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## Personal, Social and Health Education (PSHE) Policy

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<b>Last reviewed on: October 2020</b>	<b>Next review due by: October 20201</b>
<b>Consultation with Parents/Carers: 19.10.2020</b> <b>Ratified by Full Governing Body: 02.11.2020</b>	<b>Policy Lead: Mrs Dunkley</b>

At Oldbrook First School PSHE (Personal, Social and Health Education) is a planned programme of learning where the children acquire the knowledge, understanding and skills they need to keep themselves healthy and safe. PSHE provides the children with the building blocks in order for them to develop healthy, respectful relationships, focusing on family and friendships, in all contexts, including online. This sits alongside the essential understanding of how to be healthy. As part of our whole school approach, PSHE develops the qualities and attributes that children need to manage opportunities, challenges and responsibilities as they grow up, enabling them to thrive as individuals, family members and members of society. By teaching pupils to stay safe and healthy, and by building self-esteem, resilience and empathy, our effective PSHE programme enables staff to tackle barriers to learning and raise aspirations for our pupils. At Oldbrook we follow a long-term yearly plan which is delivered through discrete PSHE lessons, as well filtering the skills throughout many aspects of school life.

### Statement of Intent

At Oldbrook First School, it is our intent to provide all children with a broad and balanced curriculum that aims to assist children and young people to prepare for adult life by supporting them through their physical, emotional and moral development, and helping them to understand themselves, respect others and form and sustain healthy relationships. This will be implemented by creating a programme of study that is bespoke to our school and all our children.

### Implementation Through Teaching and Learning

The school seeks to provide a safe, secure learning environment for PSHE that enables children and young people to gain accurate knowledge, develop their own values and attitudes, and develop skills to grow into happy confident successful adults. At the beginning of each year, every class sets ground rules that children must follow during PSHE lessons. This creates a safe and supportive learning environment and allows children to feel comfortable to speak openly and honestly. At Oldbrook First School we promote the needs and interests of all pupils, irrespective of gender, culture or background and all teachers consider the children's age, ability and readiness. P.S.H.E will be provided through discreet curriculum time, assemblies, class discussions/circle time, as and when issues arise, ensuring time is made within the curriculum to meet the needs of the children and through extra-curricular activities. These include mental health awareness week, safer internet day, healthy me week and walk to school week.

We respect pupils' unique starting points by providing learning that is suitable to their level, considering their age, maturity and how emotionally secure they are.

### Early Years and Foundation Stage

In Early Years, PSED (Personal, Social and Emotional Development) is a prime area of learning therefore an integral aspect of daily planning, teaching and learning.

Planning is child led to reflect the interests of the children and the needs of the school. Children take part in circle time and discuss topics and themes that are at their level. Teachers look at the three core themes and take aspects of these to inform their planning. PSED is a fundamental building block in a child's development and underpins the whole curriculum.

### **Key Stage One**

In Year One and Two PSHE lessons are often more structured and follow the scheme of work that is in place. Children have the opportunity to form and share opinions, value differences, recognise feelings and emotions as well as identify what makes relationships healthy.

British Values - As a school we promote British values ensuring that our children leave school prepared for life in modern Britain. We support the values of democracy, rule of law, individual liberty, mutual respect and tolerance of different faiths and beliefs. Through aspects of school life such as voting for school council members, assemblies and discrete PSHE lessons, these values are embedded within our curriculum. We plan assemblies and lessons to teach the children about our values and respecting similarities and differences. We aim to empower children to have a voice and to stand up against discrimination, valuing equality, tolerance and mutual respect.

### **Implementation through Assessment, Recording, Reporting and Monitoring**

Teachers assess the children's work in PSHE by making informal judgements as they observe them during lessons. We have clear expectations of what the pupils will know and understand at the end of each year and key stage. Assessment should offer the children the opportunity to reflect on their own progress. Within the Foundation Stage, PSHE objectives are documented on Tapestry and Target Tracker which includes specific focussed PSHE objectives and circle time activities. Key Stage One record their learning in their 'topic' book where circle time discussions are recorded alongside pictures of activities that are completed during PSHE lessons and any comments made by children that are relevant to the topic.

The PSHE subject leader is responsible for monitoring the standards of children's work and the quality of teaching. The subject leader will monitor plans, teaching and learning in order to evaluate strengths and weaknesses in the school and indicate areas for improvement. The subject leader will regularly evaluate the scheme of work to ensure that the needs of the pupils are being met and that there is progression and continuity of learning through the school.

### **Implementation through inclusion, including meeting the needs of pupils with SEND**

Our teachers provide learning opportunities matched to the individual needs of all children including those with special educational needs and disabilities. PSHE is taught inclusively to all children regardless of their race, religion and gender, whilst at the same time addressing the need for equal opportunity.. Staff will ensure that no judgement will be passed on the lifestyles and choices made by others. If a safeguarding issue is raised, staff are required to follow the correct safeguarding procedure and safeguarding policy.

### **Relationships and Sex Education (RSE)**

*Relationship and Sex Education in Infant schools is about the emotional, social and cultural development of pupils, and involves learning about relationships, healthy lifestyles, diversity and personal identity. RSE aims to give children essential life skills to build positive, respectful and enjoyable relationships with others. RSE also aims to give children the skills to stay safe both on and off line. RSE, within PSHE, helps to explore children's own attitudes and values and develops their self-esteem and confidence to view themselves in a positive way.*

The aims of relationships and sex education at Oldbrook First School are to provide children with the opportunities to develop knowledge, skills and understanding to lead a confident, healthy and happy life. We have a strong focus on developing children's understanding of positive and healthy relationships, to enable successful relationships throughout their lives.

At Oldbrook First School we place high value and importance on family life and we aim to reflect the different family backgrounds our children come from. We will help the children develop knowledge and understanding of what caring and loving families are.

The children will explore emotions and feelings and we will provide the children with opportunities to develop their vocabulary to enable them to express these clearly. We will help the children to understand who you should speak to when you feel unsafe or worried about something.

Our aim is for the children to develop feelings of self-respect and pride in themselves. We aim to develop the children's empathy towards others, understanding that although people and families may be different everybody is entitled to respect.

We recognise that children are growing up in a world where the internet will be a key part of their lives with both benefits and risks. We aim to equip children with the knowledge to enable them to stay safe online and understand what to do if something online concerns or worries them.

We will model healthy relationships and help the children understand how having a healthy relationship is important to your mental wellbeing.

### **Statutory requirements**

As a maintained first school we must provide relationships education to all pupils as per section 34 of the Children and Social work act 2017. However, we are not required to provide sex education but we do need to teach the parts of the science national curriculum relating to humans and growth. In teaching RSE, we must have regard to guidance issued by the secretary of state as outlined in section 403 of the Education Act 1996. At Oldbrook First School we teach RSE as set out in this policy.

This policy has been developed in consultation with school leadership including Governors, staff and members of the school community. The consultation and policy development process involved the following steps:

1. Review – a member of staff led a review based on relevant information including relevant national and local guidance
2. Staff consultation – all school staff were given the opportunity to review the policy and long-term planning making recommendations.
3. Parent consultation – parents given the opportunity to read the policy, long term plan and respond
4. Ratification – once amendments were made, the policy was shared with governors and ratified

### **Curriculum**

Our curriculum is set out as per our curriculum map in Appendix 1. We have developed the curriculum in consultation with parents, pupils and staff, considering the age, needs and feelings of pupils. If pupils ask questions outside the scope of this policy, teachers will respond in an age appropriate manner so they are fully informed and don't seek answers online.

### **Delivery of Relationship and Sex Education**

RSE is taught within the personal, social and health (PSHE) education curriculum. Some biological aspects of RSE are taught within the science curriculum, and other aspects are included in religious education (RE). Aspects of RSE are referred to in whole school and year group assemblies, especially when exploring themes such as tolerance, respect and understanding of others. Relationships education focuses on teaching the fundamental building blocks and characteristics of positive relationships including:

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

At Oldbrook First School we cover the KS1 science national requirements for 'animals including humans. These cover identifying main body parts and life cycles.

### **Roles and responsibilities**

#### The Governing Body

The Governing Body will approve the RSE policy, and hold the Headteacher to account for its implementation.

#### The Headteacher

The Headteacher is responsible for ensuring that RSE is taught consistently across the school.

#### Staff

Staff are responsible for:

- Delivering RSE in a sensitive way
- Modelling positive attitudes to RSE
- Monitoring progress
- Responding to the needs of individual pupils

#### Pupils

Pupils are expected to engage fully in RSE and, when discussing issues related to RSE, treat others with respect and sensitivity.

#### **Parents' right to withdraw**

Parents do not have the right to withdraw their children from relationships education.

#### **Training**

Staff are trained on the delivery of RSE as part of their induction and it is included in our continuing professional development calendar.

#### **Monitoring arrangements**

The delivery of RSE is monitored by the Headteacher and subject leader through lesson observations, learning walks, feedback from staff and children. Pupils' development in RSE is monitored by class teachers as part of our school assessment systems.

Appendix 1



**Oldbrook 2020-21  
PSHE/RSE Curriculum Map**

	<b>Autumn 1</b> New Beginnings	<b>Autumn 2</b> Identifying own and other's emotions.	<b>Spring 1</b> Mindfulness	<b>Spring 2</b> Getting on and falling out	<b>Summer 1</b> Healthy mind, healthy body, healthy me	<b>Summer 2</b> Transition/Accepting Change/ Belonging
<b>Foundation PSHE</b>	<p>Setting Expectations Learning Behaviours - BLP</p> <p>Good To Be Me - me and family Learning School Routines</p>	<p>Fireworks Safety - sparklers</p> <p>Stranger Danger - Talking Groups Celebrate Road Safety Week - Roleplaying</p>	<p>Relax Kids</p> <p>See separate progression for wellbeing</p>	<p>Getting on and falling out - identifying own and other's emotions (happy, sad, worry)</p> <p>Box of feelings?</p> <p>Relationships -Pants Rule (NSPCC)</p>	<p>Caring For The Environment - handling animals Personal Hygiene - washing hands/body parts (discussion) - dental (relate to changes as we age) - Sun Safety (Slip, Slap Slop) Sorting Active Month -exercise, mind, food, sleep</p>	<p>Moving On and Accepting Change (circle time)</p> <p>Resilience - Growth Mindset</p> <p>Memories - identifying things that we have enjoyed</p>
<b>Foundation RSE</b>	<p>Recognise my own uniqueness</p> <p>Courtesy and Manners</p> <p>Families are important because they give love, security and stability</p> <p>Family make us feel happy and secure</p>	<p>Recognise and name a range of emotions (happy sad, cross, worried)</p>	<p>Recognise who to trust/not to trust</p> <p>Similarities/differences between people</p>	<p>Friends can make us feel happy and secure</p> <p>How to choose and make friends</p> <p>Being respectful to others</p> <p>Developing healthy friendships</p>	<p>Importance of healthy diet and lifestyle</p> <p>Feeling well and unwell</p> <p>Personal hygiene and handwashing</p> <p>Dental health</p>	<p>How to make new friends</p> <p>Healthy friendships that are welcoming and inclusive</p> <p>The importance of giving and co- operating on relationships with friends, adults and peers.</p>

<p><b>Year 1</b></p>	<p>Setting Expectations Learning Behaviours - BLP - things I enjoy - things I find challenging Going for Goals -Setting a goal  What to do when you're lost</p>	<p>Stranger Danger - Little Red Riding Hood  Fireworks Safety -watch a video and draw a scenario Road Safety Celebrate Road Safety Week - Roleplaying</p>	<p>Relax Kids  See separate progression for wellbeing</p>	<p>Getting on and falling out - reading PSHE stories 'Jamaica and Breana' 'We are wearing out the naughty step' -Friendships and families  -bullying/seeking help Relationships -Pants Rule (NSPCC)</p>	<p>Caring For The Environment Personal Hygiene - washing hands/body parts (circle time) - Dental (brushing teeth)  - Sun Safety (Slip, Slap Slop) Poster Active Month -exercise, mind, food, sleep</p>	<p>Belonging To A Group (NB: Deliver in a transition to YR2) Moving On (circle time) Resilience - Growth Mindset Memories – identifying things that we have enjoyed</p>
<p><b>Year 1</b>  <b>RSE</b></p>	<p>Working together:  Being respectful to others  Developing healthy friendships  How friendships make us feel happy and secure  How people choose and make friends  Understanding how to maintain a friendship</p>	<p>Other people are special too  Understanding how others feel and how to respond  Know the different groups to which they belong: families, friends, school, Recognise worth in others  Recognise the ways their own behaviour affects others</p>	<p>Care for myself:  Develop skills for maintaining personal hygiene, cleaning teeth, washing hands  Think about what can go on their body and in their body and that some substances can be harmful (e.g being safe round medicine/tablets. What to do if you find medicine/tablets . What medicine/tablets might looks like)</p>	<p>Caring for others:  Understand that people sometimes have families that look different to our own. (e.g A family is people who live with you and/or look after and love you. This could be parents/carers/extended family)  Importance of quality family time together.  Consider the value of being part of different groups and communities  Respect other people's achievements</p>	<p>Keeping safe:  Know how to recognise and report feelings of being unsafe  Know where to get advice e.g. family, school  How to respond safely and appropriately to adults they encounter, including online.</p>	<p>Looking forward:  Know the importance of self-respect and how this links to their own happiness  Understand that there is a normal range of emotions and that we experience them in relation to different experiences and situations  Develop a more varied vocabulary to describe their emotions.</p>
<p><b>Year 2</b></p>	<p>Setting Expectations Learning Behaviours - BLP - What I am good at - What I find challenging  Going for Goals -Setting ST/LT goal  Fire Safety</p>	<p>Stranger Danger - e-safety  Fireworks Safety -scenario roleplay  Road Safety Celebrate Road Safety Week - Write a letter to the council</p>	<p>Relax Kids  See separate progression for wellbeing</p>	<p>Getting on and falling out _ reactions/angry Debate/listening to others' opinions/ respect (perspective of Peter Rabbit and Mr McGregor; who was naughty?)  Relationships -Pants Rule (NSPCC)</p>	<p>Caring For The Environment Personal Hygiene - washing hands/body parts (circle time) - Dental (Poster) - Medicine Safety  - Sun Safety (Slip, Slap Slop) Advert Active Month -exercise, mind, food, sleep</p>	<p>Moving On and Accepting Change (circle time)  Resilience – Growth Mindset Memories – identifying things that we have enjoyed</p>

<p><b>Year 2</b></p> <p><b>RSE</b></p>	<p>Who is in charge:</p> <p>The communities that they are a part of including their families and the wider community</p> <p>The people in their community who they can trust that can help and support them</p> <p>being self-confident and developing respect for themselves</p>	<p>Celebrating and recognising differences:</p> <p>Recognise and name feelings.</p> <p>Be proud of who they are and recognise different does not mean better or worse.</p> <p>The importance of respecting others even when they are very different from them. (e.g <i>Each of us is different, we are all unique and we must respect those differences</i>)</p> <p>How families sometimes look different from theirs. (e.g <i>A family is people who live with you and/or look after and love you. This could be parents/carers/extended family. That families are important for children growing up because they can give love, security and stability. 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</i>)</p>	<p>My body is important: What constitutes a healthy diet.</p> <p>The principles of planning and preparing healthy meals.</p> <p>The mental and physical benefits of an active lifestyle.</p> <p>The importance of regular exercise in daily and weekly routines.</p> <p>Knowing that each person's body belongs to them. (e.g <i>to judge what kind of physical contact is acceptable, comfortable, unacceptable and uncomfortable and how to respond</i>)</p>	<p>Changing friendships How important friendships are in making us feel happy and secure.</p> <p>The characteristics of friendships –mutual respect, truthfulness, trustworthiness, loyalty, kindness, generosity, supporting with problems and difficulties.</p> <p>Healthy friendships-they are positive and welcoming towards others, and do not make others feel lonely or excluded.</p> <p>Friendships have ups and downs and that these can be worked through to repair or even strengthen the friendship.</p>	<p>Taking charge</p> <p>Recognise and talk about their emotions and developing a more varied vocabulary when talking about their own and others emotions.</p> <p>How to judge what they are feeling and how they are behaving is appropriate and proportionate.</p> <p>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.</p>	<p>Looking forward</p> <p>Recognise who to trust and who not to trust</p> <p>How to judge when a friendship is making them feel unhappy or uncomfortable</p> <p>How to manage these situations and how to seek help or advice from others, if needed</p> <p>They can expect to be treated with respect by others(within school and the wider society), and that in turn they should show due respect to others, including those in positions of authority.</p>
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Final