



Policy title	PSHE policy (including Health Education)
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## Our values:

Respect, Learning, Friendship,

Responsibility, Kindness and Resilience

## Carrington Junior School - PSHE Policy 2020-21

### **Mission Statement:**

We want the best for our children and are driven to ensure everyone can **believe, achieve** and **succeed**. Our goal is to provide the **most supportive environment** and **highest quality education** possible to allow everyone to reach their potential.

### **PSHE vision:**

To ensure our children are encouraged to develop their sense of self, by positively contributing to school life and the wider community within our diverse society.

### **Policy context and rationale**

This policy covers Carrington Junior School's (CJS) approach to Personal, Social, Health and Economic Education (PSHE). CJS recognises that Health and Relationships education will become statutory in all primary schools as of September 2020. In preparation for this crucial status, CJS has taken steps to inform staff about the legislative changes and the teaching requirements involved. The school is in the process of reviewing its PSHE curriculum and updating it to ensure it is in line with the statutory framework.

PSHE is a distinct curriculum subject and has both statutory and non-statutory elements as defined by the Department for Education (DfE). High quality PSHE education supports pupils' personal, social, health and economic development, helps to give them the knowledge, skills, strategies and attributes to make informed choices and decisions about the different opportunities and challenges life presents. Pupils will learn about relationships, health and wellbeing, keeping safe, managing their off and online lives, living in the wider world and financial education at an age appropriate level. Providing a high quality PSHE curriculum gives pupils opportunities to explore issues that are real and relevant to them in their daily lives in a safe and managed environment.

### **The aim of this policy is to:**

- Provide information to staff, parents and carers, governors, pupils and other agencies regarding the organisation, content and approach to teaching PSHE Education
- Help parents and carers to understand PSHE Education and support them to work with their child to secure the very best outcomes for all pupils
- Demonstrate how the school meets legal requirements with regards to teaching Relationships Education, Sex Education and Health Education.
- Explain how we will ensure our children are prepared with the knowledge and skills to live in the wider world

### **Legal requirements**

At CJS we teach the statutory parts of PSHE – Relationships education (please see our Relationships Education Policy) and Health Education through our PSHE curriculum. We also teach non-statutory Sex Education as part of PSHE provision (please see our Sex Education policy.)

The Relationships Education, Relationships and Sex Education and Health Education (England) Regulations 2019, made under sections 34 and 35 of the Children and Social Work Act 2017 – makes Relationships Education compulsory for all pupils receiving primary education and Relationships and Sex Education (RSE) compulsory for all pupils receiving secondary education. They also make Health Education compulsory in all schools except independent schools.

We comply with the 'Relationships Education, Relationships and Sex Education (RSE) and Health Education statutory guidance issued by the DfE

Whilst primary schools are not mandated to provide sex education, we offer this as part of our PSHE curriculum in addition to the statutory elements of sex education contained in the science curriculum. We are required to have regard to guidance issued by the secretary of state as outlined in section 403 of the Education Act 1996.

We follow the DfE guidance for teaching PSHE (updated June 2019)

<https://www.gov.uk/government/publications/personal-social-health-and-economic-education-pshe/personal-social-health-and-economic-pshe-education>

It is the statutory responsibility of the governing board to ensure the school has a compliant and up to date Relationships and Sex Education policy.

## **The curriculum at CJS**

### **Intent**

*Why do we teach it?*

We aim to provide a high quality PSHE provision that will support pupils to **believe** they can develop life skills which will enable them to manage change, make healthy and safe choices, build character and be resilient, reflective and responsible members of society. Our PSHE provision has been designed to be age appropriate, whilst being sensitive to the needs of our whole school community to ensure PSHE provision gives our pupils an education which will support them both now and in the future.

It is underpinned by the **2010 Equalities Act** and provides an inclusive curriculum that promotes understanding and mutual respect for all. We reflect diversity within our curriculum to ensure that no pupil feels excluded and teach pupils to understand, respect and celebrate difference and challenge stigma. Our PSHE provision extends beyond the curriculum and includes themed days, assemblies, trips etc which fully supports our school's ethos and values. PSHE is part of our school's broad and balanced curriculum supporting spiritual, moral cultural, social and cultural education, citizenship, equalities, and safeguarding.

PSHE helps pupils to **achieve** their full potential and leave school equipped with skills they will need throughout later life. Knowing they can **succeed** in the best way that suits them – not everyone else!

### **Implementation**

*What, where and when is PSHE taught*

#### **What**

At CJS, statutory Relationships Education and Health Education are taught as part of a structured PSHE curriculum. We also teach Economic Education (via the theme Living in the Wider World) to support our pupils to manage their lives both now and in the future.

We use the PSHE Association's scheme of work for the planning and delivery of PSHE. The programme of study is adapted to provide a relevant and age appropriate curriculum. We also use the Christopher Winter project to support our teaching of sex education. We provide a spiral curriculum to ensure pupils are taught key aspects of PHSE at a relevant and age appropriate level and in line with their continuing personal, social and emotional development.

## **Relationships Education**

Our PSHE curriculum covers statutory Relationships education (please see Relationships policy for further details). Relationships education in primary schools focuses on teaching the fundamental building blocks and characteristics of positive relationships, with particular reference to friendships, family relationships, and relationships with other children and adults. By the end of primary school pupils will have been taught content on:

- Families and people who care for us
- Caring friendships
- Respectful relationships
- Online relationships
- Being safe

## **Sex Education**

As part of PSHE provision schools can teach elements of sex education. As a non-statutory element of PSHE parents/carers have the right to withdraw their child from designated sex education lessons. We encourage parents and carers to talk through any concerns they may have about the curriculum covered. Primary sex education, covering sexual intercourse and how babies are conceived and born, is not taught at Carrington Junior School. - Please see our Relationships and Sex Education Policy for further detail.

## **Health Education**

We deliver statutory Health education through our PSHE curriculum. Health Education aims to teach pupils about physical and mental wellbeing and give pupils the information that they need to make good decisions about their own health and wellbeing. It should enable them to recognise what is normal and what is an issue with regards to themselves and others; pupils will be taught how to seek support as early as possible and from a safe and trusted source. By the end of primary school, pupils will have been taught content on:

- Mental wellbeing
- Internet safety and harms
- Physical health and fitness
- Healthy eating
- Facts and risks associated with drugs, alcohol and tobacco
- Health prevention
- Basic first aid
- Changing adolescent body\*

\*The changing adolescent body and puberty education is part of the statutory Health Education curriculum and is mandatory for all pupils. Schools are expected to teach the correct scientific names of all body parts. A list of key vocabulary can be found in Appendix 3 . Introducing the scientific names of genitalia is recommended by the NSPCC, the PSHE Association and is recognised good practice, supporting the safeguarding of pupils.

DfE outcomes for Health Education can be found in Appendix 3

## **Living in the wider world/Economic Education**

Our PSHE curriculum covers Economic Education and Living in the Wider World. Pupils will learn:

- About respect for self and others and the importance of responsible behaviours and actions.
- About rights and responsibilities as members of families, other groups and ultimately as citizens.
- About different groups and communities.

- To respect equality and to be a productive member of a diverse community.
- About the importance of respecting and protecting the environment.
- About where money comes from, keeping it safe and the importance of managing it effectively.
- How money plays an important part in people's lives.
- A basic understanding of enterprise.

## **When**

At Carrington Junior School PSHE is a taught subject. PSHE is timetabled at least once a week and delivered by class teachers. The PSHE curriculum has been designed to help pupils develop their knowledge and skills over time, embedding learning to ensure pupils receive a relevant and age appropriate education to support them in their lives now and in the future. PSHE is taught in units and the themes are available to view on the school website.

### *Managing difficult Questions and confidentiality*

In PSHE pupils learn about personal safety and the law. Should a pupil make a disclosure to a member of staff this will be reported to a designated safeguarding lead and followed up in accordance with our disclosure procedures. Please see our Child Protection Policy on the school website for further information.

All aspects of PSHE are underpinned by shared and understood ground rules with lessons being delivered in a safe and well managed environment. To ensure the content and delivery of PSHE education is appropriate and relevant to our pupils we use simple baselines to ascertain what pupils already know, and what they would like to learn. Distancing techniques are used in PSHE education, which provide depersonalised examples which support children to explore what is being taught without sharing their own personal experiences in the lesson. Pupils are encouraged to ask questions and raise issues in a respectful and appropriate manner. Some questions or issues raised may not be appropriately answered in whole class lessons and these will be followed up separately on an individual or group basis. Given ease of access to the internet, children whose questions go unanswered may turn to inappropriate sources of information.

We also respect that some questions are better addressed at home with parents/ carers and the school will share information with parents/carers on an individual basis should the need arise. Whilst it is vital to have trust and openness we cannot offer total confidentiality to pupils. Any disclosures or areas of concern will be followed up in accordance with our safeguarding procedures

As with any other lesson, teachers will adapt their planning/teaching to ensure each lesson is accessible to all pupils including those with SEND.

## **Impact**

- Pupils are able to form healthy, happy relationships with other children and adults and recognise the features of unhealthy relationships and have strategies to challenge negative behaviour of others and seek help when needed
- Pupils know how and when to ask for help and where to access support
- Pupils are well informed and recognise the risks they may encounter both on and off line and are able to make safe choices
- Pupils are enabled to take responsibility for their actions and understand the implications and consequences of their own decisions
- Pupils have the knowledge, skills and attributes to live healthy, happy lives
- Pupils understand and respect differences between themselves and others

## **Roles and Responsibilities**

The Governing Board will approve the policy and hold the Headteacher to account for its implementation.

The Headteacher is responsible for ensuring PSHE is taught consistently across the school and for managing requests with regards to the parental right to withdraw from non-statutory Sex Education.

The PSHE lead is responsible for leading and managing the subject. Teachers are responsible for delivering PSHE.

Pupils are expected to fully engage with PSHE provision and treat other with respect.

## **Monitoring, evaluation and training**

PSHE provision will be monitored and evaluated by the PSHE lead, SLT and Governors in line with the monitoring cycle agreed by the school. The PSHE Policy will be reviewed annually.

To ensure staff are confident to deliver all aspects of the PSHE curriculum, access to online, in school, local and national training will be made available and in accordance with the school's CPD programme for staff development.

## **Working with parents**

It is vital that parents and carers know what is being taught and how to support their child/children. The PSHE curriculum overview is published on the school website along with the PSHE Policy, Relationships Policy and Sex Education Policy.

We have an open-door policy for any parents/carers who wish to find out more about our PSHE provision. We consult with parents, carers through parent/carer workshops, curriculum evenings which set out an overview of the curriculum for the year by each year group (giving access to materials being used for Sex Education). We provide an ongoing process to ensure we all work together for the greatest benefit of the children. We understand that parents and carers may wish to approach the school to access help with concerns they may have about their child and where they can go to obtain further support.

Our PSHE Policy and PSHE curriculum overview can be found on the school website. We welcome and encourage parents and carers to make an appointment with the class teacher or the headteacher to discuss any aspect of the PSHE curriculum or to raise any concerns they may have regarding this vital area of education.

Parents and carers are **only** entitled to withdraw their child from designated sex education lessons (please see the Sex Education Policy for further details) and there is no right to withdraw from PSHE which includes statutory Relationships Education and Health Education. The science curriculum also includes content on human development, including describing changes as humans develop to old age and human lifecycles, for which there is no right to withdraw from. We highly recommend all students receive the full PSHE curriculum.

## **Useful information for parents**

[https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment\\_data/file/812593/RS\\_E\\_primary\\_schools\\_guide\\_for\\_parents.pdf](https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/812593/RS_E_primary_schools_guide_for_parents.pdf)

## **Linked policies**

Child Protection Policy

Behaviour Policy

Relationships and Sex Education Policy

## **Policy development**

This policy has been consulted on with staff and Governors (including parent governors). Staff and governors were given the opportunity to look at the policy and make recommendations.

## Appendix 1 - PSHE Curriculum overview

	Autumn: Health and Wellbeing			Spring: Living in the wider world			Summer: Relationships		
	Physical health and mental wellbeing	Growing and changing	Keeping safe	Belonging to a community	Media literacy and digital resilience	Money and work	Families and friendships	Safe relationships	Respecting ourselves and others
Year 3	Health choices and habits; what affects feelings; expressing feelings	Personal strengths and achievements; managing and reframing setbacks	Risks and hazards; safety in the local environment and unfamiliar places	The value of rules and laws; rights, freedoms and responsibilities	How the internet is used; assessing information online	Different jobs and skills; job stereotypes; setting personal goals	What makes a family; features of family life; exploring different types of families and who to go to for help and support.	Personal boundaries; safely responding to others (including appropriate and inappropriate contact and consent); the impact of hurtful behaviour	Recognising respectful behaviour; the importance of self-respect (including respecting the body differences between ourselves and others); courtesy and being polite
Year 4	Maintaining a balanced lifestyle; oral hygiene and dental care (linked to year 4 science)	Personal hygiene routine	Medicines and household products; drugs common to everyday life	What makes a community; shared responsibilities	How data is shared and used	Making decisions about money; using and keeping money safe	Positive friendships, including online, exploring healthy relationships	Responding to hurtful behaviour (unhappy and uncomfortable times in friendships); managing confidentiality; recognising risks online	Respecting differences and similarities; discussing differences sensitively
Year 5	Healthy sleep habits; sun safety; medicines, vaccinations, immunisations and allergies	Personal identity; recognising individuality and different qualities; mental wellbeing; human life cycle, physical and emotional changes in puberty; external genitalia; support with puberty	Keeping safe in different situations, including responding in emergencies, first aid	Protecting the environment; compassion towards others	How information online is targeted; different media types, their role and impact	Identifying job interests and aspirations; what influences career choices; workplace stereotypes	Managing friendships and peer influence	Physical contact and feeling safe	Responding respectfully to a wide range of people; recognising prejudice and discrimination
Year 6	What affects mental health and ways to take care of it; managing change, loss and bereavement; managing time online	Reviewing how the body changes during puberty; increasing independence; managing transition	Keeping personal information safe; regulations and choices; drug use and the law; drug use and the media	Valuing diversity; challenging discrimination and stereotypes	Evaluating media sources; sharing things online	Influences and attitudes to money; money and financial risks	Attraction to others; romantic relationships; civil partnership and marriage; how to get support if a friendship/relationship goes wrong	Recognising and managing pressure; consent in different situations; when to share information that is personal or private	Expressing opinions and respecting other points of view, including discussing topical issues



## Appendix 2

Ground rules for PSHE lessons will be based around the following principles.



- We join in and ask questions if we want to
  - We make sure that everybody feels listened to
  - We make sure everybody feels ok – we don't put people down
  - We use the correct vocabulary when possible, if we are unsure we ask the teacher
  - We keep the conversation in the room
  - We know we can ask for further help or advice if we want to
- 
- Everybody has the right to feel listened to
  - Everybody has the right to join in and speak if they want to
  - We have the responsibility to ensure people do not feel judged or 'put down'
  - We have responsibility to use the correct vocabulary so as not to cause offence
  - Everybody has the responsibility to keep confidentiality
  - Everybody has the right to seek help or advice if they want to

(The contents of these rules to be reviewed and understood by classes at the start of the year, and within individual lessons. This class review may involve putting these ideas into pupils' own words. The class version of the ground rules should be )

### Appendix 3

DEF information from statutory guidance

Relationships – primary

<https://www.gov.uk/government/publications/relationships-education-relationships-and-sex-education-rse-and-health-education/relationships-education-primary>

Health education (the DfE has not separated this into Primary and Secondary)

<https://www.gov.uk/government/publications/relationships-education-relationships-and-sex-education-rse-and-health-education/physical-health-and-mental-wellbeing-primary-and-secondary>

DfE Guide for parents

[https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment\\_data/file/812593/RSE\\_primary\\_schools\\_guide\\_for\\_parents.pdf](https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/812593/RSE_primary_schools_guide_for_parents.pdf)

Please note these are available other languages (Urdu, Somali , Arabic)