how to report concerns and get support with issues online</li> <li>• How to be a discerning consumer of information online including understanding that information, including that from search engines, is ranked, selected and targeted</li> </ul>   |
| <p>Physical health and fitness</p> | <ul style="list-style-type: none"> <li>• The characteristics and mental and physical benefits of an active lifestyle</li> <li>• The importance of building regular exercise into daily and weekly routines and how to achieve this, for example a daily active mile or other vigorous exercise</li> <li>• The risks associated with an inactive lifestyle (including obesity)</li> <li>• How and when to seek support including which adults to speak to in school if they are worried about their health</li> </ul>  |
| <p>Healthy eating</p>              | <ul style="list-style-type: none"> <li>• What constitutes a healthy diet (including understanding calories and nutritional content)</li> <li>• The principles of planning and preparing a range of healthy meals</li> <li>• The characteristics of a poor diet and risks associated with unhealthy eating (including obesity) and other behaviours (eg. impact of alcohol on diet or health)</li> </ul>   |
| <p>Drugs, alcohol and tobacco</p>  | <ul style="list-style-type: none"> <li>• The facts about legal and illegal harmful substances and associated risks, including smoking, alcohol use and drug-taking</li> </ul>   |

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| Health and prevention    | <ul style="list-style-type: none"> <li>• How to recognise early signs of physical illness, such as weight loss, or unexplained changes to the body</li> <li>• About safe and unsafe exposure to the sun, and how to reduce the risk of sun damage, including skin cancer</li> <li>• The importance of sufficient good quality sleep for good healthy and that a lack of sleep can affect weight, mood and ability to learn</li> <li>• About dental health and the benefits of good oral hygiene, including visits to the dentist</li> <li>• About personal hygiene and germs including bacteria, viruses, how they are spread and the importance of handwashing</li> <li>• The facts and science relating to allergies, immunisation and vaccination</li> </ul> |
| Basic first aid          | <ul style="list-style-type: none"> <li>• Know how to make a clear and efficient call to emergency services if necessary</li> <li>• Concepts of basic first aid, eg. dealing with common injuries</li> </ul>   |
| Changing adolescent body | <ul style="list-style-type: none"> <li>• Key facts about puberty and the changing adolescent body, particularly from age 9 through to age 11, including physical and emotional changes</li> <li>• About menstrual wellbeing including the key facts about the menstrual cycle</li> </ul>  |

The teaching we have planned for Years 1-6 (using objectives recommended by the PSHE association) is outlined below, with the statutory objectives highlighted. This will follow on from the areas covered in Reception on the early learning goals for PSED (personal, social and emotional development) and Understanding the World, which are both closely linked to PSHE.

## Year 1

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| <i>Autumn 1<br/>Healthy lifestyle</i>   | <i>Spring 1<br/>Online safety</i>   | <i>Summer 1 Caring<br/>for environment</i>  |
| <p>H1: learn about a healthy lifestyle</p> <p>H6: learn about personal hygiene</p> <p>H12: ways of keeping safe</p> <p>H13: look at their family network</p> <p>R9: identify their special people</p> <p>L1: how they contribute to school</p> <p>L2: agree class rules</p> <p>L4: talk about their community</p> | <p>H2: making choices and understanding consequences</p> <p>H3: celebrate their strengths and setting goals</p> <p>H4: develop vocabulary to express feelings</p> <p>H12: keeping safe online</p> <p>H15: keeping themselves and others safe (when not to keep secrets)</p> | <p>L5: understanding what improves the environment and what harms it</p> <p>L6: concepts of spending and saving money</p>                                   |
| <i>Autumn 2<br/>Kindness/<br/>Anti-bullying</i>   | <i>Spring 2<br/>Relationships</i>   | <i>Summer 2<br/>Road Safety</i>   |
| <p>R4: understand kind/unkind</p> <p>R11: what makes them feel hurt</p> <p>R13: explore types of teasing and bullying</p> <p>R14: strategies of dealing with teasing and bullying</p>   | <p>R1: recognise other people's feelings</p> <p>R5: share opinions and explain views</p> <p>R6: strategies to resolve simple arguments through negotiation</p>  | <p>H8: how humans grow from young to old</p> <p>H12: road safety</p> <p>L8: understand they are unique</p> <p>L9: understand we are all similar in ways</p> |



## Year 2

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| <p><i>Autumn 1<br/>Health</i></p>   | <p><i>Spring 1<br/>Feelings</i></p>   | <p><i>Summer 1<br/>Wider society/<br/>responsibilities</i></p>  |
| <p>H1: healthy lifestyle<br/>H7: simple skills to prevent diseases spreading<br/>H11: household products can be harmful<br/>H12: personal safety<br/>L1: contributing to school life<br/>L2: agree on class rules</p> | <p>H3: set personal goals<br/>R1: communicating feelings and responding to others<br/>R2: recognise how their behaviour affects other people<br/>R5: explain their own views<br/>R7: learn how to support others</p>  | <p>R3: importance of not keeping secrets which make them feel uncomfortable or afraid<br/>R10: understand what physical contact is acceptable<br/>L3: understand rights and responsibilities<br/>L5: saving energy<br/>L7: making choices about money</p> |
| <p><i>Autumn 2<br/>Bullying</i></p>   | <p><i>Spring 2<br/>Relationships</i></p>  | <p><i>Summer 2<br/>Body and changes</i></p>   |
| <p>H15: understand when to say yes/no, I'll ask/I'll tell<br/>H16: understand private/privacy<br/>R13: know bullying is wrong<br/>R14: know how to get help if they experience or witness it</p>                      | <p>H14: working with families to keep safe/healthy<br/>R6: work co-operatively/negotiating differences<br/>R9: understanding how families care for each other<br/>L10: know the special people who help the community/<br/>learning to dial 999 in an emergency</p> | <p>H5: feelings about loss/change<br/>H9: growing and changing/<br/>increased independence<br/>R8: respect differences and similarities between people</p>  |

## Year 3

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| <p><i>Autumn 1</i><br/><i>Being healthy</i></p>  | <p><i>Spring 1</i><br/><i>Keeping myself safe</i><br/><i>/Online safety</i></p>  | <p><i>Summer 1</i><br/><i>Rights and</i><br/><i>responsibilities</i></p>  |
| <p>H1: what positively and negatively affects their physical, mental and emotional health<br/>H2: how to make informed choices and understand “balanced lifestyle”<br/>H3: balanced diet<br/>H12: follow simple routines to reduce the spread of bacteria and viruses<br/>H23: people who can help them keep healthy and safe<br/>L2: laws and rules</p> | <p>H4: discuss images in the media<br/>H11: increasing independence and increased responsibility<br/>H14: resist pressure to do something unsafe, dangerous or which makes them uncomfortable<br/>H22: keeping safe online<br/>H25: what is appropriate to share online<br/>L17: how the media present information</p> | <p>R11: work collaboratively towards shared goals<br/>R21: understand personal boundaries and rights to privacy<br/>L7: understand different responsibilities at home, school, in the community and towards the environment</p> |
| <p><i>Autumn 2</i><br/><i>Anti-bullying</i><br/><i>Valuing differences</i></p>   | <p><i>Spring 2</i><br/><i>Relationships</i></p>  | <p><i>Summer 2</i><br/><i>Growing and</i><br/><i>Changing</i></p>   |
| <p>H6: vocabulary to discuss feelings<br/>H7: experiencing conflicting emotions<br/>H16: habits and changing them<br/>R1: recognise feelings of others<br/>R7: their actions affect others<br/>R13: differences and similarities in others<br/>R14: discrimination and bullying</p>  | <p>R2: forming and maintaining positive and healthy relationships<br/>R10: listen and respond respectfully to a wide range of people<br/>R12: develop strategies to resolve disputes and conflict through negotiation and compromise<br/>L1: discuss problems and offer recommendations</p>                            | <p>H5: identify strengths and areas for improvement<br/>H20: taking care of their body and understanding inappropriate contact<br/>R8: judge what kind of physical contact is acceptable or unacceptable and how to respond</p> |

## Year 4

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| <p><i>Autumn 1<br/>Rights and responsibilities</i></p>  | <p><i>Spring 1<br/>Valuing difference</i></p>   | <p><i>Summer 1<br/>Keeping myself Safe/ Online safety</i></p>   |
| <p>H5: reflect on achievements and set goals<br/>H8: about change, loss, separation, divorce and bereavement<br/>H9: differentiate between risk, danger and hazard<br/>H10: assess risks in different situations<br/>H15: school rules about health and safety<br/>H21: strategies for keeping safe<br/>H24: responsible use of mobile phones</p>         | <p>R10: care about feelings of others but feel able to challenge others' points of view<br/>R13: differences and similarities between people<br/>L11: national, regional, religious and ethnic identities in UK<br/>L12: different values and customs</p>     | <p>H13: understand pressure to behave in a unhealthy ways can come from a variety of sources including the media<br/>H17: which, why and how, commonly available substances (including alcohol, tobacco and energy drinks) can damage their immediate and future health<br/>H25: what images are acceptable to share and who to talk to if they are uncomfortable with a request<br/>L17: explore and critique how the media represent information<br/>L18: critically examine social media and how it can misrepresent</p> |
| <p><i>Autumn 2<br/>Me and my relationships</i></p>  | <p><i>Spring 2<br/>Being my best</i></p>  | <p><i>Summer 2<br/>Growing and changing</i></p>   |
| <p>R4: different types of relationships eg friends, family<br/>R16: stereotypes<br/>R18: prejudice based bullying<br/>L6: consequences of bullying and discrimination<br/>L7: responsibilities at home and school<br/>L9: being part of a community<br/>L10: the role of voluntary, community and pressure groups with regard to health and wellbeing</p> | <p>H14: recognise when they need help and to develop the skills to ask for help<br/>R9: concept of keeping something secret and when they think it is right to break a confidence or share a secret<br/>R11: to work collaboratively towards shared goals</p> | <p>H18: how their body will change as they approach and change through puberty, including their emotions</p>  |

## Year 5

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| <p><i>Autumn 1<br/>Healthy lifestyles</i></p> <p><b>H1:</b> what positively and negatively affects physical, mental and emotional health<br/> <b>H2:</b> make informed choices to achieve a balanced lifestyle (understanding choices can have positive, neutral and negative consequences)<br/>           H16: what is meant by habit and why habits can be hard to change<br/> <b>H17:</b> which substances and drugs are restricted or illegal, and why<br/>           L11: appreciate the range of national, regional and ethnic identities in the UK<br/>           L12: consider the lives of people living in other places with different values and customs</p> | <p><i>Spring 1<br/>Online safety</i></p> <p><b>H22:</b> keeping safe online by protecting personal information eg passwords and addresses<br/> <b>H23:</b> about how to help the people who are responsible for keeping them safe and healthy<br/> <b>H24:</b> responsible use of mobile phones – safe keeping and safe user habits (turn off at night, use of passcode)</p>  | <p><i>Summer 1<br/>Families</i></p> <p><b>H8:</b> about loss, separation, divorce and bereavement<br/> <b>R2:</b> recognise what a positive healthy relationship is<br/> <b>R5:</b> that civil partnerships and marriage are examples of a public demonstration of the commitment made by two people who love each other<br/>           R19: that two people who love and care for one another can be in a committed relationship and not be married or in a civil partnership<br/>           R6: that marriage is a commitment freely entered onto by both people<br/>           R20: that forcing anyone to marry is a crime<br/> <b>R13:</b> look at Equality Act 2010 to explore difference and similarities between people<br/>           L7: to develop skills to exercise rights, duties and responsibilities</p> |
| <p><i>Autumn 2<br/>Anti-bullying</i></p> <p><b>H6:</b> deepen understanding of good and not so good feelings, extending vocabulary to explain range and intensity of feelings<br/> <b>H7:</b> recognise they may experience conflicting emotions and how to overcome these<br/> <b>H14:</b> recognise when they need help and develop skills to ask for help, techniques to resist pressure<br/>           R1: recognise and respond appropriately to a wider range of feelings in others</p>   | <p><i>Spring 2<br/>Wider responsibilities</i></p> <p><b>H15:</b> school rules about health and safety, basic emergency first aid procedures<br/>           L13: about the role money plays in their own lives and others' lives, including how to manage their money and being a critical consumer<br/>           L14: develop an initial understanding of the concepts of "interest", "loan", "debt" and "tax"<br/>           L15: that resources can be allocated in different ways and economic choices affect individuals, communities, the environment</p> | <p><i>Summer 2<br/>Growing and Changing</i></p> <p><b>H18:</b> how their body and emotions change as they approach and go through puberty<br/> <b>H20:</b> understand they have the right to protect their body from inappropriate and unwanted contact, and that some actions are abuse or a crime<br/> <b>R9:</b> the concept of keeping something confidential or secret and when it is right to break this<br/>           R8: judge what kind of physical contact is acceptable or unacceptable<br/>           H21: rail and water safety</p>  |

## Year 6

| <i>Autumn 1<br/>Healthy lifestyles</i>   | <i>Spring 1<br/>Online safety</i>   | <i>Summer 1<br/>Mini enterprise</i>   |
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| <p><b>H3:</b> develop skills to make their own choices about food, understanding benefits of a balanced diet</p> <p><b>H5:</b> reflect on achievements and set goals</p> <p><b>H9:</b> differentiate between the terms, risk, danger and hazard</p> <p><b>H10:</b> recognise risk including sensible road use</p> <p><b>H11:</b> recognise increasing independence brings increased responsibility</p> <p><b>H12:</b> that bacteria and viruses can affect health and that following simple routines can reduce their spread</p> <p><b>H21:</b> cycle safety and Bikeability programme and fire safety</p> <p><b>R21:</b> understand personal boundaries, identify what to share with friends/family</p> <p><b>R7:</b> that their actions affect themselves and others</p> | <p><b>H4:</b> recognise how images in the media (and online) do not always reflect reality and can affect how people feel about themselves</p> <p><b>H13:</b> how pressure to behave in unacceptable, unhealthy or risky ways can come from a variety of sources , including people they know and the media</p> <p><b>H22:</b> strategies for keeping safe online including the distribution of images of themselves and others</p> <p><b>H25:</b> how to manage requests for images of themselves</p> <p><b>R21:</b> understand rights to privacy</p> <p><b>R18:</b> how to recognise online bullying and through social media</p> <p><b>L17:</b> explore and critique how the media present information</p> <p><b>L18:</b> critically examine social media</p> <p><b>R14:</b> cyber bullying and "trolling"</p> | <p><b>L16:</b> what is meant by enterprise and begin to develop enterprise skills</p>   |
| <i>Autumn 2<br/>Healthy relationships</i>  | <i>Spring 2<br/>Community</i>   | <i>Summer 2<br/>Changes</i>   |
| <p><b>R3:</b> recognise ways in which a relationship can be unhealthy and whom to talk to if they need support</p> <p><b>R4:</b> recognise different types of relationship including acquaintances, friends, relatives and family</p> <p><b>R10:</b> care about other people's feelings and try to see, respect and if necessary constructively challenge others' points of view</p> <p><b>R11:</b> to work collaboratively towards shared goals</p> <p><b>R12:</b> develop strategies to resolve disputes and conflict</p>  | <p><b>L9:</b> what being part of a community means, and about the varied institutions that support communities locally and nationally</p> <p><b>L10:</b> to recognise the role of voluntary, community and pressure groups, especially in relation to health and wellbeing</p> <p><b>L6:</b> to realise the consequences of anti-social , aggressive and harmful behaviours of individuals and communities</p>  | <p><b>H8:</b> about change and transitions (between schools)</p> <p><b>R15:</b> recognise and manage "dares"</p> <p><b>R16:</b> recognise and challenge stereotypes</p> <p><b>H18:</b> how their body and emotions change as they approach and go through puberty</p> |

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| <p>through negotiation and compromise, and give constructive feedback which benefit others as well as themselves</p> <p>L8: to resolve differences by looking at alternatives, seeing and respecting others' points of view, making decisions and explaining choices</p> | <p>L3: to understand there are basic human rights and that children have their own special rights set out in the United Nations Declaration of the Rights of the Child</p> <p>L4: that these universal rights are there to protect everyone</p> |  |
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## Consulting and involving parents and carers

Our weekly newsletter will share any PSHE updates with parents and parents will be able to access the policy through our school website. Parents will also be offered the opportunity to give feedback on our policy and scheme of work or ask further questions. After the first year, a parental questionnaire will be sent out so that parents can feedback their perceptions and views.

Our whole school plan will be available for parents to view on the school website so that parents are aware of topics being discussed in school. Our school website will signpost parents to further information and support.

Teachers are available to discuss any issues with parents at the end of a school day, or alternatively, our learning mentor is available to support families and offer further advice.

At all times, the best interests of the children will be maintained and we will encourage children to talk to their parents and carers about issues discussed at school.

## Consulting and involving pupils

Pupils have been involved in the development of this policy through talking to the school council.

Pupils will have opportunities to review and reflect on their learning during lessons and will be asked to give feedback at the end of a half term to reflect on the work covered. Any feedback will be reflected on by staff and will contribute to the amendment of any half-termly plans for the following year.

## Relevance to our pupils

While promoting the values and aims above, we have ensured our curriculum addresses the needs of the whole school community by using local data (Health LSIP) and school information such as CPOMS and attendance.

Our PSHE education provision is planned effectively to meet the needs of all our children and ensure its content is age appropriate. It is in line with the recommendations of the PSHE association (of which we are a member) and in consultation with Lancashire Healthy Schools policy.

## **Creating a safe and supportive learning environment**

At KWPS, we seek to provide a safe, secure learning environment for HRE and PSHE that enables pupils to gain accurate knowledge, develop their own values and attitudes, and develop skills to grow into happy, confident and successful adults.

Within each class, at the start of each academic year, the teacher will negotiate a group agreement which ensures a safe learning environment for staff and pupils, where sensitive issues can be discussed without judgement and with the assurance of confidentiality. This agreement will be referred to often at the beginning of each lesson and whenever needed as a reminder. Pupils will also have the opportunity to raise questions anonymously and these may be answered on an individual basis to the pupil.

We are aware that children may ask questions which go beyond the content covered in the Relationships Education curriculum and children of the same age may be developmentally at different stages, leading to differing types of questions. Depending on the nature of the questions, staff may choose to answer these questions privately and subsequently contact the parent so that they could choose to discuss any issues with their child. We believe that given ease of access to the internet, children whose questions go unanswered may turn to inappropriate sources of information. Staff will be supported by the SMT, the school nurse and Lancashire adviser for Healthy Schools if they have any doubts or questions about the content or answers to any queries.

In all our teaching, staff will be mindful of child protection and safeguarding policy, with particular support for vulnerable and “at risk” pupils.

## **SEND, inclusion, equality and diversity**

We recognise the right for all pupils to have access to PSHE education learning which meets their needs. As far as is appropriate, pupils with special educational needs should follow the same PSHE education programme as all pupils. However, we will ensure that pupils with SEND receive access to PSHE through providing differentiated support and activities which they can understand and contribute to. Any teaching will take into account the ability, age, development, religious and cultural backgrounds of our young people and those with English as a second language to ensure that all can fully access HRE and PSHE education provision.

## **Right to withdraw**

At KWPS, we believe that Relationships Education, Health Education, Science and Sex Education work together to protect children by ensuring they have knowledge of their bodies, the human life-cycle, emotions, acceptable behaviour and right and wrong.

However, in accordance with government guidelines, parents will continue to be allowed to withdraw children from any aspects of Sex Education (but not from the statutory HRE curriculum, or from the science curriculum which includes aspects of human development).

Any teaching on Sex Education will take place in Year 6 and parents will be informed before this happens so that they have time to contact the Headteacher with their request.

### **Assessment, monitoring, reporting and evaluation**

Whilst PSHE can be a difficult subject for teachers to assess, we acknowledge that pupils themselves may be able to judge whether they feel more confident, or have a firmer sense of their own beliefs and opinions than they did before a particular series of lessons. Personal reflection in PSHE lessons is essential, so ensuring pupils have time and space within the lessons for this, either privately or through discussion, will form a significant part, and each pupil will have a personal journal to record their own thoughts and reflections. In addition, class floorbooks will also be used for recording of group/class activities. Assessment will therefore use a combination of teacher assessment and pupil self- and peer assessment. Baseline assessments at the start of sessions, or series of lessons, will be used and these can be followed by assessment of learning endpoint activities to assess learning and inform future teaching.

This policy and the impact of the PSHE provision will be monitored by staff and pupils on a half-termly basis for the first year, through staff meetings, pupil discussions, lesson plans and lesson outcomes (in both journals and floor books), pupil council and assemblies. Governors will receive an update at termly SEC committee meetings, which will then be reported to the full governing body. Any feedback given by parents will also be taken into account and a written record of any feedback will be kept by the Headteacher.

We feel that through careful monitoring during the first year of this statutory guidance, we can adapt and change our curriculum and provision as necessary, and with the best interests of our pupils and the community at the forefront of any decisions .

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| <b>DISCUSSED AND AGREED BY RELEVANT STAFF</b> | May 2020  |
| <b>DISCUSSED AND AGREED BY GOVERNING BODY</b> | June 2020 |
| <b>MONITORING AND EVALUATION</b>              | Ongoing   |
| <b>REVIEW DATE</b>                            | July 2021 |



