



# PSHE Policy

**December 2020**

(To be reviewed annually)

## **Contents**

<b>1. Aims</b>	<b>Page 3</b>
<b>2. Objectives</b>	<b>Page 3</b>
<b>3. Statutory Requirements</b>	<b>Page 3</b>
<b>4. Content and Delivery</b>	<b>Page 4</b>
<b>5. Roles and Responsibilities</b>	<b>Page 5</b>
<b>6. Confidentiality</b>	<b>Page 6</b>
<b>7. Handling Sensitive Issues</b>	<b>Page 6</b>
<b>8. Monitoring Arrangements</b>	<b>Page 7</b>
<b>9. Links with Other Policies</b>	<b>Page 7</b>
<b>10. Appendix 1</b>	<b>Page 8</b>

## **1.Aims**

At Armitage Primary School, we believe that Personal, Social, Health and Economic education (P.S.H.E), is at the centre of all that we do. Through our curriculum, school ethos and expectations, we promote pupils' health, wellbeing and safety. The promotion of pupils' P.S.H.E and academic development is essential in providing pupils with the skills and attributes needed to become healthy, successful citizens. It will enable them to form and maintain healthy, positive relationships, based on self-respect and respect for others, at home, at school and in the wider community.

We aim to provide a curriculum that promotes pupils' health and wellbeing whilst giving them the skills they require to make informed decisions about their life, enabling them to achieve their full potential and prepare them for life in the modern-day world.

We understand the value of a whole school approach to teaching P.S.H.E and the importance of the views and involvement of pupils and parents/carers.

## **2.Objectives**

To enable pupils to:

- understand and lead a healthy, well balanced life, both physically and emotionally;
- recognise and acknowledge things that make them feel happy/unhappy or safe/unsafe;
- build and maintain positive, healthy relationships;
- develop and demonstrate the core values of our school regarding self-respect and respect for others;
- to be independent and take responsibility for themselves and their actions;
- to understand how their behaviour may affect others;
- make informed decisions and choices;
- develop and use learned skills and positive attributes in their life experiences, both now and in the future.

## **3.Statutory Requirements**

PSHE is a non-statutory subject. However, there are aspects of it that we are required to teach.

We must teach Relationships Education under the Children and Social Work Act 2017, in line with the terms set out in the Government's 2020 Statutory Guidance. We must teach Health Education under the same statutory guidance.

## **4.Content and Delivery**

### **4.1 What we teach**

As stated previously, we are required to cover the content for Relationships Education and Health Education, as set out in the statutory guidance.

Although not a statutory requirement – other than through Science – as a school, we also incorporate age appropriate Sex Education into our PSHE Curriculum.

Refer to our RSE Policy for details about what we teach, how we decide on what to teach and Parent's right to withdrawal in this subject. This policy can be found on our school website.

For other aspects of PSHE, including health education, see the attached curriculum map (Appendix 1) for more details about what we teach in each Year/Key Stage.

### **4.2 How we teach it**

PSHE in our school is based on guidance given by the PSHE Association and Manchester Healthy Schools.

This framework will be delivered through a variety of teaching strategies and will mainly focus on five core themes:

- Relationships and Sex Education;
- Mental and Emotional Health;
- Keeping Safe;
- Healthy Lifestyles;
- Living in the Wider World.

PSHE lessons take place as explicit weekly sessions in each year group. Evidence of these sessions is collated half termly in a PSHE Evidence file.

Some elements of PSHE are taught separately through other subjects such as RSE (Relationships and Sex Education). PSHE will also be delivered in assemblies, whole-school events, circle time and by outside agencies such as the School Nurse, Mental Health Sports Coach, Bike Right and Crucial Crew. Where an external provider is used within PSHE lessons, this will be quality assured by the PSHE Subject Leader before delivery.

When PSHE lessons are being taught, these will be delivered by a Teacher or a HLTA.

To ensure that our PSHE provision meets the needs of all our children and young people we will pay particular attention to those with special educational and diverse needs. We will:

- Set suitable learning challenges;
- Overcome potential barriers to learning and assessment for individual and groups of children/young people by using particular resources for children with behavioural, learning and /or physical needs;
- Respond to a wide range of pupils' learning needs;
- Deliver additional sessions for particular identified groups where needed;
- Deliver 1-1 or small group sessions for identified children;

- Refer children for Art/Drama/Play Therapy and Outdoor therapeutic interventions;
- Refer children to our Inclusion Team if there is a further need or concern;
- Refer to the FAB for available interventions.

## **5.Roles and Responsibilities**

### **5.1 The Governing Body**

The Governing Body will:

- Approve the PSHE policy, and hold the Headteacher to account for its implementation;
- Ensure that the PSHE policy and curriculum are in line with the terms set out in the statutory guidelines and Children and Social Work Act 2017;
- Ensure that the policy and programme reflect a whole school approach particularly in relation to consultation.

### **5.2 The Headteacher**

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

### **5.3 The Subject Leader**

The PSHE Subject Lead will:

- Alongside teachers, SLT and Governors, annually review the PSHE policy;
- Ensure resources are relevant and appropriate to best support the pupils' needs;
- Monitor the content of PSHE lessons through learning walks, evidence trails and staff/pupil feedback;
- Ensure that the policies and agreed programme of work reflect a whole school approach and promote the ethos of Armitage.

### **5.4 Teachers**

Teachers are responsible for:

- Ensuring that all staff in their classroom delivering or supporting the teaching of PSHE, do this in line with the school's PSHE policy and any other relevant policies;
- Delivering PSHE in a sensitive way;
- Modelling positive attitudes to PSHE;
- Responding to the needs of individual pupils;
- Communicating with parents/carers when appropriate/necessary.

## **5.5 Pupils**

Pupils are expected to:

- Engage fully in PSHE lessons and, when discussing issues related to PSHE, treat others with respect and sensitivity;
- Participate in whole school events and educational visits linked to PSHE;
- Use pupil voice / School Council to share ideas and suggestions regarding PSHE.

## **5.6 Parents**

Parents are fundamental in working alongside our school to ensure the successful implementation of this policy. The PSHE we deliver is designed to support the important role of parents in this area. If parents/carers have concerns about any of the content to be covered, we ask that these are addressed to the Head Teacher.

## **6. Confidentiality**

Given the personal nature of PSHE, children and young people may occasionally make personal disclosures to individual teachers or in class, leading to teachers finding themselves in possession of sensitive information.

In our school, school staff and other adults should refer to the school's policy on Confidentiality and/or Safeguarding.

## **7. Handling Sensitive Issues**

Controversial and sensitive issues will need to be raised in PSHE. The aim of specific sessions may be to enable children and young people to address issues such as sex education, religion and politics directly and develop the skills of reasoned argument. Whilst we are required to cover these subjects by law, Parents do have the right to withdraw their child(ren) from Sex Education (RSE) that is not part of the Science curriculum. More details about this can be found in the school's RSE Policy.

Other issues including family lifestyles and values, law and order, bullying and bereavement, have the potential to be sensitive or controversial.

When such issues arise, we will:

- Ensure ground rules are established about how children and young people will behave towards each other and how the issue will be dealt with;
- Judge when to allow children to discuss issues with conditional confidentiality in small groups and when to join in and offer support;
- Ensure children and young people are clear about the difference between fact, opinion and belief and that they have access to balanced information and views against which they can clarify their own opinions and views, including contributions made by visitors to the class;
- Decide how far they are prepared to express their own views, bearing in mind that they are in an influential position and that they have to work within the framework of the school's values;
- Consider using case studies, role-plays and other distancing techniques;
- Provide appropriate support after a session for any pupil who may be troubled by an issue raised.

Teachers will ensure that their personal beliefs and attitudes do not affect their teaching of such issues/topics. If a teacher is concerned about their subject knowledge or ability to teach certain areas of the curriculum, these concerns should be directed to the PSHE Lead.

### **8.Monitoring Arrangements**

We will continually monitor and evaluate our PSHE Policy. Monitoring will assess whether the PSHE programme is being effectively implemented. Evaluation will measure whether the programme is effective and worthwhile and identify any changes that need to be made.

### **9.Links with other policies**

- Behaviour Policy
- Child Protection and Safeguarding Policy
- Mental Health and Well-being Policy
- RSE Policy
- Anti-Bullying Policy
- Equality Policy
- Drugs Policy
- Food and Drink Policy
- Packed Lunch Policy

## Appendix 1

Armitage C.E. and All Saints Primary School  
PSHE Overview 2020-2021

	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Autumn 1	<p>What makes me happy? What are feelings?</p> <p>(Y&amp;T Module One: Lesson 2)</p> <p>What are class rules? (British Values)</p> <p>Who are the people in my life who love and care for me?</p> <p>(Y&amp;T Module One: Lesson 3)</p>	<p>What groups and communities am I a part of?</p> <p>How do I keep safe at home?</p> <p>What makes others happy? What is the difference between joking, teasing and bullying?</p>	<p>How do my feelings affect my behaviour?</p> <p>How can I manage my feelings?</p> <p>What is personal space?</p> <p>How do I recognise risks in my life?</p> <p>(Y&amp;T Module Two: Lesson 8)</p>	<p>What is resilience?</p> <p>How do I make sure I get good quality sleep?</p> <p>What are the rights of the child?</p>	<p>How can we stop the spread of infections?</p> <p>How and why do we make and change rules?</p> <p>How do I respond to laws?</p> <p>(Y&amp;T Module Three: Lesson 4)</p>	<p>How do I manage peer pressure?</p> <p>(Y&amp;T Module Three: Lesson 4)</p> <p>How do people manage money?</p> <p>How do I keep physically healthy?</p>
Autumn 2	<p>How does my behaviour affect others?</p> <p>What is an emergency and what do I do?</p> <p>How do I look after my teeth?</p>	<p>What is fair, unfair, kind and unkind?</p> <p>How can I prevent diseases spreading?</p> <p>How do we make choices about spending money?</p>	<p>What are the links between work and money?</p> <p>What is a healthy diet? What is an unhealthy diet?</p> <p>What am I good at?</p> <p>(Y&amp;T Module Two: Lesson 3)</p>	<p>What is diversity?</p> <p>What is fuel for the body? Does all food provide the same amount?</p> <p>What is sustainability?</p>	<p>What is fair trade?</p> <p>What are habits?</p> <p>How do I stay safe on a mobile or tablet?</p>	<p>What do I want to be?</p> <p>What is stereotyping?</p> <p>What are basic emergency first aid skills?</p>
Spring 1	<p>What is the environment?</p> <p>How do I keep clean?</p> <p>(Y&amp;T Module One: Lesson 5)</p> <p>What are the rules for keeping me safe in similar and unfamiliar environments?</p> <p>(Y&amp;T Module One: Lesson 7)</p>	<p>What is the difference between small feelings and big feelings?</p> <p>Why do I eat?</p> <p>What is my responsibility for keeping myself and others safe?</p> <p>(Y&amp;T Module One: Lesson 7)</p>	<p>What is the difference between my local British communities and global communities?</p> <p>What do I do in an emergency?</p>	<p>What is discrimination?</p> <p>How do I know if I'm physically fit?</p> <p>How do we look after our money?</p>	<p>What is mental health?</p> <p>What are the different relationships in my life?</p> <p>Who or what influences me?</p>	<p>Can I plan and prepare a healthy meal? (Cooking Link)</p> <p>How is a baby made?</p> <p>(Y&amp;T Module Three: Lesson 10-12)</p>

Key: Mental and Emotional Health Living in the Wider World Relationships and Sex Education Keeping Safe Healthy Lifestyles

Armitage C.E. and All Saints Primary School  
PSHE Overview 2020-2021

	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Spring 2	<p>What are the differences and similarities between people?</p> <p>What is the difference between good secrets and bad secrets?</p>	<p>How can I keep safe online?</p> <p>Why should I be active?</p>	<p>How do rules and laws protect me?</p> <p>Why is personal and oral hygiene important?</p> <p>(Y&amp;T Module Two: Lesson 7)</p> <p>What are the ways we communicate online?</p>	<p>What does it mean to have responsibility over my choices and actions?</p> <p>What is self-control?</p>	<p>How can I be happy being me? (Body Image)</p> <p>(Y&amp;T Module Three: Lesson 6)</p> <p>How do I negotiate or compromise?</p> <p>How can I combine sustainability with fair trade using my enterprise skills?</p>	<p>How can the internet positively and negatively affect our mental health?</p> <p>(Y&amp;T Module Three: Lesson 2)</p> <p>What changes happen in my life?</p>
Summer 1	<p>What are the similarities between girls and boys?</p> <p>(Y&amp;T Module One: Lesson 4-6)</p> <p>Where does food come from?</p>	<p>What is private? (Body parts)</p> <p>(Y&amp;T Module One: Lesson 6)</p> <p>How do medicines help us when we are unwell?</p>	<p>Why is being equal important in relationships?</p> <p>What happens when I breathe smoke in the air?</p>	<p>Do boys and girls have different roles?</p> <p>(Y&amp;T Module Two: Lesson 2)</p> <p>How do I manage risks in my life?</p>	<p>What is puberty?</p> <p>(Y&amp;T Module Three: Lesson 7)</p> <p>Why are vaccinations important?</p>	<p>How can I challenge negative thoughts and feelings?</p> <p>How do drugs affect the mind and body?</p> <p>What happens in a loving relationship and what is forced marriage?</p>
Summer 2	<p>What are rules about household substances?</p> <p>Where does our money come from?</p>	<p>How can we look after the environment?</p> <p>What happens when the body grows young to old?</p>	<p>How do I keep safe in the sun?</p> <p>What does a healthy relationship look like?</p>	<p>What changes happen to my body?</p> <p>(Y&amp;T Module Two: Lesson 6/7)</p> <p>What is the difference between legal and illegal drugs? Are all drugs harmful?</p>	<p>What is unwanted touch? Understanding FGM</p> <p>(Y&amp;T Module Three: Lesson 5)</p> <p>Why is it important to know about nutritional content of food?</p>	<p>Why is it important to be critical of the media online and offline?</p> <p>How is my mental and physical wellbeing connected?</p>

Key: Mental and Emotional Health Living in the Wider World Relationships and Sex Education Keeping Safe Healthy Lifestyles