



PSHE Policy

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PSHE Governor	Mr S Whittaker
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This policy covers our school's approach to PSHE (to be read in conjunction with RSE policy). It was originally produced by Mrs. C Heaton (June 2021) and reviewed by Mrs. J Torbett (Sept 2022) after consultation with school staff, pupils and governors.

PSHE Intent

The intent of our PSHE education (Personal, Social, Health, Economic education) is to deliver a curriculum which is accessible to all and which will maximise the outcomes for every child so that they will know more, remember more and understand more. We want them to become healthy, independent, discerning and responsible members of society who understand how they are developing both personally and socially, will have the confidence to tackle many of the moral, social and cultural issues in the world around them and will be able to make informed decisions. By providing our children with opportunities to learn about rights and responsibilities we hope they will come to appreciate what it means to be a member of a diverse society. Our children are encouraged to develop their sense of self-worth by playing a positive role in contributing to both school life and the wider community.

The aims of the school

Our school's overarching aims are...

- To develop each child's individual abilities to the full.
- To develop confidence, independence, resilience and a sense of responsibility.
- To provide a friendly and stimulating environment.
- To develop respect and consideration for others and the environment.
- To establish an atmosphere of security and stability where each individual is valued.

The values which will underpin this policy

Our PSHE programme aims to promote the spiritual, moral, cultural, mental and physical development of all our pupils and mirrors the values which underpin the life of our school; all the children and staff are expected to know and follow *The Moss Side Way*, which is the code of conduct we all follow:

- Respect others
- Respect learning
- Respect school and the environment
- Respect yourself

We promote these values by making frequent reference to them, by encouraging children to follow them on an everyday basis and, through the awarding of a Silver Leaf, by highlighting the positive behaviours of those children who have been seen to demonstrate them.

Delivering a curriculum which is relevant to our pupils

While promoting the values above we have used, and will continue to use, both local and school data (school attendance figures, CPOMS and school nursing team heights/weights and well-being survey) to ensure that our pupils are offered a balanced and relevant PSHE programme in terms of health, family life, alcohol and drug use, road safety, personal safety, career and life choices.

Creating a safe and supportive learning environment

In order to create a safe and supportive learning environment for both staff and pupils, a group agreement will be negotiated in each class at the beginning of each academic year.

This will need to include the aspects below:

- *We take turns to speak*



- *We use kind and positive words*
- *We listen to each other in a supportive manner*
- *We have the right to pass*
- *We respect each other's privacy (confidentiality)*

This safe environment will enable our children to gain accurate knowledge, develop their own values and attitudes, and also the skills to grow into happy, confident, successful adults.

The school will ensure that all members of staff are role models for positive interpersonal relationships. Where pupils indicate that they may be vulnerable or at risk, we will seek to ensure they will get the appropriate support either by talking to their class teacher, the school family support worker or any trusted adult.

Inclusion

When teaching PSHE we aim to deliver an inclusive curriculum for all pupils by differentiating where necessary to ensure that the learning meets their needs. The teaching will take into account the ability, age, development and cultural backgrounds of all the children to ensure that all can fully access PSHE curriculum with additional support being put in place where necessary. As in all subjects, children will begin from different starting points, which will be identified by baseline assessments for each module. When teaching PSHE, teachers will take into account the targets set for those children with TLPs (Targeted Learning Plans), some of these targets may be directly related to PSHE.

Relationships and Sex Education

We are required to teach relationships education (RSE) as part of our PSHE curriculum. Current regulations and guidance from the Department for Education state that Relationship Education is compulsory in all primary schools, but Sex Education is not compulsory. However, the National Curriculum for Science is compulsory and includes subject content in related areas, such as the main external body parts, the human body as it grows (including puberty) and reproduction in some plants and animals. However, the Department for Education recommends that all primary schools should have a sex education programme which is tailored to the age and the physical and emotional maturity of the pupils to ensure that both boys and girls are prepared for the changes that adolescence brings. Linked to the National Curriculum for Science, pupils will learn about human life cycles and how a baby is conceived and born. However, since this is a non-statutory element within RSE, parents and carers would have the right to remove their children from these lessons. Please see Sex Education (HRSE) section below.

Intended Outcomes

Through our PSHE and RSE programme of learning, we hope to enable children to become healthier, more independent and more responsible members of society. All our pupils are encouraged to play a positive role in contributing to the life of the school and the wider community and we hope this will help develop their sense of self-worth. We actively promote British Values and seek to ensure that all the children not only understand, but also experience the process of democracy whether this be voting for, or being elected as, a House Captain or School Councillor. The children learn about both their rights and their responsibilities what it means to be part of a diverse and multicultural society.

See **appendix (i)** for the full programme of what all the children will be taught and should know by the end of primary school.



Teaching and Learning

Each class will have a weekly PSHE lesson following the curriculum which is planned and mapped out using *1decision* materials. (See **appendix (ii)**) Additional resources may be used where teaching staff feel this is necessary for a particular cohort. (These could be found by referring to the PSHE association materials). Updates of resources are shared at staff meetings and made available to all teachers via the school sharepoint. Staff will determine each child's prior knowledge through the baseline assessments written into the *1decision* scheme and be looking at the individual workbooks which move through school with the children. In addition to these class lessons which may include class discussion and, sharing own life experiences, through whole school/ separate key stage assemblies, school council meetings and visits from outside agencies we will ensure the children experience a broad and balanced curriculum.

It is vital to establish and maintain a safe, open and positive learning environment which is based on trusting relationships between all members of the class (adults and children). In order to create this safe and supportive learning environment, it is important to reinforce the 'ground rules' (agreed at the beginning of each year) before every PSHE and RSE lesson. In addition, classes may have a box ("ask it basket") for children's questions. (see *Responding to Pupils' Questions*).

The Early Years Foundation Stage

We teach PSHE and citizenship in Reception as an integral part of the curriculum. We relate the PSHE aspects of the children's work to the objectives set out in the Early Learning Goals (ELGs). Our teaching in PSHE matches the aim of developing a child's personal, emotional and social development as set out in the ELGs. We also support citizenship education in EYFS classes, when we teach 'Understanding the World'. As in other classes, the children in EYFS follow the *1decision* programme of work.

Assessment for learning

Teachers will assess the children's work in PSHE both by making judgements as they observe and listen to children during lessons and by looking at the work recorded in the children's individual workbooks – these judgments will be gauged against the specific learning objectives set out in the curriculum.

Teaching Responsibilities and Staff Training

The subject leader for PSHE and the Headteacher are responsible for monitoring the standards of children's work and the quality of teaching. The PSHE leader will monitor delivery of the programme through observation and discussion with teaching staff to ensure consistent and coherent curriculum provision. The PSHE leader will support colleagues in their teaching by giving them information about current developments in the subject, and by providing a strategic lead and direction for the subject in the school.

When using external speakers to deliver aspects of our PSHE programme, we will ensure that it is to support and enhance our PSHE curriculum and also that it meets the needs of the children in our school. Visits will be under the direction of the class teacher / headteacher and any input will be carefully planned and monitored.

Confidentiality and Handling Disclosures

As part of the class agreement, staff and pupils will have agreed to maintain privacy / confidentiality. However, as in all areas, if a member of staff has concerns for a child's welfare or believes a child to be at risk of danger, the usual safeguarding procedures must be followed – any concerns must be reported to the DSLs and recorded on CPOMS. The child concerned will be informed that confidentiality needs to be



breached and the reasons why. The DSL(s) will take action as laid down in the Safeguarding and Child Protection Policy. All staff members are familiar with the policy, have read KCSiE and know who the DSLs are. The child will be supported by the teacher throughout the process.

Responding to Pupils' Questions

If a pupil asks a question, they usually want an answer and, wherever possible, questions will be answered openly and honestly. However, there may be occasions, particularly when covering sensitive topics, when a teacher offers a different response:

- Sometimes teachers may not wish or be able to answer a question immediately and might ask pupils to place their questions in a question box to give them time to prepare an answer; An appropriate response might be *"I'm not going to answer that now, but I will get it answered for you. Write it down and put it in the ask it basket"*. The teacher may then need to phone home to speak to the parents and ask whether they would like to answer the question, whether they would like school to answer it or whether school and home should answer it together.
- On some (rare) occasions a teacher might refuse to answer a question. However, if this happens the pupil should be given information about who might be able to answer the question for them.
- It is important to recognise that children do not always want a detailed answer; if they receive a simple answer, they may ask a supplementary question - but often they do not. It is clearly preferable that they get an honest answer from a teacher than a confused answer from a pupil in the playground.
- If a teacher feels that the pupil may be deliberately asking a question to cause embarrassment, the response could be, *'Well perhaps you tell me what you think the answer is and then we can discuss whether you are correct or not'* or *'Why don't you do a bit a research and see if you can find the answer and then we can discuss it?'* or a similar response. This will often diffuse the situation; if the question was genuine, the teacher will soon know.
- As mentioned previously, if the teacher believes that the pupil may be at risk, appropriate safeguarding steps must be taken.

Links to other School Policies

This policy supports/complements the following policies:

- Child Protection/Safeguarding
- Positive Behaviour (inc anti-bullying)
- Relationships and sex education (RSE)
- Online safety – within the Computing policy

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, our aim being to build and maintain strong links with families. Our open-door policy ensures parents and carers feel welcome in school and know they can always access the support of school staff, including, when necessary, the school's family support worker. We will communicate with parents and carers by informing them of any sensitive topics about to be taught through the PSHE curriculum and would encourage discussion of these topics at home. In addition, we will inform parents and carers about their right to withdraw their children from non-statutory parts of the PSHE curriculum; it should be noted, however, that relationships and sex education is covered by many elements of the compulsory Science curriculum.

HRSE (Health, Relationship and Sex Education)

Our children learn about sex and relationships from a very young age, even if adults don't speak them directly about it. Some of the things they learn are incorrect, confusing and frightening. In a world where



sex is used to sell things from food to fast cars, and celebrities' lives become everyone's business, we should talk to our children to help them make sense of it all.

As well as this, in the UK we have the highest rates of teenage pregnancy in Western Europe. We also have high rates of sexually transmitted infections (STIs).

Effective SRE does not encourage early sexual experimentation. Instead it enables young people to mature, to build up their confidence and self-esteem and to understand the reasons for delaying sexual activity until they are ready.

Parents and carers are the key people for their child's learning about sex and relationships and schools should always work in partnership with home. Parents and carers need to know that the school's SRE programme will complement their role and support them in the education of their child regarding sex and relationships.

At Moss Side Primary School we will ensure that parents' and carers' views are heard and that taught SRE is culturally appropriate and inclusive of all of our children.

Moss Side has a zero tolerance stance on homophobic, biphobic and transphobic language and will deal with the use of such language and bullying on a par with sexist, racist and disablist language.

Parents are aware of the knowledge, skills and attitudes being taught in HRSE. This information is shared via a specific letter sent to parents/carers in Years 5 and 6 and/or the opportunity to ask questions about the curriculum prior to it being taught.

Our relationship and sex education units can be seen in **Appendix iii**

Parents do not have the right to withdraw their child from any part of health and relationship education.

This includes information about puberty in our changing adolescent body unit of work in Year 5. Parents do have the right to withdraw their child from sex education (our year 6 unit of work). Parents/carers can withdraw their child from any sex education. If a child is withdrawn, it is our responsibility as a school to ensure the pupil/student receives appropriate, purposeful education during the period of withdrawal.

Parents can withdraw their child from sex education by contacting Mr Wright by phone or by email via the school office. Parents must be made aware that information shared in sex education lessons is done sensitively and using child-appropriate resources. If children do not take part in these lessons they can often hear incorrect or inaccurate information from their peers or from other sources (e.g. older siblings, internet etc...)

Materials that will be used in the school's PSHE and HRSE Programme can be seen by parents on the parent/carer zone of the [1decision](#) website or by request to Mrs Torbett who is the designated teacher with responsibility for coordinating health, relationships and sex education.



Appendix (i)

This is what the children will be taught PSHE and RSE and should know the following by the end of primary school:

Relationship Education and RSE:

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.
- 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 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.

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, kindness, generosity, 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, managing conflict, how to manage these situations and how to seek help or advice from others, if needed.

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 different 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.

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.

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 (in all contexts, including online) whom they do not know.
- how to recognise and report feelings of being unsafe or feeling bad about any adult.
- how to ask for advice or help for themselves or others, and to keep trying until they are heard.
- how to report concerns or abuse, and the vocabulary and confidence needed to do so.
- where to get advice e.g. family, school and/or other sources.

Physical health and mental wellbeing

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 importance of rest, 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 cyberbullying) 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 be resolved if the right support is made available, especially if accessed early enough.

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.
- how to be a discerning consumer of information online including understanding that information, including that from search engines, is ranked, selected and targeted.
- where and how to report concerns and get support with issues online.

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.

Healthy eating

- what constitutes a healthy diet (including understanding calories and other 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 tooth decay) and other behaviours (e.g. the impact of alcohol on diet or health).

Drugs, alcohol and tobacco

- the facts about legal and illegal harmful substances and associated risks, including smoking, alcohol use and drug-taking.

Health and prevention

- 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 and dental flossing, including regular check-ups at the dentist.
- about personal hygiene and germs including bacteria, viruses, how they are spread and treated, and the importance of handwashing.
- the facts and science relating to allergies, immunisation and vaccination.

Basic first aid

- 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.

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 the key facts about the menstrual cycle.



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Appendix (ii)

Curriculum Mapping Document



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Appendix (iii)

1decision RSE Units Learning Outcomes



Friendship

Learning Outcomes

By the end of the lesson, you should:



- Understand how to be a good friend
- Be able to recognise kind and thoughtful behaviours
- Understand the importance of caring about other people's feelings
- Be able to see a situation from another person's point of view



Bullying

Learning Outcomes

By the end of the lesson, you should:



- Be able to name a range of feelings
- Understand why we should care about other people's feelings
- Be able to see and understand bullying behaviours
- Know how to cope with these bullying behaviours



Body Language

Learning Outcomes

By the end of the lesson, you should:



- Be able to recognise and name a range of feelings
- Understand that feelings can be shown without words
- Be able to see a situation from another person's point of view
- Understand why it is important to care about other people's feelings



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Primary School



Touch

Learning Outcomes

By the end of the lesson, you should:



- Understand the difference between appropriate and inappropriate touch
- Know why it is important to care about other people's feelings
- Understand personal boundaries
- Know who and how to ask for help
- Be able to name human body parts



Relationships

Learning Outcomes

By the end of the lesson, you should be able to:



- identify the different types of relationships we can have and describe how these can change as we grow
- explain how our families support us and how we can support our families
- identify how relationships can be healthy or unhealthy
- explain how to ask for help and identify who can help us if a relationship makes us feel uncomfortable



Puberty

Learning Outcomes

By the end of the lesson, you should be able to:



- explain what puberty means
- describe the changes that boys and girls may go through during puberty
- identify why our bodies go through puberty
- develop coping strategies to help with the different stages of puberty
- identify who and what can help us during puberty



Conception

Learning Outcomes

By the end of the lesson, you should be able to:



- explain the terms 'conception' and 'reproduction'
- describe the function of the female and male reproductive systems
- identify the various ways adults can have a child
- explain various different stages of pregnancy
- identify the laws around consent