



# **PSHEE (Personal, Social, Health and Economic Education) Policy**

## **Context**

All schools must provide a curriculum that is broadly based, balanced and meets the needs of all pupils. Under section 78 of the Education Act 2002 and the Academies Act 2010, a PSHE curriculum:

- Promotes the spiritual, moral, cultural, mental and physical development of pupils at the school and of society
- Prepares pupils at the school for the opportunities, responsibilities and experiences of later life.

## **PSHEE**

Our PSHEE curriculum aims to ignite the ability in all to 'Love, Laugh and Learn'. This is achieved through recognising the extraordinary and wondrous in everything that we plan across our curriculum. When coupled with our Christian values and Jesus's promise 'I have come to give life and life in all its fullness' (John 10:10) we are able to provide the children with experiences that will inspire them and ultimately support them to flourish. Our PSHEE offer supports the pupil's cultural capital as we are able to offer experiences, opportunities and contexts that they perhaps are not exposed to outside of the school community setting. It is with these experiences that we can show our children that we are loving out loud; supporting their development, fostering positive futures and opening their minds to a future without limits.

At Wrockwardine Wood CE Junior School, we teach Personal, Social, Health and Economic Education as a whole-school approach to enable our children to acquire the knowledge, understanding and skills they need in order to manage their lives now and in their futures, encouraging them to live a life in all its fullness. Our PSHEE curriculum develops the qualities and attributes that children need to thrive as individuals, family members and members of an increasingly complex national and global community.

Our bespoke PSHEE curriculum offers us a comprehensive, carefully thought-through scheme of work which brings consistency and progression to our children's learning in this vital curriculum area.

The overview of our curriculum can be seen on the school website.

This also supports the "Personal Development" and "Behaviour and Attitude" aspects required under the Ofsted Inspection Framework, as well as significantly contributing to the school's Safeguarding and Equality Duties, the Government's British Values agenda and the SMSC (Spiritual, Moral, Social, Cultural) development opportunities provided for our children.

At Wrockwardine Wood CE Junior School, we value PSHEE as one way to support children's development as human beings, to enable them to understand and respect who they are, to empower them with a voice and to equip them for life and learning and a future without limits; a life in all its fullness.

Our PSHE policy is informed by existing DfE guidance:

- [Keeping Children Safe in Education](#) (statutory guidance)
- [Respectful School Communities: Self Review and Signposting Tool](#) (a tool to support a whole school approach that promotes respect and discipline)
- [Behaviour and Discipline in Schools](#) (advice for schools, including advice for appropriate behaviour between pupils)
- [Equality Act 2010 and schools](#)
- [SEND code of practice: 0 to 25 years](#) (statutory guidance)
- [Alternative Provision](#) (statutory guidance)
- [Mental Health and Behaviour in Schools](#) (advice for schools)
- [Preventing and Tackling Bullying](#) (advice for schools, including advice on [cyberbullying](#))
- [Sexual violence and sexual harassment between children in schools](#) (advice for schools)
- [The Equality and Human Rights Commission Advice and Guidance](#) (provides advice on avoiding discrimination in a variety of educational contexts)
- [Promoting Fundamental British Values as part of SMSC in schools](#) (guidance for maintained schools on promoting basic important British values as part of pupils' spiritual, moral, social and cultural (SMSC))
- [SMSC requirements for independent schools](#) (guidance for independent schools on how they should support pupils' spiritual, moral, social and cultural development)

#### Whole-school approach

Our curriculum covers all areas of PSHEE for the primary phase including statutory Relationships and Health Education. The table below gives the learning theme of each of our units and these are taught across the school in a personalised order, depending on the needs of the individual year group.

Term	Unit	Content
<b>Autumn 1:</b>	Being Me in My World	Includes understanding my own identity and how I fit well in the class, school and global community.
<b>Autumn 2:</b>	Celebrating Difference	Includes anti-bullying (cyber and homophobic bullying included) and understanding
<b>Spring 1:</b>	Dreams and Goals	Includes goal-setting, aspirations, who do I want to become and what would I like to do for work and to contribute to society
<b>Spring 2:</b>	Healthy Me	Includes drugs and alcohol education, self-esteem and confidence as well as healthy lifestyle choices, sleep, nutrition, rest and exercise
<b>Summer 1:</b>	Relationships	Includes understanding friendship, family and other relationships, conflict resolution and communication skills, bereavement and loss
<b>Summer 2:</b>	Changing Me	Includes Relationships and Sex Education in the context of coping positively with change

At Wrockwardine Wood CE Junior School, we allocate one lesson (one hour) to PSHEE each week, in order to teach the PSHEE substantive and disciplinary knowledge in a developmental and age-appropriate way.

These explicit lessons are reinforced and enhanced in many ways, such as through:

- collective worship
- praise and reward system
- everyday relationships and interactions

Alongside our Christian values, we aim to 'live' what is learnt and apply it to everyday situations in the school community.

## **Awareness Days**

Our PSHEE themes have also been linked to national and international awareness days across the year, where each year group will focus on a particular awareness day each half term in order to broaden their understanding of the world in which they live and apply their PSHEE knowledge and skills into different contexts.

A list of the PSHEE units and corresponding awareness days can be found in appendix 2.

## **Confidentiality and Child Protection/Safeguarding**

A child may choose to disclose concerns about themselves or a friend to any member of staff, so all staff need to know how to respond appropriately to a disclosure.

If a child chooses to disclose concerns about their own mental health or that of a friend, to a member of staff, the member of staff's response should always be calm, supportive and non-judgemental.

Staff should listen, rather than advise, and our first thoughts should be of the child's emotional and physical safety rather than of exploring 'why?'

All disclosures should be documented on CPOMS. This written record should include:

- Pathway of concern (Safeguarding or pastoral)
- Date
- The name of the member of staff to whom the disclosure was made
- Main points from the conversation - in the child's words as much as possible

This information should be shared with the Mental Health and Designated Safeguarding Lead, who will store the record appropriately, contact Family Connect and/or other professional services if necessary, and offer support and advice about next steps.

We should be honest with regards to the issue of confidentiality. If it is necessary for us to pass our concerns about a child on, then we should discuss with the pupil:

- Who we are going to talk to
- What we are going to tell them
- Why we need to tell them

We should never share information about a child without first telling them. Ideally, we would receive their consent, though there are certain situations when information must always be shared with another member of staff and/or a parent.

Disclosures should always be shared with the Designated Safeguarding Lead to safeguard the child and the emotional wellbeing of the staff involved. As we are no longer solely responsible for the child, this ensures continuity of care in our absence and it provides an extra source of ideas and support. We should explain this to the child and

discuss with them who it would be most appropriate and helpful to share this information with. Parents must always be informed.

If a child gives us reason to believe that there may be underlying child protection issues, parents should not be informed, but the Designated Safeguarding Lead or Deputy Designated Safeguarding Lead must be informed immediately. They will then seek advice from Family Connect.

## **Links to other policies and curriculum areas**

We recognise the clear link between PSHEE and the following policies ; all staff are aware of the need to refer to these policies, if necessary.

- RSHE Policy
- EHWB Policy
- Science Policy
- Equal Opportunities Policy
- Safeguarding / Child Protection Policy
- Behaviour Policy
- SEND Policy
- Health and Safety Policy
- ICT/E-Safety Policy
- SMSC Policy

## **Training and support for staff**

CPD opportunities are provided for staff to enhance their PSHEE/RSHE knowledge and skills on a yearly basis. In addition to this, external training from outside agencies is utilized for staff INSET days to further develop staff knowledge, understanding and skills.

## **Signposting**

We continue to ensure that staff, children and parents are aware of sources of support within school and in the local community. What support is available within our school and local community, who it is aimed at and how to access this support, can be found on our website.

We display relevant sources of support on our Well-being Noticeboard, located in our main school reception. Sources of support are also regularly highlighted through Class Dojo and our school Facebook page. By regularly highlighting support available, we hope to increase the chance of our pupils, parents and carers seeking help and support, by ensuring they understand:

- What help is available
- Who it is aimed at
- How to access it
- When / why to access it
- What is likely to happen next

## Appendix 1

### Relationships Education in Primary schools – DfE Guidance 2019

The focus in primary school 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.

The guidance states that, by the end of primary school:

	<b>Pupils should know...</b>	<b>Curriculum coverage</b>
<b>Families and people who care for me</b>	<ul style="list-style-type: none"> <li>• that families are important for children growing up because they can give love, security and stability.</li> <li>• 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.</li> <li>• 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.</li> <li>• 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.</li> <li>• that marriage represents a formal and legally recognised commitment of two people to each other which is intended to be lifelong (Marriage in England and Wales is available to both opposite sex and same sex couples. The Marriage (Same Sex Couples) Act 2013 extended marriage to same sex couples in England and Wales. The ceremony through which a couple get married may be civil or religious).</li> <li>• how to recognise if family relationships are making them feel unhappy or unsafe, and how to seek help or advice from others if needed.</li> <li>• 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.</li> <li>• what a stereotype is, and how stereotypes can be unfair, negative or destructive.</li> <li>• the importance of permission-seeking and giving in relationships with friends, peers and adults.</li> </ul>	<p>All of these aspects are covered in lessons within these units</p> <ul style="list-style-type: none"> <li>• Relationships</li> <li>• Changing Me</li> <li>• Celebrating Difference</li> <li>• Being Me in My World</li> </ul>
<b>Online relationships</b>	<ul style="list-style-type: none"> <li>• that people sometimes behave differently online, including by pretending to be someone they are not.</li> </ul>	<ul style="list-style-type: none"> <li>• Relationships</li> </ul>

	<ul style="list-style-type: none"> <li>• 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.</li> <li>• the rules and principles for keeping safe online, how to recognise risks, harmful content and contact, and how to report them.</li> <li>• how to critically consider their online friendships and sources of information including awareness of the risks associated with people they have never met.</li> <li>• how information and data is shared and used online.</li> </ul>	<ul style="list-style-type: none"> <li>• Changing Me</li> <li>• Celebrating Difference</li> </ul>
<b>Being safe</b>	<ul style="list-style-type: none"> <li>• what sorts of boundaries are appropriate in friendships with peers and others (including in a digital context).</li> <li>• 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.</li> <li>• that each person’s body belongs to them, and the differences between appropriate and inappropriate or unsafe physical, and other, contact.</li> <li>• how to respond safely and appropriately to adults they may encounter (in all contexts, including online) whom they do not know.</li> <li>• how to recognise and report feelings of being unsafe or feeling bad about any adult.</li> <li>• how to ask for advice or help for themselves or others, and to keep trying until they are heard,</li> <li>• how to report concerns or abuse, and the vocabulary and confidence needed to do so.</li> <li>• where to get advice e.g. family, school and/or other sources.</li> </ul>	<ul style="list-style-type: none"> <li>• Relationships</li> <li>• Changing Me</li> <li>• Celebrating Difference</li> </ul>

## Physical health and mental well-being education in Primary schools – DfE Guidance

The focus in primary school should be on teaching the characteristics of good physical health and mental wellbeing. Teachers should be clear that mental well-being is a normal part of daily life, in the same way as physical health.

By the end of primary school:

	<b>Pupils should know</b>	<b>Curriculum coverage</b>
<b>Mental wellbeing</b>	<ul style="list-style-type: none"> <li>• that mental wellbeing is a normal part of daily life, in the same way as physical health.</li> <li>• 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.</li> <li>• 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.</li> <li>• how to judge whether what they are feeling and how they are behaving is appropriate and proportionate.</li> <li>• the benefits of physical exercise, time outdoors, community participation, voluntary and service-based activity on mental well-being and happiness.</li> <li>• simple self-care techniques, including the importance of rest, time spent with friends and family and the benefits of hobbies and interests.</li> <li>• isolation and loneliness can affect children and that it is very important for children to discuss their feelings with an adult and seek support.</li> <li>• that bullying (including cyberbullying) has a negative and often lasting impact on mental well-being.</li> <li>• 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 well-being or ability to control their emotions (including issues arising online).</li> </ul>	<ul style="list-style-type: none"> <li>• Healthy Me</li> <li>• Relationships</li> <li>• Changing Me</li> <li>• Celebrating Difference</li> </ul>



	<ul style="list-style-type: none"> <li>• 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.</li> </ul>	
<b>Internet safety and harms</b>	<ul style="list-style-type: none"> <li>• that for most people the internet is an integral part of life and has many benefits.</li> <li>• 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.</li> <li>• how to consider the effect of their online actions on others and knowhow to recognise and display respectful behaviour online and the importance of keeping personal information private.</li> <li>• why social media, some computer games and online gaming, for example, are age restricted.</li> <li>• 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.</li> <li>• how to be a discerning consumer of information online including understanding that information, including that from search engines, is ranked, selected and targeted.</li> <li>• where and how to report concerns and get support with issues online.</li> </ul>	<ul style="list-style-type: none"> <li>• Relationships</li> <li>• Healthy Me</li> </ul>
<b>Physical health and fitness</b>	<ul style="list-style-type: none"> <li>• the characteristics and mental and physical benefits of an active lifestyle.</li> <li>• 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.</li> <li>• the risks associated with an inactive lifestyle (including obesity).</li> <li>• how and when to seek support including which adults to speak to in school if they are worried about their health.</li> </ul>	<ul style="list-style-type: none"> <li>• Healthy Me</li> </ul>
<b>Healthy eating</b>	<ul style="list-style-type: none"> <li>• what constitutes a healthy diet (including understanding calories and other nutritional content).</li> <li>• the principles of planning and preparing a range of healthy meals.</li> </ul>	<ul style="list-style-type: none"> <li>• Healthy Me</li> </ul>

	<ul style="list-style-type: none"> <li>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).</li> </ul>	
<b>Drugs, alcohol and tobacco</b>	<ul style="list-style-type: none"> <li>how to recognise early signs of physical illness, such as weight loss, or unexplained changes to the body.</li> <li>about safe and unsafe exposure to the sun, and how to reduce the risk of sun damage, including skin cancer.</li> <li>the importance of sufficient good quality sleep for good health and that a lack of sleep can affect weight, mood and ability to learn.</li> <li>about dental health and the benefits of good oral hygiene and dental flossing, including regular check-ups at the dentist.</li> <li>about personal hygiene and germs including bacteria, viruses, how they are spread and treated, and the importance of handwashing.</li> <li>the facts and science relating to immunisation and vaccination</li> </ul>	<ul style="list-style-type: none"> <li>Healthy Me</li> </ul>
<b>Basic first aid</b>	<ul style="list-style-type: none"> <li>how to make a clear and efficient call to emergency services if necessary.</li> <li>concepts of basic first-aid, for example dealing with common injuries, including head injuries.</li> </ul>	<ul style="list-style-type: none"> <li>Healthy Me</li> </ul>
<b>Changing adolescent body</b>	<ul style="list-style-type: none"> <li>key facts about puberty and the changing adolescent body, particularly from age 9 through to age 11, including physical and emotional changes.</li> <li>about menstrual wellbeing including the key facts about the menstrual cycle.</li> </ul>	<ul style="list-style-type: none"> <li>Changing Me</li> <li>Healthy Me</li> </ul>

## Appendix 2

Term	PSHEE theme		Christian Value	British Value	Awareness	Date	Parental / community Engagement
	3/4	5/6					
Autumn 1	Relationships	Being me in my world	Generosity - cycle A Thankfulness - cycle B	Mutual respect and tolerance	Black History Month	1 <sup>st</sup> to 31 <sup>st</sup> October	Community events involvement
Autumn 2				Rule of Law	Guy Fawkes Day	5.11.22	Parent open afternoon
Autumn 2	Dreams and Goals	Celebrating difference	Compassion - cycle A Trust - Cycle B	Democracy and Individual Liberty	Remembrance Day	11.11.22	Community events involvement / church involvement
Spring 1	Being me in my world	Dreams and goals	Courage - cycle A Perseverance - cycle B	Mutual respect and tolerance	Children's Mental Health Week	1-7 <sup>th</sup> February	EHWB parent workshops / training Signposting on website
Spring 2	Celebrating difference	Healthy Me	Forgiveness - cycle A Justice - Cycle B	Democracy and Individual Liberty	International Women's Day	8.3.23	Mums / nans / step-mum etc special lunch in school
Summer 1	Healthy Me	Relationships	Friendship - cycle A Service - cycle B	Mutual respect and tolerance	Christian Aid Week	15-21 <sup>st</sup> May 2023	Worship at church - invite parents

Summer 2	Changing Me	Changing Me	Respect - cycle A Truthfulness - cycle B	ALL VALUES	British Values and Equality Day	June or July 2023	Parent open afternoon
----------	-------------	-------------	---	------------	---------------------------------	-------------------	-----------------------

## Policy Review

This policy is reviewed annually.

	Signed Headteacher	Signed Chair of Governors
Date of review:		
Date of next review:		