

Stoke Fleming Primary PSHE Policy

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Author Initials	PG
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Article 16 (Right to privacy): Children have a right to privacy. The law should protect them from attacks against their way of life, their good name, their families and their homes.

Article 17 (Access to information; mass media): Children have the right to get information that is important to their health and well-being.

Article 24 (Health and health services): Children have the right to good quality health care – the best health care possible – to safe drinking water, nutritious food, a clean and safe environment, and information to help them stay healthy.

Article 29 (Goals of education): Children's education should develop each child's personality, talents and abilities to the fullest. It should encourage children to respect others, human rights and their own and other cultures. It should also help them learn to live peacefully, protect the environment and respect other people.

Article 34 (Sexual exploitation): Governments should protect children from all forms of sexual exploitation and abuse

OUR PURPOSE

We educate pupils so they can lead great lives.

1. Aims

The aims of personal, social, health and economic (PSHE) education in Education South West Primary schools are:

- To develop the knowledge, skills and attributes our pupils need to manage their lives, now and in the future. These skills and attributes help pupils to stay healthy, safe and prepare them for life and work in modern Britain. When taught well, PSHE education helps pupils to achieve their academic potential, and leave school equipped with skills they will need throughout later life.
- To build a PSHE curriculum which develops learning and results in the acquisition of knowledge and skills which enables children to access the wider curriculum and to prepare children to be a global citizen now and in their future roles within a global community.
- To design a curriculum with appropriate subject knowledge, skills and understanding to fulfil the new PSHE three strands health and wellbeing, relationships and living in the wider world. See Relationship and Sex Education Policy and Scheme of Work.
- To provide children with accurate and relevant knowledge of PSHE.
- To provide children with opportunities to create personal understanding
- To provide children with opportunities to explore and challenge a range of values, attitudes, beliefs, rights and responsibilities. Children will develop a range of skills and strategies to live a healthy, safe, fulfilling, responsible and balanced life.

PSHE is an essential part of our everyday learning at Stoke Fleming. It comes into everything we do and relates closely to our ethos in terms of us being a Rights Respecting Silver School. We work hard to establish each pupil's sense of self and their knowledge and understanding of well-being. At Stoke Fleming the children are at the centre of all that we do and we strive to provide an inclusive, vibrant and exciting curriculum with a wide range of learning experiences to engage and enthuse everyone. We enjoy working with and amongst our community and strongly believe that this supports our pupils' moral values.

2. Statutory requirements

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

We must teach Relationships and Sex Education (RSE) 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

3. Content and delivery

3.1 What we teach

As stated above, we're required to cover the content for Relationships and Sex Education, and Health Education, as set out in the statutory guidance (linked to above).

Refer to our Relationships and Sex Education policy for details about what we teach, and how we decide on what to teach, in this subject. This can be found on our school website, or you can obtain a copy by asking in the school office.

For other aspects of PSHE, including Health Education, see the attached curriculum map for more details about what we teach in each Year/Key Stage.

3.2 How we teach it

Structure and frequency:

Weekly PSHE lessons take place from Y1-6 for approximately one hour per week, as well as in a cross-curricular way. At EYFS, PSHE forms part of the Early Learning Goals learning and a more integrated approach to teaching this subject takes place daily.

Links to the other subjects and the UNICEF Rights of the child:

Every week, each class has a 'Right of the Week' to focus upon. In addition to this, our plans include references to the UNICEF Rights of the Child so that we are able to refer to them accordingly. Health Education is developed across many aspects of our curriculum; PE, which we call PEWEB (Physical Education and Wellbeing), focusing on how exercise makes us feel in our heads as well as our bodies; Science promote healthy lifestyles. Internet safety is taught through the weekly ICT lessons.

Character Curriculum:

At Stoke Fleming our values: Considerate, Confident, Creative and Cultured are closely aligned to the Fundamental British Values of democracy, the rule of law, individual liberty, and mutual respect and tolerance of those with different faiths and beliefs. Through the teaching of PSHE we are able to develop these values alongside the spiritual, moral, social and cultural (SMSC) aspects of our school life.

Visits and external support:

Any trips taking place over the school year always make the most of any teaching and learning opportunities, so that pupils are able to develop many aspects of their lives. Throughout the year, we may arrange visits to the school from health care professionals or from family members or members of the local community with inspirational stories to share. Likewise, we work with charities including the NSPCC and, more locally, with Junior Life Skills, to help children make safe and healthy choices. We have a bi annual visit from the Child Assault Prevention (CAP)UK charity who work to support the children with their understanding of safety.

Equal opportunities:

RSHE and PSHE should be accessible for all pupils. As a school we promote inclusion for all and celebration of difference. Every child and family have a right to feel included and valued in our school community.

Under the Equality Act 2010 we have a duty not to discriminate against people on the basis of their age, disability, gender, gender identity, pregnancy or maternity, race, religion or belief and sexual orientation. The Act allows schools to take positive action to deal with particular disadvantages affecting one group because of one of the characteristics listed above. An example of this in relation to RSE and PSHE in our school is that we may need to provide additional learning opportunities for children with special educational needs and/or disabilities.

Staff training:

All staff at our school are taught to teach pupils and be aware of both conscious and unconscious bias and how their attitudes and personal beliefs could affect the pupils in their care. Controversial and difficult questions are always dealt with rather than avoided. We have question/worry boxes set up during various aspects of our PSHE teaching, particularly Relationships and Sex Education. This approach, allows staff to answer questions to individuals or a larger group accordingly, without introducing those who do not need the information to become exposed to it unnecessarily. Anything beyond the knowledge taught as part of our PSHE Scheme or our RSE Scheme is referred back to parents, so that we are not influencing pupils in any way.

Resources:

The school uses the resources and teaching plans provided in the Lifewise package. The school is a member of the PSHE association and uses its resources to support teaching and learning.

Assessment and Reporting to parents:

Assessment is ongoing, through feedback from the children. The children contribute to surveys about their well-being, as well as learning engagement as part of being a Silver Rights Respecting School. As with all of our learning in school, progress is reported to parents day-to-day through formal and informal meetings, through written reports, emails and telephone conversations and scheduled parents' meetings twice every academic year.

4. Roles and responsibilities

4.1 The governing body

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

4.2 The Headteacher/ Head of School

The Headteacher/ Head of School 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. Monitoring arrangements

The delivery of PSHE is monitored by the PSHE Lead and Head of School through:

Planning, scrutiny, learning walks and continual CPD.

This policy will be reviewed by PSHE Lead and Head of School biannually. At every review, the policy will be approved by The Governing Body.

6. Links with other policies

This policy links to the following policies and procedures:

RSE Policy

Rights Respecting Schools Action Plan

Behaviour Policy

Equal Opportunities Policy

	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 behavior 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 re-framing setbacks	Risks and hazards; safety in the local environment and unfamiliar places
Year 4	Positive friendships, including online	Responding to hurtful behaviour; managing confidentiality; recognizing 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	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