



Winslow Church of England School

PSHE policy

Approved by: FGB **Date:** November 2020

Last reviewed on: Autumn 2020

Next review due by: Autumn 2022

Personal, Social, Health and Economic Education (PSHE) policy

1. School ethos / values statement

At Winslow Church of England School, our vision is 'Let your light shine'. Every person in our school community has been made in the image of God and is loved unconditionally by God. Everyone is equal and we treat each other with dignity and respect. Our school is a place where everyone should be able to 'let their light shine' in a loving and inclusive community.

We recognise that the impact of COVID-19 and lockdown will have been very different for each child and it is crucial that on their return to school, they have the opportunity to reconnect with each other, their learning, the school community and ultimately our values. In a time of many uncertainties, they need space, time and our support, to process all that has happened to them and our PSHE curriculum plays a vital role in enabling this.

Define PSHE

Personal, Social, Health and Economic Education is a distinct curriculum subject and has both statutory and non-statutory elements as defined by the DfE. High quality PSHE education supports pupils' personal, social, health and economic development, helps to give them the knowledge, skills, strategies and attributes to make informed choices and decisions about the different opportunities and challenges life presents. Pupils will learn about relationships, health and wellbeing, keeping safe, managing their off and online lives, living in the wider world and financial education at an age appropriate level. Providing a high quality PSHE curriculum gives pupils opportunities to explore issues that are real and relevant to them in their daily lives in a safe and managed environment.

2. The aim of this policy is to:

- Provide information to staff, parents and carers, governors, pupils and other agencies regarding the organisation, content and approach to teaching PSHE Education
- Help parents and carers to understand PSHE Education and support them to work with their child to secure the very best outcomes for all pupils
- Demonstrate how the school meets legal requirements with regards to teaching Relationships Education, Sex Education and Health Education.

3. Legal requirements

At Winslow Church Of England School we teach the statutory parts of PSHE – Relationships education (please see our Relationships Education Policy) and Health Education through our PSHE curriculum. We also teach non statutory Sex Education as part of PHSE provision (please see our Sex Education policy.)

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 and Relationships and Sex Education (RSE) compulsory for all pupils receiving secondary education. They also make Health Education compulsory in all schools except independent schools.

We comply with the 'Relationships Education, Relationships and Sex Education(RSE) and Health Education' statutory guidance issued by the DfE

[https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/805781/Relationships Education Relationships and Sex Education RSE and Health Education.pdf](https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/805781/Relationships_Education_Relationships_and_Sex_Education_RSE_and_Health_Education.pdf)

Whilst primary schools are not mandated to provide sex education, we offer this as part of our PSHE curriculum in addition to the statutory elements of sex education contained in the science curriculum. We are required to have regard to guidance issued by the secretary of state as outlined in section 403 of the Education Act 1996.

We follow the DfE guidance for teaching PSHE (updated June 2019)

<https://www.gov.uk/government/publications/personal-social-health-and-economic-education-pshe/personal-social-health-and-economic-pshe-education>

It is the statutory responsibility of the governing body to ensure the school has a compliant and up to date Relationships and Sex Education policy.

4. The curriculum

Intent

Why do we teach it?

We aim to provide high quality PSHE provision that will support pupils to develop life skills which will enable them to manage change, make healthy and safe choices, build character and be resilient, reflective and responsible members of society.

Our PSHE provision has been designed to be age appropriate, whilst being sensitive to the needs of our whole school community to ensure PSHE provision gives our pupils an education which will support them both now and in the future.

Our PSHE provision is underpinned by the 2010 Equalities Act and provides an inclusive curriculum that promotes understanding and mutual respect for all. We reflect diversity within our curriculum to ensure that no pupil feels excluded and teach pupils to understand, respect and celebrate difference and challenge stigma.

Our PSHE provision extends beyond the curriculum and includes themed days / weeks, assemblies and fully supports our school's ethos and values. PSHE is part of our school's broad and balanced curriculum supporting spiritual, moral cultural, social and cultural education, citizenship, equalities, and safeguarding.

The personal, social, health and economic development of our pupils is a vital element of education and we aim to work collaboratively with parents/ carers to ensure our children are well informed and supported to make healthy, safe and positive choices in all aspects of their daily lives.

Implementation

What, where and when is PSHE taught

What

At Winslow Church of England School statutory Relationships Education and Health Education are taught as part of a structured PSHE curriculum. We also teach Economic Education and relevant themes to support our pupils to manage their lives both now and in the future.

At Winslow Church of England school we use the SCARF scheme of work for the planning and delivery of PSHE. The programme of study is adapted to provide a relevant and age appropriate curriculum. We also use Medway resources co-produced by Medway Public Health, Bucks CC and the PSHE Association and School nursing materials.

We provide a spiral curriculum to ensure pupils are taught key aspects of PHSE at a relevant and age appropriate level and in line with their continuing personal, social and emotional development.

Relationships Education

Our PSHE curriculum covers statutory Relationships education (please see Relationships policy for further details). Relationships Education In primary schools focuses on teaching the fundamental building blocks and characteristics of positive relationships, with particular reference to friendships, family relationships, and relationships with other children and adults. By the end of primary school pupils will have been taught content on:

- Families and people who care for us
- Caring friendships
- Respectful relationships
- Online relationships
- Being safe

Pupils will be taught Relationships Education from year 1 at an age appropriate level. Further details on what we are required to teach can be found in appendix 3 (DfE Relationships outcomes)

Sex Education

As part of our PSHE provision we teach sex education. This is an important and recommended aspect of the curriculum. As a non-statutory element of PSHE parents / carers have the right to withdraw their child from designated sex education lessons. We encourage parents and carers to talk through any concerns they may have and make an informed choice about whether to exercise the right to withdraw their child. Please see our sex education policy.

Health Education

We deliver statutory Health education through our PSHE curriculum. Health Education aims to teach pupils about physical and mental wellbeing and give pupils the information that they need to make good decisions about their own health and wellbeing. It should enable them to recognise what is

normal and what is an issue with regards to themselves and others; pupils will be taught how to seek support as early as possible and from a safe and trusted source. By the end of primary school, pupils will have been taught content on:

- Mental wellbeing
- Internet safety and harms
- Physical health and fitness
- Healthy eating
- Facts and risks associated with drugs, alcohol and tobacco
- Health prevention
- Basic first aid
- Changing adolescent body*

*The changing adolescent body and puberty education is part of the statutory Health Education curriculum and is mandatory for all pupils. We teach the correct scientific names of all body parts from year 1. Introducing the scientific names of genitalia is recommended by the NSPCC, the PSHE Association and is recognised good practice, supporting the safeguarding of pupils. See appendix 5.

DfE outcomes for Health Education can be found in appendix 3

Living in the wider world/Economic Education

Our PSHE curriculum covers Economic Education and Living in the Wider World. Pupils will learn about managing money, the impact of money, saving strategies, enterprise skills and careers education.

When / How

At Winslow Church of England school PSHE is a taught subject. PSHE is timetabled once a week and delivered by class teachers. The PSHE curriculum has been designed to help pupils develop their knowledge and skills over time, embedding learning to ensure pupils receive a relevant and age appropriate education to support them in their lives now and in the future. PSHE is taught in units and the themes are available to view on the school website.

Managing difficult Questions and confidentiality

In PSHE pupils learn about personal safety and the law. Should a pupil make a disclosure to a member of staff this will be reported to a designated safeguarding lead and followed up in accordance with our disclosure procedures. Please see our safeguarding policy on the school website for further information.

All aspects of PSHE are underpinned by shared and understood ground rules with lessons being delivered in a safe and well-managed environment. See appendix 2. To ensure the content and delivery of PSHE education is appropriate and relevant to our pupils we use simple baselines to ascertain what pupils already know, and what they would like to learn. Distancing techniques are used in PSHE education, which provide depersonalised examples which support children to explore what is being taught without sharing their own personal experiences in the lesson. Pupils are encouraged to ask questions and raise issues in a respectful and appropriate manner. Some

questions or issues raised may not be appropriately answered in whole class lessons and these will be followed up separately on an individual or group basis. A question box is available for pupils who do not feel confident to ask questions or wish to have a separate conversation with a member of staff. Given ease of access to the internet, children whose questions go unanswered, may turn to inappropriate sources of information. See appendix 2

We also respect that some questions are better addressed at home with parents/ carers and the school will share information with parents/carers on an individual basis should the need arise.

Whilst it is vital to have trust and openness we cannot offer total confidentiality to pupils. Any disclosures or areas of concern will be followed up in accordance with our safeguarding procedures

Inclusion

We recognise the importance of:

- Accessibility (ensuring materials are appropriately differentiated or scaffolded)
- Recognising different levels of vulnerability
- Being sensitive to the different kinds of families our pupils belong to
- Teaching all pupils about the diversity of family relationships
- Recognising all relationships are respected and equal (Equalities Act 2010)

Please see appendix 1 for an overview of the PSHE Curriculum including Health and Wellbeing; Relationships Education and Living in the Wider World.

Impact

- PSHE provision provides pupils with well-chosen opportunities and contexts to explore and embed new knowledge that can be used confidently in real life situations
- Pupils are able to form healthy, happy relationships with other children and adults and recognise the features of unhealthy relationships and have strategies to challenge negative behaviour of others and seek help when needed
- Pupils know how and when to ask for help and where to access support
- Pupils are well informed and recognise the risks they may encounter both on and off line and are able to make safe choices
- Pupils are enabled to take responsibility for their actions and understand the implications and consequences of their own decisions
- Pupils are well prepared for the next steps of their lives
- Pupils have the knowledge, skills and attributes to live healthy, happy lives
- Pupils understand and respect differences between themselves and others

5. Roles and Responsibilities

The Governing Body will approve the policy and hold the Headteacher to account for its implementation.

The Headteacher is responsible for ensuring PSHE is taught consistently across the school and for managing requests with regards to the parental right to withdraw from non-statutory Sex Education.

The PSHE lead is responsible for leading and managing the subject. Teachers are responsible for delivering PSHE.

Pupils are expected to fully engage with PSHE provision and treat each other with respect.

6. Working with outside agencies and visiting speakers

Vetting and sharing of school protocols will be adhered to with any outside agency engagement.

7. Monitoring, evaluation and training

- PSHE provision will be monitored and evaluated by the PSHE lead, SLT and Governors in line with the monitoring cycle agreed by the school. The PSHE policy will be reviewed annually.
- To ensure staff are confident to deliver all aspects of the PSHE curriculum, access to online, in school, local and national training will be made available and in accordance with the school's CPD programme for staff development

8. Working with parents

It is vital that parents and carers know what is being taught and how to support their child/children. The PSHE curriculum overview is published on the school website along with the PSHE policy, Relationships policy and Sex education policy.

Appendix 1 shows what is being taught by year group.

We have consulted with a working party of parents to ensure parent views are considered and helpful information is made available via the school website. See also appendix 4 for a DfE guide for parents.

Our PSHE policy and PSHE curriculum overview can be found on the school website. We welcome and encourage parents and carers to make an appointment with the class teacher or the headteacher to discuss any aspect of the PSHE curriculum or to raise any concerns they may have regarding this vital area of education.

Parents and carers are **only** entitled to withdraw their child from designated Sex education lessons (please see the Sex education policy for further details) and there is no right to withdraw from PSHE which includes statutory Relationships Education and Health Education. The science curriculum also includes content on human development, including reproduction, for which there is no right to withdraw from. We highly recommend all students receive the full PSHE curriculum.

9. Linked policies

Safeguarding

Anti - Bullying Policy

Relationships Education Policy

Sex Education Policy

Behaviour Policy

Mental Health and Wellbeing

Equalities Policy

Science National Curriculum

10. Policy development

This policy was developed by the PSHE lead in consultation with school governors, parents and pupils. The policy was written by the PSHE lead in consultation with the Headteacher, both of whom attended training provided by Bucks CC (Carol Stottor PSHE Advisor)

Staff consultation – all school staff were given the opportunity to look at the policy and make recommendations

Parent/stakeholder consultation – parents and any interested parties were invited to be part of a small working group to discuss the development of this policy.

Ratification – this policy was shared and ratified with governors

11. Policy date and review date

Policy written: Summer 2020

To be reviewed annually

Appendix 1

PSHE Curriculum overview

	Autumn	Spring	Summer
Year 1	Feelings Getting help Classroom rules Recognising, valuing and celebrating difference Developing tolerance and respect	How our feelings can keep us safe Keeping healthy Medicine Safety Taking care of things: Myself My money My environment	Growth Mindset Keeping by body healthy Getting help Becoming independent My body parts
Year 2	Bullying and teasing Our school rules about bullying Being a good friend Feelings/self-regulation Being kind and helping others Listening Skills	Safe and unsafe secrets Appropriate touch Medicine safety Cooperation Self-regulation	Growth Mindset Looking after my body Life cycles Dealing with loss Being supportive
Year 3	Cooperation Friendship (including respectful relationships) Recognising and respecting diversity Being respectful and tolerant	Managing risk Drugs and their risks Staying safe online Skills we need to develop as we grow up Helping and being helped	Keeping myself healthy Celebrating and developing my skills Relationships Menstruation Keeping safe
Year 4	Recognising feelings Bullying Assertive skills Recognising and celebrating difference (including religions and cultural difference) Understanding and challenging stereotypes	Managing risk Understanding the norms of drug use (cigarette and alcohol use) Influences Making a difference (different ways of helping others or the environment) Media influence Decisions about spending money	Having choices and making decisions about my health Taking care of my environment Body changes during puberty Managing difficult feelings Relationships including marriage
Year 5	Feelings Friendship skills, including compromise Assertive skills Recognising and celebrating difference, including religions and cultural Influence and pressure of social media	Managing risk, including staying safe online Norms around use of legal drugs (tobacco, alcohol) Rights and responsibilities Rights and responsibilities relating to my health Decisions about lending, borrowing and spending	Growing independence and taking responsibility Media awareness and safety Managing difficult feelings Managing change Getting help
Year 6	Assertiveness Cooperation Safe/unsafe touches Recognising and reflecting on prejudice-based bullying Understanding Bystander behaviour	Emotional needs Staying safe online Drugs: norms and risks (including the law) Understanding media bias, including social media Caring: communities and the environment Earning and saving money	Aspirations and goal setting Managing risk Keeping safe Body Image Self esteem Coping with changes Sex education – Making Babies (parents have right

			to withdraw children from this)
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Appendix 2 Ground rules for PSHE lessons

- No personal questions or sharing of private information.
- You have the right to pass on a question.
- No question is silly or stupid.
- Use dictionary words whenever possible.
- Post the list in the classroom and refer to it as needed.

There is a balance between encouraging pupils to talk about real life and over disclosure of private information. Encourage pupils to use the phrase "Someone I know..." instead of the person's name if sharing information of a personal nature.

Frame the ground rules in a creative way:

G... Giggling is okay but laughing at others is not

R... Respect for myself and others is important

O... Option to pass on answering questions is available to all

U... Use dictionary words when describing the body

N... No question is a silly question!

D... Do use "Someone I know..." instead of the person's name

Appendix 3 Statutory guidance: Relationships Education

By the end of primary school

<p>Families and people who care for me</p>	<p>Pupils should know</p> <ul style="list-style-type: none"> • that families are important for children growing up because they can give 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, either in school or in the wider world, sometimes look different from their family, but that they should respect those differences 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 as they grow up. • that marriage represents a formal and legally recognised commitment of two people to each other which is intended 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.
<p>Caring friendships</p>	<p>Pupils should know</p> <ul style="list-style-type: none"> • how important friendships are in making us feel happy and secure, and how people choose and make friends. • the characteristics of friendships, including 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 or excluded. • that most friendships have ups and downs, and that these can often be worked through so that the friendship is repaired or even strengthened, and that resorting to violence is never right. • how to recognise who to trust and who not to trust, how to judge when a friendship is making them feel unhappy or

	<p>uncomfortable, managing conflict, how to manage these situations and how to seek help or advice from others, if needed.</p>
<p>Respectful relationships</p>	<p>Pupils should know</p> <ul style="list-style-type: none"> • the importance of respecting others, even when they are very different 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 or support respectful relationships. • the conventions of courtesy and manners. • the importance of self-respect and how this links to their own happiness. • that in school and in wider society they can expect to be treated with respect by others, and that in turn they should show due respect to others, including those in positions of authority. <p>about different types of bullying (including cyberbullying), the impact of bullying, responsibilities of bystanders (primarily reporting bullying to an adult) and how to get help.</p> <ul style="list-style-type: none"> • what a stereotype is, and how stereotypes can be unfair, negative or destructive. • the importance of permission-seeking and giving in relationships with friends, peers and adults.
<p>Online relationships</p>	<p>Pupils should know</p> <ul style="list-style-type: none"> • that people sometimes behave differently online, including by pretending to be someone they are not. • that the same principles apply to online relationships as to face-to-face relationships, including the importance of respect for others online including when we are anonymous.

	<ul style="list-style-type: none"> • the rules and principles for keeping safe online, how to recognise 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	<p>Pupils should know</p> <ul style="list-style-type: none"> • what sorts of boundaries are appropriate in friendships with peers and others (including in a digital context). • about the concept of privacy and the implications of it for both children and adults; including that it is not always right to keep secrets if they relate to being safe. • that each person’s body belongs to them, and the differences between appropriate and inappropriate or unsafe physical, and other, contact. • how to respond safely and appropriately to adults they may encounter (in all contexts, including online) whom they do not know. • how to recognise and report feelings of being unsafe or feeling bad about any adult. • how to ask for advice or help for themselves or others, and to keep trying until they are heard, • how to report concerns or abuse, and the vocabulary and confidence needed to do so. • where to get advice e.g. family, school and/or other sources.

Health Education

By the end of primary school

Mental wellbeing	<p>Pupils should know</p> <ul style="list-style-type: none">• that mental wellbeing is a normal part of daily life, in the same way as physical health.• that there is a normal range of emotions (e.g. happiness, sadness, anger, fear, surprise, nervousness) 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 a 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, including the importance of rest, time spent with friends and family and the benefits of hobbies and interests.• isolation and loneliness can affect children and that 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 school they should speak to 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 people who do, the problems can be resolved if the right support is made available, especially if accessed early enough.
Internet safety and harms	<p>Pupils should know</p> <ul style="list-style-type: none">• that for most people the internet is an integral part of life and has many benefits.• about the benefits of rationing time spent online, the risks of excessive time spent 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 knowhow to recognise and display respectful behaviour online and the importance of keeping personal information private.• why social media, some computer games and online gaming, for example, 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 including understanding that information, including that from search engines, is ranked, selected and targeted.• where and how to report concerns and get support with issues online.
Physical health and fitness	<p>Pupils should know</p> <ul style="list-style-type: none">• the characteristics and mental and physical benefits of an active lifestyle.

	<ul style="list-style-type: none"> • the importance of building 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 an inactive lifestyle (including obesity). • how and when to seek support including which adults to speak to in school if they are worried about their health.
Healthy eating	<p>Pupils should know</p> <ul style="list-style-type: none"> • what constitutes a healthy diet (including understanding calories and other nutritional content). • the principles of planning and preparing a range of healthy meals. • the characteristics of a poor diet and risks associated with unhealthy eating (including, for example, obesity and tooth decay) and other behaviours (e.g. the impact of alcohol on diet or health).
Drugs, alcohol and tobacco	<p>Pupils should know</p> <ul style="list-style-type: none"> • the facts about legal and illegal harmful substances and associated risks, including smoking, alcohol use and drug-taking.
Health and prevention	<p>Pupils should know</p> <ul style="list-style-type: none"> • how to recognise early signs of physical illness, such as weight loss, or unexplained changes to the body. • about safe and 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 affect weight, mood and ability to learn. • about dental health and the benefits of good oral hygiene and dental flossing, including 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 immunisation and vaccination
Basic first aid	<p>Pupils should know</p> <ul style="list-style-type: none"> • 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	<p>Pupils should know</p> <ul style="list-style-type: none"> • 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 including the key facts about the menstrual cycle.

Appendix 4 DEF information from statutory guidance

Relationships

<https://www.gov.uk/government/publications/relationships-education-relationships-and-sex-education-rse-and-health-education/relationships-education-primary>

Health education (the DfE has not separated this into Primary and Secondary)

<https://www.gov.uk/government/publications/relationships-education-relationships-and-sex-education-rse-and-health-education/physical-health-and-mental-wellbeing-primary-and-secondary>

DfE Guide for parents

https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/812593/RSE_primary_schools_guide_for_parents.pdf

Appendix 5 Vocabulary list: Human development

Key Stage 1	Key Stage 2 Year 3	Key Stage 2 Year 4/5	Key Stage 2 Year 6
Boy, girl, gender, penis, testicles, vulva, pregnant, baby, child, teenager, elderly, life cycle, change, grow, feelings, love, care, comfortable feeling, uncomfortable feeling	KS1 list Plus: Grow, change, mature, feelings, emotions, excited, up and down, worried, reproductive organs, sperm, egg	KS1 and Y3 list Plus: Puberty, private parts, genitals, vagina, labia, vulva, clitoris, penis, testicles, breasts, attraction, internal, inside, menstruation, uterus, fallopian tubes, ovary/ovary/ovaries, cervix, menstrual cycle, period, blood, discharge, Adam's apple, penis, testicles, scrotum, semen, erection, ejaculation, wet dream, masturbation, sweat, body odour, sanitary towel, tampon	KS1 and KS2 Y3 and Y4/5 list Plus: strong feelings, reproductive organs, menstruation, uterus, fallopian tubes, scrotum, sexual intercourse, conception, embryo, pregnant, birth, contraception, condom, consent