

**Goostrey Community Primary School**

**PSHE Policy (Personal, Social, Health Education) and Scheme of Work Overview**

**INTENT**

*This policy includes our approach to Relationships and Health Education statutory (RHE) from September 2020 and works in conjunction with the Sex and Relationships Policy.*

**Context**

All schools must provide a curriculum that is broadly based, balanced and meets the needs of all pupils. Under section 78 of the Education Act 2002 and the Academies Act 2010, a PSHE curriculum:

* Promotes the spiritual, moral, cultural, mental and physical development of pupils at the school and of society, and
* Prepares pupils at the school for the opportunities, responsibilities and experiences of later life.

The Relationships Education, Relationships and Sex Education and Health Education (England) Regulations 2019, made under sections 34 and 35 of the Children and Social Work Act 2017, make Relationships Education compulsory for all pupils receiving primary education. They also make Health Education compulsory

**What is our philosophy?**

At Goostrey Community Primary School, we teach Personal, Social, Health Education as a whole-school approach to underpin children’s development as people and because we believe that this also supports their learning capacity.

We value PSHE as one way to support children’s development as human beings, to enable them to understand and respect who they are, to empower them with a voice and to equip them for life and learning.

We include the statutory Relationships and Health Education within our whole-school PSHE Programme. PSHE at Goostrey Community Primary School is taught through a programme compiled by the school, which we believe offers us a comprehensive, carefully thought through Scheme of Work. It offers consistency and progression to our children’s learning in this vital curriculum area, as well as flexibility to respond to the needs of the children in specific cohorts.

The scheme also includes the ***No Outsiders*** programme. The science and P.E. curriculum as well as the E-safety scheme of work (taught across the school from Reception to Year 6) support the PHSE curriculum. School Health also has an input, particularly when working with the older children before the transition to high school (specifically supporting with ‘growing up talks – puberty).

 The PHSE scheme of work supports the “Personal Development” and “Behaviour and Attitude” aspects required under the Ofsted Inspection Framework, as well as significantly contributing to the school’s Safeguarding and Equality Duties, the Government’s British Values agenda and the SMSC (Spiritual, Moral, Social, Cultural) development opportunities provided for our children.

**What is our aim?**

Our children are growing up in an increasingly complex world and living their lives seamlessly on and offline. This presents many positive and exciting opportunities, but also challenges and risks. In this environment, children in our school need to know how to be safe and healthy, and how to manage their academic, personal and social lives in a positive way. We aim to put in place the key building blocks of healthy, respectful relationships, focusing on family and friendships, in all contexts, including online alongside the essential understanding of how to be healthy. We believe that the knowledge and attributes gained will support our children’s wellbeing and attainment and help them to become successful and positive adults who make a meaningful contribution to society.

**What does the DfE statutory guidance on Health Education expect children to know by the time they leave primary school?**

Health Education in primary schools will cover:

• Mental Wellbeing

• Internet Safety and Harms

• Physical Health and Fitness

• Healthy Eating

• Drugs, Alcohol and Tobacco

• Health and Prevention

• Basic First Aid

• The Changing Adolescent Body (Puberty)

**IMPLEMENTATION**

Organisation of the PHSE programme

PHSE is taught at Goostrey through three strands.

***Health and Well Being***

*(Including mental , peer on peer abuse and emotional well-being)*

***Relationships***

(Through the *No Outsiders* curriculum)

***Living In The Wider World***

(Specific lessons and 5 minutes a day)

PHSE themes are also explored through other subjects in the curriculum for example computing, science, P.E. as well as through school assemblies, class discussions,

7 Up and 5 minutes a day.

Every half term there are specific sessions in each of the classes relating to

* 1 - No Outsiders book and subsequent session(s)
* 1 – focused session(s) on mental health, peer on peer abuse and emotional well being
* 1 – focused session(s) on Living in the Wider World – this can be a follow up from 5 mins a day or objective specific tasks.
* Weekly reflection sheets for the older children

**School Curriculum Overview**



Themes For The No Outsiders Lessons

|  |  |
| --- | --- |
|  Reception* to say what I think
* to understand that it is OK to like different things
* to make friend with someone different
* to understand that all families are different
* to celebrate my family
 | Year 1* to like the way I am
* to play with boys and girls
* to recognise that people are different ages
* to understand that we share the world with lots of people
 |
| Year 2* to understand what diversity is
* to understand how we share the world
* to understand what makes someone feel proud
* to feel proud of being different
* to be able to work with everyone in my class
 | Year 3* to understand how difference can affect someone
* to understand what ‘discrimination’ means
* to find a solution to a problem
* use strategies to help someone who feels different
* to be welcoming
 |
| Year 4* to know when to be assertive
* to understand why people choose to get married
* to overcome language as a barrier
* to ask questions
* to be who you want to be
 | Year 5* to learn from out past
* to justify my actions
* to recognise when someone needs help
* to appreciate artistic freedom
* to accept people who are different from me
 |
| Year 6* to promote diversity
* to stand up to discrimination
* to challenge the causes of racism
* to consider how my life may change as I grow up
* to recognise my freedom
 |  |

Mental Health, Emotional Well-Being and

Living in the Wider World Overview

|  |  |  |  |
| --- | --- | --- | --- |
| Year Group | **Mental health and emotional well being**  | **Living in the Wider World** | **No** **Out****Siders** |
| 1 | ***At the beginning of each year – mind map of what Respect means – focus on children’s age appropriate understanding of peer on peer abuse.******What is respect and what does it look like?******This may link with the work from ‘Living in the wider world’.*****Mental health and emotional well being** **Feelings**Pupils learn: • about different types of feelings • about managing different feelings • about change or loss and how this can feel | **Keeping safe and managing risk:** **Feeling Safe** People who help and don’t help us**Drug, alcohol and tobacco education** **What do we put into and on to bodies?** NHS/Police **Diversity and Equality**Black History Month - OctoberInspirational Figures in modern day life **(Head’s newsletter inspirational figure from potentially marginalised groups)** |  |
| 2 | ***At the beginning of each year – mind map of what Respect means – focus on children’s age appropriate understanding of peer on peer abuse.******What is respect and what does it look like?******This may link with the work from ‘Living in the wider world’.*****Mental health and emotional well being** **Friendships**Pupils learn: • about the importance of special people in their lives • about making friends and who can help with friendships • about solving problems that might arise with friendships | **Keeping safe and managing risk:** **Indoors and outdoors**People who help and don’t help us**Drug, alcohol and tobacco education** **Medicines and me**NHS/Fire Service(link to GFof London?)**Diversity and Equality**Black History Month - OctoberInspirational Figures in modern day life **(Head’s newsletter inspirational figure from potentially marginalised groups)** |  |
| 3 | ***At the beginning of each year – mind map of what Respect means – focus on children’s age appropriate understanding of peer on peer abuse. To understand the term peer on peer abuse.******What is respect and what does it look like?******This may link with the work from ‘Living in the wider world’.*****Mental health and emotional well being** **Strengths and challenges**Pupils learn: • about celebrating achievements and setting personal goals • about dealing with put-downs • about positive ways to deal with set-backs | **Identity, society and Equality**Understanding British Values**Democracy Yr 3**Pupils learn: • about Britain as a democratic society • about how laws are made • learn about the local council**Careers, financial capability and economic wellbeing****Saving and spending**Pupils learn: • about what influences peopleʼs choices about spending and saving money • about the world of work**Diversity and Equality**Black History Month - OctoberInspirational Figures in modern day life **(Head’s newsletter inspirational figure from potentially marginalised groups)** |  |
| 4 | ***At the beginning of each year – mind map of what Respect means – focus on children’s age appropriate understanding of peer on peer abuse. To understand the term peer on peer abuse.******What is respect and what does it look like?******This may link with the work from ‘Living in the wider world’.*****Mental health and emotional well being** **Managing Everyday Feelings**Pupils learn:• about the different feelings and emotions people experience; how feelings and emotions change and what helps people to feel good.• about managing feelings and emotions in different situations • about getting help, advice and support with feelings and emotion**Disrespect Nobody**Children will: • develop their understanding and recognition of healthy and unhealthy relationships • develop ways to manage and maintain healthy relationships, including online • understand where and how to seek help with managing their relationshipsQuestions to use in the classroom• How do we know if a relationship is healthy and positive? • How does a healthy relationship make the people in the relationship feel? • How should people treat one another in a healthy relationship? • What are some ways of resolving differences in a relationship? • How would someone know if a relationship is unhealthy, or unsafe? • How might an unhealthy relationship make the people in it feel? • What can someone do if a relationship feels unhealthy or unsafe to them? • Where can someone of your age get help if they are worried about a relationship? | **Identity, society and Equality**Understanding British Values**Rights of the child Yr 4**Pupils learn: • the UN Convention on the Rights of the Child**Careers, financial capability and economic wellbeing****Budgeting**Pupils learn: • how people can keep track of their money • about the world of work**Diversity and Equality**Black History Month – October Inspirational Figures in modern day life **(Head’s newsletter inspirational figure from potentially marginalised groups)** |  |
| 5 | ***At the beginning of each year – mind map of what Respect means – focus on children’s age appropriate understanding of peer on peer abuse. To understand the term peer on peer abuse.******What is respect and what does it look like?******This may link with the work from ‘Living in the wider world’.*****Mental health and emotional well being** **Dealing with feelings**Pupils learn: • about a wide range of emotions and feelings and how these are experienced in the body • about times of change and how this can make people feel • about the feelings associated with loss, grief and bereavement**Disrespect Nobody**Children will: • develop their understanding and recognition of healthy and unhealthy relationships • develop ways to manage and maintain healthy relationships, including online • understand where and how to seek help with managing their relationshipsQuestions to use in the classroom• How do we know if a relationship is healthy and positive? • How does a healthy relationship make the people in the relationship feel? • How should people treat one another in a healthy relationship? • What are some ways of resolving differences in a relationship? • How would someone know if a relationship is unhealthy, or unsafe? • How might an unhealthy relationship make the people in it feel? • What can someone do if a relationship feels unhealthy or unsafe to them? • Where can someone of your age get help if they are worried about a relationship? | **Identity, society and Equality**Understanding British Values**Civil rights Yr 5**Pupils learn: • Equality and Civil rights – through history and significant figures**E.g Martin Luther King, Nelson Mandela - also other significant people and events Windrush, Marcus Rashford****Careers, financial capability and economic wellbeing****Borrowing and earning money**Pupils learn: • that money can be borrowed but there are risks associated with this • what influences peopleʼs decisions about careers |  |
| 6 | ***At the beginning of each year – mind map of what Respect means – focus on children’s age appropriate understanding of peer on peer abuse. To understand the term peer on peer abuse.******What is respect and what does it look like?******This may link with the work from ‘Living in the wider world’.*****Mental health and emotional well being** **Healthy minds**Pupils learn: • what mental health is • about what can affect mental health and some ways of dealing with this • about some everyday ways to look after mental health • about the stigma and discrimination that can surround mental health**Disrespect Nobody**further develop their understanding of rights and responsibilities towards others within relationships • communicate their views on the qualities of healthy relationships • develop strategies to manage difficult relationship situations and resolve conflicts, including managing online contactQuestions to use in the classroom• What are the qualities of a healthy relationship? • What rights and responsibilities do people have within different relationships? • How can people identify and resist unhelpful pressure and influence in a relationship? • How can people resolve upsetting relationship situations? • How can people end a relationship safely and responsibly? • Where and how can people get help for themselves or others if they think they are in an unhealthy relationship, or need help? | **Identity, society and Equality**Understanding British Values**Human rights Yr 6**Pupils learn: • about people who have moved to Cheshire from other places, (including the experience of refugees) • about human rights • about homelessness**Careers, financial capability and economic wellbeing****Enterprise**Pupils learn: • about enterprise **Diversity and Equality**Black History Month - OctoberInspirational Figures in modern day life **(Head’s newsletter inspirational figure from potentially marginalised groups)** |  |

**Living In the Wider World**

Focus in KS1 – Keeping Safe

Focus on KS2 - Democracy and Rights, also understanding basic finance.

***Physical Health is covered within the science curriculum in KS2***

**Resources to support the scheme of work**

<https://globaldimension.org.uk/resource/learning-about-human-rights-in-the-primary-school/> - Rights

You – Me – PHSE – Islington Council PHSE scheme of work

PHSE Association – Mental Health and Emotional Well Being lessons

Anna Freud Centre - <https://www.annafreud.org/> – Mental Health and Emotional Well Being guidance

<https://www.annafreud.org/selfcare/>

<https://www.minded.org.uk/>

<https://www.annafreud.org/coronavirus/>

<https://www.mentallyhealthyschools.org.uk/resources/>

Guidance to follow for Disrespect Nobody with junior children - [6.3003\_HO Disrespect Nobody Overview Discussion Guide\_8-12 Yr Olds (pshe-association.org.uk)](https://www.pshe-association.org.uk/system/files/Disrespect%20Nobody%20Discussion%20Guide%208-12%20year%20olds.pdf)

**How does this policy inform the school’s Equalities Policy?**

Schools have a duty to uphold the Public Sector Equality Duty (PSED). The PSED or the Equality Act, as it is more commonly known, requires schools to eliminate discrimination; advance equality of opportunity; and foster good relationships. By doing so, the Equality Act encourages schools to meet the diverse needs of children and to improve outcomes for all pupils regardless of background. Part of the Equality ‘duty’ is to teach children about rights and responsibilities, acceptance, empathy and understanding of others. The DfE Guidance 2019 (p. 15) states, “Schools should ensure that the needs of all pupils are appropriately met, and that all pupils understand the importance of equality and respect. Schools must ensure they comply with the relevant provisions of the Equality Act 2010 under which sexual orientation and gender reassignment are amongst the protected characteristics. We promote the principles of fairness and justice for all through the education that we provide at Goostrey.

Each member of staff involved in the delivery of Relationship and Health education (RHE), PHSE and RSE does so in line with the Teacher Standards and in accordance with the school’s Staff Code of Conduct. For each member of staff delivering RSE there is an understanding that:

* Different faiths and beliefs should be tolerated and not be the cause for prejudicial or discriminatory behaviour.
* The school has duties under the Equalities Act, British Values, and the Ofsted framework and must reflect British Law
* Children are growing up in a diverse world and will need to be able to work, live and play with people from all backgrounds
* Some members of our school community will identify as LGBT+
* Families can include single parent families, LGBT parents, families headed by grandparents, adoptive parents, foster parents/carers amongst other structures
* Some children may have a different structure of support around them (for example: looked after children or young carers)

**How are the needs of SEND Pupils met?**

These lessons need to be accessible to all pupils including those with special educational needs and disabilities. The SEND code of practice outlines the need for schools to prepare children for adulthood outcomes. These pupils can be more vulnerable to exploitation and bullying which means that sensitive and age-appropriate Relationships and Health Education is an essential part of their learning.

**How does PHSE meets our duty to promote British Values?**

English schools have a duty to promote the spiritual, moral, social and cultural (SMSC) development of their pupils, including understanding British values. The requirement to develop children’s spiritual, moral, social and cultural understanding is set out in the Education Act (2002). In 2014, additional guidance was published for schools with regards to teaching British values. Guidance states that schools should promote the fundamental British values of democracy, the rule of law, individual liberty, mutual respect and tolerance, and makes it clear that children should learn about discrimination and how to combat it. As previously shown our scheme of work, units, include teaching children about acceptance, empathy, prejudice and discrimination (particularly through the *No Outsiders* Scheme), and the rights and responsibilities they have as UK and global citizens (through *Living in the Wider World).*

**How will this policy safeguard pupils and deal with bullying?**

Schools have a legal obligation to safeguard their pupils In England, new legally-binding safeguarding guidance was released to schools in September 2018. This establishes that schools must protect all children from physical and emotional abuse including bullying on and off line and abuse that could happen from an adult or from other children.

Teaching children to accept there are a whole range of differences in people, helps combat stigma, discrimination and bullying. Children also need to be taught how to access help if they are involved in a bullying, or abusive situation.

The No Outsiders units of work, teach children why bullying can happen and why it is unfair, how to recognise a bullying/ abusive situation and how to get help. Within this work children discuss a wide range of reasons why some people are bullied, or become bullies, and this includes some discussion around name-calling which includes the inappropriate use of words such as ‘gay’ and ‘lesbian’ as an insult towards another person. Anti-bullying guidance issued to schools in 2016 makes it clear that any bullying work should include teaching children why inappropriate use of these words is wrong and homophobic.

**How is pupil confidentiality supported?**

The school will ensure that pupils know that teachers cannot offer unconditional confidentiality and are reassured that their best interests will be maintained. They will be reminded that if confidentiality has to be broken, they will be informed first and then supported as appropriate. They are encouraged to talk to their parents or carers and are provided with support to do so. The school will ensure that staff understand that they cannot offer unconditional confidentiality to pupils. They will work within the school's safeguarding policy agreed procedure for recording and reporting disclosures and the nature of access to this information.

If staff have any concerns about responses from children, they are to record these onto CPOMS.

**What are the Teachers’ Responsibilities?**

To reassure parents/carers and pupils that the personal beliefs and attitudes of teachers will not influence the teaching of RSE, all those contributing to the programme are expected to work within the aims listed above.

**How will staff be trained?**

It is important that staff delivering PHSE, RHE and RSE work within the values framework of this policy and feel confident, skilled and knowledgeable to deliver effective lessons. Continuing professional development will be provided through a range of options: individual study and development, in-house CPD and external training courses.

Training could include:

• Leading discussions about attitudes and values

• Information updates

• Practising a variety of teaching methods

• Facilitating group discussions

• Involving pupils in their own learning

• Managing sensitive issues

 **IMPACT**

**How will PHSE, RHE & RSE be monitored and assessed?**

 The PHSE co-ordinator will be responsible for:

* Ensuring the policy and programmes are implemented as agreed
* Recommending targets for whole school development
* Monitoring the black books (class books where a lot of the experiences, work and responses of the classes are recorded – these books move with the cohort)

The programme will be reviewed year on year and take into account updates from the government as well as the Health Education Partnership.