

# PSHE Policy



POLICY CONTROL	
Responsible Governor Committee:	Standards & Curriculum
Approved by Governors:	Autumn 22
Review Date:	Autumn 25

## **'Love your neighbour as yourself'**

Parable of the Good Samaritan Luke 10:25-37

Our school policies are written with the objective of realising our vision:

**As we journey together. we learn to live as good neighbours, demonstrating love, compassion, dignity and respect to all in our communities.**

**Through this we aspire to become global citizens, courageous advocates and people of wisdom and integrity.**

**We look towards the parable of the Good Samaritan as our guide.**

A school where all **children** are **valued**, where they **feel safe**, are **happy** and **learn well**. We want our school to have a warm friendly atmosphere, which supports families, builds relationships and sets children up for a life of learning. We want our Christian values to guide our pupils along the right path and help them to achieve fulfilling and happy lives.

### **OUR SCHOOL VALUES**

Adderley and Moreton Say Church of England Primary Schools values:

**Respect** □ **Hopefulness** □ **Kindness** □ **Courage** □ **Integrity** □ **Curiosity**

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## Statement of intent

It is our aim here at AddMore to ensure that we provide a comprehensive and engaging PSHE Curriculum which fully meets the need of every child. It is our understanding that each child arrives at our school in a position unique to themselves and we therefore develop skills and understanding from this personal baseline. We understand that social skills and learning readiness are unique to each and every child and therefore tailor and adapt our PSHE curriculum in order to meet these needs.

As a federation we value and recognise that high-quality life skills education and that ensuring we educate all our young minds in the management of these skills is essential in order for each child to meet their potential. Our curriculum supports PSHE, RSE, Health education, SMSC development, Fundamental British Values and safeguarding. Whilst ensuring our programme of study provides full coverage of the statutory elements for Relationship Education and Health Education it is vital that we go beyond this and support our children in the development of the skills required, at all ages, to manage as part of their personal development concepts such as; difference, influence, resilience and pressure.

We understand and have observed that it is during Primary School that many children will, for the first time, encounter many of life's challenges and it is through inspiring, relevant and meaningful teaching and learning that we believe we provide our pupils with the knowledge and skills required to lead safe, healthy and happy lives.

At Addmore Federation we believe that ensuring a high-quality PSHE/RSE curriculum will inspire pupils to develop their curiosity and fascination about the world around them, and support them in developing as conscientious, healthy global citizens. Our aim is to teach the skills and knowledge necessary to develop children as confident well-rounded individuals.

Within the AddMore Federation, children are encouraged to play a positive role in contributing to the life of the school and the wider community, formally through School Council meetings and informally through building warm relationship among the school community.

Signed by:

\_\_\_\_\_ Headteacher                      Date: \_\_\_\_\_

\_\_\_\_\_ Chair of governors                      Date: \_\_\_\_\_

## **1. Legal framework**

- 1.1. This policy has due regard to legislation and statutory guidance, including, but not limited to the following:
  - Education Act 1996
  - Education Act 2002
  - Children and Social Work Act 2017
  - DfE (2019) 'Keeping children safe in education' (KCSIE)
  - DfE (2019) 'Relationships Education, Relationships and Sex Education (RSE) and Health Education'
  - DfE (2019) 'School and college security'
- 1.2. This policy will be followed in conjunction with the following school policies and procedures:
  - Primary Relationships and Health Education Policy
  - Child Protection and Safeguarding Policy
  - Social, Emotional and Mental Health Policy

## **2. Key roles and responsibilities**

- 2.1. The governing board has overall responsibility for the implementation of the school's PSHE Policy.
- 2.2. The governing board has overall responsibility for ensuring that the PSHE Policy, as written, does not discriminate on any grounds, including but not limited to age, disability, gender reassignment, marriage and civil partnership, race, religion or belief, sex, or sexual orientation.
- 2.3. The headteacher has overall responsibility for reviewing the PSHE Policy annually.
- 2.4. The headteacher has responsibility for handling complaints regarding this policy.
- 2.5. The headteacher will be responsible for the day-to-day implementation and management of the PSHE Policy.
- 2.6. The PSHE co-ordinator is responsible for liaising with other staff and professional agencies to devise a suitable scheme of work to ensure a comprehensive PSHE education that achieves the aims laid out in this policy.
- 2.7. The school will consult with parents to ensure that the RSE and relationships education elements of the PSHE curriculum reflect the needs and sensibilities of the wider school community.
- 2.8. The school will work with parents throughout the year and will ensure that parents are routinely kept informed about their right to withdraw their children from sex education (but not relationships or health education).

2.9. The school ensures that pupils are also involved in the creation of this policy through termly feedback, school council meetings and class discussions.

### **3. Aims of the PSHE curriculum**

3.1. Pupils will learn to do the following:

- Understand what constitutes a healthy lifestyle.
- Understand how to stay safe and behave online.
- Understand the dangers they may face, both in and around school and beyond, and be provided with the means to keep themselves safe.
- Understand the law and consequences of risky behaviours.
- Develop responsibility and independence within school which they will take forward into society in their working lives.
- Respect other people, in particular, learning to respect the different cultural/ethnic/religious/gendered viewpoints of others in our school community and the wider world.
- Understand what constitutes 'socially acceptable' behaviour at school and in society.
- Be a constructive member of society.
- Understand democracy.
- Develop good relationships with peers and adults.
- Develop self-confidence, self-esteem and self-worth.
- Make positive, informed choices as they make their way through life.
- Understand that they have a right to speak up about issues or events, and to respect other's right to do the same.

### **4. Teaching methods and learning style**

4.1. As a Federation we follow the 1 Decision PSHE/RSE Curriculum which has been built around the three core themes of health and well being, relationships and living in the wider world, and the 10 principles of effective PSHE education, which are as follows:

1. Start where children and young people are: find out what they already know, understand, are able to do, and are able to say.

2. A 'spiral programme' which introduces new and more challenging learning, while building on what has gone before, which reflects and meets the personal developmental needs of the children and young people.

3. Take a positive approach which does not attempt to induce shock or guilt but focuses on what children and young people can do to keep themselves and others healthy and safe and to lead happy and fulfilling lives.

4. Offer a wide variety of teaching and learning styles within PSHE education, with an emphasis on interactive learning and the teacher as facilitator.

5. Provide information which is realistic and relevant and which reinforces positive social norms.

6. Encourage young people to reflect on their learning and the progress they have made, and to transfer what they have learned to say and to do from one school subject to another, and from school to their lives in the wider community.

7. Recognise that the PSHE education programme is just one part of what a school can do to help a child to develop the knowledge, skills, attitudes and understanding they need to fulfil their potential. Link the PSHE education programme to other whole school approaches, to pastoral support, and provide a setting where the responsible choice becomes the easy choice. Encourage staff, families and the wider community to get involved.

8. Embed PSHE education within other efforts to ensure children and young people have positive relationships with adults, feel valued and where those who are most vulnerable are identified and supported.

9. Provide opportunities for children and young people to make real decisions about their lives, to take part in activities which simulate adult choices and where they can demonstrate their ability to take responsibility for their decisions.

10. Provide a safe and supportive learning environment where children and young people can develop the confidence to ask questions, challenge the information they are offered, draw on their own experience, express their views and opinions and put what they have learned into practice in their own lives.

4.2. 'Ice-breaker' activities and clear ground rules regarding discussions are put in place to ensure a safe, supportive and positive learning environment. Examples of discussion guidelines include rules such as:

- Listen to each other
- No raised voices/shouting.
- Take turns
- No talking over people.
- Show respect for another's views, even when disagreeing with them.
- Keep comments subject-specific, as opposed to personal.
- Follow rules and instructions to stay safe
- Be ready to learn

4.3. The school uses visiting speakers and experiences, such as NSPCC assemblies, the police and bikeability, to broaden the curriculum and share their real-life experiences. Any such speakers are closely monitored by the class teacher who will use their

professional judgement to end a speech if they consider it to contravene any of the aims of this policy or the values of our school.

4.4. Pupils' questions, unless inappropriate, are answered respectfully by teachers.

4.5. High quality books and resources are used.

## **5. Timetabling and cross-faculty involvement**

5.1. The school uses direct teaching via timetabled lessons.

5.2. PSHE/RSE is taught in discrete curriculum time, delivered by class teachers and other staff.

5.3. The school ensures cross-curricular learning through discussion between subject leads, for example, science, outdoor learning and collective worship leads.

5.4. There is an element of PSHE/RSE in pastoral care and the school will ensure that PSHE, SMHLs, SENDCO and pastoral care teams work together to ensure that pupils feel comfortable indicating that they may be vulnerable and at risk.

## **6. Safeguarding, reports of abuse and confidentiality**

6.1. All staff are aware of what constitutes peer-on-peer abuse. This is likely to include, but may not be limited to, the following:

- Bullying (including cyberbullying).
- Emotional harm.
- Physical abuse, e.g. hitting, kicking, hair pulling.
- Sexual violence, e.g. rape, assault by penetration and sexual assault.
- Sexual harassment, e.g. sexual comments, online sexual harassment, jokes. These may be stand-alone or part of a broader pattern of abuse.
- Up skirting (taking a picture under a person's clothes without their awareness, with the intention of viewing their genitals or buttocks to obtain sexual gratification, or cause humiliation, distress or harm.
- Sexting
- Initiation/hazing type violence and rituals.

6.2. All staff are aware of indicators, which may signal that children are at risk from, or are involved with serious violent crime. These may include:

- Increased absence from school, changes in friendships/relationships with older individuals or groups, a significant decline in performance.
- Signs of self-harm or a significant change in wellbeing.

- Signs of assault or unexplained injuries.
  - New possessions or unexplained gifts could indicate that children have been approached by, or are involved with, individuals associated with criminal networks or gangs.
- 6.3. All staff are aware of the associated risks surrounding pupils' involvement in serious crime, and understand measures in place to manage these.
- 6.4. If staff have concerns regarding a child who may be at risk of or suffering from 'honour-based' violence (HBV) including forced marriage, they will speak to the DSL (or deputy). Where appropriate, they will activate local safeguarding procedures. As highlighted with section 74 of the Serious Crime Act 2015, in cases where FGM appears to have been carried out, teachers must personally report this to the police.
- 6.5. Staff are aware of KCSIE advice concerning what to do if a pupil informs them that they are being abused or neglected or are witnessing abuse. Staff are also aware of the appropriate levels of confidentiality. This means only involving those deemed necessary, such as the DSL (or deputy) and children's social care. Staff must never promise a child that they will not tell anyone about a report of abuse, as this ultimately may not be in the best interests of the child.
- 6.6. The school will involve the DSL (or deputy) in anything related to safeguarding. They can potentially provide knowledge of trusted, high quality local resources, links to the police and other agencies, and the knowledge of local issues that may be appropriate to address in lessons.
- 6.7. Every lesson reinforces that, if pupils have any sensitive/personal issues or wish to talk about any of the issues raised in the lesson; they are aware of how to raise concerns or make reports to their PSHE teacher or another member of staff about this, and how this will be handled. This also includes processes when they have concerns about a friend or peer.
- 6.8. The school invites external agencies to support the teaching of safeguarding-related subjects – they must agree in advance of the session how the external visitor will deal with safeguarding reports.
- 6.9. The school is aware that, when teaching new subjects, topics including self-harm and suicide may be raised by pupils. Teachers recognise the risks of encouraging or making suicide seem a more viable options for pupils, and avoid material being instructive rather than preventative. To prevent this, teachers avoid giving instructions or methods of self-harm or suicide and the use of emotive language, videos or images.

## **7. Tailoring PSHE**

- 7.1. The school uses discussions and other activities during initial PSHE lessons to ascertain 'where pupils are' in terms of their knowledge and understanding of various subjects. The teaching programme will then be adjusted to reflect the composition of the class with regards to this.

- 7.2. Teaching considers the ability, age, readiness and cultural backgrounds of all young people in the class and will be tailored accordingly.
- 7.3. Adaptations are made for those for whom English is a second language to ensure that all pupils can fully access PSHE educational provision.
- 7.4. All pupils with SEND receive PSHE education, with content and delivery tailored to meet their individual needs.
- 7.5. The school will deliver relationships and health education as part of its timetabled PSHE programme, having due regard to the school's Primary Relationships and Health Education Policy.

## **8. KS1 and 2 programmes of study**

The PSHE programme of study will cover the following topics:

### **Families and people who care for me**

8.1. Pupils will be taught the following:

- The importance of families for children when growing up, as they can provide 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 within the school or in the wider world may look different from their own, but those differences should be respected, 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 growing up
- That marriage represents a formal and legally recognised commitment between two people which is meant 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**

8.2. Pupils will be taught the following:

- The importance of friendships in making us feel happy and secure, and how people choose and make friends
- The characteristics of friendships, such as 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 and excluded
- That most friendships have ups and downs, which can often be worked through so that the friendship can be repaired or even strengthened, and that resorting to violence is never right
- How to recognise who to trust and not to trust, how to judge when a friendship causes them to feel unhappy or uncomfortable, managing conflict, how to manage these situations and how to seek help or advice from others if needed

### **Respectful relationships**

8.3. Pupils will be taught the following:

- The importance of respecting others, even when they differ 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/support respectful relationships
- The conventions of courtesy and manners
- The importance of self-respect and how this links to their own happiness
- That in schools and in wider society they can expect to be treated with respect by others, and should show this respect to others in return, including those in positions of authority
- About different types of bullying (including cyberbullying), the impacts of bullying, responsibilities of bystanders (primarily reporting bullying to an adult) and how to get help
- What a stereotype is, and how these can be unfair, negative or destructive
- The importance of permission-seeking and giving in relationships with friends, peers and adults

### **Online relationships**

8.4. Pupils will be taught the following:

- That sometimes people behave differently online or pretend to be someone they are not
- That the same principles apply to online relationships as face-to-face relationships, including the importance of respect for others online (including when anonymous)
- The rules and principles for keeping safe online, recognising 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**

8.5. Pupils will be taught the following:

- What sorts of boundaries are appropriate in friendships with peers and others (including online contexts)
- About the concept of privacy and the implications of it from both children and adults; including that it is not always right to keep secrets in relation to being safe
- That each person's body belongs to them, and the differences between appropriate and inappropriate/unsafe physical, and other forms of, contact
- How to respond safely and appropriately to adults they encounter (in all contexts, including online) whom they do not know
- How to recognise and report feeling bad or unsafe around an adult
- How to ask for advice or help for themselves or others, and to persist until heard
- How to report concerns or abuse, and the vocabulary needed to do so
- About the dangers they may face, both in and around school and beyond, and how they can keep themselves safe.
- Where to get advice, e.g. family, school, other sources

## **Mental wellbeing**

8.6. Pupils will be taught the following:

- That mental wellbeing is a normal aspect of daily life, in the same way as physical health
- That there is a normal range of emotions (e.g. happiness, sadness, anger, fear, nervousness, surprise) 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 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, such as the importance of rest, spending time with family and friends and the benefits of hobbies and interests
- Isolation and loneliness can affect children and so 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 the school they should contact 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 of these people, the problems can be resolved if the right support is made available, especially if accessed early enough

### **Internet safety and harms**

8.7. Pupils will be taught the following:

- How the internet acts as an integral part of life for most people, with many benefits
- About the benefits of rationing time spent online, the risks of spending excessive time 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, etc. 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, recognising that information (including that from search engines) is ranked, selected and targeted
- Where and how to report concerns and get support concerning issues online

### **Physical health and fitness**

8.8. Pupils will be taught the following:

- The characteristics and mental/physical benefits of leading an active lifestyle
- The importance of including 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 leading an inactive lifestyle (including obesity)
- How and when to seek support, such as which adults to speak to in school if they have health concerns

### **Healthy eating**

8.9. Pupils will be taught the following:

- What constitutes a healthy diet (including understanding calories and other nutritional content)
- The principles of planning/preparing a range of healthy meals
- The characteristics of a poor diet and risks associated with unhealthy eating (such as obesity and tooth decay) and other behaviours (such as the impact of alcohol on diet or health)

### **Drugs, alcohol and tobacco**

8.10. Pupils will be taught the following:

- The facts about legal/illegal harmful substances and associated risks, including smoking, alcohol use and drug-taking

### **Health and prevention**

8.11. Pupils will be taught the following:

- How to recognise early signs of physical illness, such as weight loss or unexplained changes to the body
- About safe/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 influence weight, mood and ability to learn
- About dental health and the benefits of good oral hygiene and dental flossing, such as 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**

8.12. Pupils will be taught the following:

- 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**

8.13. Pupils will be taught the following:

- 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 and key facts concerning the menstrual cycle

### **Economic wellbeing and being a responsible citizen**

8.14. Pupils will be taught the following:

- How to contribute to the life of the classroom, and how to help create and follow group and class rules
- That everyone has individual needs and the responsibilities to meet them (such as being able to take turns, share, and understand the need to return things that have been borrowed)
- That they belong to various groups and communities such as family and school
- What improves and harms their local, natural and built environments and about some of the ways people look after them
- The different purposes for using money, including concepts of spending and saving, managing money, being a critical consumer and how money comes from different sources
- The role money plays in their lives including how to manage money, keep it safe, make informed choices about spending money and what influences those choices
- How to research, discuss and debate topical issues, problems and events relating to health and wellbeing and offer their recommendations to appropriate people
- Why and how rules and laws that protect themselves and others are made and enforced, why different rules are needed in different situations and how to take part in making and changing rules
- To understand that human rights apply to everyone, and that children have their own special rights set out in the United Nations Declaration of the Rights of the Child
- That universal rights are there to protect everyone and have primacy both over national law and family and community practices
- To know that there are some cultural practices which are against British law and universal human rights, such as FGM
- To realise the consequences of anti-social and aggressive behaviours such as bullying and discrimination of individuals and communities
- That there are different kinds of responsibilities, rights and duties differ at home, school, in the community and towards the environment
- To resolve differences by considering alternatives, seeing and respecting others' points of view, making decisions and explaining choices
- Recognising what being part of a community means, and about the varied institutions that support communities locally and nationally

- To recognise the role of voluntary, community and pressure groups, especially in relation to health and wellbeing
- To appreciate the range of national, regional, religious and ethnic identities in the UK
- To consider the lives of people living in other places, and people with different values and customs
- An initial understanding of the concepts of 'interest', 'loan', 'debt', and 'tax' (e.g. their contribution to society through the payment of VAT)
- That resources can be allocated in different ways and that these economic choices affect individuals, communities and the sustainability of the environment
- About enterprise and the skills that make someone 'enterprising'
- To explore and critique how the media present information

The fundamental areas of PSHE/RSE as identified by the statutory guidance are taught in a spiral curriculum through a range of units, including:

### **Keeping/Staying Safe**

- Road Safety
- Leaning Out of Windows
- Staying Safe
- Tying Shoelaces
- Cycle Safety
- Peer Pressure
- Water Safety
- Keeping/Staying Safe Documentary

### **Keeping/Staying Healthy**

- Healthy Eating
- Brushing Teeth
- Washing Hands
- Medicine

- Healthy Living
- Smoking
- Alcohol
- Keeping/Staying Healthy Documentary

### **Relationships**

- Bullying
- Body Language
- Friendship
- Touch
- Puberty
- Conception
- Growing and Changing Documentary

### **Being Responsible**

- Practice Makes Perfect
- Helping Someone in Need
- Stealing
- Water Spillage
- Coming Home on Time
- Looking Out for Others
- Stealing
- Being Responsible Documentary

### **Feelings and Emotions**

- Jealousy
- Worry
- Anger
- Grief

- Jealousy
- Anger
- Worry
- Feelings and Emotions Documentary

### **Computer Safety**

- Online Bullying
- Image Sharing
- Making Friends Online
- Computer Safety Documentary

### **Our World**

- Growing in Our World
- Living in Our World
- Working in Our World
- Looking After Our World

### **The Working World**

- Chores at Home
- Enterprise
- In-App Purchases
- The Working World Documentary

### **Hazard Watch**

- Is it safe to eat or drink?
- Is it safe to play with?

### **A World Without Judgement**

- Breaking Down Barriers
- Inclusion and Acceptance
- British Values

- A World Without Judgement Documentary

### **Fire Safety**

- Hoax Calling
- Petty Arson
- Enya and Deedee Visit the Fire Station
- Texting Whilst Driving

### **First Aid**

## **9. Assessment**

- 9.1. The school sets the same high expectations of the quality of pupils' work in PSHE/RSE as for other areas of the curriculum. A strong curriculum will build on knowledge pupils have previously acquired, including from other subjects, with regular feedback on their progress.
- 9.2. Lessons are planned to ensure pupils of differing abilities, including the most able, are suitably challenged. Teaching is assessed, identifying where pupils need extra support or intervention.
- 9.3. Pupils' knowledge and understanding is assessed through formative assessment methods such as written work, discussion groups and quizzes, in order to monitor progress.

## **10. Monitoring and review**

- 10.1. This policy will be reviewed by the headteacher on an annual basis.
- 10.2. Any changes to this policy will be communicated to all staff and other interested parties.
- 10.3. The next scheduled review date for this policy is October 2023.