

All Saints' CE First School

PSHE Policy

(comprising Personal, Social, Health Education and Relationships Education)

Our School Vision

All Saints' C of E First School is a loving family where everyone is inspired to be the best they can be in order to flourish as children of God. We aim to nurture all those who learn and work in our school, and instil Christian values that will be carried with them through life's journey and inspire them to make a positive contribution to the community.

"God has given each of you a gift. Use it to help each other." Peter 4:10

Aims and Key Principles

Our Christian values underpin our ethos; every child is valued and encouraged to achieve their full potential. Every member of our school community is encouraged to respect and value each other. Wherever possible we make close links between our values, worship and the PSHE curriculum.

PSHE is an important and necessary part of all pupils' education. Through a planned programme of learning, we aim to provide our pupils with the knowledge, understanding and skills that they need in order to manage their lives both now and in the future. As part of a whole school approach, we aim to develop the attributes our pupils need to thrive as individuals, as part of a family and as a confident member of the wider community.

Our school is committed to serving its community and surrounding areas. We recognise the multicultural, multi faith and ever-changing nature of the United Kingdom. We also understand the vital role we have in ensuring that groups or individuals within the school are not subjected to intimidation or radicalization by those wishing to unduly, or illegally, influence them.

We want our children to learn to understand and respect our common humanity, diversity and differences so that they can go on to form the effective, fulfilling relationships that are an essential part of life and learning.

Pupil Learning Outcomes

We want our children to develop self-awareness, positive self-esteem and confidence, enabling them to:

- Develop confidence and independence,
- Encourage everyone to take responsibility for their own actions
- Develop healthy, positive and respectful relationships so that everyone lives well together.
- Work collaboratively with others
- Celebrate diversity
- Have a sense of purpose
- Value self and others
- Make and act on informed decisions
- Communicate effectively
- Be active citizens within the local community
- Explore issues related to living in a democratic society
- Become healthy and fulfilled individuals

Curriculum Content

PSHE is taught through a planned programme of work that brings together Health Education, emotional literacy, personal and social skills, relationships education and spiritual development. Our scheme of work is designed to be a whole school approach, with all year groups working on the same theme at the same time, at an age appropriate level

Curriculum Content

Our curriculum covers all areas of PSHE for the primary phase, as the table below shows:

| EYFS Units | | |
|-------------------------|---|--|
| Me and My School | <ul style="list-style-type: none"> • Listening to others • Asking questions • Self-awareness | <ul style="list-style-type: none"> • Understanding an following rules • Taking turns |
| Happy and Healthy Me | <ul style="list-style-type: none"> • Following instructions • Good health | <ul style="list-style-type: none"> • Keeping healthy and safe • Basic hygiene |
| Me in the World | <ul style="list-style-type: none"> • Self-confidence and awareness • Behaviour and consequences | <ul style="list-style-type: none"> • Similarities and differences • |
| Me and My Safety | <ul style="list-style-type: none"> • Difference between right and wrong • Making safe choices | <ul style="list-style-type: none"> • Using equipment safely |
| Me and My Relationships | <ul style="list-style-type: none"> • Playing co-operatively • Sharing | <ul style="list-style-type: none"> • Negotiating and solving problems • Developing social skills |
| Me and Other People | <ul style="list-style-type: none"> • Communicating with others • Finding out about others | <ul style="list-style-type: none"> • Resolving conflicts • Different cultures |

| KS1 Units | | |
|-------------------------|--|--|
| Me and My School | <ul style="list-style-type: none"> • Making choices • Compromise • Own skills in relation to School Council • Class meetings | <ul style="list-style-type: none"> • why have rules • Class council meeting • Name feelings • Dealing with feelings including negative ones |
| Happy and Healthy Me | <ul style="list-style-type: none"> • Parts of the body • Changing needs • Influences on health and wellbeing • Consequences of choices • Emotional health | <ul style="list-style-type: none"> • Body parts • Personal hygiene • Spread of germs and diseases • Balanced diet/Healthy lunchbox |
| Me in the World | <ul style="list-style-type: none"> • Likes and dislikes • Right and wrong • Needs of animals • Fair and unfair • Human needs | <ul style="list-style-type: none"> • Positives/negatives of the local area • Role in improving area • Sources and uses of money • Keeping money safe • Making choices |
| Me and My Safety | <ul style="list-style-type: none"> • Medicines • Identifying risks and ways to stop accidents happening • People who help us • Road safety – keeping safe near the road and in the car | <ul style="list-style-type: none"> • Things e.g. medicines and household substances • Places e.g. roads • People i.e. safe and unsafe touches, feeling comfortable/uncomfortable, secrets and surprises |
| Me and My Relationships | <ul style="list-style-type: none"> • Valuing themselves • Family – different types • Friendship skills • Good and bad friendships • Making choices | <ul style="list-style-type: none"> • Working together • Behaviour and impact on others • Resolving conflict • Teasing and bullying • Changing relationships |
| Me and Other People | <ul style="list-style-type: none"> • My identity • Groups belong to • Bullying | <ul style="list-style-type: none"> • Similarities and differences between boys and girls • Different types of families • Race and religion |

| KS2 Units | Year A | Year B |
|-------------------------|---|---|
| Me and My School | <ul style="list-style-type: none"> • Class rules • New challenges • Valuing themselves • School Council | <ul style="list-style-type: none"> • Class rules • Role of School Council rep • Jobs on the School Council • Class council • My strengths and weaknesses |
| Happy and Healthy Me | <ul style="list-style-type: none"> • Balanced diet • Impact of healthy diet • Making choices | <ul style="list-style-type: none"> • What keeps me healthy? • What can make me ill – bacteria and viruses • Drugs – medicines and Tobacco • Good and bad habits |
| Me in the World | <ul style="list-style-type: none"> • Managing money • Good value • Resource allocation | <ul style="list-style-type: none"> • Rights and responsibilities • Rights of the Child • Jobs and duties |
| Me and My Safety | <ul style="list-style-type: none"> • What is risk • Road Safety • Pressure • Safe and unsafe touches | <ul style="list-style-type: none"> • Safety in school • Responsibilities for my safety and the safety of others • E safety |
| Me and My Relationships | <ul style="list-style-type: none"> • What makes a good friend • Falling out | <ul style="list-style-type: none"> • Feelings of other people • Developing relationships • Different types of relationships • Puberty |
| Me and Other People | <ul style="list-style-type: none"> • My identity • My community – school and local • Similarities and differences in community | <ul style="list-style-type: none"> • Similarities and differences • Communities including Britain • Respect and tolerance |

Opportunities for linking aspects of PSHE to other areas of the curriculum will also be identified and developed by class teachers our long term planning. We also may cover aspects of PSHE through special theme days.

Learning and Teaching

In line with our Learning and Teaching Policy, a range of teaching strategies will be used to ensure that learning is purposeful, active and exciting.

All pupils will work within a safe, secure climate to be able to explore their own and others' attitudes, values and skills. Lessons will involve a high level of interaction where each pupil has planned opportunities for learning which will give them scope to work to their full potential.

In KS1 and KS2, PSHE lessons are a regular part of the time-table. Learning opportunities in other subjects through our curriculum are identified and activities are planned into the school year to enrich learning. Teachers will choose the method most appropriate for their whole class to meet the objectives of the lesson. All classes use circle time to promote and discuss issues within PSHE.

Parental and Community Involvement

Working with parents is a vital part of the whole school approach to PSHE. Aspects of it are included in our home-school agreement.

We also have a close relationship with our Church, All Saints', which leads worship in the school. We aim to involve other outside agencies, such as charities, emergency services, medical practitioners etc, to deliver aspects of the PSHE curriculum where possible.

Relationships Education

Relationships Education can make a significant contribution to the development of the personal skills needed by pupils if they are to establish and maintain relationships. It also enables children and young people to make responsible and informed decisions about their health and well-being.

Sensitivity and respect will be shown to all children when teaching about relationship education, and it is taught in a way to ensure that there is no stigmatization of children based on their home/personal circumstances.

Lessons are set within a context that is consistent with the school's Christian ethos and values:

- It is based on inclusive Christian principles and values emphasising respect, compassion, loving care and forgiveness.
- It is taught in the light of the belief in the absolute worth of all people
- It is sensitive to the circumstances of all children and is mindful of the expressions of family life in our culture.

Whilst pupils are given the opportunity to explore their own attitudes, values and beliefs and to develop an individual moral code that will guide their actions, this is exercised within an understanding of the right of people to hold their own views within a framework of respect for others.

Our focus is on building healthy attitudes and positive relationships in an environment where difference is celebrated and everyone is included and valued for who they are.

Specific Relationships Education Content

The grid below shows specific Relationships Education learning intentions for each key stage:

| Key Stage | Learning Intentions ‘Pupils will be able to...’ |
|-----------|---|
| EYFS | <ul style="list-style-type: none"> • Friends and families |
| 1 /2 | <ul style="list-style-type: none"> • name body parts, including boy’s and girl’s parts describe simple differences between boys and girls (vulva, penis, testicles) • describe how they might change in the future, growing from baby to child to adult. Identify things they will be able to do, not do and changes that will have happened. • know that all families are different but they are all special. |
| 3/4 | <ul style="list-style-type: none"> • recognise the difference between males and females and know the agreed names of body parts (vulva, penis, testicles, vagina) • consider how they have already changed and how they may look in the future • understand that changes are a natural part of growing up (puberty, male, female, boy, girl, changes, physical, emotional, social, teenager, adult, bigger, taller, heavier, stronger) • recognise the different sorts of families • judge what type of physical contact is acceptable or unacceptable <ul style="list-style-type: none"> • understand specific changes around menstruation (Y4 Girls) |

The Church of England Guidelines state that Relationships Education should be based on the following principles and is something that we will adhere to. Children should learn:

- the importance of family and committed relationships (including marriage) as key building blocks of community and society.
- physical and emotional development.
- respect for their own and others peoples’ bodies
- the importance of building positive relationships that involve trust and respect.
- how to keep themselves safe when using the internet and other forms of technology.

Withdrawal from Relationships Education Lessons

Parents/carers do not have the right to withdraw their children the Relationships

Education provided at this school as there is no specific sex education content up to Year 4. Those parents/carers wishing to understand more about the curriculum are invited in to see the head teacher who will address any concerns/queries.

The one exception to this is the *consent based* Year 4 girls' talk around menstruation.

Teaching Sensitive and Controversial Issues

Sensitive and controversial issues may arise in learning from real-life experience. Teachers will be prepared to handle personal issues arising from the work, to deal sensitively with, and to follow up appropriately, disclosures made in a group or individual setting.

Teachers will seek to establish a classroom climate in which all pupils are free from any fear of expressing reasonable points of view that contradict those held either by their class teachers or their peers.

Answering Difficult Questions and Sensitive Issues

Staff members are aware that views around PSHE related issues are varied.

Both formal and informal PSHE arising from pupils' questions are answered according to the age and maturity of the pupil(s) concerned. Questions do not have to be answered directly, and can be addressed individually later. The school believes that individual teachers must use their skill and discretion in this area and refer to the designated safeguarding lead if needed.

Assessment, Monitoring and Evaluation

Children's understanding, knowledge and skills are assessed through observation, discussion, questioning and group participation.

The curriculum leaders at each key stage will monitor delivery of PSHE through observation and discussion with teaching staff to ensure consistent and coherent curriculum provision.

Links with Other Policies

We recognise the clear link between PSHE and the following policies and staff are aware of the need to refer to these policies when appropriate

- Behaviour Policy
- The Equality Policy

- Accessibility Plan
- Acceptable use and E-Safety Policy
- RE and Worship Policy
- Safeguarding Children Policy
- SEND Policy
- Learning and Teaching Policy

Child Protection Issues

If a member of staff believes that a child is at risk or in danger, she/he talks to the designated safeguarding lead who takes action as laid down in the Safeguarding Children Policy. All staff members are familiar with the policy and know the identity of the member of staff with responsibility for Child Protection issues.

We are committed to safeguarding and promoting the welfare of children and expect all staff and volunteers to share this commitment. The Safeguarding Children Policy and procedures are available on our website and provide comprehensive information regarding all forms of child exploitation.