PSHE Policy

This policy covers our school's approach to teaching PSHE and Values. It was produced by J. Lemon through consultation with staff, parents, governors, the school nurse and pupils. Consultation took the form of questionnaires and discussions with the groups. Key needs were identified through these consultations and through analysing local and national data. It will be reviewed in September 2020.

1. POLICY AVAILABILITY

Parents and carers will be informed about the policy through the school website and it is available for them to download directly or they can request a copy from the school office. If you require this policy in a different format, please contact the school office.

2. POLICY AIMS AND OBJECTIVES

At Seven Stars Primary School we believe in the concept of lifelong learning, and in the idea that both adults and children learn new things every day. We are committed to pursuing excellence and encouraging every individual. Our learning environment and ethos promotes respect and self-esteem, ensuring that all children feel happy, safe, cared for and therefore ready to learn. We value the role of parents and the community in learning and actively encourage their involvement. We are dedicated to providing excellent and enjoyable teaching through a broad, balanced and creative curriculum. We are proud of our achievements and celebrate the successes of all members of our school community.

Our aims for PSHE are to:

- Enable children to become confident, resourceful, enquiring and independent learners.
- Foster children's self-esteem and help them build positive relationships with other people.
- Develop children's self-respect and encourage children to respect the ideas, attitudes, values and feelings of others.
- Show respect for all cultures and in doing so, to promote positive attitudes towards other people.
- Enable children to understand their community and help them feel valued as part of this community.
- Help children grow into reliable, independent and positive citizens.

3. CREATING A SAFE AND SUPPORTIVE LEARNING ENVIRONMENT

At Seven Stars we will create a safe and supportive learning environment by ensuring all classes establish clear 'ground rules' and making sure all children and staff respect these as well as our confidentiality policy. We will ensure that where

pupils indicate that they may be vulnerable and at risk, they will get the appropriate support by being supported through the school's pastoral team as set out in the safeguarding and child protection policies.

4. ENTITLEMENT AND EQUALITY OF OPPORTUNITY

We promote the needs and interest of all pupils irrespective of gender, culture, ability, or personal circumstance by ensuring our curriculum, values and ethos are inclusive of all children regardless of their differences. Teaching will also take into account the age, ability, readiness and cultural backgrounds of children to ensure that they can fully access the PSHE education provision.

We promote diversity and inclusion and consider all pupil's needs by taking into account the children's backgrounds, local community needs and thinking about the wider community. Through teaching the children about PSHE and values, we expect our pupils to consider others' needs by being understanding, considerate, respectful and tolerant.

We teach PSHE to all children, regardless of their ability. Our teachers provide learning opportunities matched to the individual needs of children with learning difficulties.

Interventions will take place through a group intervention plan such as Lego Therapy, Nurture group, 1:1 support sessions etc. When teaching PSHE, teachers take into account the targets set for the children, some of which may be directly related to PSHE. For able, gifted and talented pupils teachers will provide additional opportunities to take responsibility, develop leadership skills, think creatively and use their talents for the good of the class or the wider community.

5. INTENDED OUTCOMES

We believe that PSHE should enable children to become healthier, more independent and more responsible members of society. We encourage our pupils to play a positive role in contributing to the life of the school and the wider community. In doing so, we help develop their sense of self-worth, teach them how society is organised and governed and ensure that the children experience the process of democracy through participation in the school council. We teach children both about their rights and about their responsibilities. They learn to appreciate what it means to be a positive member of a diverse and multicultural society.

The objectives of PSHE are to enable the children to:

- know and understand a healthy lifestyle;
- be aware of safety issues;
- understand what makes for good relationships with others;
- have respect for others;
- be independent and responsible members of a community, such as school;
- be positive and active members of a democratic society;
- develop self-confidence and self-esteem, and make informed choices regarding personal and social issues;

- develop good relationships with other members of the community.

6. LEARNING AND TEACHING PRINCIPLES AND METHODOLOGY

We will determine pupil's prior knowledge and starting points by reflecting on previous units of work and also carrying out a baseline assessment activity which will help teachers to assess what they already know and identify any misconceptions. The programme will be taught through a range of teaching methods including which have an emphasis on active learning by including the children in discussions, investigations and problem-solving activities. We encourage the children to take part in a range of tasks that promote active citizenship, for example charity fundraising, the planning of special school events (such as an assembly or open evening), or involvement in helping other individuals or groups less fortunate than themselves. We will ensure that sessions, including those on risky behaviours remain positive by organising classes in such a way that pupils are able, through discussion, to set agreed of ground rules and using distancing techniques. We will make links to other areas of the curriculum by teaching some topics in a cross-curricular way. For example, when teaching about local environmental issues in geography, we offer pupils the opportunity to find out who is responsible for the maintenance and upkeep of local parks and cycle paths. Also, as there is a large overlap between the programme of study for religious education and the aims of PSHE, we deliver a considerable amount of the PSHE curriculum through our religious education lessons. We also develop PSHE through various activities and whole-school events, such as the pupil parliament meeting regularly to discuss school issues and improvement.

7. VALUES

At Seven Stars Primary school, we feel it is important to teach children about values which will prepare them for later life. We focus on the key values of respect, responsibility, tolerance, honesty, courage, kindness, empathy, determination, gratitude and resilience. Each teacher awards a VIP (Values Inspired Person) certificate to a member of their class in Friday's assembly. These children are then invited to have 'get together' with the Head Teacher.

8. THE FOUNDATION STAGE

We teach PSHE in reception and nursery classes as an integral part of our topic work. As the reception class is part of the Foundation Stage of the National Curriculum, we relate the PSHE aspects of the children's work to the objectives set out in the Early Learning Goals (ELGs). Our teaching in PSHE matches the aim of developing a child's personal, emotional and social development as set out in the ELGs. We also support PSHE through teaching HeartSmart.

9. PLANNING

As of September 2020, some aspects of PSHE and HRE will become statutory. These objectives are detailed in Appendix 1. We as a school have identified the

needs of our children and implemented 1Decision. This scheme is used as a starting point for planning within the classes. It has been identified that there are additional units which need to be taught in different year groups to meet the needs of the class. These have been added in additionally.

During Key Stage 1 and 2, pupils will learn the objectives set out in Appendix 1 through the units identified in appendix 2.

10. ASSESSMENT

Our teachers assess the children's work in PSHE by making informal judgements, as they observe them during lessons, and through formal assessments of the work done, gauging it against the specific learning objectives set out in the curriculum. We have clear expectations of what the pupils will know, understand and be able to do at the end of each Key Stage. All classes use a PSHE big book where they record their learning and progress and children have individual workbooks.

11. TEACHING RESPONSIBILITY AND STAFF TRAINING

PSHE at Seven Stars is led by J. Lemon, the PSHE co-ordinator and it is taught by teaching, teaching assistants and a HLTA. Staff are regularly provided with updates in regards to the curriculum, assessment and subject knowledge. On some occasions, the children may have the opportunity to hear visiting speakers, such as health workers, police, and local clergy, whom we invite into the school to talk about their role. When using external speakers to deliver aspects of our PSHE programme, this will be under the direction of the class teacher, the teacher will be present for this and will ensure the school's PSHE and safeguarding policies are followed.

12. CONFIDENTIALITY AND HANDLING DISCLOSURES

Each class will set ground rules at the start of the lesson which have been agreed previously by the class and teacher. We will ensure confidentiality by making it clear to the children that there are some things which we cannot offer complete confidentiality about, such as if they or someone else is being harmed. If a child makes a disclosure, the member of staff will follow the guidelines in school 'What to do if you think a child is being abused'. All staff are aware of and have read part one of 'Keeping Children Safe in Education'.

13. RESPONDING TO PUPILS QUESTIONS

If a pupil asks a question, they usually want an answer and wherever possible questions will be answered openly and honestly. However, there may be occasions when a teacher offers a different response.

- Sometimes teachers may ask pupils to place their questions in a question box so that he/she can prepare before answering, they will say "I'm not going to answer that now, I will get it answered for you. Write it down and put it in the basket". The teacher will then phone home to speak to the parents and ask if

they would like to answer it, if they would like school to answer it or if school and home should answer it together.

- On some (rare) occasions a teacher might refuse to answer a question however if this happens they should give the pupil information about who might be able to answer the question.
- It is important to recognise that children often do not want a detailed answer, if they receive a simple answer they may ask a supplementary question but often do not. It is better that they get an honest answer from a teacher than a confused answer from a pupil in the playground.
- Where a teacher feels that the pupil is deliberately asking a question to cause embarrassment, the teacher should respond with 'well you tell me what you think the answer is and then we can discuss whether you are correct or not' or 'why don't you do a bit a research and see if you can find the answer and then we can discuss it' or a similar response. This will often diffuse the situation, if the question was genuine, the teacher will soon realise.
- Where the teacher believes that the pupil may be at risk, appropriate safeguarding steps should be taken.

14. LINKS TO OTHER SCHOOL POLICIES

This policy supports/complement the following policies:
- Child Protection/Safeguarding
- Bullying
- Relationships and sex education
- Online safety – within the Computing policy
- Food and drink

15. INVOLVING PARENTS AND CARERS

PSHE is strongest when there is communication and collaboration between school and home. We are committed to working with parents and carers. We will offer support through the schools family support mentor. We communicate with parents and carers by sending home a termly newsletter which tells them what their child is learning in all subjects that term. We encourage parents to share their views on our curriculum and policies through consultation. Parents and carers are made aware of their right to withdraw their child from some aspects of HRE as outlined in the HRE policy.

16. REVIEW DATE

This policy will be reviewed at least every two years to ensure it continues to meet the needs of the pupils, staff and parents and that it is in line with the DfE advice and guidance.

Appendix 1 – PSHE curriculum

Families and people who care for me	Pupils should know • 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 marriage 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.
Caring friendships	Pupils should know • 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	Pupils should know • 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. • 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. • What a stereotype is, and how stereotypes can be unfair, negative or destructive. • the importance of permission-seeking and giving in relationships with friends, peers and adults
Online relationships	Pupils should know • That people sometimes behave differently online, including by pretending to be someone they are not. • 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. • The rules and principles for keeping safe online, how to recognise risks, harmful content and contact, and how to report them. • How to critically consider their online friendships and sources of information including awareness of the risks associated with people they have never met. • How information and data is shared and used online.
Being safe	Pupils should know • What sorts of boundaries are appropriate in friendships with peers and others (including in a digital context). • 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. • That each person's body belongs to them, and the differences between appropriate and inappropriate or unsafe physical, and other, contact. • How to respond safely and appropriately to adults they may

	encounter (in all contexts, including online) whom they do not know.
	• How to recognise and report feelings of being unsafe or feeling bad about any adult.
	• how to ask for advice or help for themselves or others, and to keep trying until they are heard,
	• How to report concerns or abuse, and the vocabulary and confidence needed to do so.
	• where to get advice e.g. family, school and/or other sources

Physical health and mental wellbeing

Mental wellbeing	Pupils should know
	• 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).
	• 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	Pupils should know
	• 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	Pupils should know • 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	Pupils should know • 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	Pupils should know • The facts about legal and illegal harmful substances and associated risks, including smoking, alcohol use and drug-taking.
Health and prevention	Pupils should know • 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	Pupils should know:
	• 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	Pupils should know:
	• 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.

Appendix 2 – PSHE overview

Topic delivery overview

Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Keeping/staying safe					
Assessment – baseline Road safety Think online Pedestrian training Lancashire Tying shoelaces	Staying safe	Leaning out of windows Railway safety Assessment – summative	Assessment – baseline Cycle safety	Water safety RNLI teaching pack - Magazines - Books - Stickers	Peer pressure Road safety Think online Adults' views Children's views Assessment – summative
Keeping/staying healthy					
Assessment – baseline Washing hands	Healthy eating 5 a day bag 5 a day book Eat well guide and activities Brushing teeth Colgate resources	Medicine KWL grid First Aid Red Cross online Assessment – summative	Assessment – baseline Healthy eating 5 a day bag 5 a day book Eat well guide and activities	KWL grid Smoking Healthy heroes – on server Adults' views Children's views	KWL grid Alcohol Drink aware online Healthy heroes – on server Photo pack Drugs PSHE association or healthy heroes - Drugs – photos - Posters - Joint effort game Assessment – summative
Relationships			Growing and changing		

Assessment – baseline Friendships Friendship game PANTs NSPCC - KWL grid Different families Joint 1 / 2 unit LGBT – posters of families	Bullying Guide dog Dolls and disability items Body language PANTs NSPCC - KWL grid Different families Joint 1 / 2 unit LGBT – posters of families	Touch KWL grid Assessment – summative	Assessment – baseline Puberty – Betty KWL grid	Appropriate touch KWL grid Adults' views Children's views	Conception KWL grid Assessment – summative
Being responsible					
Assessment – baseline Practice makes perfect	Water spillage Helping someone in need	Stealing Every action has a consequence Assessment – summative	Assessment – baseline Coming home on time Sleep PSHE association	Stealing Every action has a consequence	Looking out for others Adults' views Children's views Assessment – summative
Feelings and emotions					
Assessment – baseline Jealousy A box full of feelings	Worry Anger A box full of feelings	Grief A box full of feelings Assessment – summative	Assessment – baseline Jealousy A box full of feelings	Worry A box full of feelings	Anger Adults' views Children's views Assessment – summative
Computer safety					
Assessment – baseline	Image sharing	Making friends online	Assessment – baseline	Image sharing	Making friends online

Online bullying	Jessie and Friends – online safety	Computer safety documentary Assessment – summative	Online bullying Social media Goldilocks – vodaphone resource	ThinkUKnow play like share-online Adults' views Children's views	Assessment – summative

Money matters			The working world		
Assessment – baseline Money matters	Money matters Assessment – summative		Assessment – baseline Chores at home	In-App purchases Money Matters Brian Souter Debt awareness books	Enterprise Adults' views Children's views Assessment – summative

Hazard watch			A world without judgement		
Assessment – baseline Is it safe to play with?	Is it safe to eat or drink? Drugs and their dangers @KS1 Healthy heroes – on server	Assessment – summative	Assessment – baseline Breaking down barriers	Inclusion and Acceptance Adults' views Children's views	British values Assessment – summative

Fire safety		
Hoax calling	Petty arson Enya and Deedee visit the Fire Station Home fire protection pack	Texting while driving

Additional units added to respond to needs of the school.