



PSHE Policy

Act justly, Love mercy, Walk humbly

Queniborough C E Primary School

	Date	Signed
This Policy was adopted on		
To be reviewed		

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1. Vision and Ethos

We at Queniborough C.E. Primary believe that a strong PSHE education is important to help our pupils develop into well-rounded members of society, who can make a positive contribution to their community. Our PSHE curriculum incorporates RSE, Relationships and Health Education and is linked to other policies e.g. British Values, Anti-bullying, Behaviour and Internet Safety. It supports the Christian ethos of the school and our seven key values.

2. Legal Framework

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

DfE (2019) 'Keeping children safe in education' (KCSIE)

DfE (2019) 'Relationships Education, Relationships and Sex Education (RSE) and Health Education'

DfE (2019) 'School and college security'

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

Complaints Procedures Policy

Relationships and Sex Education Policy

Child Protection and Safeguarding Policy

Helen Wright May 2020

This policy should be read in conjunction with our Relationships and Sex Education Policy.

3. Roles and Responsibilities

The governing board has overall responsibility for the implementation of the school's PSHE Policy.

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.

The headteacher has overall responsibility for reviewing the PSHE Policy annually

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

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

The PSHE 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.

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.

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 or any elements that are statutory within the science curriculum).

The school ensures that pupils are also involved in the creation of this policy through regular feedback, suggestion forms and/or class discussions.

4. Aims of the PSHE Curriculum

Pupils will learn to:

Understand what constitutes a healthy lifestyle.

Understand how to stay safe and behave online.

Understand the dangers they may face, both in and around school and beyond, and be provided with the means to keep themselves safe.

Understand the law and consequences of risky behaviours.

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.

5. Delivery

Timetabling: Class teachers following the given curriculum will timetable PSHE units. Each unit comprises approximately 6 lessons. Where there are opportunities for links across the curriculum, PSHE may be taught linking with other subjects e.g. science, PE or English.

Staffing: PSHE will be taught by class teachers and other members of staff using a range of methods and approaches. These may include group work, discussion, individual tasks or role-play.

Resources: PSHE is taught using quality assured, up to date resources from the Cambridge Scheme.

External Visitors: Visitors may be used from time to time to enhance our delivery of PSHE.

Signposting Support: Information for pupils will be signposted where necessary, including identifying safe and appropriate adults for them to go to for help and support.

6. Inclusive and Accessible PSHE

The school has duties, under the Equalities Act (2010), to ensure that it does not discriminate against people with protected characteristics. A whole school approach is taken to inclusivity and accessibility and care is taken to ensure that teaching meets the needs of all students. The school will:

- Respect that the school community includes people of different faiths, beliefs and cultural backgrounds
- Acknowledge that pupils will grow up in many kinds of families including single parent families, LGBT parents, families headed by grandparents, adoptive parents, foster parents/carers amongst other structures
- Recognise that some staff or pupils may identify as LGBT

- Take care that resources, books and displays represent all kinds of families
- Take positive action to tackle bullying and discrimination

Particular care will be taken to ensure that PSHE is accessible to pupils with special educational needs and disabilities. The SEND code of practice outlines the need for schools to prepare children for adulthood. These pupils can be more vulnerable to exploitation and bullying which means that sensitive and age-appropriate Relationships and Health Education and PSHE is an essential part of their learning. We will ensure that our curriculum is accessible to all pupils by using differentiated resources, small group work or supporting pupils in class.

7. Safeguarding and Confidentiality

Good practice allows children an open forum to discuss potentially sensitive issues. Such discussions can lead to increased safeguarding reports. Children should be made aware of how to raise their concerns or make a report and how any report will be handled. This should include processes when they have a concern about a friend or peer.

All sessions will begin with a group agreement designed to create a safe space for discussion. Sessions will include information, signposting appropriate help and support, including parents and carers and the school's staff.

All school staff have completed safeguarding training and should be mindful of the school's safeguarding policy and procedures when delivering PSHE sessions. Staff understand that they cannot offer unconditional confidentiality to pupils and pupils will be made aware of this. Staff will work within the school's agreed procedures for recording and reporting disclosures and the nature of access to this information.

8. Curriculum

(For curriculum map, see Appendix 1)

EYFS Early Learning Goals Linked to PSHE:

Physical Development

Health and self-care: children know the importance for good health, of physical exercise, and a healthy diet, and talk about ways to keep healthy and safe. They manage their own basic hygiene and personal needs successfully, including dressing and going to the toilet independently.

Personal, Social and Emotional Development

Self-confidence and self-awareness: children are confident to try new activities, and say why they like some activities more than others. They are confident to speak in a familiar group, will talk about their ideas, and will choose the resources they need for their chosen activities. They say when they do or don't need help.

Managing feelings and behaviour: children talk about how they and others show feelings, talk about their own and others' behaviour, and its consequences, and know that some behaviour is unacceptable. They

work as part of a group or class, and understand and follow the rules. They adjust their behaviour to different situations, and take changes of routine in their stride.

Making relationships: children play co-operatively, taking turns with others. They take account of one another's ideas about how to organise their activity. They show sensitivity to others' needs and feelings, and form positive relationships with adults and other children.

Communication and language

Listening and attention: Children listen attentively in a range of situations. They listen to stories, accurately anticipating key events and respond to what they hear with relevant comments, questions or actions. They give their attention to what others say and respond appropriately, while engaged in another activity.

Understanding: children follow instructions involving several ideas or actions. They answer 'how' and 'why' questions about their experiences and in response to stories or events.

Speaking: children express themselves effectively, showing awareness of listeners' needs. They use past, present and future forms accurately when talking about events that have happened or are to happen in the future. They develop their own narratives and explanations by connecting ideas or events.

Understanding the World

People and communities: children talk about past and present events in their own lives and in the lives of family members. They know that other children don't always enjoy the same things, and are sensitive to this. They know about similarities and differences between themselves and others, and among families, communities and traditions.

KS1 & 2:

The PSHE programme of study will cover the following topics:

Families and people who care for me

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

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

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

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

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

About the dangers they may face, both in and around school and beyond, and how they can keep themselves safe.

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

Mental wellbeing

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

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

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

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

The facts about legal/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/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

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 and key facts concerning the menstrual cycle

** See the Relationships and Sex Education Policy for more detail about related content.*

Economic wellbeing and being a responsible citizen

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

8. Monitoring and Assessment

The school sets the same high expectations of the quality of pupils' work in PSHE 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.

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.

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

APPENDICES

Appendix 1: PSHE Curriculum Map (including RSE)

British Values Topic:	Mutual Respect	Tolerance of those with different faiths & beliefs	Rule of Law	Individual Liberty	Democracy	
PSHE Topic:	Myself & My Relationships	Myself & My Relationships	Healthy and Safer Lifestyles	Citizenship/ Myself & My Relationships	Citizenship	Healthy and Safer Lifestyles: RSE
To also include:		Anti-bullying (all year groups to have an age appropriate focus on anti-bullying - linking to Anti-bullying Week in Nov)	Online Safety (all year groups to have a focus on online safety through Computing – linking to Safer Internet Day in Feb)			
EYFS	MMR1: Beginning & Belonging	MMR2: Family & Friends	HSL3: Healthy Lifestyles	MMR3: My Emotions	C2: Me and My World	HSL1: My body and growing up
Year 1	MMR4: Beginning & Belonging	MMR6: Family & Friends	Combination of HSL4: Managing Risk & HSL5: Safety Contexts	C3: Working Together	C4: Diversity & Communities	HSL6: Relationships & Sex Education
Year 2	MMR8: Managing Change	MMR7: Anti-bullying	HSL9: Personal Safety (Some links to RSE unit so could be done as part of RSE unit)	MMR5: My Emotions	C5: Rights, Rules & Responsibilities	HSL10: Relationships & Sex Education
Year 3	MMR9: Beginning & Belonging	MMR11: Family and Friends	HSL14: Healthy Lifestyles	C6: Working Together	C7: Diversity & Communities	HSL13: Relationships & Sex Education
Year 4	MMR13: Managing Change	MMR12: Anti-bullying	HSL13: Managing Risk	MMR10: My Emotions	C8: Rights, Rules & Responsibilities	HSL17: Relationships & Sex Education
Year 5	MMR14: Beginning & Belonging	MMR16: Family & Friends	HSL19: Safety Contexts * Warning Zone Visit * Cycle Proficiency	C9: Working Together	C10: Diversity & Communities	HSL20: Relationships & Sex Education
Year 6	MMR18: Managing Change	MMR17: Anti-bullying	HSL22: Drug Education (Link to Science Curriculum)	MMR15: My Emotions	C11: Rights, Rules & Responsibilities	HSL24: Relationships & Sex Education May also incorporate elements of HSL23: Personal Safety * to include basic first aid (visitor)

