

# **Hollin Primary School**

## **Personal Social Health Education (P.S.H.E) Policy**

### **Revised and updated January 2017**

#### **School Ethos and Values**

The school actively promotes an ethos of valuing all pupils and raising self-esteem and there are planned opportunities for raising self-esteem and valuing pupils through the teaching of P.S.H.E.

The school has actively pursued and achieved National Healthy Schools Status, with the support of the Bury and Rochdale Healthy Schools Programme as well as achieving the 'Enhanced Healthy Schools Award in June 2016.

Due to the diverse nature of P.S.H.E. this policy should be read in conjunction with the schools policies on Drugs education, Sex and Relationships Education, British Values, Health and Safety, Safeguarding and Child Protection, Inclusion, Bullying, RE, Behaviour, school trips and P.E.

#### **Aims of the P.S.H.E. Provision at Hollin Primary School**

P.S.H.E aims to provide a range of opportunities and experiences for pupils across school, from EYFS to year 6, under 3 core themes – Health and Wellbeing, Relationships and Living in the Wider World with the following outcomes:

##### **Core Theme 1: Health and wellbeing**

*Pupils will be taught:*

1. what is meant by a healthy lifestyle
2. how to maintain physical, mental and emotional health and wellbeing
3. how to manage risks to physical and emotional health and wellbeing
4. ways of keeping physically and emotionally safe
5. about managing change, including puberty, transition and loss
6. how to make informed choices about health and wellbeing and to recognise sources of help with this
7. how to respond in an emergency
8. to identify different influences on health and wellbeing

##### **Core Theme 2: Relationships**

*Pupils will be taught:*

1. how to develop and maintain a variety of healthy relationships, within a range of social/cultural contexts
2. how to recognise and manage emotions within a range of relationships
3. how to recognise risky or negative relationships including all forms of bullying and abuse
4. how to respond to risky or negative relationships and ask for help
5. how to respect equality and diversity in relationships.

### **Core Theme 3: Living in the wider world – Economic wellbeing and being a responsible citizen**

*Pupils will be taught:*

1. about respect for self and others and the importance of responsible behaviours and actions
2. about rights and responsibilities as members of families, other groups and ultimately as citizens
3. about different groups and communities
4. to respect equality and to be a productive member of a diverse community
5. about the importance of respecting and protecting the environment
6. about where money comes from, keeping it safe and the importance of managing it effectively
7. how money plays an important part in people's lives
8. a basic understanding of enterprise.

#### **Inclusion**

Every effort will be made by all teachers to include all children in every lesson regardless of ability, responding to pupils' diverse needs and setting suitable challenges.

Teachers should use a variety of techniques to include less able and gifted and able children.

Teachers will make every effort to try to adapt each lesson to include children with all the different learning styles through V.A.K. and Kagan structures.

#### **Partnership with Parents and Carers**

The prime responsibility of bringing up children rests with parents and carers. Hollin Primary School recognises that parents and carers are the key figures in helping their children to cope with the emotional and physical aspects of growing up and preparing them for the responsibilities and challenges which sexual maturity brings.

Our teaching is to complement and support the role of parents and carers, so therefore we view Personal and Social Education as an ongoing programme, which starts in Early Years and continues right through to Year 6. At all times the school is sensitive to the needs of children and their different levels of maturity and this will be reflected in the lesson taught and through additional nurture groups.

#### **Confidentiality**

Teachers cannot and should not promise total confidentiality. The boundaries of confidentiality should be made clear to pupils. If a child discloses information which is sensitive, not generally known, and which the child asks not to be passed on, it should be discussed with a member of Senior Leadership Team. The request will be honoured unless this is unavoidable in order for teachers to fulfil their professional responsibilities in relation to:

- child protection
- co-operating with a police investigation
- referral to external services.
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Every effort will be made to secure the pupil's agreement to the way in which the school intends to use any sensitive information.

It may be necessary to invoke local child protection procedures if a pupil's safety is under threat. It will be only in exceptional circumstances that sensitive information is passed on against a child's wishes, and even then the school will inform the pupil first and endeavour to explain why this needs to happen. These exceptions are defined by a moral or professional duty to act:

- where there is a child protection issue
- where a life is in danger.

### **Use of outside agencies**

The P.S.H.E. programme fully meets the legal requirements and takes account of the national and local guidance relating to Personal Social and Health Education, Sex and Relationship Education, Drugs Education and Citizenship.

Effective and appropriate use is made of outside agencies and adults other than teachers to compliment the planned programme.

There is a separate policy relating to visitors, the negotiating of their role and how this will be evaluated.

### **Methodology and Resources**

P.S.H.E is delivered within a safe, secure and supportive learning environment.

Ground rules are set out, teachers and pupils right to privacy is respected.

Boundaries of discussions are made clear.

Group agreements are made to help to foster mutual respect and an environment in which children feel comfortable and ready to listen to and discuss each other's opinions.

### **Monitoring and Reviewing**

There are no statutory requirements for end of key stage teacher assessment in P.S.H.E.

Teachers assess the children's work in P.S.H.E by making informal judgements as they observe them during lessons, gauged against the specific key stage statements provided in the P.S.H.E Association Programme of Study.

The school regularly celebrates pupils' achievements in P.S.H.E through a variety of methods including the school's own award system and national and local initiatives which complement the school's activities.

The teaching of P.S.H.E will be monitored and reviewed through the school monitoring policy.

### **Roles and Responsibilities**

#### **The PSHE Co-ordinator**

- The school has a co-ordinator for PSHE who is responsible for all aspects of the subject including SRE and Drugs Education.

#### **The Headteacher**

The Headteacher has responsibility for the day-to-day management of all aspects of the school's work, including teaching and learning.

The Headteacher's responsibilities in respect of P.S.H.E are to:

- liaise with the PSHE Co-ordinator
- keep the governing body fully informed of issues and progress in P.S.H.E
- act upon any concerns which may arise from pupil disclosure during P.S.H.E sessions.

## **The Teacher**

Teaching children about P.S.H.E is a whole-school, on-going process and all teachers are sensitive to each individual pupil's needs. Teachers promote positive, healthy choices and relationships on a daily basis. It is the responsibility of all staff to teach P.S.H.E in line with the principles and statements set out in this policy, and in particular:

- to establish with pupils a set of ground rules which set the parameters for discussion
- to recognise when there is a concern about sexual abuse and to follow concerns under Child Protection procedures.
- promote the spiritual, moral, cultural, mental and physical development of pupils at the school
- prepare pupils for the opportunities, responsibilities and experiences of adult life
- discuss all types of relationships with sensitivity and respect
- approach the teaching of P.S.H.E with an awareness of the children's needs in this area e.g. through assessment of their knowledge and understanding; through dialogue with Children's Welfare Officer about vulnerable pupils.
- be developmental and appropriate to the age and stage of the child – common starting points are not assumed
- inform children about changes and growing up as part of the Science and PSHE curriculum.

When teaching any work in P.S.H.E, sensitive questions may arise. Such questions are answered as appropriate. This is in accordance with Dfes guidance (2000). However, teachers should:

- deflect questions that are of a personal nature
- delay answers to some questions to allow clarification
- not be drawn into providing more information than is appropriate to the age of the child
- acknowledge questions that are too explicit which may need to be answered at a parent's discretion by the parent or carer.

## **The Role of the Governors**

The Governing body, in co-operation with the Head Teacher, determines / agrees the school's general policy and approach to P.S.H.E provision for all pupils. They will continue their involvement through regular evaluation of it.

The school governors will review and approve this policy in line with the schools review policy.

Policy reviewed: January 2017

Signed on behalf of the Governing Body: \_\_\_\_\_

Date Accepted: \_\_\_\_\_

Review Date: \_\_\_\_\_



# PSHE Long Term Planning

Year Group	Health & Wellbeing	Relationships	Living in the Wider World
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# Reception

**Early Learning Goals taken from the Development Matters Statement cards 22 months to 60 months for:**

**Self-confidence and self-awareness**

AND

**Health and self-care**

**Early Learning Goals taken from the Development Matters Statement cards 22 months to 60 months for:**

**Making relationships**

AND

**Managing feelings and behaviour**

**Early Learning Goals taken from the Development Matters Statement cards 22 months to 60 months for:**

**People and communities**

AND

**The world**



# PSHE Long Term Planning

Year Group	Health & Wellbeing	Relationships	Living in the Wider World
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<h1>Year 1 and 2</h1>	<p><b>Healthy lifestyles:</b> Keeping our bodies healthy; likes/dislikes and choices; recognising and managing different feelings; personal hygiene</p> <p><b>Growing and changing:</b> Change, loss and getting older; names of main body parts (including external genitalia); personal identity: likes; choices; strengths</p> <p><b>Keeping safe:</b> What goes into our bodies; rules for keeping physically and emotionally safe; personal identity: family networks; people who are responsible for keeping us safe</p>	<p><b>Feelings and emotions:</b> recognise feelings in self; special people; behaviour and how people's bodies and feelings can be hurt</p> <p><b>Healthy Relationships:</b> secrets and surprises; working together; boundaries and relationships; resolving conflict; teasing and bullying</p> <p><b>Valuing difference:</b> Attributes: kindness/fairness; sharing and respecting opinions; recognising and respecting similarities and differences</p>	<p><b>Rights and responsibilities:</b> contributing to life in the classroom; constructing and following rules; awareness of needs of people and other living things; belonging to communities and groups</p> <p><b>Taking care of the environment:</b> improvements and harm to local environments; ways of looking after local environments</p> <p><b>Money matters:</b> sources of money; uses for money; spending and saving; role of money in their lives; managing money and keeping it safe; choices about spending; influences on spending choices</p>
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# PSHE Long Term Planning

Year Group	Health & Wellbeing	Relationships	Living in the Wider World
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<h1>Year 3 and 4</h1>	<p><b>Healthy lifestyles:</b> Making informed choices; balanced diet; hygiene</p> <p><b>Growing and changing:</b> aspirations and goals; recognising and managing feelings; change, loss and grief</p> <p><b>Keeping safe:</b> Risk, danger and hazard; pressures on behaviour; rules for safety and how to get help; keeping physically and emotionally safe on and offline; responsibilities for keeping ourselves and others safe</p>	<p><b>Feelings and emotions:</b> Recognising and managing different feelings; keeping something confidential or secret; recognising and managing dares</p> <p><b>Healthy relationships:</b> recognising aspects of a healthy relationship; physical boundaries within different relationships; working together; behaviour; resolving conflict</p> <p><b>Valuing difference:</b> Recognising stereotypes; different types of relationships; respecting similarities and differences; bullying and discrimination; respecting others' feelings and opinions</p>	<p><b>Rights and responsibilities:</b> issues concerning health and wellbeing; the purpose of rules and laws; human rights; different cultures, customs and traditions of people living in the UK; anti-social behaviours and their consequences; difference between rights and responsibilities; resolving differences; critiquing media information</p> <p><b>Taking care of the environment:</b> taking care of the environment; our responsibilities towards our environment; being part of a community; different groups that support our communities and environment; the lives of other people around the world; how resources are allocated to communities</p> <p><b>Money matters:</b> the role that money plays in their lives; borrowing, debt and interest; enterprise</p>
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## PSHE Long Term Planning

Year Group	Health & Wellbeing	Relationships	Living in the Wider World
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<h1>Year 5 and 6</h1>	<p><b>Healthy lifestyles:</b> What influences our choices about health and wellbeing</p> <p><b>Growing and changing:</b> aspirations, goals and feeling valued; intensity of our and others' feelings; conflicting emotions; change: bereavement, loss, grief and transitions; feelings and changes associated with puberty, including body image; human reproduction and conception (year 6)</p> <p><b>Keeping safe:</b> keeping physically and emotionally safe on- and offline; risk assessment and management; independence and responsibility; pressure on behaviour: peer and media; managing emergencies; habits: alcohol, tobacco and drugs</p>	<p><b>Feeling and emotions:</b> recognising and responding to others' feelings; keeping a confidence or a secret; recognising and managing dares</p> <p><b>Healthy relationships:</b> understanding what constitutes a healthy relationship; how actions and behaviour can affect relationships; boundaries within relationships; working together; conflict negotiation</p> <p><b>Valuing difference:</b> Challenging stereotypes; different types of relationships; maintaining relationships; respecting similarities and differences; bullying, discrimination and prejudice</p>	<p><b>Rights and responsibilities:</b> topical issues concerning health and wellbeing; rules and laws; the precedence of human rights over other laws, practices and traditions; consequences of anti-social behaviours; rights, responsibilities and duties; resolving difference, making decisions and choices; the range of religious and ethnic identities in the UK; how the media present information</p> <p><b>Taking care of the environment:</b> responsibilities towards and how people contribute to communities and the environment; the lives of people living in other places; how the earth's resources are allocated; resolving differences</p> <p><b>Money matters:</b> finance; earning money and deductions; enterprise</p>
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