Great Massingham & Harpley CofE Primary Schools Federation

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PSHE Policy

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1. Aims

Our personal, social, health and economic education (PSHE) programme promotes children's personal, social, and economic development, as well as their physical and mental health and wellbeing. It helps to give children the knowledge, skills and understanding they need to lead confident, healthy, independent lives and to become informed, active, responsible citizens.

At **Great Massingham and Harpley Primary Schools Federation**, children's wellbeing, happiness and safety are our first priority, and PSHE is the key vehicle through which we share this with children. We regard PSHE as an important, integral component of our curriculum; it is central to our approach and at the core of our ethos. Our PSHE curriculum is broad and balanced, ensuring that it:

- Promotes the spiritual, moral, cultural, mental and physical development of our children and of society;
- Prepares our children for the opportunities, responsibilities and experiences they already face and for adult life;
- Provides information about keeping healthy and safe, emotionally and physically;
- Encourages our children to understand how all actions have consequences and how they can make informed choices to help themselves, others and the environment.

Our PSHE curriculum is split into three main topics: Relationships (taught in the Autumn term), Living in the Wider World (taught in the Spring term) and Health and Wellbeing (taught in the Summer term).

The Relationships topics aims to ensure children:

- Develop confidence in talking, listening and thinking about feelings and relationships;
- Know the correct vocabulary to describe themselves and their bodies;
- Are prepared for puberty and understand the basic changes that happen during puberty;
- Understand how to keep their bodies healthy and clean;
- Understand how to keep themselves and their bodies safe;
- Develop feeling of self-respect, confidence and empathy;
- Recognise healthy friendships;
- Are provided with a framework in which sensitive discussions can take place;
- Foster respect for the views of other people

The Living in the Wider Worlds topic aims to ensure children:

- Know the importance of responsible behaviours and actions.
- Be responsible and independent members of the school community.
- Develop self-confidence and self-esteem and make informed choices regarding personal and social issues.
- Develop good relationships with other members of the school and the wider community.
- Know about where money comes from, keeping it safe and the importance of managing it effectively.
- Have a basic understanding of enterprise.
- Know how to keep themselves safe and who to talk to if they are worried o scared

- Challenge stereotypes in all forms
- Identify a range of emotions in themselves and others
- Explain how to keep safe online and how to be critical thinkers about online content

The Health and Wellbeing topic aims to ensure children:

- Know and understand what constitutes a healthy lifestyle.
- Know how to maintain physical, mental and emotional health and wellbeing.
- Know and understand how to use medicines safely
- Know and understand the difference between legal and illegal drugs
- Understand what constitutes a healthy friendship
- Are able to recognise different types of bullying and explain how to keep safe
- Are able to identify varying emotions in themselves and other are able to talk about and share these feelings
- Be aware of safety issues, including how to respond in an emergency
- Be positive and active members of a democratic society.

2. Statutory requirements

PSHE is a non-statutory subject. However, there are aspects of it we are required to teach.

Schools are required to comply with relevant requirements of the Equality Act 2010. Further guidance is available for schools in The Equality Act 2010 and school's advice. The DfE guidance states that schools should pay particular attention to the Public sector equality duty (PSED)

Under the provisions of the Equality Act, schools must not unlawfully discriminate against pupils because of their age, sex, race, disability, religion or belief, gender reassignment, pregnancy or maternity, marriage or civil partnership, or sexual orientation (collectively known as the protected characteristics). Schools must also make reasonable adjustments to alleviate disadvantage and be mindful of the SEND Code of Practice when planning for these subjects.

We must teach relationships education under the Children and Social Work Act 2017, in line with the terms set out in statutory guidance. We must teach health education under the same statutory guidance. We must teach relationships and health education under the DfE statutory guidance

3. Content and delivery

3.1 What we teach

As stated above, we're required to cover the content for relationships and health education, as set out in the statutory guidance (linked to above).

Refer to our Relationships, Sex and Health Education policy for details about what we teach, and how we decide on what to teach, in this subject. This policy can be accessed through our school website.

For other aspects of PSHE, including health education, see appendix 1 for a detailed overview of the topics and themes that are taught within our mixed age classes across a 2- year cycle.

3.2 How we teach it

PSHE forms an integral part of our school ethos and values. It permeates our entire school curriculum.

We use a range of teaching and learning styles with an emphasis on active learning by including the children in discussions, investigations and problem-solving activities. PSHE will be provided in a variety of ways, to reflect the age of the pupils and ensure a whole school approach to the subject:

- There will be a weekly PSHE lesson in every year group in order to develop themes and share ideas, e.g. circle time, discussion, group work. We call this lesson 'Life Skills'.
- Opportunities will also be found within other curriculum areas, e.g. links with drama and role play, debate and discussion in literacy, working together in pairs or small groups, improving health in PE, environmental, health and drug issues in science and beliefs, values and practices
- In Collective Worships, including the promotion of Citizenship.
- Throughout the school there will be acknowledgement of PSHE in every lesson, through the teachers and pupils' relationships with each other.
- Activities will be provided as group, class or school events and initiatives e.g.: community projects, school productions, assemblies for parents and friends, a weekly Celebration Collective Worship and an bi-annual residential trip for Year 5 and Year 6.
- At playtimes and lunchtimes opportunities exist for playing co-operatively using play equipment.

In the Foundation Stage of the EYFS Curriculum, PSHE is related to the objectives set out in the Early Learning Goals matching the aim of developing a child's personal, emotional, and social development.

As a school we use PSHE Association thematic model to deliver PSHE. This scheme of work has been adapted to ensure we are able to teach in mixed-aged classes, and meets all statutory requirements for health and relationships education. The Children and Social Care Act and the Equality Act also underpin this curriculum. The long term overview for PSHE can be found in appendix 1.

PSHE will usually be delivered by a member of school staff, usually the child's class teacher. If an external visitor is delivering all or aspects of PSHE, parents will be informed.

Great Massingham and Harpley Primary Schools Federation believes that PSHE should meet the needs of all pupils. Our school is committed to the provision of PSHE to all pupils. All staff are expected to give every pupil the chance to experience, participate and achieve the understanding of PSHE. Equal time and provision will be allocated for all groups but there may be occasions where children with special educational needs (SEN) are given extra support.

The planning and organising of teaching strategies will be consistently reviewed e.g. through lesson observations to ensure that no pupil is disadvantaged

3.3 Assessment and monitoring

We assess children's work in PSHE by making informal judgements as we observe them during each PSHE lesson. We have clear expectations of what the pupils will know,

understand and be able to do at the end of each academic year. We assess prior knowledge as well as knowledge and understanding gained through lessons and topics.

Pupils' learning is captured in a class floor book. The PSHE subject lead uses these floor books to monitor and assess the teaching of PSHE across the school. These demonstrate what the expected end of year outcomes are in PSHE for each year group. We also talk to pupils regularly to find out what they are learning and how they respond to PSHE. Our Celebration Collective Worship celebrates personal achievement and rewards thoughtful, caring behaviour.

Monitoring of the standards of children's work and of the quality of teaching in PSHE is the responsibility of the PSHE subject leader. The work of the PSHE subject leader also involves supporting colleagues in the teaching of PSHE, being informed about current developments in the subject, and providing a strategic lead and direction for the subject in the school.

Staff are encouraged to attend relevant courses and keep abreast of current and evolving practice and legislation.

4. Roles and responsibilities

4.1 The governing board

The governing board will approve the PSHE policy and hold the headteacher to account for its implementation.

4.2 The headteacher

The headteacher is responsible for ensuring that PSHE is taught consistently across the school.

4.3 Staff

Staff are responsible for:

- Delivering PSHE in a sensitive way
- Modelling positive attitudes to PSHE
- Monitoring progress
- Responding to the needs of individual pupils

4.4 Pupils

Pupils are expected to engage fully in PSHE and, when discussing issues related to PSHE, treat others with respect and sensitivity.

5. Links with other policies

This policy links to the following policies and procedures (delete/add as appropriate):

- Safeguarding policy
- Online safety policy
- Drugs, alcohol and tobacco education policy
- Relationships Education policy

- Special Educational needs policy.
- Anti-bullying policy
- Equality policy
- Prevent policy

This policy will be reviewed by every 2 years. At every review, the policy will be approved by the governing board and headteacher.

APPENDIX 1

Great Massingham & Harpley
CE Primary Schools Federation
Living, Learning & Flourishing

Life Skills
Long-term Overview

	Autumn: Relationships			Spring: Living in the Wider World			Summer: Health and Wellbeing		
	Families and friendships	**Safe relationships**	**Respecting ourselves and others**	**Belonging to a community**	**Media literacy and digital resilience**	**Money and work**	**Physical health and mental wellbeing**	**Growing and changing**	**Keeping safe**
Year 1/2 Cycle A	Roles of different people; families; feeling cared for	Recognising privacy; staying safe; seeking permission	How behaviour affects others; being polite and respectful	What rules are; caring for others' needs; looking after the environment	Using the internet and digital devices; communicating online	Strengths and interests; jobs in the community	Keeping healthy; food and exercise, hygiene routines; sun safety	Recognising what makes them unique and special; feelings; managing when things go wrong; *moving class or year*	How rules and age restrictions help us; *keeping safe online*
Year 1/2 Cycle B	Making friends; feeling lonely and getting help	Managing secrets; Resisting pressure and getting help; recognising	Recognising things in common and differences; playing and working	Belonging to a group; roles and responsibilities; being the same	The internet in everyday life; online content and information	What money is; needs and wants; looking after money	Why sleep is important; medicines and keeping healthy; keeping teeth	Growing older; naming body parts (including external genitalia:	Safety in different environments; risk and safety at home;

		hurtful behaviour	cooperatively; sharing opinions	and different in the community			healthy; managing feelings and asking for help	penis, testicles, vagina, vulva); *moving class or year*	emergencies; *keeping safe online*
Year 3/4 Cycle A	What makes a family; features of family life	Personal boundaries; safely responding to others; the impact of hurtful behaviour	Recognising respectful behaviour; the importance of self-respect; courtesy and being polite	The value of rules and laws; rights, freedoms and responsibilities	How the internet is used; assessing information online	Different jobs and skills; job stereotypes; setting personal goals	Health choices and habits; what affects feelings; expressing feelings	Personal strengths and achievements; managing and reframing setbacks Moving class or year	Y3 ONLY - Risks and hazards; safety in the local environment and unfamiliar places Y4 ONLY - An introduction to the physical and emotional changes in puberty; puberty support external genitalia; personal hygiene routines
Year 3/4 Cycle B	Positive friendships, including online	Responding to hurtful behaviour; managing confidentiality;	Respecting differences and similarities; discussing	What makes a community; shared responsibilities	How data is shared and used	Making decisions about money; using and	Maintaining a balanced lifestyles; oral hygiene and dental care	Keeping safe unit – medicines and household products;	Y3 ONLY - Risks and hazards; safety in the local

		recognising risks online	difference sensitively			keeping money safe		drugs common to everyday life Moving class or year	environment and unfamiliar places Y4 ONLY - An introduction to the physical and emotional changes in puberty; puberty support external genitalia; personal hygiene routines
Year 5/6 Cycle A	Managing friendships and peer influence	Physical contact and feeling safe	Responding respectfully to a wide range of people; recognising prejudice and discrimination	Protecting the environment; compassion towards others	How information online is targeted; different media types, their role and impact	Identifying job interests and aspirations; what influences career choices; work place stereotypes	Healthy sleep habits; sun safety; medicines, vaccinations, immunisations and allergies	Y5 ONLY Physical and emotional changes in puberty, including menstruation, erections and wet dreams Personal identity; recognising individuality and different qualities;	Keeping safe in different situations, including responding in emergencies e.g. first aid

								mental wellbeing Moving class or year Y6 ONLY Human reproduction and birth; increasing independence; managing transition	
Year 5/6 Cycle B	Attraction to others; romantic relationships; civil partnership and marriage	Recognising and managing pressure; consent in different situations	Expressing opinions and respecting other points of view, including discussing topical issues	Valuing diversity; challenging discrimination and stereotypes	Evaluating media sources; sharing things online	Influences and attitudes to money; money and financial risks	What affects mental health and ways to take care of it; managing change, loss and bereavement; managing time online	Y5 ONLY Physical and emotional changes in puberty, including menstruation, erections and wet dreams Personal identity; recognising individuality and different qualities; mental wellbeing Moving class or year Y6 ONLY Human	Keeping personal information safe; regulations and choices; drug use and the law; drug use and media

								reproduction and birth; increasing independence; managing transition	

Guidance for long term overview

Italics – cover in both cycle A and cycle B

Purple – added in addition to PSHE Association so that each year children are prepared for transition