

Policy / Procedure / Guideline:	PSHE Policy
Date of adoption:	June 2022
Lead staff member:	Mrs A Greenwood
Review date:	May 2023

CASTERCLIFF PRIMARY ACADEMY PSHE EDUCATION POLICY

School: <i>Castercliff Primary Academy</i>				
Consultation has taken place	The school workforce	Governors	Children & young people	Families
	date: Nov 2020	date: December 2020	date: Sept 2020	date: Sept 2020/2021
Date formally approved by Governors:	June 2022			
Date policy became effective:	June 2022		Review Date: May 23	
Person(s) responsible for implementation & monitoring	Angela Greenwood			
Links to other relevant policies	SMSC	Safeguarding	Online safety	Food & Drink
	Confidentiality	Anti-bullying	SEND inclusion	Equalities
	Visitor	Behaviour		
Purpose This policy covers our school’s approach to statutory guidance on Relationships Education, Health Education (HRE) and all non-statutory elements of PSHE. At Castercliff Primary Academy we see Personal, Social, Health and Citizenship Education (PSHE) as being at the centre of all that we do. Through our curriculum, our school environment and our school ethos, we promote pupils’ self-esteem and emotional well-being and help them to form and maintain worthwhile and satisfying relationships, based on respect for themselves and for others, at home, at school, at work and in the community. We define it as teaching the fundamental building blocks where our children develop the skills, knowledge and attributes needed in their lives now and in the future. They will learn about the characteristics of positive relationships, with particular reference to friendships, family relationships and relationships with other peers and adults. We believe it is important so that children can embrace the challenges of creating a happy and successful adult life, pupils need knowledge that will help them to make informed decisions about their wellbeing, health and relationships and build their self –efficacy. We understand that high quality, evidence based and age – appropriate teaching of these subjects can help prepare pupils to develop resilience, to know how and when to ask for help. It was produced by the PSHE coordinator Angela Greenwood Through consultation with teachers, pupils, parents and governors. Parents and carers will be informed about the policy through the school website. The policy will be available to parents and carers through accessing the school website.				

Overall school aims and objectives

Our school's overarching aims and objectives for our pupils are

Aims

The aims of PSHE are to enable the children to develop the skills, knowledge, understanding and attitudes they need to be able:

1. To have respect for themselves and others, valuing the differences and similarities between people, their friendships and families.
2. To understand what constitutes a positive healthy relationship and develop these relationships with other members of the school, at home and in the wider community.
3. To be independent, self-disciplined and responsible members of society.
4. To be positive and active members of a democratic society.
5. To develop self-confidence and self-esteem, and make informed choices regarding personal, health and social issues.
6. To know and understand what constitutes a healthy and balanced lifestyle (physically, mentally and emotionally).
7. To be aware of and cope with how they will grow and change both mentally and physically and the challenges this may bring.
8. To recognise the need to remain safe, cope with safety issues and manage risk in their own lives.
9. To be aware of potential risks in the online world and how best we can stay safe.
10. To know where to seek help if concerned about any issues covered in lessons.

Objectives of Health & Relationship Education at Castercliff Primary Academy

- starts early and is relevant to pupils at each stage in their development and maturity
- builds an effective partnership between home and school
- allows sufficient time to cover a wide range of topics
- is inclusive of difference and challenges stereotypes and prejudice
- respects the views of other people
- provides a safe and supportive learning environment
- develops an awareness of personal safety including what they should do if they are worried
- ensures that all children are assertive and have the confidence to say and do what is right
- understands the dangers associated with online technologies and develop strategies to keep safe
- contributes to a better understanding of diversity and inclusion, a reduction in gender-based and homophobic prejudice, bullying and violence
- promotes positive healthy relationships with others, involving trust and respect
- recognises the importance of a committed, long-term, and loving relationship and the importance of family life
- learn the importance of self-control and cope with the influences of their peers and the media
- challenges body image and stereotypes, particularly in the media, and promotes respect and care for their bodies
- includes the acquisition of medically and factually correct knowledge
- prepares them for puberty and adulthood
- helps pupils gain access to information and support
- uses active learning methods - is rigorously planned, assessed and evaluated
- ensures children's views are actively sought to influence lesson planning and teaching

The aims within the PSHE curriculum meet the needs of every individual child and through the teaching of the subject and the overarching vision of the school; learning is tailored to meet the needs of children. Our PSHE education programme promotes the school values of SHINE – Safe, Here, Inspired, Neighbourly and Excellent.

What values will underpin this policy?

Our programme promotes the spiritual, moral, cultural, mental and physical development of pupils. We promote the needs and interests of all pupils, irrespective of gender, culture, ability or personal circumstance by ensuring the curriculum and learning is tailored for every individual child. Allowances will be made for children who may be classed as vulnerable or for potentially sensitive issues. Teaching will take into account the age, ability, readiness, and cultural backgrounds of children (and those with English as a second language) to ensure that all can fully access PSHE education provision. We expect our pupils to consider others' needs by following the school's vision and value of Neighbourly, reminding them of this and promoting the correct and sensitive behaviour. We will use PSHE education as a way to address diversity issues and to ensure equality for all.

We recognise the right for all pupils to have access to PSHE education learning which meets their needs. We will use a scheme of work which best suits our children, decided through consultation with PSHE advisors, the subject co-ordinator and the head teacher. We will ensure that pupils with SEND receive access to PSHE through differentiation of work and access to lessons and objectives suitable for their ability and maturity, as well as their understanding.

Our PSHE Programme

PSHE education needs to consider pupils' starting points. Pupils will bring differing levels of knowledge, skills, understanding, attributes, values and beliefs to any issue explored through PSHE education. Often this prior learning is more complex than we might assume. Where possible, any new topic in PSHE education should start by determining pupils' prior knowledge and adapt plans accordingly.

Planning and timetabling-

1. Every class has a timetabled session of PSHE every week. This lesson will use a range of resources accessed via the PSHE website and resources from the 1 Decision Scheme of work (where appropriate). We will cover the New National Curriculum guidance for PSHE.
2. In addition to this, PSHE is also taught within other subject areas and as part of cross-curricular projects: Science, Geography, RE, English and History.
3. PSHE will also be addressed on a daily basis as questions and incidents arise. At times, teachers may choose to hold an additional Circle-time session or discussions in response to a particular event or issue.
4. Whole school and class assemblies provide opportunities to enhance pupils' spiritual, moral, social and cultural development, promoting our school's values and celebrating achievement.
5. Staff teaching PSHE will use a scheme of work based on the PSHE association programme builders and supported by PSHE association endorsed materials. The scheme of work builds on prior knowledge each year and allows children time to deepen understanding on different subjects within the PSHE curriculum.
6. Through the use of PSHE subject specific books, children and adults can track progress and areas of support/ guidance/ extra teaching can be identified.
7. Below are guidelines of subjects covered, each linking directly to the statutory requirements of health and relationships education highlighted within the government documentation.

How will we ensure the curriculum is relevant to our pupils?

While promoting the values above, we will ensure that pupils are offered a balanced programme by *using relevant local data and school information (such as CPOMS and attendance) related to Relationships/Health/PSHE education to inform planning and to address the identified needs of the whole school community e.g. Health Needs Assessment, Health LSIP, which includes Public Health data on road traffic accidents, attendance at A&E, alcohol and drug use, social deprivation, family life, career and life chances.*

WE ensure that PSHE is matched to the needs of our pupils by taking into account their emotional maturity of the pupils and pitching lessons appropriately.

What are our intended outcomes?

The learning outcomes of our programme will be that pupils will:

- Know and understand the fundamental building blocks and characteristics of positive healthy relationships with particular reference to friendships, family relationships and relationships with other peers and adults.
- Understand that they can make a valuable and positive contribution to school, home and the wider community.
- Understand they have a right to express their own opinions
- Understand they have a responsibility to respect themselves and others
- Pupils will be prepared for the experiences, opportunities and challenges of everyday life through discussing issues at an age appropriate level.
- Develop the attributes of self-confidence, self-esteem, making informed choices regarding personal, emotional, health and social issues and well-being.
- Children and young people will be prepared for the physical and emotional changes they undergo at puberty and they will learn about different relationships.
- Know how to keep themselves safe in a range of situations
- Know how to access help in a range of situations

Preventative Curriculum

Schools are seen as having an important role in the delivery of the preventative curriculum; teaching children the knowledge and skills they need to protect themselves from all forms of abuse and understand how to keep themselves safe.

It is suggested that abuse is still underreported by children. This is a problem that is often compounded by barriers to seeking help, including not being listened to or believed by adults or not having the terminology to explain what is happening.

Abuse is one of the very worst things that can ever happen to a child, but it's not always easy to pick up the signs and often a child might not even know that what's happening is wrong. Our curriculum aims to help teachers, parents and children to address some of these issues. This supports the preventative curriculum and our legal obligation to safeguard and promote the welfare of our pupils.

- We provide children with the skills to recognise abusive behaviour and understand that abusive relationships are never acceptable or right. We support our children by:
- Introducing a whole school ethos that demonstrates that abuse in all its different forms is unacceptable
- Responding to disclosures and child protection concerns quickly and efficiently
- Promoting a listening school ethos
- Offering appropriate support for children and staff dealing with abuse
- Offering children opportunities to build self-esteem and confidence and to develop respectful relationships
- Working with outside providers to develop a broad range of curriculum enhancement activities
- Highlighting children's rights

RHE is taught through different aspects of the curriculum. While we carry out the main relationship education teaching in our PSHE curriculum, we also teach some relationships education through other subject areas (for example Science, PE and Computing) where we feel it contributes to a child's knowledge and understanding, including of his or her body, and how it is changing and developing. All maintained schools must teach the following as part of the National Curriculum for Science. At Key Stages 1 and 2, this includes teaching about the main external body parts and changes to the human body as it grows from birth to old age, including puberty. There is no right to withdraw from the National Curriculum.

SEND, inclusion, equality and diversity

Teaching will take into account the ability, age, development and cultural backgrounds of our young people and those with English as a second language to ensure that all can fully access PSHE education provision.

We promote social learning and expect our pupils to show a high regard for the needs of others by having open discussions with clear outlines of expectations of behaviour and tolerance.

We will use PSHE as a vehicle to address diversity issues and to ensure equality for all by having an inclusive approach to all aspects of PSHE.

We recognise the right for all pupils to have access to PSHE education learning which meets their needs.

We will ensure that pupils with SEND receive access to PSHE through supported learning and the use of differentiated materials and activities.

Teaching will take into account the ability, age, development 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

We promote social learning and expect our pupils to show a high regard for the needs of others by ensuring that everyone has a right to be listened to.

We will use HRE and PSHE as a vehicle to address diversity issues and to ensure equality for all by ensuring that we break down misconceptions, prejudices and behaviours.

How will we ensure that our equalities obligations are fulfilled?

The needs and interests of all pupils, irrespective of gender, family, culture, ability or aptitude are addressed and respected by taking into account prior learning, experiences and personal circumstances.

We will ensure equality by following the guidance as set out in the Equality Act 2010. (see the protected characteristics below*)

We will assess the needs of different pupils by using baseline assessment tasks at the beginning of lessons and units of work, and using prior learning.

(*disability, educational needs, race, nationality, ethnic or national origin, pregnancy, maternity, sex, gender identity, religion or sexual orientation or whether they are looked after children).

How will we ensure inclusion and differentiate learning?

We will identify pupils' different starting points by using baseline assessments.

We will respect pupils' unique starting points by providing learning that is relevant to their needs and at a level that they can understand and engage with.

We will ensure that pupils with special educational needs receive access to PSHE education through differentiated tasks and activities, and supported learning where possible.

We will offer challenge to our more able pupils by asking children to reflect on the areas taught and show understanding of how this applies to them in real life contexts.

DfE statutory guidance states that from September 2020, all Primary schools must deliver Relationships Education

We are required to teach relationships education as part of the Primary Curriculum and this informs children about what a relationship is, what friendship is, what family means and who the people are who can support them.

Statutory Guidance on Relationships Education

KS1& 2 Five Topics:

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

The Role of Parents/Carers and other Professionals

The school is well aware that the primary role in children's relationship education lies with parents and carers. We wish to build a positive and supporting relationship with the parents of children at our school through mutual understanding, trust and co-operation. In promoting these objectives, we will:

- inform parents about the PSHE policy and practice (including the Health and Relationships strands)
- answer any questions that parents may have about PSHE (including the Health and Relationships strands)
- take seriously any issues that parents raise with teachers or governors about this policy or the arrangements for relationships education in the school
- seek the views of parents and encourage them to be involved in reviewing the PSHE policy
- inform parents about the best practice known with regard to relationships education, so that teaching in school supports the key messages that parents and carers give to children at home.

We believe that, through this mutual exchange of knowledge and information, children will benefit from being given consistent messages about their changing body and their increasing responsibilities.

Parents do not have the right to withdraw pupils from relationships education but do have the right to request that their child be withdrawn from some or all of sex education not included in the Science National Curriculum. They should discuss this with the Principal and make it clear which aspects of the programme they do not wish their child to participate in, however this rarely happens. By working in partnership with parents they recognise the importance of this aspect of their child's education.

We encourage other valued members of the community to work with us to provide advice and support. In particular, members of the Local Health Authority, such as the school nurse and other health professionals, give us valuable support with relationship education programme. We believe that visitors should complement and never substitute or replace planned provision and it is the PSHE Subject Leader and class teachers' responsibility to plan the curriculum and lessons

Statutory Guidance on Physical Health and Wellbeing Education (Health Education)

KS 1 & 2

- *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*

Timetabling PSHE education

We allocate curriculum time to PSHE education weekly.

Our PSHE education takes place as whole class lessons.

Our PSHE education is provided as situations arise.

Our PSHE education provision is mapped and planned effectively to meet the needs of our children.

Our provision is further enriched by assemblies and cross curricular learning and Special National awareness weeks.

Who will be responsible for teaching the programme?

The programme will be led by Angela Greenwood

It will be taught by individual class teachers.

It will be supported by the PSHE Lead

The school will support members of staff delivering PSHE identified through the monitoring cycle and provide to access appropriate CPD if required.

Key Principles and Teaching Methodology

We will ensure learning 'starts from where pupils are' by using a baseline assessment of the children at the start of each topic which will identify pupils prior knowledge and at the end of each topic this baseline will be repeated to evidence progress in learning.

How will we involve and consult pupils?

Pupils' views of what is currently being taught will help to inform the curriculum by responding to issues which children feel are important to be addressed.

How will pupils' questions be answered?

We will enable pupils to raise anonymous questions by providing worry boxes in every classroom and if part of the curriculum covered within school they will be addressed by the class teacher. If a safeguarding issue is raised by an anonymous question we will inform the lead DSL.

Tricky Questions

We have a planned programme which we will follow as long as it is appropriate for the needs of the children, however, due to the nature of the subject, there may be times when children ask questions out of the context of a planned session. Primary-age pupils will often ask their teachers or other adults questions pertaining to sex or sexuality which go beyond what is set out for PSHE and Health and Relationships Education. If children do ask about issues linked to topics, they will be dealt with appropriately and sensitively.

There may be times when a member of staff does not immediately answer a child's question but speaks to them on their own, later or refers them to speak to their parent. Given the ease of access to the internet, children whose questions go unanswered may turn to inappropriate sources of information.

Monitoring, reporting and evaluation

PSHE provision and content be monitored through the schools monitoring cycle.

A termly report is created by the PSHE lead.

Responsibility for the implementation of this policy.

Key (PSHE/Personal Development) Governor

Principal

PSHE Lead

Teachers

Parents / carers

Professional Development

Policy will be reviewed yearly

Documents referenced eg. Children and Social Work Act (2017), Equality Act (2010), Keeping Children Safe in Education (2019) as well as PSHE Association document.