

Moulton Primary School

PSHE Policy



November 2021

Reviewed November 2022

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Mouton Primary School believes that a strong PSHE education is important to help our pupils develop into well-rounded members of society, who can make a positive contribution to their community. Our PSHE curriculum is strongly tied to our RSE, relationships, health education and pastoral care programme.

The vision for pupils, staff and others linked to our school is to always look to achieve our personal best in every aspect of school life.

- Our school is one where everyone is encouraged and supported to achieve their personal best.
- Our school is welcoming and inclusive, and is a place where everyone is valued.
- Our pupils and staff treat each other equitably, fairly, with kindness and with mutual respect. At all times, staff and children are encouraged to show a high regard for the needs and feelings of others through their actions and words.
- We encourage our children and staff are enterprising and approach challenges with a 'can-do' attitude.
- The needs and interests of all children, irrespective of gender, culture, ability or ability, will be promoted through an inclusive and varied PSHE curriculum at our school.
- Our environment is safe and clean with everyone sharing responsibility for it.
- Our culture is one of continuous improvement, creativity and enthusiasm.
- Parents will be informed about the policy via the school's website where it, and the PSHE curriculum, will be available to read and download.

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'

[New] 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

2. Key roles and responsibilities

- 2.1. The governing body has overall responsibility for the implementation of the school's PSHE Policy.
- 2.2. The **governing body** 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 will be responsible for the day-to-day implementation and management of the PSHE Policy.
- 2.5. The PSHE lead 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.
- 2.6. 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.
- 2.7. 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).

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

4.1. A range of teaching and learning styles are used to teach PSHE.

4.2. Teaching is based on the Jigsaw scheme with an emphasis on active learning techniques such as discussion and group work.

4.3. Lessons are structured predominantly as "circle time" activities – including a preparation "calm" time, usually at the beginning of a lesson

4.4. 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:

- Listening to everyone
- The right to "pass" during discussion based lessons
- Showing respect for another's views, even when disagreeing with them.
- Keeping comments subject-specific, as opposed to personal.

- 4.5. Children learn research and study techniques and can engage in investigations and problem-solving activities.
- 4.6. All children are encouraged to take part in charity work and volunteering. These are centred around the village of Penyem as well as special charity and giving events at harvest, Christmas. (Hope centre for Homeless, Operation Christmas Child) as well as national charities.
- 4.7. The school sometimes uses visiting speakers to broaden the curriculum and share their real-life experiences. Any such speakers are closely and adhere to the policy about inviting visiting speakers into school. These speakers are usually invited into weekly Visitor Assembly sessions.
- 4.8. The school consults with the local community on matters related to PSHE to ensure that local issues are covered in lessons.
- 4.9. Pupils' questions, unless inappropriate, are answered respectfully by teachers.

5. Timetable of PSHE

- 5.1. The school uses direct teaching via timetabled lessons. These are weekly, of approximately one hour in length.
- 5.2. Where other PSHE lessons are needed – these will be planned on a specific class by class basis
- 5.3. PSHE is taught in discrete curriculum time, delivered by class teachers and the class TA..
- 5.4. There is an element of PSHE in pastoral care and the school will ensure that PSHE and pastoral care teams work together to ensure that pupils feel comfortable indicating that they may be vulnerable and at risk. Any pastoral care/wellbeing issues will be highlighted by class teachers on My Concern and followed up on an individual basis.

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).
 - Physical abuse, e
 - Sexual violence,
 - Sexual harassment
 - Peer on Peer abuse
 - Up
 - 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 the following, but the signs and indicators below is not an exhaustive list.
 - 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 children's 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)..
- 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 children 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 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. If the school invites external agencies to support the teaching of safeguarding-related subjects – there must be agreement in advance of the session how the external visitor will deal with safeguarding reports.

7. Tailoring PSHE

- 7.1. The school uses discussions and other activities during initial PSHE lessons to ascertain 'where children 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. The main criteria for this is the age related expectations outlined in the Jigsaw curriculum, but gaps in understanding and knowledge need to be catered for, as well as the maturity of the class.
- 7.2. Teaching considers the ability, age, readiness and cultural backgrounds of all children 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 RSE 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. Children 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. Children 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

Children 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

8.3. Children 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

8.4. Children 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

8.5. Children 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

8.6. Children 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

8.7. Children 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

8.8. Children 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

8.9. Children 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

8.10. Children 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

8.11. Children 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

8.12. Children 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

8.13. Children 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
- 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

9. Assessment

- 9.1. The school sets the same high expectations of the quality of children's' work in PSHE as for other areas of the curriculum. A strong curriculum will build on knowledge children have previously acquired, including from other subjects, with regular feedback on their progress.
- 9.2. Lessons are planned to ensure children of differing abilities, including the most able, are suitably challenged. Teaching is assessed, identifying where pupils need extra support or intervention.
- 9.3 Children's ' knowledge and understanding is assessed through formative assessment methods such as tests, written assignments, 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 November 2022