MARLPOOL FEDERATION OF SCHOOLS

PSHE Policy

Introduction

This policy is for the information of staff, governors, parents/guardians and all those concerned with the learning and welfare of the children of Marlpool Federation. It is the responsibility of all staff and governors to ensure this policy is understood and implemented.

Policy Statement

Personal, Social, Health and Economic education (PSHE) is concerned with the acquisition of knowledge, skills and attributes that children need to keep themselves healthy and safe, and to prepare them for life and work in modern Britain.

'It is our aim to deliver a PHSE programme which enables pupils to achieve their academic potential, and leave school equipped with skills they will need throughout later life as individuals, family members and members of society (PSHE Association, 2016).'

At Marlpool, our PSHE programme is a whole school approach and is not restricted to the classroom. Our children participate in a wide range of activities and experiences across and beyond the curriculum, contributing fully into the life of the school and community. We are aware that children learn from the overall ethos of the school, from attitudes of staff and from their relationships.

Aims

The *PSHE Association Programme of Study* was produced in consultation with a wide variety of agencies and practitioners to meet the needs of today's pupils and is regularly updated to meet these changing needs (PSHE association).

The PSHE planned programme of learning will enable children to:

- Know and understand what constitutes a healthy life style
- Be aware of safety issues
- Understand what makes for good relationships with others
- Understand and manage their feelings;
- Encourage and support the development of social skills and social awareness;
- Have respect for others
- Be independent and responsible members of the school community
- Develop self-confidence and self-esteem
- Make informed choices regarding personal and social issues
- Develop good relationships with other members of the school and the wider community
- Develop rights, responsibilities and duties as individuals and as members of a community
- Understand how society works and the rights and responsibilities involved.
- Enable children to respect common humanity, diversity and differences

Throughout our PSHE work, we endeavour to foster the ideas of responsibility and empowerment, promote a sense of achievement and to enhance self-confidence. PSHE education is guided by the values of:

- Honesty;
- Kindness;
- Trust;
- Responsibility;
- Friendship;
- Self-control;
- Empathy;
- Respect;
- Tolerance.

These of course are embedded within our school REACH ethos.

Relationships and Sex Education (RSE)
See the RSE Policy for further details of how we meet this responsibility.

Teaching and Learning and Curriculum Coverage.

Early Years Foundation Stage
Children in Reception will follow the PSHE identified within the specific area of learning and through the characteristics of learning. They will undertake activities planned under the Early Learning Goals (ELGs) within a broad based curricular topic. They will also participate in specific dedicated PSHE lessons. Our lessons are supported by our 1Decsion resource which uses Rainbow Drop Characters to engage children in the learning, they go on a range of adventures and learn a lot about the wider world that they live in.

PSHE is about making connections and is strongly linked to play. PSHE is taught through activities that are part of topics, as well as on an individual basis to develop personal skills such as dressing, feeding and toileting. Positive experiences are built through daily opportunities to share and enjoy a range of different activities. The children are given the opportunity to engage in social activities, as members of a small group or occasionally during whole school activities.

Key Stage 1 and Key Stage 2
The DfE outlines specific requirements as to what children should know by the end of primary school. These requirements can be found at the end of this policy in Appendix 1 – Physical health and mental Wellbeing and in Appendix 2 – Relationships Education.

Across KS1 and KS2 we use the PSHE Association accredited resource 1Decsion to support our lesson planning and delivery. The core element of each module is a series of videos with alternative endings. These videos encourage and empower the children to make positive choices and decisions for the characters, whilst learning the vocabulary, skills and knowledge to support their own decision making now and in the future.

The units have been separated into half term, so each half term has a specific focus. Personal development or intervention groups may be based around the values listed above and/or behaviour if class teachers deem these to be relevant. Class teachers may approach the PSHE leader to discuss how to meet the needs of children.

The children are encouraged to engage in activities that promote an understanding of themselves as growing and changing individuals, and as members of a wider community, based on their own first hand experiences. These activities also encourage pupils to understand how their choices and behaviours can affect others.

The children are encouraged to learn alongside and collaboratively with their peers. They may use their personal and social skills to develop or extend these activities. The children are also given the opportunity to make choices about their health and environment, and are encouraged to develop a caring attitude to others.

Topic Overview for mixed year groups

Years 1/2 *5-8 Resources*	**Years 3/4** *5-8 and 8-11 Resources*	**Year 5/6** *8-11 Resources*
KEEPING/STAYING SAFE	KEEPING/STAYING SAFE	KEEPING/STAYING SAFE
Assessment - Baseline Road Safety Tying Shoelaces	Leaning Out of Windows (5-8) • Staying Safe (5-8) Assessment - Summative (5-8) • Assessment - Baseline (8-11) Cycle Safety (8-11)	Peer Pressure Adults Views • Childrens Views Water Safety • Assessment - Summative
KEEPING/STAYING HEALTHY	KEEPING/STAYING HEALTHY	KEEPING/STAYING HEALTHY
Assessment - Baseline Healthy Eating Washing Hands • Brushing Teeth	Medicine (5-8) • Assessment - Summative (5-8) Assessment - Baseline (8-11) Healthy Living (8-11)	Smoking Adults Views • Childrens Views Alcohol • Assessment - Summative
RELATIONSHIPS	RELATIONSHIPS / GROWING AND CHANGING	GROWING AND CHANGING
Assessment - Baseline Bullying • Friendship • Body Language •	Touch (5-8) • Assessment - Summative (5-8) Assessment - Baseline (8-11) Appropriate Touch (Relationships) (8-11)	Puberty Adults Views • Childrens Views Conception • Assessment - Summative
BEING RESPONSIBLE	BEING RESPONSIBLE	BEING RESPONSIBLE
Assessment - Baseline Water Spillage • Practice Makes Perfect Helping Someone in Need • Assessment - Summative	Stealing (5-8) • Assessment - Summative (5-8) Assessment - Baseline (8-11) • Coming Home on Time (8-11)	Looking Out for Others Adults Views • Childrens Views • Stealing • Assessment - Summative
FEELINGS AND EMOTIONS	FEELINGS AND EMOTIONS	FEELINGS AND EMOTIONS
Assessment - Baseline Jealousy • Anger • Worry	Grief (5-8) • Assessment - Summative (5-8) Assessment - Baseline (8-11) • Jealousy (8-11)	Anger • Adults Views • Childrens Views Worry • Assessment - Summative
COMPUTER SAFETY	COMPUTER SAFETY	COMPUTER SAFETY
Assessment - Baseline Online Bullying • Image Sharing	Computer Safety Documentary (5-8) Making Friends Online (5-8) • Assessment - Summative (5-8) Assessment - Baseline (8-11) • Online Bullying (8-11)	Image Sharing Adults Views • Children Views Making Friends Online • Assessment - Summative
OUR WORLD	OUR WORLD / THE WORKING WORLD	THE WORKING WORLD
Assessment - Baseline Growing in Our World • Living in Our World	Working in Our World • Looking After Our World Assessment - Summative (5-8) Assessment - Baseline (8-11) • Chores at Home (8-11)	Enterprise • Adults Views • Childrens Views In-App Purchases • Assessment - Summative
HAZARD WATCH	A WORLD WITHOUT JUDGEMENT	A WORLD WITHOUT JUDGEMENT
Assessment - Baseline • Is it safe to eat or drink? Is it safe to play with? • Assessment - Summative	Assessment Baseline (8-11) Breaking Down Barriers (8-11)	Inclusion and Acceptance • Adults Views • Childrens Views British Values • Assessment - Summative

Planning

PSHE planning is achieved through the listed objectives for each unit, and lessons are taken from the 'PSHE Association' and `1Decsion' framework. These are amended to suit the needs of the class, enabling teachers to use their discretion to deliver the objectives effectively for their class needs. Teachers consider the following when planning a lesson:

- Establishing any ground rules such as respecting others ideas, listening to others, sharing views and questioning
- Objective for the session
- Any individual needing individual targets
- Pre and post activities to establish understanding

- Setting different tasks

PHSE teaching strategies will incorporate varied activities such as:
* Circle Time
* group discussions
* debate
* role play
* co-operative tasks
* creative writing
* art work
*mind-mapping
*class and group discussions
*questioning
*media such as videos / pictures

Implementation

PSHE will be delivered by the class teacher with the support of the PSHE leader as necessary. PSHE may be delivered using a multi-sensory approach if necessary by a teacher or TA. Visiting professionals may provide talks/workshops to pupils. PSHE is also introduced and explored within both whole school and Key Stage assemblies.
In addition to this, PSHE is delivered through a range of class and whole school activities. Pupils are given opportunities to join in and contribute to local and national initiatives e.g. anti-bullying day, Internet safety day, community projects and fund-raising activities. Pupils may take part in school assemblies, be elected onto the School Council, become a Playground Buddy and be encouraged to express their opinions. Pupils are offered a wide range of opportunities to enhance their learning and engage with the concepts and content of the subject through learning in other areas of the curriculum and out-of-school activities.

Assessment

At Marlpool, teachers integrate effective assessment for learning in all areas of the curriculum. It is important for individual teachers to use their professional judgement in assessing pupils' understanding and application of the PSHE units. The work the children do will serve as a record for classes working on each of the units. For KS1 and KS2, 1Decision provides self-assessments for the children to use to support their progress. In reception, assessments are ongoing as they work towards the Early Learning Goals.

In PSHE, assessment also involves:

- ✓ Assessing the children's starting point in a pre-activity during the first session
- ✓ Planning learning which builds on children's prior knowledge and shows progression in PSHE learning, not Literacy learning;
- ✓ Using self and peer assessment to involve children in understanding their own learning and next steps;
- ✓ Encouraging children to feedback to class teachers about which aspects of a value they would like to learn more
- ✓ Completing end of unit assessments through a post activity, either as a whole class, in groups, with a peer or individually

Break and lunchtimes

PSHE covers all aspects of children's experiences at school and teachers will ensure the 'Behaviour Policy' is adhered to when dealing with any specific objectives relating to rules and social objectives.
Break and lunchtimes are the most social part of a child's day and the PSHE curriculum extends to ensuring that children feel safe, have good relationships, understand the bullying policy and show positive behaviours. The use of playground buddies and mini-leaders help to support this.

Equal Opportunities:

Within PSHE, staff set high expectations. Each individual is ensured access to a full and varied programme of activities, with opportunities for all children to participate fully and effectively, including boys and girls, children with diverse additional educational needs, and children from all social and cultural backgrounds. Children are equally respected for who they are and for the contributions they make regardless of their background. Knowledge, skills and understanding are taught in ways that suit each individuals' current attainment level, and care is taken that learning is appropriate so that all children can make progress and show what they can achieve.

In order to provide access to learning and to meet children's diverse needs, specific action will be taken by staff to:

- Create effective learning environments, providing for pupils who need additional support with communication, language and literacy;
- Provide a multi-sensory approach using a variety of media;
- Provide equality of opportunity through teaching approaches and personalisation of tasks and materials as appropriate;
- Use appropriate summative and formative assessment approaches to inform future learning;
- Set targets for learning and behaviour including taking steps to help pupils manage their own emotions as needed for individual target children

The Role of the Co-ordinator

At Marlpool, the PSHE co-ordinator will:

- Ensure consistent approaches throughout the school by monitoring teaching and learning
- Discuss issues raised at staff meetings and Inset days
- Where possible, assist staff in the delivery of an area of PSHE in which they lack confidence
- Participate in Inset training and subsequent dissemination of relevant information
- Undertake an annual audit of resources and order what is required within the limits of budget
- Undertake an annual enquiry into any areas where staff may have concerns or requests

Future Developments

- Continue to monitor teaching and learning across the school
- Continue to support teaching staff with regard to resources and delivery of planned lessons
- Continue to work to achieve the Bronze RSE award

Review

The Head Teacher and PSHE coordinator will review this policy regularly. Any amendments will be presented to the Governing body.

Next review July 2022

Appendix 1 - Physical Health and Mental Wellbeing

DfE requirements by the end of Primary School

Mental Wellbeing	Pupils should know • 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	Pupils should know • 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	Pupils should know • 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	Pupils should know • 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	Pupils should know • the facts about legal and illegal harmful substances and associated risks, including smoking, alcohol use and drug-taking.
Health and prevention	Pupils should know • 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, including visits to the dentist. • about personal hygiene and germs including bacteria, viruses, how they are spread and the importance of handwashing. • about immunisations.
Basic first aid	Pupils should know: • know 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	Pupils should know: • 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.

Appendix 2 – Relationship Education

DfE requirements by the end of Primary School

Families and people who care for me	Pupils should know • 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	Pupils should know • 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 friendships	Pupils should know • 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	Pupils should know • 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	Pupils should know • 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.