

PSHE Policy September 2020

Introduction

Personal Social and Health Education (PSHE) gives pupils the knowledge and understanding, skills, and attributes they need to keep themselves healthy and safe. It helps pupils to achieve their academic potential, and leave school equipped with skills they will need for later life.

PSHE contributes to schools' statutory duties outlined in the Education Act 2002 and the Academies Act 2020 to provide a balanced and broadly-based curriculum and is essential to Ofsted judgements in relation to personal development, behaviour and attitudes, and safeguarding. The relationships and health aspects of PSHE education will be compulsory in all schools from 2020. Our school programme goes beyond the statutory requirements to also include aspects of economic, careers and sex education.

At Peak Tor Federation PSHE is firmly based on the needs of our pupils and the community, using local health data, consultation and feedback to shape our programme. This helps to ensure pupils get the learning they need when they need it; that it is age appropriate, accessible, relevant and meaningful to their lives,

PSHE is an integral part of our ethos and is developed through a whole school approach. It is informed by school values.

Intent

Our overarching intent for PSHE education is to provide pupils with the knowledge, understanding, and skills required to live healthy, safe, productive, capable, responsible and balanced lives. We value each child's uniqueness and work to help them grow into secure, happy fulfilled individuals.

PSHE provides opportunities for pupils to:

- access accurate balanced and relevant knowledge
- develop values of respect, honesty, equality, integrity, tolerance, fairness and trust
- develop positive attributes such as resilience, self-confidence, self-esteem, empathy and self – efficacy.
- understand and develop good relationships with each other and all members of the school and wider community, both online and offline
- play an active, positive role as citizens in a democratic society
- value the diversity in our society
- recognise the benefits of the natural world and how they can play their part in caring for it
- make informed choices regarding their lifestyle that support their health, safety and wellbeing, and manage risk
- understand their body - how it grows and develops, how to care for it and keep safe
- stay safe online and use technology responsibly
- enjoy learning and being part of the school experience
- explore, clarify and respectfully challenge their own and others values attitudes beliefs rights and responsibilities.
- apply what they have learned so that it becomes personal understanding
- respond positively to the opportunities, challenges and responsibilities of a rapidly changing world.

Implementation

As quality PSHE underpins our school ethos it takes place in many areas of school life, including assemblies, pastoral support, incident management, break times, other curriculum areas, school visits, visitors, performances, school events, enrichment days and charity and enterprise activities.

PSHE lessons are taught by the class teacher through weekly dedicated lessons/ as part of an integrated topic based curriculum. The content is delivered using age appropriate resources with regard to the age and stage of pupils in a progressive ‘spiral curriculum’ – themes are introduced early and revisited to deepen children’s knowledge and develop their skills further.

We use the Derbyshire PSHE scheme of work and the content of this is included in our school curriculum maps.

This scheme enables us to achieve the statutory outcomes for relationships and health education – please see appendix 1.

Teaching and learning

At Peak Tor Federation we place the same high standards of the quality of pupils’ learning in PSHE as in other curriculum areas.

We achieve this through high quality teaching and learning, and the positive relationships we have with our pupils. Teachers have very good subject and pedagogical knowledge and ensure the best possible learning opportunities are planned, delivered and monitored. Pupils are supported to develop critical thinking skills, confidence and take responsibility for their learning. Active learning methods that support participation, collaboration and encourage reflection are used.

These include opportunities for pupils to communicate ideas through speaking and listening, writing, story mapping, music, drama, ICT, art, investigation and problem solving, research and finding out, asking and answering questions, creative activities, debates, role-plays, oral presentations and designing and making things. See our Teaching and Learning Policy for further information.

We take care not to use ‘scare tactics’ in PSHE. Our approach includes information about potential risk as well as exploration of choices, feelings, and motivation. We recognise that the majority of young people make positive healthy lifestyle choices. We communicate to our pupils that we have positive expectations of them.

Beyond timetabled PSHE lessons, pupils are supported in applying the skills they are learning, in real-life situations as they arise: e.g. resolving conflicts; working as part of a group on a project etc. This is promoted by all staff in school and supported by our behaviour policy.

We value the opinions and ideas of our pupils and involve them in initiatives that have strong links with PSHE.

We use visitors to enrich, but not replace, the PSHE curriculum. Our PSHE is enhanced by visits from a number of different organisations, for example NSPCC and a trip to the Fire Station.

Care is taken to ensure that the visitor’s contribution fits with our planned programme of work and policy, and that the content is age appropriate and accessible for the pupils. Visitors work within the schools confidentiality policy.

A Safe Learning Environment

PSHE is taught in a caring, supportive environment in which children feel safe to ask and answer questions, and express themselves by sharing their views and ideas. Children learn best when they feel safe to take on challenges, are interested and motivated and feel valued.

- Ground rules for learning and respect during lessons are negotiated, explained, displayed and referred to wherever appropriate.
- No one in the classroom will be expected to answer a personal question.
- If a pupil's question is inappropriate to address the whole class, the teacher will acknowledge the question and attend to it later on an individual basis.
- Distancing techniques such as the use of scenarios, puppets and story books will be used to introduce themes. There will be no need for anyone to discuss their own personal issues.
- Care will be taken not to use materials or approaches that may trigger trauma or distress. Pupils at risk will be identified and arrangements made for them to access the learning in a comfortable way.
- Pupils are made aware of sources of support that they can access if they have questions or concerns related to issues covered in the lesson.
- Teachers will attempt to answer pupils' questions and concerns in a sensitive, age and development appropriate manner. Individual teachers will use their skill and discretion in these situations, and if necessary, refer to the PSHE coordinator for advice and support.
- Any discussion with the teacher is kept confidential unless there is a concern that the child may be in danger of harm Confidentiality will be clearly explained to the pupils.
- If a teacher is concerned that a pupil is at risk in any way, the usual safeguarding procedures will be followed. Pupils will understand how disclosures will be handled.

Equality

This school delivers PSHE with regards to the Equality Act 2010 and observance of the protected characteristics of age, sex, race, disability, religion or belief, gender reassignment, pregnancy or maternity, marriage or civil partnership and sexual orientation.

The content of the PSHE curriculum reflects the diverse community we live in and prepares pupils to engage as positive informed citizens. Prejudice and discrimination is challenged sensitively to support children's learning and attitudes. Repeated incidents are dealt with in line with the behaviour policy.

The school commits to all pupils engaging in PSHE that is relevant to their particular needs. We achieve this in the following ways:

- We foster healthy and respectful peer-to-peer communication and behaviour between boys and girls. Respect for the rights of women and girls is embedded in PSHE and the school ethos.
- We ensure that PSHE is accessible to all pupils with Special Educational Needs or Disabilities (SEND) through high quality teaching that is differentiated and personalised. We are mindful of 'preparing for adulthood' outcomes as set out in the 'SEND code of practice 0-25 years' when teaching these subjects to those with SEND.
- The school promotes respect for and understanding of the views of different ethnic, cultural and religious groups in line with safeguarding and schools statutory duty to keep pupils safe and deliver Relationships and Health Education.
- Our approach to teaching about different families and relationships will be sensitive and age appropriate both in content and approach. Lesbian, gay, bisexual and transgender (LGBT) content will be integrated into the programme rather than as a stand-alone lesson or unit. We actively tackle LGBT bullying.
- Some pupils may receive further support to develop their social and emotional skills / through nurture programmes in school.

Staff training

PSHE is delivered by each class teacher. The school is committed to ensuring that everyone involved with teaching, or supporting the teaching of PSHE receives appropriate and ongoing professional development in order to maintain a whole school consistency and high standards for the children/young people in our care.

Parents and carers

We recognise the importance of working in partnership with parents/carers in their child's PSHE.

The school ensures that parents/carers are: made aware of the school's approach and rationale for PSHE; are involved in the review of the PSHE policy and made aware of the school's PSHE curriculum. Resources are available for parents/ carers to borrow to reinforce learning at home and support them in managing conversations with their children on these issues.

There is no right for parents and carers to withdraw their children from those aspects of PSHE that are taught in statutory Relationships Education, Health Education or National curriculum Science

Parents/carers have a legal right to withdraw their children from some dedicated sex education lessons. If a parent/carer has any concerns, we welcome the opportunity to address their concerns. If parents/carers decide to withdraw their child, we shall work with them and their child to explore possible alternative provision. In the event of a request to withdraw we will document this process and ensure a record is kept.

Impact

Assessment, Monitoring and Evaluation

PSHE is highly valued in our school and is monitored for impact on a regular basis.

At Peak Tor Federation baseline, formative and summative assessments contribute to the effective delivery of PSHE. Pupils' existing knowledge is the starting point for all PSHE work. Informal ongoing assessment takes place during each lesson. More focussed assessment opportunities in each lesson / module/ topic are carefully planned and built into the programme to inform future planning .

We evaluate the impact of PSHE to ensure pupils make progress and the curriculum continues to be relevant their needs. PSHE is monitored and evaluated by the PSHE coordinator. This takes place through a variety of methods, including learning walks, observation, scrutiny of annotated lesson plans, and pupil feedback etc. The findings along with the views of the pupils and teachers who deliver the programme, are used to make changes and improvements to the programme on an ongoing basis.

Review

This policy document was produced/ reviewed in consultation with the entire school community, including pupils, parents, school staff, governors and any other appropriate stakeholders

Policy Links- (*cross referenced for consistency*)

- Acceptable Use and E-safety policy
- Anti-Bullying
- Accessibility Plan
- Positive Behaviour Policy
- Child Protection /Safeguarding
- Confidentiality
- Drugs Education
- Emotional Health and Well-Being
- Equality Policy
- External Contributors
- Extremism
- Mental Health Policy
- Relationships and Sex Education
- RE Policy
- Teaching, Learning and Assessment
- SEND Policy

Appendix 1

This content contains the elements of PSHE which all primary schools are legally required to teach, as outlined in the government guidance on Relationships and Health Education 2019.

By the end of primary school pupils will know:

Families and people who care for me

- 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

- 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

- 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.

On-line relationships

- 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

- 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) who 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 and for 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 from e.g. family, school and/or other sources.

Physical and Mental Health and Wellbeing

By the end of primary school pupils will know

Mental wellbeing

- 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

- 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

- 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

- 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

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

Health and prevention

- 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

- 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

- 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.