



**MOOR PARK
PRIMARY SCHOOL
AND NURSERY**

PSHE POLICY
(includes Relationships Education)

September 2021

'Moor Park Primary is a Happy, Caring School Where Everyone Matters'

Policy	PSHE Policy (including Relationships Education)
Blackpool Council model policy	None available <i>Blackpool procedures and guidance followed</i>
Reviewed by	Nicola Taylor & Helen Hall
Date	September 2021
Approval level	Headteacher
Adopted	01/09/2021
Next review due	September 2022

“The evidence shows that PSHE education can improve the physical and psychosocial well-being of pupils. A virtuous cycle can be achieved, whereby pupils with better health and well-being can achieve better academically, which in turn leads to greater success.”
(DfE review of PSHE education impact and effective practice)

Intent: Why do we need to teach PSHE?

PSHE is a broad term referring to Personal, Social, Health and Economic education which incorporates Citizenship and Relationships and Sex Education. As of September 2020 it has become compulsory for all children in primary schools to receive the Health and Relationships aspect of their PSHE curriculum. Sex education does not become compulsory until KS3. (See paragraph ‘Right to Withdraw’) Under guidance from the DfE (June 2019) the PSHE education within our school will ensure that all children will be taught a curriculum which promotes physical and mental wellbeing and the opportunity to learn about safe, healthy relationships, understanding consent and negotiating life online.

Children today are growing up in an increasingly complex world, living their lives seamlessly both on and offline. Although this can be positive and exciting, it also comes with challenges and risks. It is therefore vital that we equip our children with the tools and attitudes to live their lives positively and independently whilst teaching them the resilience necessary to do so.

At Moor Park, our PHSE curriculum, although one all encompassing subject, can be split into two distinctive parts: Relationship/Sex Education (RSE) and Physical and Mental well-being. The Relationships aspect of our PSHE curriculum will enable the children to learn about healthy, respectful relationships, focusing on family and friendships in all contexts including online. The Physical and Mental wellbeing aspect will also play a key part as it is intrinsic to the happiness of the children we teach. Children and young people are increasingly dealing with challenges and their mental health can suffer as a result. The content covered in KS1 and KS2 will give them the knowledge and capability to care for themselves and know how and when to ask for help and where to receive support when needed. This should support the wider work of our school in helping our pupils foster resilience and self-efficacy, ultimately becoming successful and happy adults who make meaningful contributions to society.

Implementation (When, what, how and by who?)

PSHE will be taught regularly in each year group by the class teachers and may take the form of individual timetabled lessons (weekly), off timetable days to explore a topic in more depth and visits from other agencies to support the work we do in school e.g. school nurses, police, BFC sports coaches.

The approach and content may vary depending on the needs of the pupils, parents and communities at any one time. Whilst the guidance from the DfE outlines what we MUST cover, there may be other areas which we feel we SHOULD cover in order to meet the needs

of the children at Moor Park. In line with the Equality Act (2010), schools have a responsibility to consider the need to foster good relationships across the characteristics of race, disability, sex, age, religion/beliefs, sexual orientation, pregnancy, maternity, gender reassignment, marriage and civil partnership. This will be done throughout the topics with a consideration to age appropriateness.

Sometimes, the PSHE curriculum may be taught in other subjects such as Science (body changes as we grow), PE (physical wellbeing) and ICT (online safety).

The tables below will outline what children are expected to cover in PHSE/RSE by the time they leave primary school.

In terms of Relationship Education, by the end of Primary School

<p>Families and people who care for me</p>	<p>Pupils should know</p> <ul style="list-style-type: none"> • That families are important for children growing up because they can give love, security and stability. • 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. • 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. • 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. • That marriage¹³ represents a formal and legally recognised commitment of two people to each other which is intended to be lifelong. • How to recognise if family relationships are making them feel unhappy or unsafe, and how to seek help or advice from others if needed.
<p>Caring Friendships</p>	<p>Pupils should know</p> <ul style="list-style-type: none"> • How important friendships are in making us feel happy and secure, and how people choose and make friends. • The characteristics of friendships, including mutual respect, truthfulness, trustworthiness, loyalty, kindness, generosity, trust, sharing interests and experiences and support with problems and difficulties. • That healthy friendships are positive and welcoming towards others, and do not make others feel lonely or excluded. • 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. • 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.
Respectful Relationships	<p>Pupils should know</p> <ul style="list-style-type: none"> • 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. • Practical steps they can take in a range of different contexts to improve or support respectful relationships. • The conventions of courtesy and manners. • The importance of self-respect and how this links to their own happiness. • 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.

The remainder of the PSHE curriculum will ensure that by the end of Primary school

Mental wellbeing	<p>Pupils should know</p> <ul style="list-style-type: none"> • that mental wellbeing is a normal part of daily life, in the same way as physical health. • that there is a normal range of emotions (e.g. happiness, sadness, anger, fear, surprise, nervousness) and scale of emotions that all humans experience in relation to different experiences and situations. • 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. • how to judge whether what they are feeling and how they are behaving is appropriate and proportionate. • the benefits of physical exercise, time outdoors, community participation, voluntary and service-based activity on mental wellbeing and happiness. • simple self-care techniques, including the importance of rest, time spent with friends and family and the benefits of hobbies and interests. • isolation and loneliness can affect children and that it is very important for children to discuss their feelings with an adult and seek support. • that bullying (including cyberbullying) has a negative and often lasting impact on mental wellbeing. • where and how to seek support (including recognising the triggers for seeking 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).
-------------------------	---

	<ul style="list-style-type: none"> it is common for people to experience mental ill health. For many people who do, the problems can be resolved if the right support is made available, especially if accessed early enough.
Internet safety and harms	<p>Pupils should know</p> <ul style="list-style-type: none"> that for most people the internet is an integral part of life and has many benefits 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. 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. why social media, some computer games and online gaming, for example, are age restricted. 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. how to be a discerning consumer of information online including understanding that information, including that from search engines, is ranked, selected and targeted. where and how to report concerns and get support with issues online.
Physical health and fitness	<p>Pupils should know</p> <ul style="list-style-type: none"> the characteristics and mental and physical benefits of an active lifestyle. the importance of building regular exercise into daily and weekly routines and how to achieve this; for example walking or cycling to school, a daily active mile or other forms of regular, vigorous exercise. the risks associated with an inactive lifestyle (including obesity). how and when to seek support including which adults to speak to in school if they are worried about their health.
Healthy Eating	<p>Pupils should know</p> <ul style="list-style-type: none"> what constitutes a healthy diet (including understanding calories and other nutritional content). the principles of planning and preparing a range of healthy meals. the characteristics of a poor diet and risks associated with unhealthy eating (including, for example, obesity and tooth decay) and other behaviours (e.g. the impact of alcohol on diet or health).
Drugs, Alcohol and Tobacco	<p>Pupils should know</p> <ul style="list-style-type: none"> the facts about legal and illegal harmful substances and associated risks, including smoking, alcohol use and drug-taking.

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

In order for the above to take place, Moor Park will, in the main, be using the PSHE Association Plans (see Appendix A) but these may be supported by ideas and activities from Circle Solutions, Headspace and other websites, published schemes and materials from outside agencies who liaise with our school.

SEND

Our PSHE curriculum is inclusive of all children including those with special educational needs and this will be reflected in high quality planning and teaching which is differentiated to meet the needs for such pupils. As a school we will also be mindful of the preparing for adulthood outcomes as set out in the SEND code of practice. We must also recognise that some pupils' are more vulnerable to exploitation, bullying and other issues due to the nature of their SEND. These factors will be taken into account when planning and delivering PSHE lessons. Lessons will always be sensitive and developmentally appropriate.

Safeguarding

As many of the topics within PSHE allows children to discuss potentially sensitive issues, it is important that the children are made aware of how to raise concerns or make a report and how such a report may be handled whether the concern is about themselves, a friend or a peer.

All staff should be clear on how to handle a disclosure and should never promise a child that they will not tell anyone. If such a situation arises then the adult responsible will file a safeguarding report and notify the safeguard lead.

For those children who prefer not to speak out, but have questions, comments or a disclosure to make, all classrooms must have a box where pupils can post a note to the teacher which will be dealt with at an appropriate time.

It is also important that children are made aware of the Law when covering certain topics e.g. sharing images online as this will help them to know what is right and wrong in Law.

Right to withdraw

As Relationships education is compulsory for all KS1 and KS2 pupils, parents do not have the right to withdraw their children from these lessons. It is through these sessions, that children will learn how to function and cope with the many challenges faced in today's society. However, there may be times, towards the end of KS2 where lessons may have a more sexual content and in these circumstances, parents will be notified in advance and be given the opportunity to withdraw their child from these sessions only, following a discussion with the teachers and/or the headteacher.

Impact (Assessment)

Moor Park will have the same high expectations of the quality of pupils' work in PSHE as for other curriculum subjects. Lessons will be planned to ensure that all children will be suitably challenged. Assessment may take the form of tests, written assignments, self-evaluations, discussions and pupil/parent surveys.

We will be accountable to Ofsted where inspectors will take into account a pupils personal development, behaviour and welfare; and pupils' spiritual, moral and cultural development.

It is expected that, as a result of a rigorous PSHE curriculum that children will:

- Recognise and apply the British values of Democracy, Tolerance, Mutual Respect and Rule of Law and Liberty
- Demonstrate a healthy outlook towards school where attendance will be above the national average and behaviour will be good
- Mostly achieve age related expectations across the wider curriculum
- Develop healthy relationships with their peers and others, now and in the future
- Have respect for themselves and others
- Have a positive body image