



# Masham C of E (VA) Primary School

## Personal, Social, Health Education (PSHE) Policy

Policy approved by Governing Body	6 July 2020
Reviewed by the Governing Body	14 November 2022
Review date	Autumn 2024

This policy was developed by the PSHE Co-ordinator and Headteacher with contributions from the wider governing body, staff and pupils. It is reviewed on an two yearly basis by the PSHE Co-ordinator and Headteacher before being ratified by the governing body.

### ***This policy is informed by the following documents:***

- *Children and Social Work Act 2017*  
<http://www.legislation.gov.uk/ukpga/2017/16/contents/enacted>
- *Education Act and Inspections Act 2006*  
<http://www.legislation.gov.uk/ukpga/2006/40/contents>
- *Equality Act of 2010*  
<http://www.legislation.gov.uk/ukpga/2010/15/contents>
- *Sex and Relationship Education Guidance DfE 0116/2000*  
<https://www.gov.uk/government/publications/sex-and-relationship-education>

### ***This PSHE Policy is linked to the following:***

- *Relationships and Sex Education (RSE) Policy*
- *Safeguarding / child protection. North Yorkshire Safeguarding Children Board Procedures and Guidance ([www.safeguardingchildren.co.uk](http://www.safeguardingchildren.co.uk))*
- *Child protection policy*
- *Confidentiality policy*
- *Anti-bullying policy*
- *Equalities Policy*
- *SEND Policy*
- *E-safety policy*

- *Mental Health and Wellbeing Policy*

### **What is personal, social, health education (PSHE)?**

Personal, social, health education (PSHE) enables the children of Masham CE (VA) Primary School to become healthy, independent, responsible and active citizens. Its aim is to help them understand how they are developing personally and socially, and tackles many of the moral, social and cultural issues that they will experience as they develop and grow. We provide our children with opportunities to learn about rights and responsibilities and encourage them to develop an understanding of what it means to be a member of a diverse society. Our children are encouraged to develop their sense of self-worth by playing a positive role in contributing to school life and the wider community. Relationships and Sex Education (RSE) is part of our personal, social and health education (PSHE) curriculum. Please see our separate RSE policy for further information.

### **Statutory Requirements**

Under the Education Act 2002/Academies Act 2010 all schools must provide a balanced and broadly-based curriculum which:

- *promotes the spiritual, moral, cultural, mental and physical development of pupils at the school and of society, and*
- *prepares pupils at the school for opportunities, responsibilities and experiences of later life*

During the passage of the Children and Social Work Act in 2017, the government also recognised that there was a compelling case to make Relationships Education for all primary pupils and Relationships and Sex Education (RSE) for all secondary pupils compulsory through regulations, and to consider the status of Personal, Social, Health and Economic Education (PSHE) or elements of the subject for all state-funded pupils. As a result, all schools will be required to teach these subjects and have regard to the statutory guidance from September 2020.

The Education Regulations 1993 require all maintained schools to publish in their prospectus a summary of the content and organisation of any Relationship and Sex education (SRE) which they provide – this can be found in our separate SRE policy and is embedded within our PSHE curriculum outlined below.

### **Why is PSHE in schools important?**

PSHE prepares pupils for the challenges, opportunities and responsibilities of life. During the next 15 years, our pupils are likely to have to experience some of the following things:

- *Go out on my own for the first time*
- *Cross my first busy road without someone to watch over me*
- *Travel to school on my own for the first time*
- *Have my first 'sleep over' at a friend's home*
- *Travel into town on my own for the first time*
- *Experience my first 'dare'*
- *Make my first decision to spend my own money*
- *Question if my body image is okay*
- *Make my first independent decision about my diet and exercise*
- *Witness or experience my first incident of bullying, either in person or online*
- *Experience the start of puberty*
- *Experience my first bereavement*
- *Witness or experience my first incident of homophobia or transphobia*
- *Witness or experience my first incident of racism*
- *Open my first savings account*
- *Fall in love for the first time*
- *Meet my first boyfriend or girlfriend*
- *Be offered a cigarette for the first time*
- *Be offered and perhaps have my first taste of alcohol*
- *Make my first decision about drug use*
- *Have my first opportunity to become a member of different groups*
- *Make a choice about my career path*
- *Live my first day when I am responsible in law for my own actions*
- *Sign my first legally binding contract*

- *Take on my first financial debt*
- *Attend my first interview*
- *Live my first day on my own*
- *Have my first day at college or at my first job*

Our role in providing good quality and effective PSHE education is to teach the knowledge and skills the children will need to manage these ‘first moments’ and stay healthy and safe.

## **Aim and Ethos**

The aim of this policy is to clarify the content and the manner in which PSHE is delivered in our school. It also sets out how we meet statutory requirements.

Our Christian Vision underpins teaching in all subjects, including PSHE:

*Masham is a vibrant, welcoming family which gives every member the confidence, opportunity and courage to shine, learn from mistakes and excel. We work together, under God’s guidance to grow minds, spirits and bodies to learn, care and share together. We are forgiving, accepting, outward thinking and above all, kind.*

- We encourage awareness and respect of others and their viewpoints
- We provide a safe and supportive learning environment
- We develop attitudes of tolerance, justice and forgiveness
- We provide opportunities for pupils to become effective citizens ready to play a positive part in society
- We raise an awareness, understanding and respect for self, including self-confidence and self-esteem
- We raise awareness of discrimination, teasing, bullying, the use of prejudiced-based language and how to respond and ask for help.
- The promotion of relationships based on mutual understanding and trust.
- A regard for family life, friends and the wider community.

## **Roles and Responsibilities**

### ***The Governing Body***

- Governors will ensure that the PSHE policy is up to date and will review it on a two year cycle or sooner if necessary.
- The governing body will ensure that the policy is available to parents and that parents know of their right to withdraw their children from the Sex Education content.
- The governing body has the responsibility to ensure the school is meeting requirements under the equalities legislation (Equalities Act 2010) so it needs to ensure the curriculum reflects the diversity of modern Britain including representing a range of families and sexualities in the school.
- The governing body has the responsibility through the statutory guidance 'Keeping children safe in education' 2018, to consider how pupils may be taught about safeguarding, including online, through teaching and learning opportunities, as part of providing a broad and balanced curriculum. This may include covering relevant issues through PSHE and RSE.

### ***The Headteacher***

The Headteacher has responsibility for the day-to-day management of all aspects of the school's work, including teaching and learning. The Headteacher's responsibilities in respect of PSHE are to:

- Work with governors to ensure compliance with the statutory guidance.
- Liaise with the PSHE co-ordinator to ensure the effective delivery of PSHE is being monitored across the school.
- Act upon any concerns which may arise from pupil's disclosure during PSHE lessons.
- Monitor staff training requirements in relation to effective teaching and learning of PSHE.
- Ensure parents/carers are informed when their children will be taught the RSE content of the PSHE curriculum to support a partnership approach but also make parents aware of their right to withdraw.

### ***The PSHE Co-ordinator***

The PSHE Co-ordinator is responsible for all aspects of PSHE, including RSE. In respect of PSHE, responsibilities are to:

- Ensure the implementation and quality of long term and medium term PSHE schemes of work.
- Ensure that all staff are confident in the skills to teach PSHE

- Consider the needs of all pupils, and to achieve this recognise that the school might need to address some specific issue.
- Consult with pupils to inform provision around PSHE and use the schools' Growing up in North Yorkshire bi-annual survey results to inform planning.
- Access appropriate training.
- Monitor and advise on PSHE organisation, planning and resource issues across the school.
- Ensure procedures for assessment, monitoring and evaluation are included.
- Co-ordinate with external providers to ensure their provision meets the outcomes of the planned provision using age appropriate materials.
- Liaise with the Head teacher or appropriate SLT member to ensure parents/carers are informed when their children will be taught RSE to support a partnership approach but also to inform of their right to withdraw their child.

### ***Parents / Carers***

Masham CE (VA) Primary School aims to work in active partnership with families, value their views and keep them informed of the PSHE provision. If a parent/carer has any concerns about the PSHE provision then time should be taken to address their concerns. Families may also be invited to review the resources or can contact the Headteacher with any queries or concerns.

### ***Delivery of PSHE***

PSHE education is taught throughout the school in every class, each week, by the Class Teachers and is monitored and reviewed regularly. All PSHE teaching takes place in a safe learning environment and is underpinned by our school ethos, values and distinct Christian vision. Our curriculum is based on a planning framework from the PSHE Association, a nationally recognised and recommended resource. It takes a thematic approach, covering all three core themes of the Programme of Study (Health and Wellbeing; Relationships; and Living in the Wider World) over the school year, with three topics per half term. This approach allows different year groups to work on similar themes at the same time thus building a spiral programme year on year. Our PSHE curriculum covers all of the statutory areas outlined in the guidance and is also guided by and tailored to meet the specific needs of our children at Masham CE (VA) Primary School. There are some aspects of the PSHE curriculum which can be delivered in different curriculum areas, leaving dedicated PSHE lesson time for key topics identified and tailored towards the children's needs. This is left to Class Teacher discretion but will be monitored by the PSHE Co-ordinator to ensure that the content of the PSHE curriculum is fully covered within the school year.

Cross-curricular links which we have identified:

- Media literacy and digital resilience – ICT
- Physical Health and Mental Wellbeing – PE
- Growing and Changing – Science

The most effective PSHE education is when pupils are able to make connections between their learning and their current and future real life experiences. This requires the skill of critical reflection, which is at the heart of PSHE education. It is also important to remember that attempts to shock or scare young people into making healthy lifestyle choices has been shown in research to be largely ineffective or have the opposite effect to the desired one. At Masham CE (VA) Primary School, we provide a safe and secure learning environment where children are able to openly discuss and feel reassured that the majority of young people make positive and healthy lifestyle choices.

### **What will be the outcomes of personal, social, health education be for each year group?**

#### ***Early Years - Reception:***

In the Early Years Foundation Stage, PSHE is referred to as personal, social and emotional development. Reception do not follow the planning framework followed by years 1-6 as personal, social and emotional development is already an integral part of the EYFS curriculum, however, their curriculum clearly follows the same ethos and provides excellent foundations for PSHE in Year 1. The learning in Reception is concerned with wellbeing – knowing who you are, where you fit in and feeling good about yourself. It is also about developing respect for others, social competence and a positive disposition to learn. Personal, social and emotional education is instrumental to Early Years Foundation Stage children's development and includes the following:

- Children will learn to form **positive relationships** in a setting that supports mutual **respect** and understanding and that celebrates and **acknowledges differences**.
- With adults as guides and role models, children will learn to develop **anti-discriminatory attitudes**.
- They will be encouraged to gain a knowledge and understanding of their own **culture** and **community** to help them develop a sense of **belonging** and a strong **self-image**.
- Role play is used to help children explore their own culture and appreciate the **similarities and differences** in those of others.
- A positive self-image and high **self-esteem** will be encouraged to give children the **confidence** to make the most of opportunities, to **communicate effectively** and to **explore** the world around them.
- Children learn about different kinds of **relationships**. Being with the same adults and children regularly gives them the time and opportunity to develop relationships that promote **social competence**.

- Children will be encouraged to think about and practise ways of **solving problems** to help them to feel capable of **responding to challenges**.

### **Year 1:**

- **Families and friendships** – Understanding the roles of different people; families; feeling cared for
- **Safe relationships** - Recognising privacy; staying safe; seeking permission
- **Respecting ourselves and others** – Understand how behaviour affects others; being polite and respectful
- **Belonging to a community** – Understanding what rules are; caring for others' needs; looking after the environment
- **Media literacy and Digital resilience** – Effectively and safely using the internet and digital devices; communicating online
- **Money and Work** – Understanding your strengths and interests; jobs in the community
- **Physical health and Mental wellbeing** – Knowing the importance of keeping healthy; food and exercise; hygiene routines; sun safety
- **Growing and changing** - Recognising what makes them unique and special; feelings; managing when things go wrong
- **Keeping safe** – Understand how rules and age restrictions help us; keeping safe online

### **Year 2:**

- **Families and friendships** – Making friends; feeling lonely and getting help
- **Safe relationships** - Managing secrets; resisting pressure and getting help; recognising hurtful behaviour
- **Respecting ourselves and others** – Recognising things in common and differences; playing and working cooperatively; sharing opinions
- **Belonging to a community** – Belonging to a group; roles and responsibilities; being the same and different in the community
- **Media literacy and Digital resilience** – The internet in everyday life; online content and information
- **Money and Work** – What money is; needs and wants; looking after money
- **Physical health and Mental wellbeing** – Why sleep is important; medicines and keeping healthy; keeping teeth healthy; managing feelings and asking for help
- **Growing and changing** - Growing older; naming body parts; moving class or year
- **Keeping safe** – Safety in different environments; risk and safety at home; emergencies



### **Year 3:**

- **Families and friendships** – What makes a family; features of family life
- **Safe relationships** - Personal boundaries; safely responding to others; the impact of hurtful behaviour
- **Respecting ourselves and others** – Recognising respectful behaviour; the importance of self-respect; courtesy and being polite
- **Belonging to a community** – The value of rules and laws; rights, freedoms and responsibilities
- **Media literacy and Digital resilience** – How the internet is used; assessing information online
- **Money and Work** – Different jobs and skills; job stereotypes; setting personal goals
- **Physical health and Mental wellbeing** – Health choices and habits; what affects feelings; expressing feelings
- **Growing and changing** - Personal strengths and achievements; managing and reframing setbacks
- **Keeping safe** – Risks and hazards; safety in the local environment and unfamiliar places

### **Year 4:**

- **Families and friendships** – Positive friendships, including online
- **Safe relationships** - Responding to hurtful behaviour; managing confidentiality; recognising risks online
- **Respecting ourselves and others** – Respecting differences and similarities; discussing difference sensitively
- **Belonging to a community** – What makes a community; shared responsibilities
- **Media literacy and Digital resilience** – How data is shared and used
- **Money and Work** – Making decisions about money; using and keeping money safe
- **Physical health and Mental wellbeing** – Maintaining a balanced lifestyle; oral hygiene and dental care
- **Growing and changing** - Physical and emotional changes in puberty; external genitalia; personal hygiene routines; support with puberty
- **Keeping safe** – Medicines and household products; drugs common to everyday life

### **Year 5:**

- **Families and friendships** – Managing friendships and peer influence
- **Safe relationships** - Physical contact and feeling safe
- **Respecting ourselves and others** – Responding respectfully to a wide range of people; recognising prejudice and discrimination
- **Belonging to a community** – Protecting the environment; compassion towards others
- **Media literacy and Digital resilience** – How information online is targeted; different media types, their role and impact
- **Money and Work** – Identifying job interests and aspirations; what influences career choices; workplace stereotypes
- **Physical health and Mental wellbeing** – Healthy sleep habits; sun safety; medicines, vaccinations, immunisations and allergies
- **Growing and changing** - Personal identity; recognising individuality and different qualities; mental wellbeing
- **Keeping safe** – Keeping safe in different situations, including responding in emergencies, first aid and FGM

### **Year 6:**

- **Families and friendships** – Attraction to others; romantic relationships; civil partnership and marriage
- **Safe relationships** - Recognising and managing pressure; consent in different situations
- **Respecting ourselves and others** – Expressing opinions and respecting other points of view, including discussing topical issues
- **Belonging to a community** – Valuing diversity; challenging discrimination and stereotypes
- **Media literacy and Digital resilience** – Evaluating media sources; sharing things online
- **Money and Work** – Influences and attitudes to money; money and financial risks
- **Physical health and Mental wellbeing** – What affects mental health and ways to take care of it; managing change, loss and bereavement; managing time online
- **Growing and changing** - Human reproduction and birth; increasing independence; managing transitions
- **Keeping safe** – Keeping personal information safe; regulations and choices; drug use and the law; drug use and the media

## **External agencies**

Whilst the responsibility for organising and delivering most, if not all, of the PSHE programme rests with the school, there may be times when an external contributor can add value and bring to the classroom additional experience, skills or knowledge that teachers may not always have. However they may not possess the skills of organising teaching and learning or managing behaviour. It is essential to ensure that at all times a member of staff is present when an external contributor is working with pupils. The visitor's input will be more effective if a teacher provides the context and follow up to the session. All external visitors should have Disclosure and Barring Service check (DBS).

The PSHE Co-ordinator along with the Headteacher will monitor and evaluate the input of external agencies.

## **Assessment, monitoring, evaluating and reviewing PSHE**

*Assessment of PSHE should:*

- Involve the children completing at least one pre-learning and post-learning task for each topic in their individual PSHE books which can be assessed by the class teacher
- Be about the child's own progress and understanding in learning from their starting point to their end point in each topic area. It is not about passing or failing, the behaviour of the child or comparisons to other children.
- Provide regular opportunities for pupils to give and receive feedback on their progress and achievements, helping them to identify what they should do next.
- Include the bi-annual completion of the Growing up In North Yorkshire Survey to support the monitoring and evaluation of the PSHE provision and to identify any emerging issues for pupils (*this is only relevant to participating year groups*).
- Involve pupils in discussion about learning objectives and desired outcomes.
- Include pupils as partners in the assessment process e.g. through self-assessment and peer-assessment.
- Enable pupils to identify and gather evidence of their progress in developing knowledge, skills, understanding and attitudes.
- Reflect the principles of inclusion and the range of pupils learning styles enabling all pupils to demonstrate their achievement.

The PSHE Co-ordinator will be responsible for monitoring the provision of PSHE. This may involve a book scrutiny, conversations with pupils, learning walks, lesson observations and discussions with staff.

## **Monitoring and Evaluation**

The PSHE curriculum is regularly monitored and evaluated. The views of pupils, parents/carers and teachers are used to make changes and improvements to the curriculum on an ongoing basis. The policy will be formally reviewed every two years for the following purposes:

- To review and plan the content and delivery of the programme of study for PSHE
- To review resources and renew as appropriate
- To update training in line with current guidance and staff identified needs

## **Safeguarding and Confidentiality**

We understand that the nature of certain topics covered within the PSHE curriculum may carry an increased risk of pupil disclosure. In cases where there is a safeguarding risk, school will follow the procedure set out in the safeguarding policy. In all other cases, concerns will be recorded in class pastoral books and pupils will be supported accordingly following the appropriate school procedures. We also recognise there may be disclosures that aren't safeguarding issues but may, instead, suggest that the child and/or their family would benefit from support. If this occurs, staff will have a discussion with parents and offer support from local or national support services, such as Compass Buzz or Early Help.

To create a safe and secure environment which protects privacy and engenders respect for all, teachers will develop class rules with pupils at the beginning of each year for PSHE. This will include rules and routines, as well as include information on confidentiality and where pupils can get help on personal concerns both inside and outside school. Pupils will be informed about the remit of confidentiality and that teachers cannot offer or guarantee this to individual pupils unconditionally. It is good practice for teachers to take their time in answering some pupil questions if they feel unsure on how to answer. Teachers will acknowledge the question but reassure the child they will respond later, which enables the teacher to have a discussion with staff or SLT so that they feel confident in the answer they give. It is also good practice to have an anonymous questions box in each class so that children have the opportunity to share or ask questions even if they do not feel comfortable in asking them in front of their peers.

## **Diversity**

All pupils at Masham CE (VA) Primary School have equal access to our PSHE curriculum, regardless of ability, maturity, faith, culture, sexual orientation, gender

identity or special educational need. Classroom practice and the wider PSHE curriculum takes into account these differences and will be adjusted as appropriate by the Class Teacher and PSHE Co-ordinator to enable all pupils access to learn. This is in line with the school's equality, diversity and inclusion policies.

As a Church of England primary school, we recognise the need to balance the values, ethos and Christian vision of our school with our responsibility to prepare the children for the next stage in their lives. Therefore, we have taken this into account and have tailored our planning to best meet the needs of our children. Schools need to promote all pupils' spiritual, moral, social and cultural development to enable them to participate fully in democratic, modern Britain.

### **Lesbian, Gay, Bisexual and Trans (LGBT) and work on 'Different Families'**

The 2010 Equalities Act sets out that schools are required to eliminate discrimination, advance equality and foster good relations, so the curriculum should be inclusive for LGB, Trans and heterosexual pupils. This also means schools have to be proactive in preventing and tackling homophobic, biphobic and transphobic bullying and make all children and young people feel included. Stonewall is a leading LGBT charity which provides a range of supporting materials for primary on their website [www.stonewall.org.uk](http://www.stonewall.org.uk). All school staff have also received Stonewall training.

### **Special Educational Needs and Disabilities**

If appropriate, activities will be differentiated for pupils with SEND as is normal classroom practice. There may be exceptional circumstances where a pupil's specific needs arising from their SEND are taken into account when making decisions about whether they should be withdrawn from sex education sessions in Year 6. Children with Special educational needs will not be withdrawn from PSHE sessions for catch up programmes or interventions. This is in line with the school's inclusion and SEND policy.

### **The 'right to withdraw'**

In line with statutory guidance, parents will not be able to withdraw their children from any aspect of Relationships Education or Health Education (which includes learning about the changing adolescent body and puberty). Parents will, however, be able to withdraw their children from any aspects of Sex Education other than those which are part of the science curriculum. Further information on this can be found in the separate RSE policy.

## **Complaints**

Parental or public complaints concerning personal, social, health education (PSHE) provision should be addressed through the School's complaints procedure.