



PSHE at Astwood Bank Primary



PSHE for healthier, happier children

This Policy was produced by *Mrs N Roberts* in consultation with the Headteacher, Parents & Governors of Astwood Bank Primary School.

October 2023

(To be reviewed in Oct 2024)

'A centre of learning and opportunity.'

Our Vision and Aims

Our vision is to be a place of great love and great learning, built upon our values where **everyone thrives** on encouragement, support and challenge. At Astwood Bank Primary School, pupils are encouraged to play a happy and positive role in contributing to the life of the school and the wider community. In doing so this helps to develop their sense of self-worth, enabling pupils to value their own achievements.

As part of this vision, we aim to deliver a high-quality Personal, Social, Health and Economic Education (PSHE) curriculum in which we convey accurate, relevant and age-appropriate information to pupils. This will ensure that our children can achieve their full potential and will leave our school prepared for the demands of society in their future.

It is our mission to **teach children about PSHE** in an engaging, meaningful and age-appropriate manner through a carefully considered spiral curriculum which takes into account the emotional, physical and social maturity of our children. We very strongly believe that the education we provide should reflect both the universal needs shared by all pupils as well as the specific needs of individual pupils in our particular school. As such, the **RSE** strand of our PSHE curriculum has been carefully considered and is constantly being reviewed so that it is inclusive and meets the needs of each and every one of our children, including those with special educational needs or disabilities (SEND). **Refer to our RSE policy separately.**

At our school, teachers make PSHE Education lessons engaging, interesting and fun through a variety of teaching methods and interactive activities. These include role-play; the use of learning partners and small group work; whole-class teaching; enquiry tasks; research activities; independent learning and discussion groups; use of appropriate film clips, books and websites; matching games; problem-solving and challenge activities. These approaches are designed to develop key skills such as empathy and the ability to articulate ideas clearly and to listen to and engage with other points of view.

What is PSHE Education?

Personal, Social, Health and Economic Education (PSHE) is a non-statutory subject in which pupils are taught skills and subject knowledge which will help to support them in their own lives, relationships and communities. **Relationships and Health Education** is a **statutory** component of the curriculum in Primary Schools from September 2020 and our My Life scheme of work incorporates the relevant strands age appropriately across the year groups. Relationships Education involves learning about many elements including: family relationships; friendships and relationships with peers and adults; healthy and unhealthy relationships; staying safe; the characteristics of positive relationships; relationships online and the emotional, social and physical aspects of growing up. Health Education covers healthy lifestyles, first aid, mental health, hygiene and puberty. **It should be noted that Astwood Bank Primary school has a separate RSHE policy.**

The official guidance for Relationships, Sex Education and Health Education from the Department for Education can be found here:

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

At Astwood Bank Primary School we believe that PSHE equips our children with the understanding, knowledge and skills they will need to succeed and thrive. Teaching about relationships enables our pupils to

safely negotiate making new friendships; recognise potential threats to their wellbeing and personal safety; develop meaningful relationships with others throughout their lives and know how to keep themselves safe and healthy.

We also believe that a complete PSHE curriculum is important, despite these not being a statutory requirement, to ensure that pupils have a well-rounded and rich curriculum covering a range of life skills as well as financial education and social education, learning about being part of a community and about social issues which affect their local area, nation and the whole world.

A high-quality spiral PSHE curriculum can also contribute to providing personal development for all pupils, which is one of the 5 inspection areas of Ofsted inspections. (The requirements are included in the appendix below.)

The importance of celebrating diversity within PSHE

We strive to promote **equality** through all aspects of our PSHE teaching. As such, our curriculum promotes **tolerance and acceptance**.

Just as we encourage Astwood Bank Primary School children to celebrate their many different talents, strengths and aspirations, we also aim to celebrate diversity of cultures, traditions and religions. As an extension of this, pupils are taught about diversity in family structures and relationships, in line with British Values (see 'The Equality Act – 2010'; 'The Marriage Act – 2013'), including diverse families and same-sex parents. This ensures that every one of our pupils has the chance to develop the self-esteem and confidence they deserve in order to grow into understanding, accepting and respectful adults. Ofsted also fully supports the notion that children should be taught about different families and relationships in modern Britain.

Who delivers the PSHE Curriculum?

All PSHE and Relationships Education lessons are taught by teaching staff. Clear parameters are established in class and special consideration is always be given when teaching particularly sensitive material, ensuring that classes create their own ground rules. Staff are fully aware of the children in their class and of any sensitivities which might need to be acknowledged when delivering particular units. Our school is following the Collins *My Life* curriculum. This is a complete PSHE and RSHE programme which has been designed to cover the statutory content and wider aspects of the PSHE curriculum such as economic education and living in the wider world. The programme offers lesson plans, resources and PowerPoints that can be used to support our teachers' planning and adapted to our pupils' needs each year.

The headteacher is responsible for liaising with the PSHE coordinator and a working party of parents/carers and pupils to ensure that feedback on the curriculum and the resources is reviewed and fed forward into curriculum design and policies where appropriate. The headteacher also assists the PSHE coordinator to facilitate PSHE and RSHE training and CPD where needed.

The PSHE coordinator monitors progression in the subject, observing lessons and reviewing feedback from teachers to help to develop the curriculum content and to ensure that the necessary resources are in place. They are also responsible for reviewing and updating the policy with the headteacher. The PSHE coordinator ensures that there is a clear progression of skills and content across the PSHE curriculum with the help of the Collins *My Life* scheme.

Curriculum Design & PSHE – Subject Content

Using the *My Life* programme helps our school to sequence PSHE and RSHE learning into age-appropriate units which show progression from Year 1 to Year 6. An overview of each *My Life* topic is provided at the end of this document.

EYFS Personal, Social, emotional development (PSED) is taught, covering the content in the table below. The curriculum allows for the development of the EYFS content shown in the appendix to this document.

As part of the children's **statutory Science Curriculum** in Year 2, children learn that animals, including humans, have offspring that grow into adults. They are also introduced to the concepts of reproduction and growth (but not how reproduction occurs). The Relationship strand of our PSHE Curriculum supports this learning. We are committed to ensuring that the children receive factually accurate biological information about their bodies. **With this in mind, we begin to teach children some of the correct anatomical terminology for the parts of a human body in Key Stage 1.**

In Year 5, as part of the **statutory Science Curriculum**, children are taught about the life cycles of humans and animals, including reproduction. They also learn about the changes that happen in humans from birth to old age. This includes learning what happens in puberty. Recent government guidance strongly suggests that 'All children, including those who develop earlier than the average, need to know about puberty before they experience the onset of physical changes.' We support this statement and believe that children are ready to receive honest, open and factual education about relationships and growing up in this year group. **As part of the Relationships curriculum, during Year 5 children will learn accurate information about puberty, their changing bodies and how to look after them. This is always done in a safe and secure environment with their class teacher.**

Stakeholders - Parents, Carers and Partnerships

At Astwood Bank Primary School we believe clarity is essential and welcome any discussion with parents and carers which will inform conversations at home about 'Relationships'.

We endeavour to have a strong partnership with parents and carers and will always aim to be transparent in communicating what is being taught and when. We believe that together we can address misconceptions children may have gained about these topics from the media or from their peers. Children are naturally curious about their bodies, other people and the world around them. By answering questions and teaching them the correct scientific vocabulary, we can help them understand their bodies, keep themselves safe, develop their understanding of their feelings and the feelings of other people, and learn how to be responsible and accountable members of the community and world.

We will provide parents/carers with recommended picture and chapter books to support their own understanding of the curriculum as well as supporting their children through story time, discussion and signposting to age-appropriate resources. All teaching materials and resources used will be available to parent/carers to ensure full transparency of both content and pedagogy.

By doing this we hope that we will empower both adults and children to feel confident and comfortable asking questions or initiating dialogue about the many important aspects of PSHE that will affect our children's lives so fundamentally – both now and in the future.

If any parent or carer has any queries or concerns about the subject content or delivery of any aspect of PSHE, then they should ask to speak to the PSHE Coordinator or a senior member of staff who will be able to provide more specific information on curriculum and resources that are used to the PSHE Curriculum.

Safe and Effective Practice - Confidentiality & Safeguarding – Keeping Children Safe

At Astwood Bank Primary School, we aim to foster and maintain a safe environment within which all pupils feel able to ask questions and discuss issues openly (although no pupil or teacher will have to answer personal questions or be forced to take part in discussions.) For any child wishing to discuss something confidential relating to content of the lesson, an opportunity will be given.

In line with the school's Policy for Safeguarding and Child Protection, Astwood Bank Primary School is committed to safeguarding and promoting the welfare (both physical and emotional) of every pupil both inside and outside of the school premises. We implement a whole-school preventative approach to managing safeguarding concerns, ensuring that the wellbeing of pupils is at the forefront of all action taken.

In addition, Astwood Bank Primary School staff have received training on the statutory guidance; 'Keeping Children Safe in Education', which details guidance for 'Teaching Online Safety in School'.

All Staff exercise their professional judgement in order to keep their pupils safe. Ground rules are agreed within PSHE for each class. This ensures a safe environment for group discussion and exploring delicate topics. Information given, and the views expressed by the pupils, will be treated in confidence where possible. However, pupils will be informed that 100% confidentiality cannot be assured. If any child makes a disclosure of a safeguarding issue – as with all such instances – the teacher will inform the Designated Safeguarding Lead (DSL) in accordance with Astwood Bank Primary School’s policy on Safeguarding and Child Protection.

Assessment, Monitoring & Reporting

Assessment and self-assessment are a vital part of learning in PSHE. Each lesson gives an opportunity for assessment which can be adapted to suit the assessment policy of the school.

Some examples include:

- journal entries
- baseline and post-unit assessments
- drama and role play assessment.
- draw and write.
- graffiti walls
- team and group project assessments.

To support their independence, children are given many opportunities to reflect on and evaluate their learning through self-assessment. This valuable life skill is reinforced and embedded across the curriculum through the *My Life* scheme and resources provided.

Pupil voice is also a key feature of our learning at Astwood Bank Primary School. We encourage our children to express opinions on how and where they would like their learning to go, and we take these into account when planning and teaching units from the curriculum. Their comments help us to assess and monitor their progress. Listening and responding to the views of our pupils ensures that our policy and curriculum is responsive and meet the needs of all our learners from year to year. Parent and carers will also be invited to share their feedback on all aspects of the PSHE curriculum throughout the year and this will be reviewed and responded to by the PSHE Coordinator and Headteacher.

Staff who deliver the PSHE curriculum reflect critically on their teaching and best practice is shared at PSHE reviews, training sessions and staff meetings.

The PSHE Coordinator will have regular informal meetings each term to monitor planning and children’s work to help her provide further relevant training opportunities.

Comments on children’s learning and progress in PSHE as part of their learning in PSHE should be reported to parents and carers informally at parent consultations and on their end-of-year school report in July.

PSHE – Where to find information:

Our inclusive *My Life* PSHE and RSHE curriculum forms a core part of our PSHE and RSHE teaching and covers the statutory elements of RSHE and a fuller, richer PSHE curriculum as well. Details of this curriculum can be found on the school website or by speaking to the PSHE coordinator.

The PSHE curriculum should be read in conjunction with the following school policies:

- Safeguarding Policy
- Relationships & Sex Education
- Behaviour Policy
- Feedback for Learning Policy
- SEND Policy

Appendices

Ofsted Personal Development criteria

Developing:

- Responsible, respectful and active citizens who are able to play their part and become actively involved in public life as adults.
- Pupils' understanding of the fundamental British values of democracy, individual liberty, the rule of law and mutual respect and tolerance.
- Pupils' character, which Ofsted defines as a set of positive personal traits, dispositions and virtues that informs their motivation and guides their conduct so that they reflect wisely, learn eagerly, behave with integrity and cooperate consistently well with others.
- Pupils' confidence, resilience and knowledge so that they can keep themselves mentally healthy.
- Pupils' understanding of how to keep physically healthy, eat healthily and maintain an active lifestyle, including giving ample opportunities for pupils to be active during the school day and through extra-curricular activities.
- Pupils' age-appropriate understanding of healthy relationships through appropriate relationships and sex education

Promoting:

- Equality of opportunity so that all pupils can thrive together, understanding that difference is a positive, not a negative, and that individual characteristics make people unique.
- An inclusive environment that meets the needs of all pupils, irrespective of age, disability, gender reassignment, race, religion or belief, sex or sexual orientation

Enabling/Supporting:

- Pupils to recognise online and offline risks to their well-being – for example, risks from criminal and sexual exploitation, domestic abuse, female genital mutilation, forced marriage, substance misuse, gang activity, radicalisation and extremism – and making them aware of the support available to them.
- Pupils to recognise the dangers of inappropriate use of mobile technology and social media.
- Readiness for the next phase of education, training or employment so that pupils are equipped to make the transition successfully.

Providing:

- An effective careers programme in line with the government's statutory guidance on careers advice that offers pupils:
 - Unbiased careers advice
 - Experience of work, and
 - Contact with employers to encourage pupils to aspire, make good choices and understand what they need to do to reach and succeed in the careers to which they aspire.

EYFS content to be covered.

30–50 Months	Personal, Social and Emotional Development	Self-Confidence and Self-Awareness	<ul style="list-style-type: none"> To select and use activities and resources with help. To welcome and value praise for what they have done. To enjoy the responsibility of carrying out small tasks. To be more outgoing towards unfamiliar people and more confident in new social situations. To be confident talking to other children when playing and communicate freely about own home and community. To show confidence in asking adults for help.
		Managing Feelings and Behaviour	<ul style="list-style-type: none"> To be aware of own feelings and know that some actions and words can hurt others’ feelings. To begin to accept the needs of others and to take turns and share resources, sometimes with support from others. To usually tolerate delay when needs are not immediately met and understand wishes may not always be met. To usually adapt behaviour to different events, social situations and changes in routine.
		Making Relationships	<ul style="list-style-type: none"> To play in a group, extending and elaborating play ideas, e.g. building up a role-play activity with other children. To initiate play, offering cues to peers to join them. To keep play going by responding to what others are saying or doing. To demonstrate friendly behaviour, initiating conversations and forming good relationships with peers and familiar adults.
	Physical Development	Health and Self-Care	<ul style="list-style-type: none"> To tell adults when hungry or tired, or when they want to rest or play. To gain more bowel and bladder control and can attend to toileting needs most of the time themselves. To usually manage washing and drying hands. To dress with help, e.g. puts arms into open-fronted coat or shirt when held up, pulls up own trousers, and pulls up zipper once it is fastened at the bottom.
	Understanding the World	People and Communities	<ul style="list-style-type: none"> To show interest in the lives of people who are familiar to them. To remember and talk about significant events in their own experiences. To recognise and describe special times or events for family or friends. To show interest in different occupations and ways of life. To know some of the things that make them unique and talk about some of the similarities and differences in relation to friends or family.
40–60 Months	Personal, Social and Emotional Development	Self-Confidence and Self-Awareness	<ul style="list-style-type: none"> To be confident to speak to others about own needs, wants, interests and opinions. To describe self in positive terms and talk about abilities.
		Managing Feelings and Behaviour	<ul style="list-style-type: none"> To explain own knowledge and understanding and ask appropriate questions of others. To take steps to resolve conflicts with other children, e.g. finding a compromise.

		Making Relationships	<ul style="list-style-type: none"> To understand that own actions affect other people. For example, becomes upset or tries to comfort another child when they realise, they have upset them. To be aware of the boundaries set and of behavioural expectations in the setting. To begin to be able to negotiate and solve problems without aggression, e.g. when someone has taken their toy.
	Physical Development	Health and Self-Care	<ul style="list-style-type: none"> To eat a healthy range of foodstuffs and understand a need for variety in food. To usually be dry and clean during the day. To show some understanding that good practices with regard to exercise, eating, sleeping and hygiene can contribute to good health. To show understanding of the need for safety when tackling new challenges and consider and manage some risks. To practise some appropriate safety measures without direct supervision.
ELG	Personal, Social and Emotional Development	Self-Confidence and Self-Awareness	<ul style="list-style-type: none"> To be confident to try new activities and say why they like some activities more than others. They are confident to speak in a familiar group, will talk about their ideas, and will choose the resources they need for their chosen activities. They say when they do or don't need help.
		Managing Feelings and Behaviour	<ul style="list-style-type: none"> To talk about how they and others show feelings, talk about their own and others' behaviour and its consequences, and know that some behaviour is unacceptable. They work as part of a group or class and understand and follow the rules. They adjust their behaviour to different situations and take changes of routine in their stride.
		Making Relationships	<ul style="list-style-type: none"> To play cooperatively, taking turns with others. They take account of one another's ideas about how to organise their activity. They show sensitivity to others' needs and feelings and form positive relationships with adults and other children.
	Physical Development	Health and Self-Care	<ul style="list-style-type: none"> To know the importance for good health of physical exercise and a healthy diet and talk about ways to keep healthy and safe.