



Halwin Primary School

Personal Social Health Education (PSHE) Policy

Created: June 2020

Amended:

Reviewed: Sept 2022

Next Review: June 2024

Related Policies

This policy should be read in line with the following policies:

- **Safeguarding and Child Protection**
- **Anti-Bullying**
- **Behaviour**
- **Relationships and sex education**
- **Online safety and data security**
- **Equality**
- **Drugs and Substance Use**
- **Peer on Peer Abuse Policy**

Policy Content and Rationale

- This policy covers our school's approach to Personal, Social, Health Education. The relationships and health aspects of PSHE will be compulsory in all schools from September 2020.
- It was produced using the guidance from training and resources from the PSHE Association and through consultation with staff, parents and governors
- It will be reviewed in June 2021

Policy Availability

- The policy is available to all stakeholders through the school website on www.halwin.co.uk (Paper copies are also available in the school office on request)

Policy and Objectives

Overall we seek for pupils to have CARE: building their Confidence, Aspiration, Resilience and Enjoyment in learning

The National Curriculum states that 'all schools should make provision for personal, social, health and economic education (PSHE), drawing on good practice.'

According to the Education Act 2002 and the Academies Act 2010, the PSHE curriculum should be 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.'

We use a PSHE Programme – Dimensions 3D PSHE - in which pupils develop the knowledge, skills and attributes needed in order to keep themselves healthy and safe whilst preparing them for life and work.

This policy reflects the 2020 guidance and covers all aspects of Relationships Education and Health Education in an age-appropriate way.



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There are three underlying core themes taught throughout Dimensions 3D PSHE, within which there is broad overlap and flexibility:-

1. Health and Wellbeing
2. Relationships
3. Living in the Wider World

Pupils are encouraged to participate in a wide variety of activities, enabling them to make significant contributions to both life in school and within the wider community. This allows them to become aware of their skills and talents, develop their self-worth, learn to work as part of a team and take greater responsibility for their own learning. In doing so, they are able to reflect and evaluate on how they are making progress.

The 3D PSHE Programme provides pupils with the means to handle many of the social, cultural, spiritual, physical and moral issues that occur throughout life.

3D PSHE helps pupils to develop and demonstrate skills and attitudes that will allow them to participate fully, and contribute positively, to life in modern Britain. Pupils learn to respect similarities and differences between our diverse cultures in order to build successful and meaningful friendships and relationships that are vital to the world we live in.

Creating a safe and supportive learning environment

- This policy is informed by the school's safeguarding and child protection policy. If a safeguarding issue arises, staff will follow safeguarding procedures for their school and inform the Designated Safeguarding Lead (DSL) who is Mr Lawrence or Mrs Busby as Deputy DSL
- We will ensure that if pupils are identified as vulnerable, further support and advice from the SENCo will be sought and outside agencies may be consulted if deemed necessary.
- As PSHE education works within pupils' real life experiences, it is essential to establish a safe learning environment where clear 'ground rules' are established at the beginning of each session and are understood by all adults and pupils. This environment is created by encouraging and modelling an open and honest classroom culture which is underpinned by the Co-operative values and British values

Entitlement and Equality of Opportunity

- Full PSHE education provision should be accessible to every pupil, in line with SPCMAT Equality Policy, although parents have a right to withdraw their children from those parts of RSE not within the national curriculum science programmes of study. For further details, please see government teaching requirements from September 2020.



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- 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 celebrate diversity and inclusion to ensure equality for all by raising awareness and developing understanding, tolerance, respect and acceptance.
- We will ensure that all pupils with SEND receive access to PSHE. This may be through differentiated learning opportunities and outcomes, 1:1 support, small group work, differentiated discussions and guidance from outside agencies.

Intended Outcomes

As a result of our PSHE programme of learning, pupils will visit, investigate and learn through 21 separate units based upon the following areas:-

Health	Economic awareness
Healthy Lifestyles	Nutrition and Food
Hygiene	Aspirations
Changing and Growing	First Aid
Emotions	Collaboration
Safety	Similarities and Differences
Communication	Healthy Relationships
Bullying	Diversity
Fairness	Discrimination
Family and Friends	Enterprise
Rules and Responsibilities	Communities

Dimensions 3D PSHE supports the development of the attitudes, values, skills and behaviour which enable pupils to:-

- Live healthy lifestyles
- Address personal hygiene
- Develop an awareness of changing and growing
- Deal with different emotions in an appropriate way
- Keep safe
- Communicate well with others and work as a team
- Define, identify and know how to respond to bullying
- Know where and how to seek help when needed
- Treat everybody with respect
- Form and build positive relationships
- Understand the reasons for rules, and their responsibility to keep them
- Learn about their responsibility in caring for others
- Be active in their own learning
- Be active within their community
- Manage money well
- Keep safe online
- Self-assess and identify their strengths and weaknesses



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- Know how to make emergency calls
- Know basic First Aid
- Work collaboratively and respectfully
- Appreciate diversity
- Empathise with other points of view
- Express opinions clearly
- Understand the changes that occur in puberty
- Develop strategies for managing changing emotions

Teaching and Learning

Principles and Methodology

- PSHE education will consider pupils' starting points. Pupils will bring differing levels of knowledge and understanding to any issue explored through PSHE education. Where possible, any new topic in PSHE education will start by determining pupils' prior knowledge.
- The potential consequences of lifestyle choices will be made clear. It is important that pupils are reassured that the majority of young people actually make positive, healthy lifestyle choices.
- It is important that pupils are helped to make connections between the learning they receive in PSHE education and their current and future 'real life' experiences.
- The spiral, progressive nature of the PSHE curriculum will allow themes to be revisited, developing the skill of critical reflection as understanding is deepened.

Planning

- Lessons will be designed to be sensitive to a range of views but the school will ensure that pupils always have access to the learning they need in order to stay safe and healthy, and to know and protect their human rights.
- Planned enrichment days may be used to develop, extend and enhance the PSHE education programme.

		Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
R o b i n s c l a s s y e a r 1 / 2	EYFS	Lesson 1 – 4	Lessons 5 – 8	Lessons 9 – 12	Lessons 13 – 16	Lessons 17 – 20	Lessons 21 - 25
	Year A Y1/2	Y1 Aut 1 Rules/expectation Friendships, Taking turns	Y2 Aut 2 Friendships Belonging Staying Safe	Y1 Spr 1 Washing hands Healthy eating Physical activity Comparisons	Y2 Spr 2 Health & Hygiene Drugs safety	Y1 Sum 1 Kindness, Family Caring Lending/borrowing Sharing	Y2 Sum 2 Emotions, Love Sadness, Money Choices, Enterprise
	Year B Y1/2	Y1 Aut 1 Manners, Happiness Anger, Feelings	Y2 Aut 2 Right/wrong, consequences, aspirations, co-operations	Y1 Spr 1 Bullying, Unkindness Behaviour Personal safety Emotional Safety	Y2 Spr 2 Human body & Changes Physical activity Exercise	Y2 Sum 1 Behaviour Local citizenship Responsibility	Y1 Sum 2 Sun safety Road safety Money Responses, Opinions
O w l s c l a	Year A	Y3 Aut 1 Rules Thinking ahead Taking the lead	Y4 Aut 2 Frustration, Self-worth Persistence & resilience Negative persistence Feelings	Y3 Spr 1 PEM-1 am who I am PEM-Hearts and Minds, PEM-3 in 1 Sleep	Y4 Spr 2 Responding to others, Expressing opinions, Loss/separation Family changes	Y3 Sum 1 Puberty, Changes How to help Emergency calls	Y4 Sum 2 Connections, Family links Religious views, Diversity Money choices Managing money



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s s Y e a r 3 / 4	Year B	Y4 Aut 1 Gender stereotypes	Y3 Aut 2 Friendships Loss & Separation	Y4 spr 1 Balanced diet Working with food	Y3 Spr 2 Clear messages How to listen Communities	Y4 Sum1 Identify strengths Self-respect Setting goals	Y3 Sum 2 Health, Physical Lifestyle, Working together Shared goals
	K i n g f i s h e r s C l a s s Y e a r 5 / 6	Year A	Y5 Aut 1 Structure, Law & Order, U.N. Rights Online relationship Drugs & Alcohol Extremism & radicalisation – 5 lessons	Y6 Aut 2 Race & Ethnicity Gender stereotypes Culture	Y5 Spr 1 Puberty Healthy lifestyles Tobacco Substance abuse Substance related abuse – 5 lessons	Y6 Spr 2 Healthy Minds Mental wellbeing Support & Care	Y5 Sum 1 Food choices Cooking Physical Contact Relationships & Sex Education
	Year B	Y6 Aut 1 Identified strengths Setting goals Internet safety Extremism & radicalisation – 5 lessons	Y5 Aut 2 Death & Grief Managing conflict Community event	Y6 Spr 1 Physical Illness Immunisation Marriage Substance related abuse – 5 lessons	Y5 Spr 2 Physical, Emotional & Mental Confidentiality Listening, responding	Y6 Sum 1 Budgeting Consumer sense Relationships & Sex Education	Y5 Sum 2 Responding Shared goals Community Spirit Basic first aid

3D PSHE Sex Education Unit (See RSE Policy for more details)

We use the 3D Sex Education Unit. This covers close relationships, including friendships, that often form during puberty; the physical, mental and emotional changes that take place during puberty; sexual relationships; busting some myths about sex; the features of healthy and unhealthy relationships; gender identities; an awareness of transgender issues; the difference between transgender and cross-dressing.

3D PSHE Extremism and Radicalisation Unit

We use the 3D PSHE Extremism and Radicalisation Units. In KS1 we cover understanding the differences between 'fact' and 'opinion'; recognising and respecting similarities and differences between people; how to deal with confrontation; understanding that difference is a positive feature. In KS2 we look at how to deal with peer pressure; how extremism manifests itself; homophobia and racism as extremist behaviours; terrorism.

3D PSHE Substance Related Abuse Unit

We use the 3D Substance Related Abuse Unit. This covers keeping safe; understanding some of the consequences of risk-taking; knowing some of the different forms addiction can take; the names of the most common drugs; how advertising influences our choices.

Assessment

- A range of assessment strategies will be used and will focus on PSHE learning objectives and outcomes to inform the next stage of teaching and learning.
- Pupils have been involved in the creation of this programme through classroom discussions and sharing of current issues.



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Confidentiality

- Teachers will not offer complete confidentiality; for everyone's safety, teachers will inform pupils about what can and cannot be kept confidential.
- External contributors, including school nurses, will be informed about these rules and that whilst working in the school, they are bound by the school's confidentiality policy.

Responding to Pupils' Questions

- The use of ground rules, negotiated between teachers and pupils, will help to create a supportive climate for discussion, in which questions can be openly asked and answered, within the context of the PSHE programme and with consideration to prior learning and readiness
- If necessary, teachers will ask a pupil to wait for an answer to give them time to consult with the school's leadership team if they feel this appropriate, or if the question raises potential safeguarding concerns. (*For instance: 'That is a really important question and I will answer that later/ in the next session.'*)
- Teachers will promote accessibility to an anonymous question box where pupils who are not comfortable raising questions in an open setting may ask questions to be responded to at a later date.

Involving Parents and Carers

- PSHE is strongest when there is communication and collaboration between school and home. We are committed to working with parents and carers.
- The school will offer materials for parents or carers to explore with their children before the lessons take place.
- An evening or workshop for interested parents and carers to make them aware of external information and guidance materials from relevant organisations that they can use/explore with their children may be offered if required.
- Legislation states that parents have the right to withdraw their children from aspects of RSE which do not form part of the science national curriculum. Schools will inform parents and carers of their right to withdraw their children from aspects of RSE before the lessons take place.

Policy Review

- The PSHE policy will be reviewed at least every 2 years from September 2020 or when statutory guidelines change 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.

MONITORING AND EVALUATION

This policy and its effectiveness will be reviewed by the headteacher, assistant headteacher and the Governing Body.

Policy written by: Mrs Eve Busby

Headteacher: Mr Richard Lawrence