

# PSHE Policy

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Approved by the Governing Body on:  
**12<sup>th</sup> September 2022**

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# DOCUMENT CONTROL

## Authorisation

Authorised by: Full Governing Body

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## Change History

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N. Grant	Update and amend PSHE policy.	18.5.12	
M. Gibbons & T. Farrelly	Minor amendments made.	31.5.12	
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J Stawman	Amendments and updates made in relation to introduction of statutory RSE education from September 2020	10.07.20	
N Grant	Reviewed and edited	Sept 2022	
LGB	Approved by the LGB	Sept 2022	

## Document References

#	Title	Date	Version
	SRE and drug use policy	2018	
	RSHE policy	2020	

## Distribution List

Name	Date	Method
Governors, staff, parents and pupils		School website
Governors	September 2022	SharePoint

# INTRODUCTION

## Purpose

To inform the teaching and learning of PSHE and Citizenship at Courtwood Primary school. The policy will be available to all teaching staff, governors and parents.

## Background

This policy reflects the development of the PSHE and Citizenship at Courtwood in July 2020 based on the changes to the National Curriculum and the introduction of statutory RSHE in primary schools from September 2020. All schools are required to teach the majority of PSHE education from September 2020. This includes Relationships Education at key stages 1 and 2, Relationships and Sex Education (RSE) at key stages 3 and 4, and Health Education in both primary and secondary phases.

Personal, Social and Health Education (PSHE) and citizenship enables children to become healthy, independent and responsible members of society. It teaches children to reflect on and clarify their own values and attitudes and explore the complex and sometimes conflicting range of values and attitudes they encounter now and in the future. We encourage our pupils to play a positive role in contributing to the life of the school and the wider community. It equips them with knowledge and practical skills to live healthy, safe, fulfilled and responsible lives. In so doing we help develop their sense of self worth. We teach them how society is organised and governed. We ensure that they experience the process of democracy in school through the election and membership opportunities provided through the JTAs and Pupil Parliament Programmes.

## Abbreviations

Abbreviation	Meaning
PSHE	Personal, Social and Health Education
JTA	Junior Travel Ambassadors
SoW	Scheme of Work
SRE	Sex and Relationship Education
CP	Child Protection
CAMHS	Children and Adolescent Mental Health Service
SEN	Special Educational Needs
IEP	Individual Educational Plan

## POLICY

### Aims

The aims of PSHE and citizenship are to enable the children to:-

- Know and understand what constitutes a healthy lifestyle.
- Be aware of safety issues.
- Understand what makes for good relationships with others.
- Have respect for others regardless of race, gender and mental and physical disability.
- To promote pupils' spiritual, moral, social and cultural development and prepare all pupils for the opportunities and responsibilities of life.
- Be independent and responsible members of the school community.
- Be positive and active members of a democratic society.
- 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.

### Framework

#### Subject Content

The three overlapping and linked 'Core Themes' (Health and Wellbeing, Relationships, Living in the Wider World), expressed as areas of core knowledge, understanding, language, skills and strategies, and taught in accordance with pupils' readiness, are appropriate across all Key Stages and build upon Early Years Foundation Stage Learning. It is important to recognise that many decisions about both health and lifestyle are made in a social context or are influenced by the attitudes, values and beliefs of significant others.

Our PSHE education respects and takes account of pupils' prior learning and experiences. Programmes reflect the universal needs shared by all children and young people as well as the specific needs of the pupils in the school. PSHE education is taught through a progressive programme, revisiting themes, whilst increasing the challenge, broadening the scope, and deepening pupils' thinking. Our PSHE education prepares pupils for both their futures and their present day-to-day lives. It is essential that pupils have the opportunity to recognise and reflect on how learning is relevant to them and can be applied in their own lives.

Our PSHE education has a rich body of knowledge taught through topics. The topics we select at Courtwood Primary School will provide a context to progressively expand and enrich overarching concepts and transferable skills as set out below.

#### Organisation of the PSHE curriculum

Teachers follow the thematic model long-term plan from the PSHE Association. Teachers identify, based on the class's needs, which parts of the topic are required, ensuring local needs are met and responded to effectively and supportively. This model also fully covers and incorporates the new statutory RSHE content, which is integrated with PSHE.

Courtwood Primary School: PSHE and RSHE Curriculum 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	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	How rules and age restrictions help us; keeping safe online
Year 2	Making friends; feeling lonely and getting help	Managing secrets; resisting pressure and getting help; recognising hurtful behaviour	Recognising things in common and differences; playing and working cooperatively; sharing opinions	Belonging to a group; roles and responsibilities; being the same and different in the community	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 healthy; managing feelings and asking for help	Growing older; naming body parts; moving class or year	Safety in different environments; risk and safety at home; emergencies
Year 3	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	Risks and hazards; safety in the local environment and unfamiliar places
Year 4	Positive friendships, including online	Responding to hurtful behaviour; managing confidentiality; recognising risks online	Respecting differences and similarities; discussing difference sensitively	What makes a community; shared responsibilities	How data is shared and used	Making decisions about money; using and keeping money safe	Maintaining a balanced lifestyle; oral hygiene and dental care	Physical and emotional changes in puberty; external genitalia; personal hygiene routines; support with puberty	Medicines and household products; drugs common to everyday life
Year 5	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; workplace stereotypes	Healthy sleep habits; sun safety; medicines, vaccinations, immunisations and allergies	Personal identity; recognising individuality and different qualities; mental wellbeing	Keeping safe in different situations, including responding in emergencies, first aid and FGM
Year 6	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	Human reproduction and birth; increasing independence; managing transition	Keeping personal information safe; regulations and choices; drug use and the law; drug use and the media

Our PSHE SoW includes, but is not limited to:

- Identifying their personal qualities, attitudes, skills, attributes and achievements and what influences these;
- Relationships (including different types and in different settings);
- A healthy (including physically, emotionally and socially) balanced lifestyle (including within relationships, work-life, exercise and rest, spending and saving and diet);
- Risk (identification, assessment and how to manage risk rather than simply the avoidance of risk for self and others) and safety (including behaviour and strategies to employ in different settings);
- Diversity and equality (in all its forms);
- Rights (including the notion of universal human rights), responsibilities (including fairness and justice) and consent (in different contexts);
- Change (as something to be managed) and resilience (the skills, strategies and 'inner resources' we can draw on when faced with challenging change or circumstance);
- Power (how it is used and encountered in a variety of contexts including persuasion, bullying, negotiation and 'win-win' outcomes);
- Career (including enterprise, employability and economic understanding);
- PSHE education makes a significant contribution to the development of a wide range of essential skills.

## Teaching and Learning

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 and Citizenship 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 lesson where necessary; in order to develop themes and share ideas e.g. circle time.

- Opportunities will 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, SRE health and drug issues in science and beliefs, values and practices in RE.
- Activities will be provided for individuals, group, class or school events and initiatives e.g. community projects, school productions, assemblies for parents and friends, celebration assembly and educational trips for all year groups.
- At playtimes and lunchtimes opportunities exist for playing co-operatively using play equipment.
- In the Foundation Stage of the national 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 and Understanding of the World.
- Much of the curriculum is delivered through oral and practical activities.
- Where appropriate pupils will record or investigate their work using a variety of mediums including books, internet, specific adults e.g. medical agencies, police service, fire service etc. This encourages children to develop their learning, enquiry skills and assists in equipping them for adult life.

### **Assessment and recording**

Learning in PSHE education should be assessed for several reasons:

- It is important for pupils to have opportunities to reflect on their learning, especially when that learning relates directly to the individual's identity – their personal qualities, attitudes, skills, attributes, achievements and influences.
- It is important for teachers to feel confident that learning has taken place, to be able to demonstrate progress, and to identify future learning needs.
- Assessment increases pupils' motivation and improves learning, as their increased awareness of their own progress and development illustrates the value of their learning.
- It allows the leadership team, parents, governors and school inspectors to see the impact PSHE education is having for pupils and for whole-school outcomes, such as Ofsted and ISI judgements on personal development, safeguarding, SMSC development and the promotion of fundamental British values. Without assessing PSHE education all you can do is describe provision; you cannot show its impact.
- The Department for Education (DfE) states in the statutory guidance for Relationships, Sex and Health education that "schools should have the same high expectations of the quality of pupils' work in these subjects as for other curriculum areas"

Personal attributes, so central to PSHE education, are arguably the hardest aspects of learning to assess. It is difficult for teachers to accurately assess a pupil's self-confidence or sense of their own identity and values. However, pupils themselves will be able to judge, for instance, whether they feel more confident, or have a firmer sense of their own beliefs and opinions than they did before a particular series of lessons. Such personal reflection in PSHE education lessons is essential, so ensuring pupils have time and space within the lessons to reflect on this, either privately or through discussion, is a vital part of the assessment process. Assessing learning in PSHE education must therefore use a combination of teacher assessment and pupil self- and peer assessment.

### **Provision for Children with Particular Needs/SEND**

Class teachers will need to be aware of individual differences when working with the activities of the PSHE and RSHE curriculum. It is important that issues are handled sensitively and with discretion. Setting ground rules for circle time and class discussions will help everyone understand there are certain criteria that have to be adhered to for everyone's safety and confidentiality.

Children in our Enhanced Learning Provision for pupils with autism, follow the *PSHE Education Planning Framework for Pupils with SEND* scheme (PSHE Association), where learning outcomes have been adapted appropriately in cases where statutory content may not be accessible for pupils with SEND. 'The World I Live In' section covers aspects of PSHE relating to careers education, economic wellbeing,

personal safety (including assessing and managing risk) and preparing for adulthood. Though not yet a statutory part of PSHE education, this learning is critical to support different levels of independence that pupils with SEND may have. Children with SEND, in the mainstream setting, may also access content from this framework to help meet their needs most effectively, as appropriate.

The Planning Framework is organised into six sections:

1. Self-Awareness (Me, who I am, my likes, dislikes, strengths and interests)
2. Self-care, Support and Safety (Looking after myself and keeping safe; aspects of Relationships and Sex Education.)
3. Managing Feelings (Understanding feelings, and that how I feel and how others feel affects choices and behaviour; aspects of Relationships and Sex Education)
4. Changing and Growing (How I and others are changing; new opportunities and responsibilities; aspects of Relationships and Sex Education)
5. Healthy Lifestyles (Being and keeping healthy, physically and mentally)
6. The World I Live In (Living confidently in the wider world)

Section	Key stage 1 and 2 Topic areas	Key stage 3 and 4 Topic areas
<b>Self-Awareness</b>	<ol style="list-style-type: none"> <li>1. <i>Things we are good at</i></li> <li>2. <i>Kind and unkind behaviours</i></li> <li>3. <i>Playing and working together</i></li> <li>4. <i>People who are special to us</i></li> <li>5. <i>Getting on with others</i></li> </ol>	<ol style="list-style-type: none"> <li>1. <i>Personal strengths</i></li> <li>2. <i>Skills for learning</i></li> <li>3. <i>Prejudice and discrimination</i></li> <li>4. <i>Managing pressure</i></li> </ol>
<b>Self-Care, Support and Safety</b>	<ol style="list-style-type: none"> <li>1. <i>Taking care of ourselves</i></li> <li>2. <i>Keeping safe</i></li> <li>3. <i>Trust</i></li> <li>4. <i>Keeping safe online</i></li> <li>5. <i>Public and Private</i></li> </ol>	<ol style="list-style-type: none"> <li>1. <i>Feeling unwell</i></li> <li>2. <i>Feeling frightened/worried</i></li> <li>3. <i>Accidents and risk</i></li> <li>4. <i>Keeping safe online</i></li> <li>5. <i>Emergency situations</i></li> <li>6. <i>Public and private</i></li> <li>7. <i>Gambling</i></li> </ol>



<b>Managing Feelings</b>	<ol style="list-style-type: none"> <li>1. Identifying and expressing feelings</li> <li>2. Managing strong feelings</li> </ol>	<ol style="list-style-type: none"> <li>1. Self-esteem and unkind comments</li> <li>2. Strong feelings</li> <li>3. Romantic feelings and sexual attraction</li> <li>4. Expectations of relationships/abuse</li> </ol>
<b>Changing and Growing</b>	<ol style="list-style-type: none"> <li>1. Baby to adult</li> <li>2. Changes at puberty</li> <li>3. Dealing with touch</li> <li>4. Different types of relationships</li> </ol>	<ol style="list-style-type: none"> <li>1. Puberty</li> <li>2. Positive/unhealthy relationships</li> <li>3. Friendships</li> <li>4. Intimate relationships, consent and contraception</li> <li>5. Long-term relationships/parenthood</li> </ol>
<b>Healthy Lifestyles</b>	<ol style="list-style-type: none"> <li>1. Healthy Eating</li> <li>2. Taking care of physical health</li> <li>3. Keeping well</li> </ol>	<ol style="list-style-type: none"> <li>1. Elements of a healthy lifestyles</li> <li>2. Mental wellbeing</li> <li>3. Physical activity</li> <li>4. Healthy eating</li> <li>5. Body image</li> <li>6. Medicinal drugs</li> <li>7. Drugs, alcohol &amp; tobacco</li> </ol>
<b>The World I Live In</b>	<ol style="list-style-type: none"> <li>1. Respecting differences between people</li> <li>2. Jobs people do</li> <li>3. Rules and laws</li> <li>4. Taking care of the environment</li> <li>5. Belonging to a community</li> <li>6. Money</li> </ol>	<ol style="list-style-type: none"> <li>1. Human diversity</li> <li>2. Rights and responsibilities</li> <li>3. Managing online information</li> <li>4. Taking care of the environment</li> <li>5. Preparing for adulthood</li> <li>6. Managing finances</li> </ol>

## Equal Opportunities

At Courtwood we endeavour to ensure that irrespective of race, ethnicity, gender, class or disability, all children receive the entitlement to relevant experience which will enable them to access learning. Thus, when planning the curriculum in PSHE the needs of every child must be considered.

Where it is seen to be a priority and agreed by the Principal, staff training is organised.

## Other areas of PSHE around the School

Clear expectations and rules are communicated to the children for them to follow around the school and in the playgrounds. Children are taught, supported and encouraged to resolve issues independently. This is to support those children at break times who find it hard to join games and develop friendships. Pupil Parliament representatives are elected, two per class, from Y2-6 and meet with the Pupil Parliament Coordinator regularly to discuss issues that arise.

JTA are elected, 2 per class from Y3-6 and meet with the JTA coordinator, support the School Travel Plan and ensure road safety rules are followed around the school.

All classes have 'worry monsters' - children can write down any problem or worry that they may have and request to talk to a class adult.

Children know that they will be supported in resolving their problem and worries either individually or in a group or class situation, whichever is appropriate to the situation. Childline and NSPCC posters are put up around the school for children to see, displaying the phone numbers to children should they need to use them.

Children feel secure in school and are open and able to talk to all school staff in particular class teachers and Teaching Assistants. Two members of staff are designated nurture staff and run Sunshine Group, ELSA, Drawing and Talking and Young Carers groups for those children that need extra nurture/PSHE support.

## **Staff Professional Development**

The PSHE lead attends cluster meetings and training to keep up to date with key developments and initiatives.

Staff meetings are run to keep class teachers up to date

- With key developments and initiatives.
- With changes to coverage, overviews, organisation and assessment.

## **Specific Issues**

### **Child Protection**

All adults working with children have to be DBS checked and trained in Safer Working Practices. If any issues arise during a PSHE lesson they must be shared with the Head Teacher who is the Designated Safeguarding Lead for those that are considered 'at risk'.

### **Confidentiality**

Confidentiality is not guaranteed, and the boundaries of confidentiality are made clear to the children. If a pupil discloses information which is sensitive, not generally known, and which the pupil asks not to be passed on, the request is honoured unless this is unavoidable for teachers to fulfil their professional responsibilities in relation to Child Protection. It is the responsibility of every member of staff to know and abide by the school's child protection procedures. If any member of staff has a concern about the safety of a pupil these must be recorded and passed on to the school's Designated Safeguarding Lead(s).

### **Links with other Policies**

Child Protection / Safeguarding Children Policy

Behaviour

Anti-bullying Policy

RSHE Policy

Racial Equality Policy

Health and Safety Policy

Confidentiality Policy

Teaching and Learning Policy

Inclusion Policy

Complaints Procedure

Food

Medicines

### **Review**

Reports are made three times annually to governors via the PSHE Governor's Report.