



INSPIRE NURTURE BELIEVE ACHIEVE

Working together to be the best that we can be.

PSHE Policy

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Contents

1. Intent	1
2. Statutory requirements	2
3. Content and delivery.....	2
4. Roles and responsibilities	4
5. Monitoring arrangements.....	5
6. Links with other policies.....	5

1. Intent

We intend to provide a whole school PSHE curriculum that builds foundations of health and wellbeing, providing crucial skills and positive attitudes to enable children to achieve their true potential, academically and socially. We want our children to deepen their personal, social, health and economic development in ways that are tailored to their age group, whilst also expanding on their previous knowledge as they progress through the school. At the Goldsbrough Sicklinghall Federation, PSHE is taught through a spiral programme, revisiting concepts and topic areas, each time extending knowledge, deepening understanding and developing skills.

It is our intention for our children to learn about themselves as developing individuals and as members of their communities, building on their own experiences and experiences of others, and through our Christian/Human values of Respect, Friendship, Resilience, Happiness, Perseverance and Kindness. We want to provide a safe space for the children to learn PSHE, providing them with the ability to make safe and informed choices, taking responsibility for their actions, respecting and valuing difference and 'being the best that they can be.' Children will learn to show acceptance of others regardless of their background, religion, race, gender or sexuality, and develop their understanding of others as we are 'All God's Children'.

As they progress further up the school into upper KS2 we want to provide effective Relationship, Sex and Health Education, to enable the children to make responsible and well-informed decisions about their lives, to help and support them through their physical, emotional and moral development. It is our aim to help our pupils to learn to respect themselves and others and move with confidence from childhood through adolescence into adulthood.

Our intention is that all of our children learn to value, respect and understand one another, have confidence in their own emotions and beliefs and become happy, healthy young people who are equipped to play an active role in society.

We aim to:

- ✓ Promote the spiritual, moral, cultural, mental and physical development of all pupils
- ✓ Prepare pupils for the opportunities, responsibilities and experiences of later life
- ✓ Encourage pupils to value themselves and others
- ✓ Allow pupils to acknowledge and appreciate difference and diversity
- ✓ Teach pupils how to make informed choices
- ✓ Prepare pupils to be positive and active members of a democratic society
- ✓ Teach pupils to understand what constitutes a safe and healthy lifestyle
- ✓ Provide a framework in which sensitive discussions can take place
- ✓ Promote safety in forming and maintaining relationships
- ✓ Provide pupils with a toolkit for understanding and managing their emotions
- ✓ Provide pupils with the opportunities to consider issues which may affect their own lives and/or the lives of others
- ✓ Help pupils to identify the characteristics of healthy relationships, how relationships may affect mental and physical health, self-esteem, body image; and how to stay safe online
- ✓ Prepare pupils for puberty, and give them an understanding of sexual development and the importance of health and hygiene
- ✓ Help pupils develop feelings of self-respect, confidence and empathy
- ✓ Create a positive culture around issues of sexuality and relationships
- ✓ Teach pupils the correct vocabulary to describe themselves and their bodies

2. Statutory requirements

The Relationships, Sex Education and Health Education (RHSE) aspects of Personal, Social, Health and Economic education (PSHE) are now compulsory within all schools.

RHSE covers broad areas of particular relevance and concern to children and young people today - mental health and wellbeing, physical health (including healthy lifestyles and first aid) and learning about safe, healthy relationships, including understanding consent and negotiating life online. These new statutory requirements do not extend to sex education at KS1 and 2 (beyond the biological/reproductive aspects schools are already required to cover in Science). Parents of UKS2 pupils will have the right to withdraw their child from sex education but not from statutory Relationships Education or Health Education.

In developing our PSHE scheme of work at the **Goldsborough Sicklinghall Federation**, we have taken objectives from the PSHE Association programme of study, as well as DfE guidance which can be found here:

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

3. Content and delivery

3.1 What we teach:

As stated above, we're required to cover the content for Relationships Education, and Health Education, as set out in the statutory guidance (linked to above).

Please refer to our Relationships, Health and Sex Education Policy for details about what we teach, and how we decide on what to teach, in this subject.

For all other aspects of PSHE, including health education, the following is taught in each year group. Where appropriate, this is taught in mixed age classes, however, RHSE is taught in single age classes.

The spiral curriculum, over a two-year cycle, allows children to access the full range of PSHE topics throughout their primary education, thus enabling us to develop their understanding of each topic thoroughly so that the children know more and remember more.

		Autumn – Relationships			Spring – Living in the wider world			Summer – Health and Wellbeing		
		Families and Friendships	Safe relationships	Respecting ourselves and others	Belonging to a community	Media literacy and digital resilience	Money and Work	Physical Health and Mental Wellbeing	Keeping safe	Growing and Changing
	Reception (Linked objectives from Dev. Matters)	Build constructive and respectful relationships.	Identify and moderate their own feelings socially and emotionally Become more outgoing with unfamiliar people, in the safe context of their setting.	Express their feelings and consider the feelings of others. Think about the perspectives of others	Develop their sense of responsibility and membership of a community. Show more confidence in new social situations.	Know and talk about the different factors that support their overall health and wellbeing; sensible amounts of 'screen time'.	Show interest in different occupations	Personal hygiene. Know and talk about the different factors that support their overall health and wellbeing; regular physical activity, healthy eating and toothbrushing	Know and talk about the different factors that support their overall health and wellbeing; being a safe pedestrian	See themselves as a valuable Individual Show resilience and perseverance in the face of challenge.
Class 1	Year 1	Roles of different people; families; feeling cared for	Recognising privacy; staying safe; seeking permission	How behaviour affects others; being polite and respectful	What rules are; caring for others' needs; looking after the environment	Using the internet and digital devices; communicating online	Strengths and interests; jobs in the community	Keeping healthy; food and exercise, hygiene routines; sun safety	How rules and age restrictions help us; keeping safe online	Recognising what makes them unique and special; feelings; managing when things go wrong
	Year 2	Making friends; feeling lonely and getting help	Managing secrets; resisting pressure and getting help; recognising hurtful behaviour	Recognising things in common and differences; playing and working cooperatively; sharing opinions	Belonging to a group; roles and responsibilities; being the same and different in the community	The internet in everyday life; online content and information	What money is; needs and wants; looking after money	Why sleep is important; medicines and keeping healthy; keeping teeth healthy; managing feelings/asking for help	Safety in different environments; risk and safety at home; emergency	Growing older; naming body parts; moving class or year
Class 2	Year 3	What makes a family; features of family life	Personal boundaries; safely responding to others; the impact of hurtful behaviour	Recognising respectful behaviour; the importance of self-respect; courtesy and being polite	The value of rules and laws; rights, freedoms and responsibilities	How the internet is used; assessing information online	Different jobs and skills; job stereotypes; setting personal goals	Health choices and habits; what affects feelings; expressing feelings	Risks and hazards; safety in the local environment and unfamiliar places	Personal strengths and achievements; managing and reframing setbacks
	Year 4	Positive friendships, including online	Responding to hurtful behaviour; managing confidentiality; recognising risks online	Respecting differences and similarities; discussing difference sensitively	What makes a community; shared responsibilities	How data is shared and used	Making decisions about money; using and keeping money safe	Maintaining a balanced lifestyle; oral hygiene and dental care	Medicines and household products; drugs common to everyday life	Physical and emotional changes in puberty; external genitalia; personal hygiene routines; support with puberty
Class 3	Year 5	Managing friendships and peer influence	Physical contact and feeling safe	Responding respectfully to a wide range of people; recognising prejudice and discrimination	Protecting the environment; compassion towards others	How information online is targeted; different media types, their role and impact	Identifying job interests and aspirations; what influences career choices; workplace stereotypes	Healthy sleep habits; sun safety; medicines, vaccinations, immunisations and allergies	Keeping safe in different situations, including responding in emergencies, first aid and FGM	Personal identity; recognising individuality and different qualities; mental wellbeing
	Year 6	Attraction to others; romantic relationships; civil partnership and marriage	Recognising and managing pressure; consent in different situations	Expressing opinions and respecting other points of view, including discussing topical issues	Valuing diversity; challenging discrimination and stereotypes	Evaluating media sources; sharing things online	Influences and attitudes to money; money and financial risks	What affects mental health and ways to take care of it; managing change, loss and bereavement; managing time online	Keeping personal information safe; regulations and choices; drug use and the law; drug use and the media	Human reproduction and birth; increasing independence; managing transition

3.2 How we teach it

PSHE is taught not only through classroom-based sessions, but also through visits and visitors and assemblies based on PSHE topics and specific areas of development for our schools (based on the biannual Growing Up in North Yorkshire Survey). We also take part in National days/ weeks and events which encourage the development of Personal, Social, Health and or Economic education.

Lessons are taught weekly for a minimum of 45 minutes per lesson in classes. As the whole Federation focuses on a single topic per half term, we are able to further embed key messages and ideas through whole school assemblies and events to ensure children remember their learning.

At certain points in the cycle, we have visitors from:

- ✓ The Police, who talk to children about Internet Safety, the Legal age of responsibility and generally how to stay safe.
- ✓ The Fire Service who speak to the children about Fire Safety in the home.
- ✓ Magistrates from the Harrogate Courts who share what happens in a court of law through role play and discussion.
- ✓ Mini-medics visit school and teach the Upper Key Stage 2 children a range of useful First Aid skills.
- ✓ Part of our RSHE Curriculum is delivered by a Specialist Public Health nurse.
- ✓ Visits from Crucial Crew (including information on water safety, healthy child team, internet safety, IDAS (Independent Domestic Abuse Services), drugs and alcohol awareness and anti-social behaviour).

SEND

PSHE must be accessible for all pupils. This is particularly important when planning for pupils with Special Educational Needs and Disabilities. High quality teaching that is differentiated and personalised will be the starting point to ensure accessibility. We are mindful of preparing our pupils for adulthood, as set out in the SEND Code of Practice, when teaching PSHE to those with SEND. At the **Goldsborough Sicklinghall** Federation, we are aware that some pupils are more vulnerable to exploitation, bullying and other issues due to the nature of their SEND. We acknowledge that Relationships Education and PHSE can be particularly important subjects for some pupils; for example, those with Social Emotional and Mental Health needs or learning disabilities. As with all subjects, we ensure that our teaching is sensitive, age appropriate, developmentally appropriate and delivered with reference to the law.

Equality

We recognise that we have a responsibility under the Equality Act 2010 to ensure the best for all pupils irrespective of disability, educational needs, race, nationality, ethnic or national origin, sex, gender identity, pregnancy, maternity, religion, sexual orientation or whether they are looked after children. As a result, PSHE needs to be sensitive to the different needs of individual pupils and may need to adapt and change as the pupils of the school change.

We recognise our duties under the Equality Act 2010 which assists schools in identifying core tasks and priorities to drive forward our delivery of equality and inclusion. This act also applies to PSHE. Duties under the act are fully described in *Valuing All God's Children*. Valuing, respecting and honouring the diversity of humanity is central to our commitment to equality and inclusiveness irrespective of faith. At the heart of our distinctiveness of each school in the Federation, is an upholding of the worth of each person- Valuing All God's Children 2017.

As members of the PSHE Association, we utilise the resources and training on their website when planning and resourcing lessons. We have also purchased a subscription to *Growing Up with Yasmin and Tom* to support staff with planning and delivery of PSHE. Staff have also been signposted to the Primary DfE training modules which can be found here:

<https://www.gov.uk/guidance/teaching-about-relationships-sex-and-health>

Regular pupil voice interviews and book scrutiny is carried out to ensure children are accessing and making progress through the PSHE Curriculum.

Progress in PSHE will be reported to parents and carers via Parent/Carer Consultations and Reports. Where issues arise during PSHE lessons, these will be discussed sensitively with parents (where appropriate).

4. Roles and responsibilities

4.1 The Governing Board

The governing board has delegated the approval of this policy to the Headteacher.

4.2 The Headteacher

The Headteacher is responsible for ensuring that PSHE is taught consistently across the school.

4.3 Staff

Staff are responsible for:

- Delivering PSHE in a sensitive way
- Modelling positive attitudes to PSHE
- Monitoring progress
- Responding to the needs of individual pupils

The PSHE Leader for the **Goldsborough Sicklinghall Federation** is Catherine Richards (AHT)

4.4 Pupils

Pupils are expected to engage fully in PSHE and, when discussing issues related to PSHE, treat others with respect and sensitivity.

5. Monitoring arrangements

The delivery of PSHE is monitored by Catherine Richards (AHT) through:

- ✓ Planning scrutiny
- ✓ Books looks
- ✓ Pupil voice
- ✓ Growing Up in North Yorkshire Survey.

This policy will be reviewed by Catherine Richards, annually. At every review, the policy will be approved by Headteacher.

6. Links with other policies

This policy links to the following policies and procedures:

- ✓ RHSE Policy
- ✓ Child Protection Manual
- ✓ Health and Safety Statement
- ✓ School Medical Policy
- ✓ SEND Policy
- ✓ Supporting Children with Medical Conditions Policy
- ✓ Educational Visits Policy