

# Grindleton C.E. Primary School



*In the same way, let your light shine before others that they may see your good deeds and glorify your father in heaven.'*

*Matthew 5 v16*

## PERSONAL, SOCIAL, HEALTH & EDUCATION (PSHE) POLICY

March 2023

Grindleton C.E. Primary School is a friendly and caring school in which the children are supported and encouraged through lessons, assemblies and playtime to achieve their best in every aspect of their learning. This policy covers our school's approach to nurture individuals and develop pride and mutual respect for each other and our school.

### **Aims and Objectives**

Our PSHE education programme promotes our school ethos and is underpinned by the school motto 'Grow and shine in God's glory' and our values. We believe that PSHE should enable children to become healthier, more independent and more responsible members of society. We encourage our children to play a positive role in contributing to the life of the school and the wider community. In so doing, we help develop their sense of self-worth. We teach them how society is organised and governed. We ensure that the children experience the process of democracy through the election of class representatives, who make up the 'School Council'. They are encouraged to voice their views, ideas and opinions through this process, thus making a positive contribution to the school community. Through Citizenship the pupils find out about the main political and social institutions that affect their lives and about their responsibilities, rights and duties as individuals and members of communities. We teach children both about their rights and about their responsibilities.

The objectives of PSHE are to enable the children to:

- know and understand a healthy lifestyle
- be aware of safety issues
- understand what makes for good relationships with others
- have respect for others
- be independent and responsible members of a community, such as school
- understand what is meant by 'Democracy' and 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 community
- actively promote British Values

### **Creating a safe and supportive learning environment**

We will create a safe and supportive learning environment by enabling each class to establish 'ground rules' that are agreed at the beginning of the year in the form of a 'group agreement' and are reinforced in every PSHE lesson. Ideally, teachers and children will devise their own 'ground rules' at the beginning of the year so that they have ownership of them.

### **Equal opportunities**

We promote the needs and interests of all pupils, irrespective of gender, culture, ability, sexuality (LGBT) or personal circumstance (Equality Act 2010). We teach PSHE to all children, regardless of their ability and any issues will be dealt with in accordance to the School Behaviour Policy. Teaching will take into account the age, ability, readiness, and cultural backgrounds of children to ensure that all can fully access PSHE education provision. Our teachers provide learning opportunities matched to the individual needs of children with learning difficulties. When teaching PSHE, teachers take into account the targets set for the children with IEPs, some targets may be directly related to PSHE.

## Relationships Education

We are required to teach relationships education as part of our PSHE curriculum and current regulations and guidance from the Department for Education state that Relationship Education is compulsory in all primary schools, but Sex Education is not compulsory. However, the National Curriculum for Science is compulsory and includes subject content in related areas, such as the main external body parts, the human body as it grows (including puberty) and reproduction in some plants and animals. The Department for Education recommends that all primary schools should have a sex education program that is tailored to the age and the physical and emotional maturity of the pupils. It should ensure that both boys and girls are prepared for the changes that adolescence brings. Linked to the National Curriculum for Science, pupils will learn about human life cycles and how a baby is conceived and born. Parent and carers may only remove their child from the non-statutory elements, and must put this in writing to the Head teacher.

As a result of our PSHE programme of learning, pupils will be taught and know the following by the end of primary school:

### **RELATIONSHIP EDUCATION:**

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.

#### Online 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 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) whom 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 or 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 e.g. family, school and/or other sources

## Physical Health and Mental Wellbeing

### 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 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

### **Teaching and Learning**

Our PSHE education provision is mapped and planned effectively using the PSHE Association Planning Toolkit and PSHE Association accredited resources. Updates of accredited resources are shared during staff meetings and accessible to all teachers on the school server. On many occasions PSHE topics are introduced through other areas of the curriculum (Science, Physical Education, ICT and online safety, Religious Education) and these can be seen on the 'Whole School Curriculum Map'. We

will determine pupils' prior knowledge and starting points by assessing children's understanding using assessment for learning tools (KWL grids, questionnaires, etc...). The programme will be taught through a range of teaching methods, including class discussions, sharing of own life experiences, whole school assemblies, school council, outside agencies. We will ensure the curriculum is broad and balanced by using whole class PSHE scrapbooks and Personal Development Journals that communicate prior learning as children move classes throughout KS1 and KS2.

Establishing a safe, open and positive learning environment based on trusting relationships between all members of the class, adults and children alike, is vital. We will create a safe and supportive learning environment by enabling each class to establish 'ground rules' that are agreed at the beginning of the year and are reinforced in every PSHE lesson.

### **The Early Years Foundation Stage**

We teach PSHE and citizenship in Reception as an integral part of the curriculum. As the reception and nursery class is part of the EYFS, we relate the PSHE aspects of the children's work to the objectives set out in the Early Learning Goals (ELGs). Our teaching in PSHE matches the aim of developing a child's personal, emotional and social development as set out in the ELGs. We also support citizenship education in EYFS classes, when we teach 'Understanding the World'.

### **Assessment for Learning**

Our teachers assess the children's work in PSHE both by making judgements as they observe and listen to children during lessons and by marking their recorded work against specific learning objectives from the PSHE Association programme for Key stage 1 and 2. Pupils will be encouraged to reflect upon their work as individuals, in class groups and through self-assessment as appropriate and make judgements on their own sense of identity and values. Assessment is a combination of teacher and pupil assessment. Assessment takes account of where a pupil is at the start of a lesson or series of lessons. A baseline assessment is carried out in order to see the progress a child has made by the end of the piece of learning, the evidence of progress will then inform future planning.

### **Responsibilities and Training**

The PSHE co-ordinator will monitor delivery of the programme through observation and discussion with teaching staff to ensure consistent and coherent curriculum provision. The coordinator will support colleagues in their teaching by giving them information about current developments in the subject, and by providing a strategic lead and direction for the subject in the school. When using external speakers to deliver aspects of our PSHE programme we will ensure that these support and benefit our PSHE curriculum and needs of the children in our school. Their input will be carefully planned and monitored so as to fit into and complement the programme.

### **Confidentiality and Disclosures**

As a general rule a child's confidentiality is maintained by the teacher or member of staff concerned. However, if this person believes that the child is at risk or in danger it will be passed on to the Designated Safeguarding Lead who will take action as laid down in the Safeguarding and Child Protection Policy. All staff members are familiar with the policy and know the identity of the member of staff with responsibility for Child Protection issues. The child concerned will be informed that confidentiality is being breached and reasons why. The child will be supported by the teacher throughout the process.

### **Responding to pupils' questions**

Pupils' questions will be answered by members of staff in a supportive and informative manner. We will allow pupils to raise anonymous questions by having question boxes situated in classrooms during sensitive topics covered in the PSHE curriculum. Where a question is asked and the member of staff wishes to have more time to find an appropriate answer the child will be told that they will get an answer to them the following day and remind children not to use search engines to find their own answers. If a safeguarding issue is raised by an anonymous question we will ensure that action is taken in accordance to the Safeguarding and Child Protection Policy.

Where more sensitive or inappropriate questions are asked, staff will respond quickly and will phone the child's parent or carer to discuss this.

They will then be asked how they wish the question to be answered:

1. The teacher answers the question on their own.
2. The parent is invited into school and with the teacher they answer the question together to prevent children from becoming independent learners (e.g. Google).
3. The parent/ carer chooses that they don't want the child to know the answer.

### **Involving Parents and Carers**

We are committed to working with parents and carers. We will communicate with parents and carers by informing them of any sensitive topics about to be taught through the PSHE curriculum and encourage discussion of these topics at home. We will communicate to parents about their right to withdraw their children from non-statutory parts of the PSHE curriculum, although it should be noted that relationships and sex education covers many elements of the compulsory Science curriculum.