



**Roe Lee Park
Primary School & Nursery**

Free to Flourish

***PSHE Policy
(including Statutory Health
and Relationships Education)***

Our Mission Statement is:

'Children, parents, governors and all staff to work together to ensure that everyone fulfils their potential and enjoys a rewarding experience'.

1. Statement of Intent

At Roe Lee Park our PSHE curriculum encourages our children to develop responsibility and foster self-esteem in a happy and caring atmosphere of mutual respect that reflects our school.

Our PSHE curriculum strongly promotes positive mental health and wellbeing and provides an environment of trust and support in which our children can share, develop and grow.

PSHE at Roe Lee develops our children's understanding of the ever changing world they live in and their place in it. We support our children in developing the skills necessary to effectively manage their own lives and play an active role in their communities.

Roe Lee Park believes 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. The curriculum helps our children aspire to achieve their personal best in every aspect of school life and be the person they want to be.

- Our school is one where everyone is encouraged and supported to achieve their personal best.
- 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.
- Our pupils and staff are enterprising and approach challenges with a 'can-do' attitude.
- The needs and interests of all pupils, irrespective of gender, culture, ability or aptitude, will be promoted through an inclusive and varied PSHE 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.
- Parents will be informed about the policy via the school's website.

Opportunities will be made to develop our curriculum intent of:

- Vocabulary development
- Local, national and global diversity
- Outdoor learning

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 (2021) 'Keeping children safe in education' (KCSIE)
- Equality Act (2010)
- DfE (2019) Statutory Guidance on Relationships Education, Relationships and Sex Education (RSE) and Health Education
- PSHE Association documents - Programme of Study (2020), Programme Builders (2020), PSHE Lead's Pack KS 1 and 2, Handling Complex Issues safely in the PSHE Education classroom, A Guide to Assessment in Primary PSHE Education. Sex Education Forum – Curriculum Design Tool.

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

- Safeguarding and Child Protection policy
- SEND policy
- Anti-Bullying policy
- Behaviour for Learning policy
- SMSC policy
- PE policy
- Science policy
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3. Roles and responsibilities

The following stakeholders will be responsible for implementing this policy:

PSHE Lead – Mrs Debs Campbell

PSHE Governors – Mrs G Yates & Mrs S Hussain

Headteacher – Mrs Gillian Wilton

Class teachers

Support staff including lunchtime supervisors

Office and Administrative staff

Parents/ Carers

The subject leader in consultation with the Head teacher and Governors will be responsible for reviewing the PSHE Policy annually.

4. Teaching and Learning

Pupils will learn to do the following:

- 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.

A range of teaching and learning styles are used to teach PSHE. Teaching is pupil-led with an emphasis on active learning techniques such as discussion and group work.

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

Working with external experts

External experts may be invited to assist from time-to-time with the delivery of the programme and will be expected to comply with the provisions of this policy. The intended use of external experts is to enhance the curriculum delivered by teachers, rather than as a replacement for teachers.

Before delivering the session, the school will:

- Ensure the lesson the external expert has planned fits with the school's planned curriculum and this policy.
- Ensure the expert's credentials are checked before they are able to participate in delivery of the curriculum, in line with the Visitor Policy.
- Discuss the details of the expert's lesson plan and ensure that the content is age-appropriate and accessible for the pupils.
- Ask to see the materials the expert intends to use, as well as a copy of the lesson plan, to ensure it meets all pupils' needs, including those with SEND.
- Agree with the expert the procedures for confidentiality, ensuring that the expert understands how safeguarding reports should be dealt with in line with the Child Protection and Safeguarding Policy.

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

5. The Curriculum – 3D Dimensions PSHE Scheme

EYFS - Nursery

As a prime area of the Early Years Curriculum, PSED (Personal, Social and Emotional Development) is known to be a vital part of Early Learning. All key areas of the Early Years PSED curriculum are covered in creative and innovative ways within the Early Years Nursery 3D PSHE programme.

Modern British Values are embedded, both implicitly and explicitly within the teaching resources, so that, from a very early age, children are being taught the importance of tolerance, democracy, respect and rules and responsibilities.

The resource links directly to the Development Matters objectives and statutory EYFS Framework. The storylines, which are meaningful and relevant to this age group, introduce characters that young children can identify with in order to help teach key messages and skills. Centred around their Nursery experiences, their stories are engaging and enjoyable, ultimately leading to lasting learning.

EYFS - Reception

There are four simple headings to organise the PSED statements, in order to help the children understand their relevance and importance.

- It's All About... Taking Part! Encouraging young children to participate and be actively involved in home, school and community life at an individual, group and class level, understanding how to behave appropriately in different situations.
- It's All About... Being Smart! Encouraging young children to think carefully, to develop positive attitudes towards themselves and others, to recognise and have confidence in their own abilities and talents and to know how to manage personal hygiene, as well as keeping healthy and safe, linked to behaviour and potential consequences.
- It's All About... Where to Start! Encouraging young children to be confident, to show initiative in a range of different situations and settings and to develop strategies for how to solve problems and resolve conflicts.
- It's All About... Having Heart! Encouraging young children to show sensitivity and compassion towards others, to manage their feelings, to develop positive, caring and respectful relationships with both children and adults and to cooperate and share willingly.

KS1/KS2

We use a PSHE Programme - 3D PSHE - in which pupils develop the knowledge, skills and attributes needed in order to keep themselves healthy and safe whilst preparing them for life and work.

There are three underlying core themes taught throughout Dimensions 3D PSHE, within which there is broad overlap and flexibility:

1. Health and Wellbeing
2. Relationships
3. Living in the Wider World

Pupils are encouraged to participate in a wide variety of activities, enabling them to make significant contributions to both life in school and within the wider community. This allows them to become aware of their skills and talents, develop their self-worth, learn to work as part of a team and take greater responsibility for their own learning. In doing so, they are able to reflect and evaluate on how they are making progress.

The 3D PSHE Programme provides pupils with the means to handle many of the social, cultural, spiritual, physical and moral issues that occur throughout life.

3D PSHE helps pupils to develop and demonstrate skills and attitudes that will allow them to participate fully, and contribute positively, to life in modern Britain. Pupils learn to respect similarities and differences between our diverse cultures in order to build successful and meaningful friendships and relationships that are vital to the world we live in.

Dimensions 3D PSHE supports the development of the attitudes, values, skills and behaviour which enable pupils to:

- Live healthy lifestyles
- Address personal hygiene
- Develop an awareness of changing and growing
- Deal with different emotions in an appropriate way
- Keep safe
- Communicate well with others and work as a team
- Define, identify and know how to respond to bullying
- Know where and how to seek help when needed
- Treat everybody with respect
- Form and build positive relationships
- Understand the reasons for rules, and their responsibility to keep them
- Learn about their responsibility in caring for others
- Be active in their own learning
- Be active within their community
- Manage money well
- Keep safe online
- Self-assess and identify their strengths and weaknesses
- Know how to make emergency calls
- Know basic First Aid
- Work collaboratively and respectfully
- Appreciate diversity
- Empathise with other points of view
- Express opinions clearly
- Understand the changes that occur in puberty
- Develop strategies for managing changing emotions

The teaching of statutory health and relationships education is interwoven throughout our PSHE Curriculum. This is focused around the following key elements:

Families and people who care for me

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

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

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

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

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
- 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

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

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

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

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

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

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

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

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

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

6. Planning

The school uses discussions and other activities during initial PSHE lessons to ascertain pupils' existing knowledge and understanding of various subjects. The teaching programme will then be adjusted to reflect the composition of the class with regard to this.

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

Adaptations are made for those for whom English is a second language to ensure that all pupils can fully access PSHE educational provision.

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

The school will deliver relationships and health education as part of its weekly timetabled PSHE programme (40-60 minutes).

7. Assessment and Recording

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 diamond 9's, continuum lines, written work, discussion groups and quizzes, in order to monitor progress.

8. Monitoring

The PSHE lead and senior leadership team will be responsible for the monitoring of PSHE. Monitoring of this subject will include:

Looking at planning

Pupil voice

Learning walks

Consultation with staff and parents (including parent voice)

Lesson observations

Looking at pupils' work

This monitoring exercise will inform future changes to the curriculum and teaching and learning, and will ensure high quality outcomes for all pupils.

9. Cross Curricular Links

PSHE is taught in discrete curriculum time, delivered by the class teacher and supported by teaching assistants/ 1-1 support staff.

The school ensures cross-curricular learning through discussion between subject leaders in PE, Science and RE and other relevant areas.

10. Equal opportunities – SEND/ Equality & Diversity

- All pupils will have equal access to the entire PSHE curriculum.
- Gender, learning ability, physical ability, ethnicity, linguistic ability and/or cultural circumstances will not impede pupils from accessing all PSHE lessons.
- The lessons will be adapted to meet the pupil's needs and alternative arrangements involving extra support will be provided where necessary.
- All efforts will be made to ensure that cultural and gender differences will be positively reflected in all lessons and teaching materials used.
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11. Safeguarding

Confidentiality within the classroom is an important component of relationships and health education, and teachers are expected to respect the confidentiality of their pupils as far as is possible. Teachers will, however, alert the headteacher about any suspicions of inappropriate behaviour or potential abuse as per the school's Child Protection and Safeguarding Policy.

Pupils will be fully informed of the school's responsibilities in terms of confidentiality and will be aware of what action may be taken if they choose to report a concern or make a disclosure. Any reports made during lessons, or as a result of the content taught through the curriculum, will be reported to the DSL and handled in accordance with the Child Protection and Safeguarding Policy.

12. Sensitive questions

At Roe Lee Primary School, we encourage our pupils to be inquisitive learners and welcome any questions that may be asked. However, we are aware that sometimes our pupils may ask sensitive questions. In this instance, we will either:

- Answer the question if we feel it is appropriate to do so.
- Ask the child to place their question in the 'Ask-it-Basket' in order to provide the teacher with further time to discuss with SLT about how the question will be answered.
- Contact parents and decide together whether this question will be answered in partnership, by the teacher or at home.

13. Right to withdraw

At Roe Lee Primary School, we have made the decision not to teach sex education. Therefore, parents will not have the right to withdraw their child from PSHE lessons. The content delivered within PSHE is now statutory and this includes the teaching of the changing adolescent body which forms part of 'health education'.

Lessons relating to the changing adolescent body are usually taught in Year 5 (dependent on the needs of the children) and parents will receive written notification of when these lessons are going to be taught.

Review

This policy will be reviewed every year. The Headteacher may, however, review the policy earlier than this if the Government introduces new regulations, or if the Governing Body receives recommendations on how the policy might be improved.

Policy written by: Debs Campbell (PSHE lead) and Gillian Wilton (Headteacher)

Date: 22/04/22

Review date: April 2023