

WOOD FOLD PRIMARY SCHOOL

PSHE (Personal, Social, Health, Economic) Education POLICY

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Next review (date):	Ongoing to reflect practice.

Introduction

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.
- At Wood Fold we choose to deliver Personal, Social, Health Education using both explicit and implicit learning opportunities and experiences which reflect pupils' increasing independence and physical and social awareness, as they move through the primary phase.

We are confident that our curriculum covers all aspects of Relationships, Sex and Health Education (RSHE) within the context of a full PSHE programme in an age-appropriate way. (See RSE policy)

This PSHE policy is also informed by DfE guidance on Relationships, Sex and Health Education (as above), [preventing and tackling bullying](#) (Preventing and tackling bullying: Advice for head teachers, staff and governing bodies, July 2013, updated 2017), [Drug and Alcohol Education](#) (DfE and ACPO drug advice for schools: Advice for local authorities, headteachers, school staff and governing bodies, September 2012), [safeguarding](#) (Working Together to Safeguard Children: A guide to inter-agency working to safeguard and promote the welfare of children, March 2013 and [Keeping Children Safe in Education, 2018](#)) and [equality](#) (Equality Act 2010: Advice for school leaders, school staff, governing bodies and local authorities, revised June 2014).

Intent

Our aim is to provide pupils with the knowledge, understanding, attitudes, values and skills they need in order to reach their potential as individuals and within the community. This policy is informed by our schools ethos which aims to inspire excellence in all.

Pupils are encouraged to take part in a wide range of activities and experiences across and beyond the curriculum, contributing fully to the life of their school and communities. In doing so they learn to recognise their own worth, work well with others and become increasingly responsible for their own learning. They reflect on their experiences and understand how they are developing personally and socially, tackling many of the spiritual, moral, social and cultural issues that are part of growing up.

They 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.

PSHE will support the development of the skills, attitudes, values and behaviour, which enable pupils to:

- Have a sense of purpose
- Value self and others
- Form relationships
- Make and act on informed decisions
- Communicate effectively
- Work with others
- Respond to challenge
- Be an active partner in their own learning
- Be active citizens within the local community
- Explore issues related to living in a democratic society
- Become healthy and fulfilled individuals

Implementation

Our PSHE and RSE scheme of work is based on the guidance from the National Curriculum and is monitored and reviewed regularly by the staff and the governing body. We have carefully reviewed the resources we use to support our teaching to ensure they are appropriate to the age and needs of the children. We ensure that all statutory objectives are adequately covered so that all children learn about different relationships, physical/mental health and personal safety. Children will also learn about sexual health, puberty and their changing bodies.

Parents and carers do have the right to withdraw their child from the lessons covering the non-statutory content; however, we would encourage any parents and carers considering withdrawing their child from these lessons to consider what is being taught, how it is being taught, and how important this education is for all children. Primary Sex Education ensures children have the knowledge to keep them safe and prepares them for statutory Sex Education in KS3.

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

Unit	Content
Living in the Wider World (Citizenship)	<ul style="list-style-type: none">• Knowledge and understanding of the British Values• Moral and ethical dispositions• What it means to be a good citizen• Understanding our role in society• Universal rights• British politics
Celebrating Diversity	<ul style="list-style-type: none">• Similarities and differences• Personal identity• Respect and Tolerance• Prejudice and Discrimination• Migration and immigration• Assumptions and stereotypes

Economic Wellbeing	<ul style="list-style-type: none"> • Saving, budgeting and spending money • Financial responsibility • Earning and borrowing • Careers and enterprise • Emotional wellbeing
Healthy Me	<ul style="list-style-type: none"> • Healthy Eating • Personal Hygiene • Mental Health • Drugs, Alcohol and Smoking (KS2) • Medicines • Personal safety • Online Safety

RSE Content

The grid below shows specific RSE content for each year group:

Year Group	RSE Content
EYFS	<ul style="list-style-type: none"> • To understand what it means to be a friend. • To understand how to be a good friend to others. • To understand how I can resolve conflict peacefully. • To understand why turn-taking is important and how we can share. • To learn how to develop teamwork skills.
Year 1	<ul style="list-style-type: none"> • To learn about what makes a family. • To understand that I belong to a family. • To identify what being a good friend means to me. • To explore different ways of being a good friend. • To express my appreciation for the people in my special relationships.
Year 2	<ul style="list-style-type: none"> • To identify the different members of my family and understand my relationship with each of them. • To recognise and respect that there are different types of families. • To describe some differences between families. • To know which types of physical contact I like and don't like and can talk about this. • To understand that sometimes it is good to keep a secret and sometimes it is not good to keep a secret.
Year 3	<ul style="list-style-type: none"> • To recognise what healthy friendships and relationships look like. • To know the characteristics and benefits of strong, positive relationships, including mutual support, trust, respect and equality. • To consider how to be a good friend. • To learn how to deal with falling out and finding resolutions to conflicts. • To identify feelings of anxiety associated with peer pressure.
Year 4	<ul style="list-style-type: none"> • To recognise and respect that there are different types of families and recognise that all family types should be valued and celebrated. • To recognise how changes in a family can make someone feel and identify ways to manage these changes. • To recognise when, how and whom to ask for help with their friendships and relationships.

Year 5

- To know how to recognise, form and maintain positive healthy relationships of all kinds.
- To respond appropriately to indicators of unhealthy relationships
- To recognise pressure from others to do something unsafe or that makes them feel uncomfortable and strategies for managing this.
- To learn about the factors which contribute to a young person deciding to join a gang.
- To learn about the social, legal and physical consequences of gang behaviours.
- To learn how to seek help if worried about gang activity.
- To know how boys' and girls' bodies change physically, emotionally and biologically during puberty.
- Understand the meaning of 'conception'.
- Describe how a baby develops from conception through the nine months of pregnancy, and how it is born.
- To know the importance of personal hygiene especially for those approaching puberty.

Year 6

- To identify situations where permission needs to be asked for.
 - To understand what is meant by 'personal boundaries' and how these might vary with different people.
 - To identify differences between appropriate and inappropriate touch.
 - To understand how being physically attracted to someone changes the nature of the relationship.
 - To gain an understanding of domestic abuse and the underlying factors that contributes to a person's propensity for abuse.
 - To recognise when, how and whom to ask for help with their friendships and relationships.
 - To revisit physical and emotional changes of puberty.
 - To know how girls' and boys' bodies change during puberty.
 - To revisit the meaning of conception.
 - Describe how a baby develops from conception through the nine months of pregnancy, and how it is born.
 - To know the importance of taking care of mental health.
 - Know the importance of positive self-esteem and how to develop it.
 - To explore problem-solving strategies for dealing with emotions, challenges and change, including the transition to new schools.
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How is PSHE organised in school?

Our PSHE curriculum brings together personal, social, health and economic education, emotional literacy, social skills and spiritual development in a comprehensive scheme of learning. Teaching strategies are varied and are mindful of preferred learning styles and the need for differentiation. Our PSHE Curriculum is designed as a whole school approach, with most year groups working on the same unit at the same time.

There are five units that are designed to progress in sequence from Autumn to June/July covering a range of different objectives. Each year group has been assigned a community project so that the children can acquire knowledge and skills and provide their time and service to people who need it

most. Community projects and volunteering gives children the opportunity to become active members in their communities creating a positive societal impact.

Our PSHE curriculum is relevant to children living in today's world as it helps them understand and be equipped to cope with issues like body image, cyber and homophobic bullying, and internet safety.

All class teachers will teach a PSHE lesson once per week. Children will be encouraged to participate in class discussions, offer their own thoughts and opinions and reflect upon their own work as individuals. Children will use their 'Personal Development' books to record any work they complete. These books will become a record of the children's thoughts, experiences, and learning journey.

Differentiation/SEN

At Wood Fold, PSHE is written as a universal core curriculum provision for all children. Inclusivity is part of our philosophy. Children with special educational needs are taught the full PSHE curriculum which is tailored by their teacher to meet their needs. Some children may receive additional support to help them take a full and active role in PSHE lessons. Tasks will be adapted if necessary to help children to succeed and reach their potential. This includes tailoring the content and giving pupils more time to understand new vocabulary taught.

Equality and Inclusion

We promote the needs and interests of all pupils, irrespective of gender, culture, ability or personal circumstance. Teaching will take into account the age, ability, readiness, and cultural backgrounds of children and those with English as a second language to ensure that all can fully access PSHE education provision. We will use PSHE education as a way to address diversity issues and to ensure equality for all.

Safeguarding

Teachers are aware that sometimes disclosures may be made during PSHE lessons; in which case, safeguarding procedures will be followed immediately. Sometimes it is clear that certain children may need time to talk one-to-one after the lesson closes. It is important to allow the time and appropriate staffing for this to happen. If disclosures occur, the school's disclosure and/or confidentiality policy will be followed. (see Safeguarding & Child Protection policy)

Monitoring and evaluation

The PSHE Lead will monitor delivery of the curriculum through observation and discussion with teaching staff to ensure consistent and coherent curriculum provision. There will also be regular monitoring of Personal Development books as well as discussions with children to assess pupil voice.

Evaluation of the programme's effectiveness will be conducted on the basis of:

- Monitoring the standard of the children's work and the quality of teaching and learning in PSHE
- Reviewing and contributing to teacher's planning to ensure full coverage of the National Curriculum through the topic units taught
- Supporting colleagues in the planning, teaching and assessment of PSHE
- Informing colleagues about current developments in the subject, providing advice and maintaining the availability of resources.
- Evaluating the strengths and weaknesses in the subject and highlighting areas for further improvement on the school action plan.

- Conducting pupil voice to gain an understanding of the behaviours and attitudes towards PSHE.
- Learning Walks.

The Learning Environment

A safe learning environment helps pupils to share feelings, explore values and attitudes, express opinions and consider those of others, without attracting negative feedback. As well as encouraging more open discussion, it also helps to ensure that teachers are not anxious about unexpected disclosures or comments and that pupils are not put on the spot, upset or traumatised.

At Wood Fold we:

- Work with pupils to establish ground rules about how they will behave towards each other in discussion
- Provide opportunities for pupils to discuss issues in small groups as well as sharing views with the whole class
- Provide access to balanced information and differing views to help pupils clarify their own opinions whilst making clear that behaviours such as racism, homophobia, bi-phobia, transphobia, discrimination and bullying are never acceptable in any form
- Are cautious about expressing our own views, bearing in mind that we are in an influential position and must work within the school's values, policies and the law
- Are sensitive to the needs and experiences of individuals, as some pupils may have direct experience of some of the issues
- Always work within the school's policies on safeguarding and confidentiality and ensure that pupils understand school policies on disclosure of confidential information and following up concerns in a more appropriate setting outside lessons
- Link PSHE education into the whole-school approach to supporting pupil wellbeing
- Make pupils aware of reliable sources of support both inside and outside the school

Ground Rules

Ground rules help to minimise inappropriate and unintended disclosures and comments of a negative nature made towards other pupils; whether intentional or not. They are also paramount to effectively managing discussions that might elicit strong opinions from pupils. To be effective, pupils and teachers need to develop ground rules together and then test them in discussion and group activities, amending them as necessary.

Links to other policies and curriculum areas

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.

- Science curriculum
- Teaching and Learning Policy
- Equal Opportunities Policy
- Safeguarding & Child Protection Policy

- Anti-Bullying Policy
- Behaviour and Positive Discipline Policy
- RSE policy

Training and support for staff

All staff have been trained prior to the delivery of the PSHE Curriculum.

In addition to this, support for teaching and understanding PSHE issues is incorporated in our staff CPD programme, drawing on staff expertise and/or a range of external agencies.

Dissemination

This policy is available on our school website where it can be accessed by the community. Training is regularly delivered to staff on the policy content. Copies are available from the school office on request from parents/carers.

Confidentiality and Child Protection/Safeguarding Issues

As a general rule a child's confidentiality is maintained by the teacher or member of staff concerned. If this person believes that the child is at risk or in danger, she/he talks to the named child protection co-ordinator who takes action as laid down in the Child Protection Policy. All staff members are familiar with the policy and know the identity of the member of staff with responsibility for Child Protection issues. The child concerned will be informed that confidentiality is being breached and reasons why. The child will be supported by the teacher throughout the process.

The PSHE policy is reviewed at least every 18 months-2 years to ensure that it continues to meet the needs of pupils, staff and parents, and that it is in line with current DfE advice and guidance.