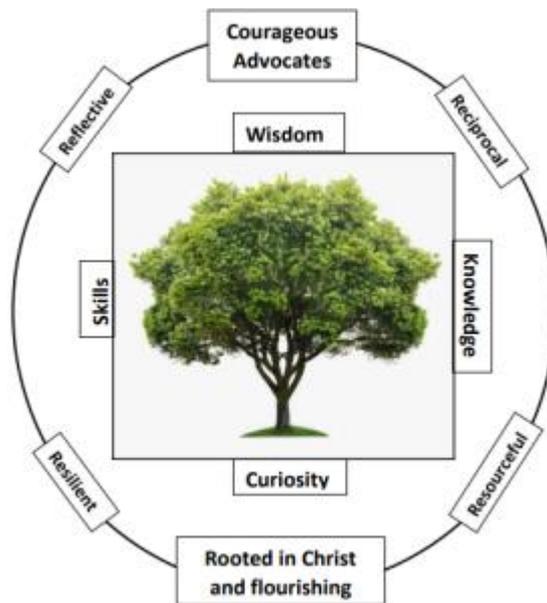


# PSHE Policy

*'I have come so that they may have life and have it to the full.'* John 10:10



## Our Vision Statement

*Our Christian family leads and encourages everyone to:*

- *Flourish; soar in faith and talents*
- *Serve others courageously*
- *Be excited and curious to learn*

*We do this within our safe, happy, diverse and nurturing Christ centred environment ensuring 'all have life and have it to the full' John 10:10*

*We are God's children doing God's work.*

## **Policy Statement for PSHE**

This policy reflects the school's values and philosophy in relation to the teaching and learning of PSHE. Whittle-le-Woods C of E Primary School considers that PSHE is an important part of its broad and balanced curriculum offered to all pupils in the school and it is taught within a Christian context.

This policy sets out a framework within which teaching and non-teaching staff can operate and it gives guidance on planning, teaching and assessment.

This policy is intended for all teaching and non-teaching staff, school governors and parents.

## **Legal requirements of schools**

It is now a statutory requirement for primary schools to deliver Relationships Education and the Department of Education (DfE) encourages schools to deliver Sex Education that ensures both boys and girls are prepared for the changes adolescence brings and - drawing on knowledge of the human life cycle set out in the National Curriculum for science - how a baby is conceived and born. Please see separate RSE Policy.

Health Education is also statutory in all schools<sup>1</sup>

We at Whittle-Le-Woods CE Primary school acknowledge that under the Education Act 2002/Academies Act 2010 all schools must provide a balanced and broadly-based curriculum and wish to have a policy that not only covers the statutory content but covers all aspects of our Personal, Social, Health Economic (PSHE) education provision.

## **Purpose of Study**

At Whittle Le Woods CE Primary School, personal, social and health education (PSHE) enables our children to become healthy, independent and responsible members of a society. It aims to help them understand how they are developing personally and socially, and tackles many of the moral, social and cultural issues that are part of growing up. We provide our children with opportunities for them to learn about rights and responsibilities and appreciate what it means to be a member of society. We teach them how society is organised and governed and we ensure that the children experience the process of democracy through the election of school councils. It also introduces them to some of the principles of financial planning and understanding. Our children are encouraged to develop their sense of self-worth by playing a positive role in contributing to school life, the wider community and the wider world.

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<sup>1</sup> Except Independent Schools where PSHE education remains statutory.

## Creating a safe and supportive learning environment

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. Ideally, teachers and children will devise their own 'ground rules' at the beginning of the year so that they have ownership of them. These will need to include the aspects below:

- We take turns to speak
- We use kind and positive words
- We listen to each other in a supportive manner
- We have the right to pass
- We respect each other's privacy (confidentiality)

## Themes in PSHE

There are three core themes of primary school PSHE:

1. Health and Wellbeing
2. Relationships
3. Living in the Wider World: economic wellbeing and being a responsible citizen.

## Health and Well-Being

This area of PSHE teaches children:

- What is meant by a healthy lifestyle
- How to maintain physical, mental and emotional health and wellbeing
- How to manage risks to physical and emotional health and wellbeing
- Ways of keeping physically and emotionally safe
- How to manage change, including puberty, transition and loss
- How to make informed choices about health and wellbeing, and where to get help with this
- How to respond in an emergency
- To identify different influences on health and wellbeing

Pupils will learn things like the importance of personal hygiene; the physical differences between boys and girls; road safety, cycle safety and online safety; people who help us; how to talk about their feelings; and the benefits of physical activity.

This is just a snapshot of the many elements that the Health and Wellbeing core theme covers.

## Relationships

This theme includes:

- How to develop and maintain a variety of relationships, within a range of social and cultural contexts
- How to recognise and manage emotions within relationships
- How to respond to risky or negative relationships, including bullying and abuse
- How to respond to risky or negative relationships and ask for help
- How to respect equality and diversity in relationships

Among other things, children will learn to recognise that their behaviour can affect other people; to listen to other people and work and play cooperatively; to identify special people in their lives (parents, siblings, friends) and how they should care for each other; what physical contact is acceptable; and what to do if they're being bullied.

### **Living in the Wider World: economic wellbeing and being a responsible citizen.**

Through this theme, children learn:

- About respect for themselves and others, and the importance of responsible actions and behaviour
- About rights and responsibilities as members of families, other groups and citizens
- About different groups and communities
- To respect equality and diversity, and how to be a productive member of a diverse community
- About the importance of respecting and protecting the environment
- About where money comes from, keeping it safe, and the importance of managing it effectively
- The part that money plays in people's lives
- A basic understanding of enterprise

Some of the things pupils will learn include how to make and follow group, class and school rules; what protects and harms the environment; how to make choices about spending or saving money; ways in which we are all unique and the things we have in common; about basic human rights; and to respect national, regional, religious and ethnic identities.

### **Implementation**

At Whittle-Le-Woods CE Primary School we use the SCARF (Safety, Caring, Achievement, Resilience, Friendship) scheme of work to plan and support our PSHE and RHE. It is centred on a values-based and 'Growth Mindset' approach. SCARF lessons promote positive behaviour, mental health, wellbeing, resilience, and achievement. SCARF provides us with a comprehensive scheme of work for PSHE and RHE with over 350 lesson plans, which are mapped to the National Curriculum and cover all of the DfE's statutory

requirements for Relationships Education and Health Education, and the PSHE Association's Programme of Study recommended learning opportunities.



**Each year group covers the same six core themes:**

1. Me and My Relationships
2. Valuing Difference
3. Keeping Myself Safe
4. Rights and Responsibilities
5. Being at My Best
6. Growing and Changing.

SCARF is a spiral curriculum, which means that the children cover these same six themes every year, and each time they encounter a theme, it increases in complexity and reinforces previous learning. This continual revisiting with a changing focus ensures that learning becomes embedded and children continue to build upon and deepen their knowledge and understanding in all PSHE and SRE areas.

### **Early years**

We teach PSHE in reception and early years as an integral part of the curriculum and links with the prime areas of Personal, Social and Emotional Development and Communication and Language. 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'.

### **Key stage 1 and 2**

The SCARF programme divides the year into 6 themed units:

1. **Me and My Relationships:** includes content on feelings, emotions, conflict resolution and friendships;
2. **Valuing Difference:** a focus on respectful relationships and British values;
3. **Keeping Myself Safe:** looking at keeping ourselves healthy and safe
4. **Rights and Responsibilities:** learning about money, living the wider world and the environment;

5. Being My Best: developing skills in keeping healthy, developing a growth mindset (resilience), goal-setting and achievement;
6. Growing and Changing: finding out about the human body, the changes that take place from birth to old age and being safe.

### **Confidentiality and handling 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, she/he must record their concerns and pass this onto the designated safeguarding member of staff. 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.

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. 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.

### **Kidsafe**

In addition, we use the KidSafe programme. We have a number of Kidsafe-trained educators who deliver a variety of age appropriate safeguarding workshops helping pupils to keep themselves safe in a variety of situations.

The aims of KidSafe are:

To give pupils the skills they need to be able to protect themselves from all forms of abuse including peer-on-peer abuse, sexual and domestic abuse in an age appropriate, non-shattering of innocence way.

To enable pupils to feel safe at all times in school and in all alternative provision placements.

To enable pupils to understand very clearly what constitutes unsafe situations and to be highly aware of how to keep themselves safe.

### **UK Feminista**

Resources from UK Feminista are used in our work with children to challenge sexual harassment and sexist language.

### **Inclusion**

Lesson plan content will be adapted and extra support provided where necessary to ensure all pupils are enabled to develop key skills, attributes and knowledge developed

through the PSHE education programme. Work in PSHE takes into account the targets set for individual children in their Individual Education Plans (IEPs).

SCARF lesson plans are flexible and allow for teachers, who are skilled in adapting curriculum content to meet the needs of the children in their class, to adjust their content in order to meet the learning outcomes.

Our school acknowledges different ethnic, religious and cultural attitudes, as well as recognising that pupils may come from a variety of family situations and home backgrounds. These different families are acknowledged through our teaching and the use of resources that promote diversity and inclusion in Relationships Education.

Schools have a legal responsibility for eliminating discrimination; to do this, schools are required to raise pupils' awareness of diversity and promote respectful relationships with those who are different from them.

Please request to see the school's policy on anti-bullying, equality, diversity and inclusion for further information.

### **Assessment, reporting and recording**

Pupils will be encouraged to reflect upon their work as individuals, in class groups and through self-assessment as appropriate. 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