Pennine Way Primary School

CPSHSRE Policy

Contents:

Statement of intent

Mission Statement: Happiness is........

Together as a team providing an exciting and challenging learning environment which maximises independence, resilience and potential for all; Being proud of who we are, celebrating the strengths and differences that we have, working together as responsible and caring members of society as we walk the Pennine Way Pathway to Success.

Curriculum Intent:

At Pennine Way the intent for our curriculum is for it to reflect our local area and community, whilst enabling pupils to understand how Carlisle and Cumbria fit into the national and international picture. All subjects at Pennine Way are given equal importance and are all underpinned by skills as well as knowledge to improve our pupils' long term memory. These skills are built upon throughout a pupil's pathway through our school in order for them to make meaningful connections between their life experiences and the experiences that they are learning about. At the end of their journey at Pennine Way, pupils will be able to utilise the skills and knowledge gained in a variety of contexts.

Pennine Way Primary School believes that a strong CPSHE education is important to help our pupils develop into well-rounded members of society, who can make a positive contribution to their community. Our CPSHE curriculum is strongly tied to our RSE and Mental Health Policies

The vision for pupils, staff and others linked to our school is to always look to achieve our personal best in every aspect of school life.

- Our school is one where everyone is encouraged and supported to achieve their personal best.

- Pupil voice is at the heart of our curriculum and provision,

- Our School's wellbeing centre (Dingley Dell) provides support for both children and families so they can develop into well rounded confident members of our community and have a range of strategies to deal with issues confidently and appropriately when they may arise.

- Our school is welcoming, inclusive, has a real community feel and is a place where everyone is valued.

- Our pupils and staff treat each other equitably, fairly, with kindness and with mutual respect. At all times, staff and pupils are encouraged to show a high regard for the needs and feelings of others through their actions and words.

- The needs and interests of all pupils, irrespective of gender, culture, ability or aptitude, will be promoted through an inclusive and varied CPSHE curriculum at our school.

- Our environment is safe and clean with everyone sharing responsibility for it.

- Our culture is one of continuous improvement, creativity and enthusiasm – **the PWPS Path Way to Personal Success**

- Parents will be informed about the policy via the **school's website** where it, and the PSHE JIGSAW curriculum, will be available to read and download.
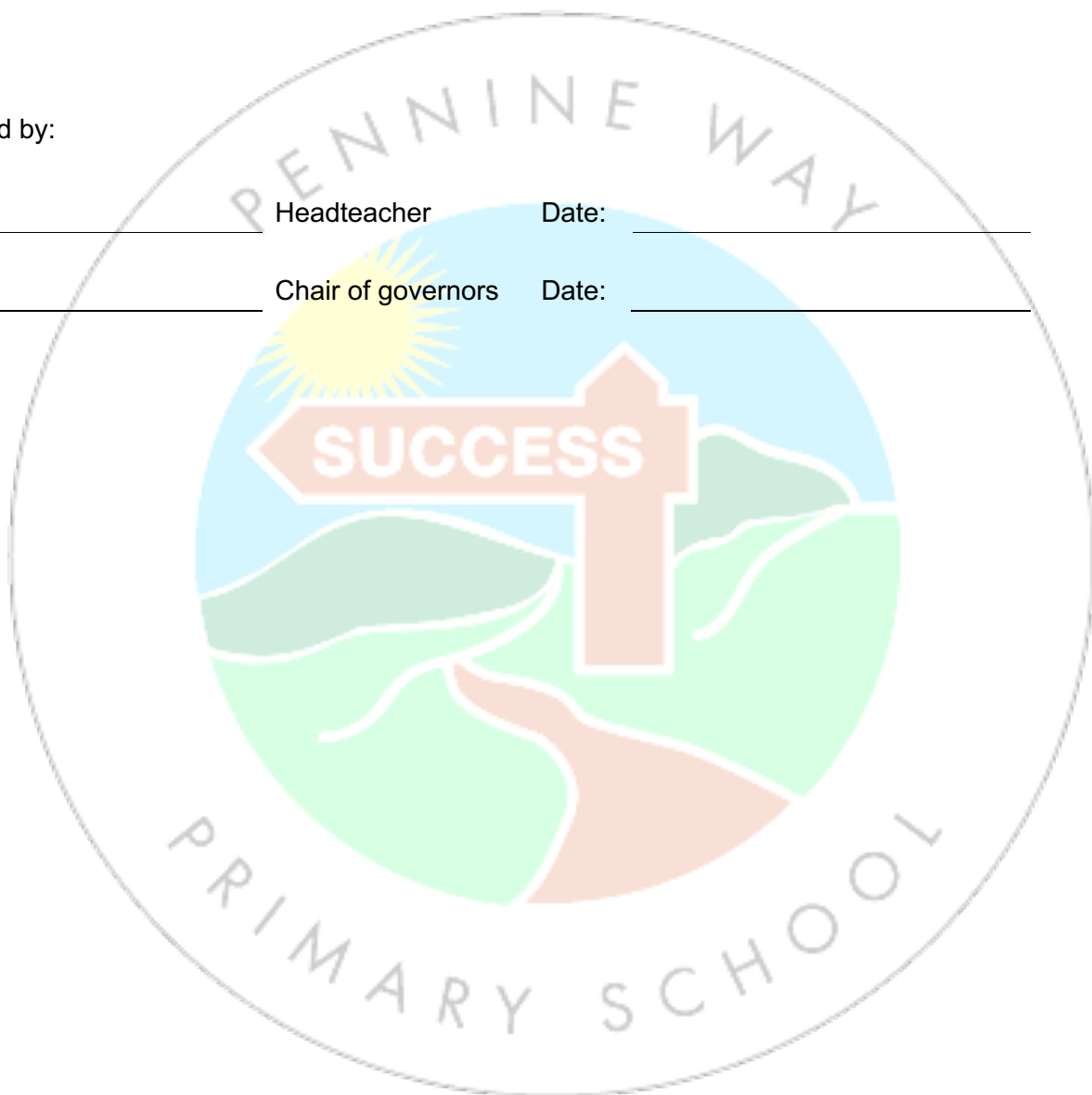
Signed by:

| | Headteacher | Date: | |
| | Chair of governors | Date: | |

1. Legal framework

1.1. This policy has due regard to legislation and statutory guidance, including, but not limited to the following:

- Education Act 1996

- Education Act 2002

- Children and Social Work Act 2017

- **[Updated]** DfE (2019) 'Keeping children safe in education' (KCSIE)

- **[Updated]** DfE (2019) 'Relationships Education, Relationships and Sex Education (RSE) and Health Education'

1.2. This policy will be followed in conjunction with the following school policies and procedures:

- Complaints Procedures Policy

- Our Mental Health Policy

- Behaviour policy

- Child Protection and Safeguarding Policy

2. Key roles and responsibilities

2.1. The **governing board** has overall responsibility for the implementation of the school's CPSHE Policy.

2.2. The **governing board** has overall responsibility for ensuring that the PSHE Policy, as written, does not discriminate on any grounds, including but not limited to age, disability, gender reassignment, marriage and civil partnership, race, religion or belief, sex, or sexual orientation.

2.3. The **headteacher** has overall responsibility for reviewing the PSHE Policy bi-annually.

2.4. The **headteacher** has responsibility for handling complaints regarding this policy, as outlined in the school's **Complaints Procedures Policy**.

2.5. The headteacher will be responsible for the day-to-day implementation and management of the CPSHE Policy.

2.6. The CPSHE co-ordinator is responsible for liaising with other staff and professional agencies to devise a suitable scheme of work to ensure a comprehensive PSHE education that achieves the aims laid out in this policy.

2.7. The school will consult with parents to ensure that the RSE and relationships education elements of the PSHE curriculum reflect the needs and sensibilities of the wider school community.

2.8. The school will work with parents throughout the year and will ensure that parents are routinely kept informed about their right to withdraw their children from sex education (but not relationships or health education).

2.9. The school ensures that pupils are also involved in the creation of this policy through the equality council, Dingley Dell and the Junior Governors.

3. Aims of the CPSHE curriculum

PWPS Vision – A Pathway To Success

Stepping stones (CPSHE curriculum) will help us to decide on our path to success – and there are many routes and paths we can choose. Each path (personal, physical and academic skills, knowledge and understanding) equips us with the power to make choices. Our 4 main stepping stones to the pathway of success are:

1. Ambitious, capable learners who:
- **Know their identity** (their personal qualities, attitudes, skills, attributes and achievements and what influences these) and set themselves high standards
- Are **building up a body of knowledge** and have the skills to connect and apply that knowledge in different contexts
- Are **questioning** and enjoy **problem solving**
- Can use **digital technologies** creatively and **safely to communicate**, research and analyse

2. Healthy, confident individuals who:
- **Understand about healthy relationships** (including different types and in different settings)
- **Understand about healthy** (including physically, emotionally and socially) **balanced lifestyles** (including within relationships, work-life, mental health and resilience, exercise and rest, spending and saving and diet)
- **Are able to Manage Risk** (to be managed rather than simply avoided) and safety (including behaviour and strategies in different settings). They **seek and enjoy challenge**.
- Have **secure GB values** and are beginning to establish their **spiritual and ethical beliefs**
- Can **face and overcome challenge**.
- Use these skills to be ready to lead **fulfilling lives as valued members of society**.

3. Ethical and informed citizens who:
- **Understand about human and democratic rights and responsibilities** (including fairness and justice) and **consent** (in different contexts)
- **Are developing an understanding of diversity** (in all its forms) and are knowledgeable about their culture, community, society and world, now and in the past
- Engage with **contemporary** issues based upon their knowledge and values
- **Respect** the needs and **rights of others**
- Show their **commitment to the sustainability** of the planet

4. Enterprising and creative members of our community who:
- **Can think creatively**
- **Give of their energy and skills so that other people will benefit**
- **Develop resilience** (the skills, strategies and 'inner resources' we can draw on when faced with challenging change or circumstance)
- **Lead and play different roles in teams and understand about Power** (how it is used and encountered in a variety of contexts)

- Identify and **grasp opportunities**
- Express ideas and emotions through different media safely and appropriately
- Are ready to play a **full part in life and work**

At PWPS every lesson will be underpinned with these skills and stepping stones

Intrapersonal (self management)	Interpersonal (relating to others)	Enquiry skills
Critical, constructive Self reflection : • Aware of own needs • Motivation – keeping trying • Aware of own strengths / weaknesses • Aware of next steps of development • The influence others have on our behaviour Learning from experiences- being able to accept praise and constructive criticism. Learning from experience to seek out and make use of constructive feedback. Setting ourselves challenging goals / personal targets including developing strategies to achieve them and knowing when to change them. Making decisions Being flexible Recognising that our brains can trick us or trap us in unhelpful thinking (distortion of events, misperceptions) Resilience • Self motivation • Adaptability • Managing change • Managing setbacks • Managing stress Self regulation • Managing strong emotion – negative • Managing strong emotion impulse • Managing strong emotion silliness Need for peer approval Self organisation Setting challenging personal goals (including developing strategies to achieve them and knowing when to change them)	Active listening Empathy Communication • Non verbal • Verbal Assertiveness (not aggression) recognising how assertiveness differs from aggressive and passive behaviour. • Being able to share ideas • Being able to describe thinking Team work – including clear and challenging outcomes, cooperation, and the ability to recognise and learn from others Negotiation • Flexibility • Compromise Responding to the need for positive affirmation for self and others Recognising and utilising strategies for managing pressure, persuasion and coercion	Asking questions and formulating questions Finding out things – gathering and using data including assessing the validity and reliability of sources of data, and using a variety of sources Analysis – truth, fact or fiction Planning and deciding Remembering Prediction Recalling and applying knowledge in novel situations and creatively in all situations. Identification, assessment and management of risk Reviewing progress against objectives Drawing and defending conclusions using evidence and not just assertion Evaluating social norms Reviewing progress against objectives

3.1 Pupils will learn to do the following:

- Understand what constitutes a healthy lifestyle.

- Understand how to stay safe and behave online. The schools uses KIDSAFE, NSPCC PANTS and LOVE ROCKS as tools to support children's awareness of strategies to stay safe.

- Develop responsibility and independence within school which they will take forward into society in their working lives.

- Respect other people, in particular, learning to respect the different cultural/ethnic/religious/gendered viewpoints of others in our school community and the wider world.

- Understand what constitutes 'socially acceptable' behaviour at school and in society.

- Be a constructive member of society.

- Understand democracy.

- Develop good relationships with peers and adults.

- Develop self-confidence, self-esteem and self-worth.

- Make positive, informed choices as they make their way through life.

- Understand that they have a right to speak up about issues or events, and to respect other's right to do the same.

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4. Teaching methods and learning style

4.1. A range of teaching and learning styles are used to teach CPSHE using the Jigsaw scheme. There are 6 units + a resilience section.

4.2. Teaching is pupil-led with an emphasis on active learning techniques such as discussion and group work as well as enquiry based approaches.

4.3. 'Ice-breaker' activities and clear ground rules regarding discussions are put in place to ensure a safe, supportive and positive learning environment using the Jigsaw Charter.

4.4. Pupils learn research and study techniques and can engage in investigations and problem-solving activities.

4.5. All pupils are encouraged to take part in charity work and volunteering (class ambassadors), as well as organising school events such as assemblies and open evenings. Coloured jumpers offer a wide variety of opportunities for pupils to show our CARE values (Cooperating, Accepting, Respecting, Empathising)

4.6. The school uses visiting speakers, such as health workers and the police, to broaden the curriculum and share their real-life experiences. Any such speakers are closely monitored by the class teacher who will use their professional judgement to end a speech if they consider it to contravene any of the aims of this policy or the values of our school.

4.7. The school consults with the local community on matters related to CPSHE to ensure that local issues are covered in lessons.

4.8. Pupils' questions are answered respectfully by teachers and any misconceptions or derogatory terms are addressed.

5. Timetabling

5.1. The school uses direct teaching via timetabled lessons.

5.2. CPSHE is taught in discrete curriculum time, delivered staff known to the children including Dingley Dell staff.

5.3. Staff will ensure that PSHE and the Dingley Dell team work together to ensure that pupils feel comfortable and staff can support children who present as vulnerable and at risk.

6. Safeguarding, reports of abuse and confidentiality

6.1. All staff are aware of what constitutes peer-on-peer abuse. This is likely to include, but may not be limited to, the following:

- Bullying (including cyberbullying).
- Physical abuse, e.g. hitting, kicking, hair pulling.
- Sexual violence, e.g. rape, assault by penetration and sexual assault.
- Sexual harassment, e.g. sexual comments, online sexual harassment, jokes. These may be stand-alone or part of a broader pattern of abuse.
- Up skirting (taking a picture under a person's clothes without their awareness, with the intention of viewing their genitals or buttocks to obtain sexual gratification, or cause humiliation, distress or harm.
- Sexting
- Initiation/hazing type violence and rituals.

6.2. All staff are aware of indicators, which may signal that children are at risk from, or are involved with serious violent crime. These may include:

- Increased absence from school, changes in friendships/relationships with older individuals or groups, a significant decline in performance.
- Signs of self-harm or a significant change in wellbeing.
- Signs of assault or unexplained injuries.
- New possessions or unexplained gifts could indicate that children have been approached by, or are involved with, individuals associated with criminal networks or gangs.

6.3. All staff are aware of the associated risks surrounding pupils' involvement in serious crime, and understand measures in place to manage these.

6.4. If staff have concerns regarding a child who may be at risk of or suffering from 'honour-based' violence (HBV) including forced marriage, they will speak to the DSL (or deputy). Where appropriate, they will activate local safeguarding procedures. As

highlighted with section 74 of the Serious Crime Act 2015, in cases where FGM appears to have been carried out, teachers must personally report this to the police.

6.5. Staff are aware of KCSIE advice concerning what to do if a pupil informs them that they are being abused or neglected or are witnessing abuse. Staff are also aware of the appropriate levels of confidentiality. This means only involving those deemed necessary, such as the DSL (or deputy) and children's social care. Staff must never promise a child that they will not tell anyone about a report of abuse, as this ultimately may not be in the best interests of the child.

6.6. The school will involve the DSL (or deputy) in anything related to safeguarding. They can potentially provide knowledge of trusted, high quality local resources, links to the police and other agencies, and the knowledge of local issues that may be appropriate to address in lessons. All staff will use CPoms to record relevant issues.

6.7. Every lesson reinforces that, if pupils have any sensitive/personal issues or wish to talk about any of the issues raised in the lesson; they are aware of how to raise concerns or make reports to their trusted adults, and how this will be handled. This also includes processes when they have concerns about a friend or peer.

6.8. The school invites external agencies to support the teaching of safeguarding-related subjects – they must agree in advance of the session how the external visitor will deal with safeguarding reports.

6.9. The school is aware that, when teaching new subjects, topics including self-harm and suicide may be raised by pupils. Teachers recognise the risks of encouraging or making suicide seem a more viable options for pupils, and avoid material being instructive rather than preventative. To prevent this, teachers avoid giving instructions or methods of self-harm or suicide and the use of emotive language, videos or images.

7. Tailoring CPSHE

7.1. The school uses discussions and other activities during initial PSHE lessons to ascertain 'where pupils are' in terms of their knowledge and understanding of various subjects. The teaching programme will then be adjusted to reflect the composition of the class with regards to this.

7.2. Teaching considers the ability, age, readiness and cultural backgrounds of all young people in the class and will be tailored accordingly.

7.3. Adaptations are made for those for whom English is an additional language to ensure that all pupils can fully access CPSHE educational provision.

7.4. All pupils with SEND receive CPSHE education, with content and delivery tailored to meet their individual needs.

7.5. The school will deliver relationships and health education as part of its timetabled CPSHE programme, having due regards to the school's Relationships and Sex education policy.

8. KS1 and 2 programmes of study

The PSHE programme of study will cover the following topics:

Families and people who care for me

8.1. Pupils will be taught the following:

- The importance of families for children when growing up, as they can provide 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 within the school or in the wider world may look different from their own, but those differences should be respected, 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 growing up

- That marriage represents a formal and legally recognised commitment between two people which is meant 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

8.2. Pupils will be taught the following:

- The importance of friendships in making us feel happy and secure, and how people choose and make friends

- The characteristics of friendships, such as 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 and excluded

- That most friendships have ups and downs, which can often be worked through so that the friendship can be repaired or even strengthened, and that resorting to violence is never right

- How to recognise who to trust and not to trust, how to judge when a friendship causes them to feel unhappy or uncomfortable, managing conflict, how to manage these situations and how to seek help or advice from others if needed

Respectful relationships

8.3. Pupils will be taught the following:

- The importance of respecting others, even when they differ 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/support respectful relationships

- The conventions of courtesy and manners

- The importance of self-respect and how this links to their own happiness

- That in schools and in wider society they can expect to be treated with respect by others, and should show this respect to others in return, including those in positions of authority

- About different types of bullying (including cyberbullying), the impacts of bullying, responsibilities of bystanders (primarily reporting bullying to an adult) and how to get help

- What a stereotype is, and how these can be unfair, negative or destructive

- The importance of permission-seeking and giving in relationships with friends, peers and adults

Online relationships

8.4. Pupils will be taught the following:

- That sometimes people behave differently online or pretend to be someone they are not

- That the same principles apply to online relationships as face-to-face relationships, including the importance of respect for others online (including when anonymous)

- The rules and principles for keeping safe online, recognising 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

8.5. Pupils will be taught the following:

- What sorts of boundaries are appropriate in friendships with peers and others (including online contexts)

- About the concept of privacy and the implications of it from both children and adults; including that it is not always right to keep secrets in relation to being safe

- That each person's body belongs to them, and the differences between appropriate and inappropriate/unsafe physical, and other forms of, contact

- How to respond safely and appropriately to adults they encounter (in all contexts, including online) whom they do not know

- How to recognise and report feeling bad or unsafe around an adult

- How to ask for advice or help for themselves or others, and to persist until heard

- How to report concerns or abuse, and the vocabulary needed to do so

- Where to get advice, e.g. family, school, other sources

Mental wellbeing

8.6. Pupils will be taught the following:

- That mental wellbeing is a normal aspect of daily life, in the same way as physical health

- That there is a normal range of emotions (e.g. happiness, sadness, anger, fear, nervousness, surprise) 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 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, such as the importance of rest, spending time with family and friends and the benefits of hobbies and interests

- Isolation and loneliness can affect children and so 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 the school they should contact 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 of these people, the problems can be resolved if the right support is made available, especially if accessed early enough

Internet safety and harms

8.7. Pupils will be taught the following:

- How the internet acts as an integral part of life for most people, with many benefits

- About the benefits of rationing time spent online, the risks of spending excessive time 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, etc. 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, recognising that information (including that from search engines) is ranked, selected and targeted

- Where and how to report concerns and get support concerning issues online

Physical health and fitness

8.8. Pupils will be taught the following:

- The characteristics and mental/physical benefits of leading an active lifestyle

- The importance of including 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 leading an inactive lifestyle (including obesity)

- How and when to seek support, such as which adults to speak to in school if they have health concerns

Healthy eating

8.9. Pupils will be taught the following:

- What constitutes a healthy diet (including understanding calories and other nutritional content)

- The principles of planning/preparing a range of healthy meals

- The characteristics of a poor diet and risks associated with unhealthy eating (such as obesity and tooth decay) and other behaviours (such as the impact of alcohol on diet or health)

Drugs, alcohol and tobacco

8.10. Pupils will be taught the following:

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

Health and prevention

8.11. Pupils will be taught the following:

- How to recognise early signs of physical illness, such as weight loss or unexplained changes to the body

- About safe/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 influence weight, mood and ability to learn

- About dental health and the benefits of good oral hygiene and dental flossing, such as 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

8.12. Pupils will be taught the following:

- 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

8.13. Pupils will be taught the following:

- 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 and key facts concerning the menstrual cycle

- Economic wellbeing and being a responsible citizen

8.14. Pupils will be taught the following:

- How to contribute to the life of the classroom, and how to help create and follow group and class rules

- That everyone has individual needs and the responsibilities to meet them (such as being able to take turns, share, and understand the need to return things that have been borrowed)

- That they belong to various groups and communities such as family and school

- What improves and harms their local, natural and built environments and about some of the ways people look after them

- The different purposes for using money, including concepts of spending and saving, managing money, being a critical consumer and how money comes from different sources

- The role money plays in their lives including how to manage money, keep it safe, make informed choices about spending money and what influences those choices

- How to research, discuss and debate topical issues, problems and events relating to health and wellbeing and offer their recommendations to appropriate people

- Why and how rules and laws that protect themselves and others are made and enforced, why different rules are needed in different situations and how to take part in making and changing rules

- To understand that human rights apply to everyone, and that children have their own special rights set out in the United Nations Declaration of the Rights of the Child

- That universal rights are there to protect everyone and have primacy both over national law and family and community practices

- To know that there are some cultural practices which are against British law and universal human rights, such as FGM

- To realise the consequences of anti-social and aggressive behaviours such as bullying and discrimination of individuals and communities

- That there are different kinds of responsibilities, rights and duties differ at home, school, in the community and towards the environment

- To resolve differences by considering alternatives, seeing and respecting others' points of view, making decisions and explaining choices

- Recognising what being part of a community means, and about the varied institutions that support communities locally and nationally

- To recognise the role of voluntary, community and pressure groups, especially in relation to health and wellbeing

- To appreciate the range of national, regional, religious and ethnic identities in the UK

- To consider the lives of people living in other places, and people with different values and customs

- An initial understanding of the concepts of 'interest', 'loan', 'debt', and 'tax' (e.g. their contribution to society through the payment of VAT)

- That resources can be allocated in different ways and that these economic choices affect individuals, communities and the sustainability of the environment

- About enterprise and the skills that make someone 'enterprising'

- To explore and critique how the media present information

9. Assessment

9.1. The school sets the same high expectations of the quality of pupils' work in CPSHE as for other areas of the curriculum. A strong curriculum will build on knowledge pupils have previously acquired, including from other subjects, with regular feedback on their progress.

9.2. **Jigsaw** Lessons are planned to ensure pupils of differing abilities, including the most able, are suitably challenged. Teaching is assessed, identifying where pupils need extra support or intervention.

9.3. Pupils' knowledge and understanding is assessed through formative assessment methods such as written assignments, discussion groups and quizzes, in order to monitor progress.

10. Monitoring and review

10.1. This policy will be reviewed by the CPHSE coordinator and/or headteacher on an annual basis.

10.2. Any changes to this policy will be communicated to all staff and other interested parties.

10.3. The next scheduled review date for this policy is September 2022