



PRIMARY PSHE (INCLUDING STATUTORY HRE) EDUCATION POLICY

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| School: Cedars Primary School | | | | |
| Person(s) responsible for implementation & monitoring | Nicola Truman and Anisa Patel | | | |
| Links to other relevant policies | SMSC | Safeguarding | E- safety | Food & Drink |
| | Confidentiality | Anti-bullying | SEND inclusion | Equalities |
| | Visitor | Behaviour | Curriculum | Bereavement |
| <p><u>Purpose</u></p> <p>This policy covers our school’s approach to statutory guidance on Relationships Education, Health Education (HRE) and all non-statutory elements of PSHE. We believe that PSHE is at the heart of safeguarding children.</p> <p>Relationships Education is the programme of work that forms part of the basic curriculum. It covers all types of relationships including online, peer to peer, family and carer relationships. It also covers respect for others and staying safe.</p> <p>Health Education is a programme of work about puberty, physical health and fitness, healthy eating, mental wellbeing, drugs, alcohol and tobacco. Human reproduction is covered in line with the Science Curriculum.</p> <p>PSHE is important because it is a core part of wider work for helping children and young people to understand ways to live that are fulfilling and life giving. High-quality relationships education (RE) helps create safe school communities where pupils can grow, learn, and develop positive, healthy behaviour for life.</p> <p>The policy was produced by Anisa Patel (Subject Co-ordinator) and through consultation with staff, governors, parents and children. The policy will be available to parents and carers on the school website.</p> | | | | |
| <p><u>Overall school aims, values and objectives</u></p> <p>At Cedars Primary school, teaching and learning is based upon a language rich thematic curriculum where pupils are exposed to a range of experiences to enhance their knowledge, understanding and long term memory. As a result, pupils at Cedars are confident, aspirational, articulate learners who are ready for the next stage of education.</p> <p><u>Our School Motto:</u> To provide inspiring education in a caring place, where every child can flourish and every day is unmissable”.</p> <p><u>Our Values:</u> * Respect</p> <ul style="list-style-type: none"> * Honesty * Kindness * Pride * Ambition | | | | |

What are the aims and objectives of PSHE (Including HRE)?

Our curriculum aims to assist children and young people to prepare for adult life by supporting them through their physical, emotional and moral development, and helping them to understand themselves, respect others and form and sustain healthy relationships including those made online. Cedars Primary School will teach children essential skills and attributes including decision-making, problem-solving and communication skills that they will need for life outside school through a rigorous programme of study in PSHE (including HRE). These skills will help our children in all areas of their life including their academic life, through the development of the skills of negotiation and risk assessing and through training them to transfer learned skills to other situations.

How will we ensure the curriculum is relevant to our pupils?

While promoting the values above, we will ensure that pupils are offered a balanced programme by using relevant local data and school information (such as CPOMS, attendance and SIMS) relating to Relationships/Health /PSHE education to inform planning and to address the identified needs of the whole school community including: Health Needs Assessment, and social deprivation. Children and Staff will be consulted on regularly to assess the needs of each cohort and to amend the curriculum as needed.

What are our intended outcomes?

Personal, Social, Health and Economic (PSHE) education is a subject through which pupils develop the knowledge, skills and attributes they need to manage their lives, now and in the future. These skills and attributes help pupils to stay healthy, safe and prepare them for life and work in modern Britain.

PSHE education helps pupils to achieve their academic potential, and leave school equipped with skills they will need throughout later life.

Research shows that pupils who are emotionally healthy do better at school. PSHE education helps children and young people to achieve their potential by supporting their wellbeing and tackling issues that can affect their ability to learn, such as anxiety and unhealthy relationships. PSHE education also helps pupils to develop skills and aptitudes - like teamwork, communication, and resilience - that are crucial to navigating the challenges and opportunities of the modern world.

Our Intention is that by the end of the primary phase we want children to be confident and to have the skills required to debate, discuss, negotiate and make informed decision for the rest of their life. Through the core themes of health and wellbeing, relationships and living in the wider world, we want the children to be exposed to the reality of life beyond the school gates and to have their cultural capital increased. These experiences, and the knowledge of them, are important to the children of Cedars Primary School in order to expose them to and increase their vocabulary and prepare them for the wider world.

Creating a safe and supportive learning environment

Cedars Primary School seek to provide a safe, secure learning environment for PSHE (including HRE) that enables children and young people to gain accurate knowledge, develop their own values and attitudes, and develop skills to grow into happy confident successful adults. We also seek to ensure members of staff are role models for positive interpersonal relationships.

Group agreements are negotiated with classes on an individual basis at the beginning of the academic year and are used to create and maintain a safe learning environment for staff and pupils – it is a school non-negotiable that PSHE (including HRE) will not be taught without this group agreement.

We will ensure that where pupils indicate that they may be vulnerable and at risk, they will get appropriate support by referring them to our Well-being coordinator.

SEND , inclusion, equality and diversity

We recognise the right for all pupils to have access to PSHE education learning which meets their needs. We will ensure that pupils with SEND receive access to PSHE through their own personalised curriculum. Teaching will take into account the ability, age, development and cultural backgrounds of our young people and those with English as a second language to ensure that all can fully access HRE and PSHE education provision. We promote social learning and expect our pupils to show a high regard for the needs of others by demonstrating mutual respect. We will use HRE and PSHE as a vehicle to address diversity issues and to ensure equality for all.

Particular attention may need to be given to vulnerable children. Vulnerable children are any children who may face barriers to achieving their full potential. These groups could include: □ In year admissions

- SEND
- Disadvantaged (Pupil Premium)
- Minority faith/ ethnic groups
- EAL
- Children with Safeguarding concerns
- Attendance concerns
- Children at risk of exclusion
- Mental Health and wellbeing

It is important that staff follow up any concerns relating to vulnerable children through the correct school procedures.

How will we ensure that our equalities obligations are fulfilled?

The school has an equality statement, which it follows. This refers to the Equality Act 2010.

We will demonstrate our commitment to equality through:

- schools' policy framework which supports this statement and which have been put in place to remove barriers, eliminate discrimination and address disadvantage;
- use of 'positive action' where those with a protected characteristic could experience a disadvantage because of that characteristic or are disproportionately under-represented in a particular activity;
- monitoring and reviewing our policies on a regular basis to ensure they do not discriminate or disadvantage employees;
- monitoring selection of policies will be considered and tested annually by the Policy Development Group to ensure the policies are in place to treat people fairly and proportionally and meet the requirements of the Schools' equality statement;
- undertaking equality training to ensure employees understand what equality law means for them and the organisation and to embed this into practice;
- undertaking workforce monitoring to ensure those with protected characteristics are not being discriminated against;
- conducting equality analysis and impact assessments to help eliminate/mitigate negative impacts and promote equality of opportunity for all.

At Cedars Primary School, equality is a key principle for treating all people fairly and creating a society in which everyone has the opportunity to fulfill their potential - irrespective of their gender, ethnicity, disability, religious beliefs, sexual orientation, age or any other recognised area of discrimination (Single Equalities Act 2010). The needs and interests of all pupils, irrespective of gender, family, culture, ability or aptitude are addressed and respected. We will ensure equality by ensuring all stakeholders are treated fairly and all views are valued.

How will we ensure inclusion and differentiate learning?

We will identify pupils' different starting points by using a baseline assessment.

We will respect pupils' unique starting points by providing learning that is tailored to them and meets their individual needs. We will ensure that pupils with special educational needs receive access to PSHE education through quality first teaching/support from the teacher/SSA. We will offer challenge to our more able pupils by encouraging them to make connections and develop their growth mind-sets and resilience.



Relationships Education

DfE statutory guidance states that from September 2020, all Primary schools must deliver Relationships Education

Under the Relationships Education, Relationships and Sex Education and Health Education (England) Regulations 2019, the government has made Relationships Education part of the basic curriculum for primary pupils and therefore compulsory at primary schools.

The statutory guidance includes a section on Relationships Education which makes clear that in primary schools the focus should be on teaching the fundamental building blocks and characteristics of positive relationships, with particular reference to friendships, family relationships and relationships with other children and with adults.

Statutory Guidance on Relationships Education KS1&

2 Five Topics:

- *Families and people who care for me*
- *Caring Friendships*
- *Respectful relationships*
- *Online relationships*
- *Being safe*

The guidance on Sex Education remains unchanged from 2000, primary schools can decide whether to teach beyond national curriculum science. Cedars Primary has decided not to teach Sex Education beyond the science curriculum.



Statutory Relationship Education

These are the statutory requirements that Cedars Primary School are required to teach:

Topic 1: Families and people who care for me.

- That families are important for children growing up because they can give love, security and stability.
- The characteristics of healthy family life, commitment to each other, including in times of difficulty, protection and care for children and other family members, the importance of spending time together and sharing each other's lives.
- That others' families, either in school or in the wider world, sometimes look different from their family, but that they should respect those differences and know that other children's families are also characterised by love and care for them.
- That stable, caring relationships, which may be of different types, are at the heart of happy families, and are important for children's security as they grow up.
- That marriage/civil partnership represents a formal and legally recognised commitment of two people to each other which is intended to be lifelong.
- How to recognise if family relationships are making them feel unhappy or unsafe, and how to seek help or advice from others if needed.

Topic 2: Caring friendships.

- How important friendships are in making us feel happy and secure, and how people choose and make friends.
- The characteristics of friendships, including mutual respect, truthfulness, trustworthiness, loyalty, trust, sharing interests and experiences and support with problems and difficulties.
- That healthy friendships are positive and welcoming towards others, and do not make others feel lonely or excluded.
- That most friendships have ups and downs, and that these can often be worked through so that the friendship is repaired or even strengthened, and that resorting to violence is never right.
- How to recognise who to trust and who not to trust, how to judge when a friendship is making them feel unhappy or uncomfortable, how to manage these situations and how to seek help or advice from others, if needed.

Topic 3: Respectful relationships.

- The importance of respecting others, even when they are very different from them (for example, physically, in character, personality or backgrounds), or make different choices or have different preferences or beliefs.
- Practical steps they can take in a range of contexts to improve or support respectful relationships. • the conventions of courtesy and manners.
- The importance of self-respect and how this links to their own happiness.
- That in school and in wider society they can expect to be treated with respect by others, and that in turn they should show due respect to others, including those in positions of authority.
- About different types of bullying (including cyberbullying), the impact of bullying, responsibilities of bystanders (primarily reporting bullying to an adult) and how to get help.
- What a stereotype is, and how stereotypes can be unfair, negative or destructive.
- The importance of permission-seeking and giving in relationships with friends, peers and adults.

Topic 4: Online relationships.

- That people sometimes behave differently online, including by pretending to be someone they are not.
- That the same principles apply to online relationships as to face-to face relationships, including the importance of respect for others online including when we are anonymous.
- The rules and principles for keeping safe online, how to recognise risks, harmful content and contact, and how to report them.
- How to critically consider their online friendships and sources of information including awareness of the risks associated with people they have never met.
- How information and data is shared and used online. **Topic 5: Being safe.**
- What sorts of boundaries are appropriate in friendships with peers and others (including in a digital context).
- About the concept of privacy and the implications of it for both children and adults; including that it is not always right to keep secrets if they relate to being safe.
- That each person's body belongs to them, and the differences between appropriate and inappropriate or unsafe physical, and other, contact.
- How to respond safely and appropriately to adults they may encounter who they do not know.
- How to ask for advice or help for self and for others and to keep trying until they are heard, including having the vocabulary and confidence to report concerns or abuse.
- Where to get advice from e.g. family, school and/or other sources

- Schools will also want to recognise the significance of other factors, such as any special educational needs or disabilities of their pupils.

Health Education

DfE statutory guidance states that from September 2020, all Primary schools must deliver Health Education

Under the Relationships Education, Relationships and Sex Education and Health Education (England) Regulations 2019, the government has made Health Education part of the basic curriculum for primary pupils and therefore compulsory at primary schools.

The statutory guidance includes a section on Health Education which makes clear that in primary schools the focus should be on teaching the characteristics of good physical health and mental wellbeing. Children will learn the benefits of daily exercise, nutrition and sleep and the positive two way relationship between good physical health and good mental wellbeing. Pupils will also be taught the importance of time outdoors, and the benefits of hobbies, interests and communities. Children will learn how to articulate their feelings and develop the abilities to judge appropriate behaviours both in person and online. Children will also be equipped to manage common difficulties encountered online.

Statutory Guidance on Physical Health and Wellbeing Education (Health Education) KS

1 & 2 Eight Topics:

- *Mental wellbeing*
- *Internet safety and harms*
- *Physical health and fitness*
- *Healthy eating*
- *Drugs, alcohol and tobacco*
- *Health and prevention*
- *Basic first aid*
- *Changing adolescent body*



Statutory Health Education Topic

1: Mental wellbeing.

- That mental wellbeing is a normal part of daily life, in the same way as physical health.
- That there is a normal range of emotions (e.g. happiness, sadness, anger, fear, surprise, nervousness) and scale of emotions that all humans experience in relation to different experiences and situations.
- How to recognise and talk about their emotions, including having a varied vocabulary of words to use when talking about their own and others' feelings.
- How to judge whether what they are feeling and how they are behaving is appropriate and proportionate.
- The benefits of physical exercise, time outdoors, community participation, voluntary and service-based activity on mental wellbeing and happiness.
- Simple self-care techniques, including the impact of relaxation, time spent with friends and family and the benefits of hobbies and interests.
- Isolation and loneliness can affect children and that it is very important for children to discuss their feelings with an adult and seek support.
- That bullying (including cyber bullying) has a negative and often lasting impact on mental wellbeing.
- Where and how to seek support (including recognising the triggers for seeking support), including whom in school they should speak to if they are worried about their own or someone else's mental wellbeing or ability to control their emotions (including issues arising online).
- It is common for people to experience mental ill health. For many people who do, the problems can resolve if the right support is made available and accessed, especially if they access support as early as possible.

Topic 2: Internet safety and harms.

- That for most people the internet is an integral part of life and has many benefits.
- About the benefits of rationing time spent online, the risks of excessive time spent on electronic devices and the impact of positive and negative content online on their own and others' mental and physical wellbeing.
- How to consider the effect of their online actions on others and know how to recognise and display respectful behaviour online and the importance of keeping personal information private.
- Why social media, some computer games and online gaming, for example, are age restricted.
- That the internet can also be a negative place where online abuse, trolling, bullying and harassment can take place, which can have a negative impact on mental health.
- Where and how to report concerns and get support with issues online.
- How to be a discerning consumer of information online including understanding that information, including that from search engines, is ranked, selected and targeted.

Topic 3: Physical health and fitness

- The characteristics and mental and physical benefits of an active lifestyle.
- The importance of building regular exercise into daily and weekly routines and how to achieve this; for example walking or cycling to school, a daily active mile or other forms of regular, vigorous exercise.
- The risks associated with an inactive lifestyle (including obesity).
- How and when to seek support including which adults to speak to in school if they are worried about their health.

Topic 4: Healthy eating.

- What constitutes a healthy diet (including understanding calories, and nutritional content).
- The principles of planning and preparing a range of healthy meals.
- The characteristics of a poor diet and risks associated with unhealthy eating (including, for example, obesity) and other behaviours (e.g. the impact of alcohol on diet or health). **Topic 5: Drugs, alcohol and tobacco.**
- The facts about legal and illegal harmful substances and associated risks, including smoking, alcohol use and drug-taking.
- How to recognise early signs of physical illness, such as weight loss, or unexplained changes to the body.
- About safe and unsafe exposure to the sun, and how to reduce the risk of sun damage, including skin cancer.
- The importance of sufficient good quality sleep for good health and that a lack of sleep can affect weight, mood and ability to learn.
- About dental health and the benefits of good oral hygiene, including visits to the dentist.
- About personal hygiene and germs including bacteria, viruses, how they are spread and the importance of hand washing.
 - About immunisations. **Topic 7: Basic first aid.**
- Know how to make a clear and efficient call to emergency services if necessary.
- Concepts of basic first-aid, for example dealing with common injuries, including head injuries.

Topic 8: Changing adolescent body

- Key facts about puberty and the changing adolescent body, particularly from age 9 through to age 11, including physical and emotional changes.
- About menstrual wellbeing including key facts about the menstrual cycle.

Working with Parents /Carers

At Cedars Primary School we are committed to working with parents and carers. We will offer support by sharing our curriculum with them and we will consult them on what they would like their children to learn in addition to the statutory requirements and share with them the content and resources used in lessons. We will communicate with parents and carers through information meetings, working groups, parent's evenings and reports. We will encourage discussion of topics at home by providing a whole school curriculum overview alongside the policy on the school website alongside signposts to further information and support.

Parents will be informed about the policy through emails, Newsletter and Messages.

The policy is available to parents through the school website or by requesting a paper copy at the school office. Signpost to information / further support can be found on the school webpages. Parent information meetings and updates will be delivered for parents informing them to any changes made to this policy. If a child raises a question beyond the planned curriculum, parents will be contacted.

There is NO curriculum taught which is additional to statutory requirements

No right to withdraw from science curriculum which includes aspects of human development. No right to withdraw from HRE curriculum.

How will we involve and consult pupils?

Pupils have been involved in the creation of this policy through dedicated PSH|E lessons asking them for their opinions on what they need and what they want to know. Pupils' needs and issues they are facing will be identified by CPOMs, safeguarding, attendance, SIMS, health needs assessment forms, relevant local data and social deprivation this will inform the curriculum of the cohorts needs. Pupils' views of what is currently being taught will help to inform the curriculum by ensuring that what is taught is what is needed by the current cohort and that the curriculum is amended accordingly.

Pupils will have opportunities to review and reflect on their learning during lessons.

Timetabling PSHE education

Our PSHE education takes place in assemblies (Including SMSC, British values and Cedars Values) as discrete lessons and through a cross curricular approach. It is provided as and when required by individuals, as classes or as a response to world events etc. Our PSHE education provision is mapped and planned effectively to deliver all statutory duties and objectives the school feels are important to our learners – this is determined through year group knowledge of the children and their needs.

Our provision is further enriched by themed learning opportunities, visitors, experiences and residential trips. We allocate curriculum time to PSHE education as needed.

Who will be responsible for teaching the programme?

The programme will be led by the PSHE lead; it will be taught by all teachers and supported by the whole school community. The school will support members of staff delivering PSHE to access appropriate CPD by keeping them up to date with the most relevant guidance and offering training as required.

The use of visitors to the classroom

We will use external contributors where they will enhance the learning or bring expert teaching (including but not limited to the school nurse) As with any visitor we will always check the visitor or visiting organisation's credentials. This will ensure that the teaching delivered by the visitor fits with the PSHE programme and policy, as well as ensuring that visitors comply with school policies. The content and learning will be evaluated to ensure the best quality of education for our children. These opportunities are highlighted on the 'experiential learning' plans and on the School events and visits overview.

What topics will be covered and (broadly) when?

See PSHE long term and mid-term overviews for each class (KS1/2)

See PSED overview and mid-term overviews for Nursery and Reception

Key Principles and Teaching Methodology

- We will provide a safe learning environment and group agreement for every lesson
- Distancing techniques will be used to ensure teacher privacy i.e. not using personal examples □ Staff agreement on methods of delivery planned in each year group.
- We will ensure learning 'starts from where pupils are' by baseline assessing and knowing our children's needs and starting points.
- We will seek to understand pupils' prior knowledge by looking at previous teaching and discussing with the children what they already know and want to know.
- We will ensure that sessions, regardless of the content, remain positive in tone and that children know who to speak to if they require further support.
- We will ensure cross-curricular learning by linking all our objectives to our personalised curriculum and allowing children to reflect on what it means to them.
- Staff will be supported by The Head, The PSHE coordinator and the Wellbeing coordinator when/as appropriate
- Use of visitors and external agencies will be used in line with the school's visitor's policy.
- Support for vulnerable or 'at risk' pupils will be considered by the individual teacher.
- Child protection, safeguarding and confidentiality are paramount and any concerns will be immediately forwarded to the school's DSL.
- Our teaching of PHSE will be developmentally appropriate, taking in to account the children's age and maturity.
- Questions pertaining to the taught lesson can be put into an Ask-it basket, the class teacher will determine whether this question can be answered/how it is to be passed on or dealt with (SLT/ Wellbeing coordinator)
- Pupils will be able to raise questions anonymously by using the worry box and their questions will be answered by Wellbeing Coordinator.

How will we assess this learning?

We will assess pupils' learning through their personal reflections on their learning and their responses to their PSHE lessons. These will be used to establish their baseline and their endpoint to show individual progress throughout and this will be evidenced in each class, through the children's personal responses (written and verbal).

How will pupils' questions be answered?

We will enable pupils to raise anonymous questions by a worry box and an 'Ask it' Basket.

If children openly ask a question that staff cannot answer OR think they shouldn't answer then staff will ask them to put it in the 'ask it' basket: ("I'm not sure that this is the right place to answer this question, but if you write it down and put it in the basket then I will get an answer for you") Staff will follow the following protocol:

1. Ask the child to write the question themselves and add their name to it. (They have already asked in front of the rest of the class so it doesn't need to be anonymous.) **Children adding anonymous questions to the basket may cause safeguarding issues as staff would not know who has disclosed.**
2. Tell the child that you WILL get their question answered (otherwise they will resort to the internet). Do NOT say that YOU will answer it for them as it MAY NOT be you answering it!
3. Take the slip to DB/ SLT who will ring home to speak to parents. Parents will be told that their child has asked the following question in class and would they:
 - a) like school to answer it (and tell the parent how they will be answering it and ask if they would like to be present when it is answered?)
 - b) like to answer it themselves (If so would they like advice on how to answer it?)
 - c) like us to answer it together in a joint meeting?

Monitoring, reporting and evaluation

PSHE provision and content will be monitored through children's responses to PSHE curriculum, through speaking to children and teachers and reviewing the planning. It will be reported to governors in our annual report. PSHE provision will be evaluated and consulted on with all class teachers and selected pupils/parents. The contribution of visitors and external agencies to PSHE provision will be monitored and evaluated after each visit. Pupils will play their part in evaluating curriculum content through pupil interviews and pupil voice.

What is our policy on confidentiality?

We will create a group agreement and remind pupils of this at the start of every lesson. This is to create an environment in which children feel safe and able to share their opinions, values etc.

We will ensure confidentiality by creating a culture in school of mutual respect. The school recognises the importance for children, young people, families and the workforce having access to confidential services, including health services to support their physical and emotional needs.

Other aspects of school life that contribute to PSHE education include:

Opportunities to take responsibilities include e.g. *School Council, Prefect, class assemblies, charity projects, Head Boy/Girl, school events.*

Opportunities to participate include e.g. *drama productions, variety of clubs/teams, residential trips, singing events, debate club.*

Responsibility for the implementation of this policy.

Key (PSHE/Personal Development) Governor

Head teacher PSHE Lead?

Teachers

Parents / carers

Professional Development

Policy will be reviewed...

Referenced websites:



Children and Social Work Act 2017

<http://www.legislation.gov.uk/ukpga/2017/16/contents/enacted>

Equality Act

<http://www.legislation.gov.uk/ukpga/2010/15/contents>

Keeping Children Safe in Education (2019)

https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/835733/Keeping_children_safe_in_education_2019.pdf