



LYDIARD MILLICENT CE PRIMARY & RIDGEWAY FARM CE ACADEMY

**PSHE POLICY**

Date agreed with staff	April 2021
Date agreed by Academy Council	April 2021
Frequency of policy review	Triennial
Date next review due	April 2024

Document Version Control

Issue Number	Issue Date	Summary of changes
1.0	28.02.08	Front cover added
1.1	28.4.10	Changes include extra information about equal opportunities and resources now located in different area.
1.2	June 2013	Change to staff member responsible. Changes to wording.
1.3	September 2014	Change to staff member responsible.
1.4	June 2017	Change to staff member responsible. Changes to include Ridgeway Farm. Changes to include the Learn4Life scheme Addition of School Values Links made with e safety - radicalisation (Prevent) and grooming (CSE)
1.5	April 2021	Jigsaw scheme added



## Rationale

Personal, social, and health education (PSHE) helps to give pupils the knowledge, skills and understanding to lead confident, healthy and independent lives and to become informed, active and responsible citizens. Pupils are encouraged to take part in a wide range of activities and experiences across the curriculum and beyond, contributing as fully as possible to the life of the school and the community. In doing so, they learn to recognise their own worth, work well with others and become increasingly responsible for their own learning.

They reflect on their experiences and understand how they are developing personally and socially, tackling many of the spiritual, moral, social and cultural issues that are part of growing up. They also find out about the main political and social institutions that affect their lives and about their responsibilities, rights and duties as individuals and members of communities. They learn to understand and respect our common humanity, diversity and differences so that they can go on to form the effective, fulfilling relationships that are an essential part of life and learning.

## Aims

- To encourage children to reflect on experiences and understand their personal and social development. This should include spiritually, morally, culturally and socially.
- To develop the children's understanding of the influence of rules, regulations and governing bodies upon their lives.
- For children to know how to keep themselves safe.
- For children to realise and understand their responsibilities, rights and duties as individuals and as members of communities.
- Throughout activities to exercise great sensitivity towards others and their feelings and to encourage the children to share their ideas, listen and respond to one another in a thoughtful, sensitive way.
- To learn the common connection between all human beings, to appreciate their diversity and differences in order to form positive relationships with others throughout their lives.

Our PSHE policy is informed by existing DfE guidance:

- Keeping Children Safe in Education (statutory guidance)
- 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)

In our schools we choose to deliver Personal, Social, Health Education using Jigsaw, the mindful approach to PSHE.

Objectives/Pupil learning intentions:

Jigsaw PSHE will support the development of the skills, attitudes, values and behaviour, which enable pupils to:

- Have a sense of purpose
- Value self and others
- Form relationships
- Make and act on informed decisions
- Communicate effectively
- Work with others
- Respond to challenge
- Be an active partner in their own learning
- Be active citizens within the local community
- Explore issues related to living in a democratic society
- Become healthy and fulfilled individuals

**The PSHE Curriculum**

At Lydiard Millicent CE Primary School and Ridgeway Farm CE Academy we teach

Age Group	Being Me In My World	Celebrating Difference	Dreams and Goals	Healthy Me	Relationships
<b>Ages 3-5 (F1-F2)</b>	Self-identity Understanding feelings Being in a classroom Being gentle Rights and responsibilities	Identifying talents Being special Families Where we live Making friends Standing up for yourself	Challenges Perseverance Goal-setting Overcoming obstacles Seeking help Jobs Achieving goals	Exercising bodies Physical activity Healthy food Sleep Keeping clean Safety	Family life Friendships Breaking friendships Falling out Dealing with bullying Being a good friend
<b>Ages 5-6</b>	Feeling special and safe Being part of a class Rights and responsibilities Rewards and feeling proud Consequences Owning the Learning Charter	Similarities and differences Understanding bullying and knowing how to deal with it Making new friends Celebrating the differences in everyone	Setting goals Identifying successes and achievements Learning styles Working well and celebrating achievement with a partner Tackling new challenges Identifying and overcoming obstacles Feelings of success	Keeping myself healthy Healthier lifestyle choices Keeping clean Being safe Medicine safety/safety with household items Road safety Linking health and happiness	Belonging to a family Making friends/being a good friend Physical contact preferences People who help us Qualities as a friend and person Self-acknowledgement Being a good friend to myself Celebrating special relationships
<b>Ages 6-7</b>	Hopes and fears for the year Rights and responsibilities Rewards and consequences Safe and fair learning environment Valuing contributions Choices Recognising feelings	Assumptions and stereotypes about gender Understanding bullying Standing up for self and others Making new friends Gender diversity Celebrating difference and remaining friends	Achieving realistic goals Perseverance Learning strengths Learning with others Group co-operation Contributing to and sharing success	Motivation Healthier choices Relaxation Healthy eating and nutrition Healthier snacks and sharing food	Different types of family Physical contact boundaries Friendship and conflict Secrets Trust and appreciation Expressing appreciation for special relationships
<b>Ages 7-8</b>	Setting personal goals Self-identity and worth Positivity in challenges Rules, rights and responsibilities Rewards and consequences Responsible choices Seeing things from others' perspectives	Families and their differences Family conflict and how to manage it (child-centred) Witnessing bullying and how to solve it Recognising how words can be hurtful Giving and receiving compliments	Difficult challenges and achieving success Dreams and ambitions New challenges Motivation and enthusiasm Recognising and trying to overcome obstacles Evaluating learning processes Managing feelings Simple budgeting	Exercise Fitness challenges Food labelling and healthy swaps Attitudes towards drugs Keeping safe and why it's important online and off line scenarios Respect for myself and others Healthy and safe choices	Family roles and responsibilities Friendship and negotiation Keeping safe online and who to go to for help Being a global citizen Being aware of how my choices affect others Awareness of how other children have different lives Expressing appreciation for family and friends



Age Group	Being Me In My World	Celebrating Difference	Dreams and Goals	Healthy Me	Relationships
<b>Ages 8-9</b>	Being part of a class team Being a school citizen Rights, responsibilities and democracy (school council) Rewards and consequences Group decision-making Having a voice What motivates behaviour	Challenging assumptions Judging by appearance Accepting self and others Understanding influences Understanding bullying Problem-solving Identifying how special and unique everyone is First impressions	Hopes and dreams Overcoming disappointment Creating new, realistic dreams Achieving goals Working in a group Celebrating contributions Resilience Positive attitudes	Healthier friendships Group dynamics Smoking Alcohol Assertiveness Peer pressure Celebrating inner strength	Jealousy Love and loss Memories of loved ones Getting on and Falling Out Girlfriends and boyfriends Showing appreciation to people and animals
<b>Ages 9-10</b>	Planning the forthcoming year Being a citizen Rights and responsibilities Rewards and consequences How behaviour affects groups Democracy, having a voice, participating	Cultural differences and how they can cause conflict Racism Rumours and name-calling Types of bullying Material wealth and happiness Enjoying and respecting other cultures	Future dreams The importance of money Jobs and careers Dream job and how to get there Goals in different cultures Supporting others (charity) Motivation	Smoking, including vaping Alcohol Alcohol and anti-social behaviour Emergency aid Body image Relationships with food Healthy choices Motivation and behaviour	Self-recognition and self-worth Building self-esteem Safer online communities Rights and responsibilities online Online gaming and gambling Reducing screen time Dangers of online grooming SMART internet safety rules
<b>Ages 10-11</b>	Identifying goals for the year Global citizenship Children's universal rights Feeling welcome and valued Choices, consequences and rewards Group dynamics Democracy, having a voice Anti-social behaviour Role-modelling	Perceptions of normality Understanding disability Power struggles Understanding bullying Inclusion/exclusion Differences as conflict, difference as celebration Empathy	Personal learning goals, in and out of school Success criteria Emotions in success Making a difference in the world Motivation Recognising achievements Compliments	Taking personal responsibility How substances affect the body Exploitation, including 'county lines' and gang culture Emotional and mental health Managing stress	Mental health Identifying mental health worries and sources of support Love and loss Managing feelings Power and control Assertiveness Technology safety Take responsibility with technology use

### EYFS

During the Early Years, Personal, Social and Emotional Development is one area out of seven within the curriculum. Each area is as vital as the other, developing a well-rounded child. PSED is then split into three elements: Making Relationships, Self-Confidence and Self-Awareness and Managing Feelings and Behaviour. As a prime area of learning, PSED is part of everyday learning within the classroom. Children learn to play co-operatively, taking turns with one another. They work towards developing the ability to take account of other people's ideas and show sensitivity to the need of others. Developing self-confidence is a key part of the curriculum and is embedded within everyday practice. Children learn what the behavioural expectations of being in school involve and work towards understanding and following the rules.

### Key Stage 1

Pupils learn about themselves as developing individuals and as members of communities, building on their own experiences and on the early learning goals for personal, social and emotional development.

They learn the basic rules and skills for keeping themselves healthy and safe and for behaving well. They have opportunities to show that they can take responsibility for themselves, their learning and the environment. They begin to learn about their own and other people's feelings and become aware of the views, needs and rights of other children and other people.

As members of a class and school community, they learn social skills such as how to share, take turns, play, help others, resolve simple arguments and resist bullying. They begin to take an active part in the life of their school and its wider community.



**Key Stage 2**

Pupils learn about themselves as growing and changing individuals with their own experiences and ideas, and as members of their communities within it. They develop their sense of social justice and moral responsibility and begin to understand that their own choices and behaviour can affect local, national and global issues and political and social institutions.

They learn how to take part more fully in school and community activities. As they begin to develop into young adults, they face the changes of puberty and transfer to secondary school with support and encouragement from their school. They learn how to make more confident and informed choices about their health and the environment; to take more responsibility, individually and as a group, for their own learning, to resist bullying/cyber bullying, awareness and understanding of the absolute need to be safe online from peer pressure, grooming (CSE) and radicalisation.

**Our Schools' Values**

Generosity 	Compassion 	Courage 
Forgiveness 	Service 	Respect 
Thankfulness 	Trust 	Perseverance 
Justice 	Friendship 	Truthfulness 

One of our strongest PSHE strategies across both schools is our promotion of Christian values. We have a range of 12 Christian values with a different focus value each half term. This is promoted through Collective Worship, classroom displays, gem points and through merit awards.

Each school has a 'Jewels', a cuddly toy owl that they can gain through nominations. Every child in the school has the ability to nominate people that have been demonstrating the focused value. In each Collective Worship a new name is picked out of the box and the nominee receives Jewels for the day. This is a fun, positive way of celebrating the children's adoption of our values.

We also make sure that these values are promoted and celebrated in class. Each week for the Friday Celebration Worship, the class teacher presents two merit awards, one to a child for the value of the term and one to another child for a particular learning behaviour observed in class.

These are constant, every day parts of school life that are used to promote positive learning and personal values. As a partnership we believe that positive values are a key element of making sure that a child is ready for the outside world. These values are a core part of our personality as a school - children and adults take pride in them.



### **Methods of Organising Teaching and Learning**

*PSHE is delivered across the curriculum through:-*

- Discrete PSHE time where the children will learn using the Jigsaw Scheme- the mindful approach to PSHE.
- Through other curriculum areas such as Science, Religious Education and Physical Education.
- Involving children in a wide range of extra-curricular activities and school events.
- The establishment and implementation of class and school councils.
- The use of outside organisations such as the Life Education Van, community police and fire officers, NSPCC - Speak out. Stay safe.

### **Teaching Sensitive and Controversial Issues**

Sensitive and controversial issues are certain to arise in learning from real-life experience. Teachers will be prepared to handle personal issues arising from the work, to deal sensitively with, and to follow up appropriately, disclosures made in a group or individual setting. Issues that we address that are likely to be sensitive and controversial because they have a political, social or personal impact or deal with values and beliefs include: family lifestyles and values, physical and medical issues, financial issues, bullying and bereavement. Teachers will take all reasonable, practical steps to ensure that, where political or controversial issues are brought to pupils' attention, they are offered a balanced presentation of opposing views. Teachers will adopt strategies that seek to avoid bias on their part and will teach pupils how to recognise bias and evaluate evidence. Teachers will seek to establish a classroom climate in which all pupils are free from any fear of expressing reasonable points of view that contradict those held either by their class teachers or their peers.

### **Answering Difficult Questions and Sensitive Issues**

Staff members are aware that views around PSHE and Drug and Alcohol Education related issues are varied. However, while personal views are respected, all PSHE issues are taught without bias using Jigsaw. Topics are presented using a variety of views and beliefs so that pupils are able to form their own, informed opinions but also respect that others have the right to a different opinion. Both formal and informal PSHE and Drug and Alcohol Education arising from pupils' questions are answered according to the age and maturity of the pupil(s) concerned. Questions do not have to be answered directly, and can be addressed individually later. The school believes that individual teachers must use their skill and discretion in this area and refer to the Designated Safeguarding Lead if they are concerned. Our school believes that PSHE should meet the needs of all pupils, answer appropriate questions and offer support.



### **Confidentiality and Child Protection Issues**

As a general rule a child's confidentiality is maintained by the teacher or member of staff concerned. If this person believes that the child is at risk or in danger, she/he talks to the named Designated Safeguarding Lead who takes action as laid down in the Safeguarding Policy. All staff members are familiar with the policy and know the identity of the member of staff with responsibility for Child Protection issues. The child concerned will be informed that confidentiality is being breached and reasons why. The child will be supported by the member of staff throughout the process. Teachers need to be aware that sometimes disclosures may be made during these sessions; in which case, safeguarding procedures must be followed immediately. Teachers need to be aware of children's personal experiences and be sensitive with how they deliver specific content (e.g. drugs and alcohol).

PSHE has clear links with other school policies aimed at promoting pupils' spiritual, moral, social and cultural development, including the:

- Anti-Bullying Policy
- Behaviour Policy
- RHE Policy
- Equal Opportunities Policy
- Health and Safety Policy
- E-safety Policy
- Inclusion Policy
- RE Policy
- Safeguarding/Child Protection Policy
- SMSC Policy
- Special Educational Needs Policy

### **Equal Opportunities**

We provide activities for all pupils in which quality of opportunity is supported, irrespective of gender, race, creed and disability and taking into account the individual needs of the children.

In teaching PSHE, teachers take specific action to respond to pupils' diverse needs by:

- Creating effective learning environments.
- Securing motivation and concentration.
- Providing equality of opportunity through teaching approaches.
- Using appropriate assessment approaches.