



ELLEL ST JOHN'S CHURCH OF ENGLAND PRIMARY SCHOOL PSHE EDUCATION (INCLUDING STATUTORY HEALTH AND RELATIONSHIPS EDUCATION) POLICY

| Consultation has taken place | The school workforce | Governors | Children & young people | Families |
|--|--|-------------|--|-------------|
| | | Autumn 2019 | Autumn 2019 | Autumn 2019 |
| Date formally approved by Governors: | | | | |
| Date policy became effective: | September 2020 | | Reviewed: September 2022 Review date: Autumn 2023 | |
| Person(s) responsible for implementation & monitoring | PSHE Lead: Rebecca Walton, Link Governor: Craig Abbott Headteacher: Joanna FitzGerald | | | |
| <p>Purpose</p> <p>This policy covers our school's approach to statutory guidance on Relationships Education, Health Education (HRE) and all non-statutory elements of PSHE.</p> <p>The Education Act 2002 requires all schools to teach a curriculum that is "broadly based, balanced and meets the needs of pupils". Schools must "promote the spiritual, moral, cultural, mental and physical development of pupils at the school and of society, and prepare pupils at the school for the opportunities, responsibilities and experiences of later life" while having a duty to keep pupils safe.</p> <p>PSHE encompasses all areas designed to promote children's personal, social and health development. It gives children the knowledge, skills and understanding that they need to stay healthy and safe, develop worthwhile relationships, respect differences, develop independence and responsibility, make the most of their own abilities and those of others. It is very closely linked with Every Child Matters, Spiritual, Moral, Social and Culture Education and encompasses our work within British Values and our Gospel Values.</p> <p>We believe it is important because these skills will help our children to become better learners, get on better with other people and be responsible citizens. Skills developed through PSHE are part of every area of life. The Equality Act 2010 places duties on schools not just to address prejudice-based bullying but also to help to prevent it happening, and in doing so to keep protected characteristic groups safe. PSHE education, with its focus on identity and equality, can help schools to fulfil this duty.</p> <p>It was produced by Rebecca Walton (PSHE Lead) through consultation with pupils, staff and Governors. Parents and carers were consulted through workshops prior to the creation of this policy and will be informed about the policy through its publication on the school website.</p> <p>The policy will be available to parents and carers through the school website and on request from the school office.</p> | | | | |



Overall school aims and objectives

'Let your light shine before others, that they may see your good deeds and glorify your Father in heaven.'

Matthew 5:16

Mission Statement

Loving, Living and Learning in the light of Christ

Our mission statement at Ellel St John's says we will be a:

'Community that builds compassionate and resilient children ready to take their place in the world.' Children need to be supported to cope with the pressures that our society places on them day to day so we employ a wide range of strategies to promote positive mental health and well-being. These include a comprehensive Personal, Social and Health Education (PSHE) and Citizenship Curriculum, 'Stilling Time' for all age groups and emotional support and mentoring when needed.

Curriculum Intent

We believe each child is known, unique, special and made in the image of God. Our children will discover a love of learning for life through an inspiring curriculum full of opportunity. Our school family is a welcoming, friendly community that builds compassionate and resilient children ready to take their place in the world.

Ellel St John's provides an engaging and memorable place-based curriculum, relevant to each individual child in their locality. Every child is entitled to a diverse curriculum which builds on and develops their life experiences, ensuring that they are offered equality of opportunity.

Our curriculum ensures that it develops the whole child: their spirituality; their social and emotional mental health and well-being; their physical health; their academic success and their creativity and innovation. These aspects contribute to our children becoming local, national and global citizens for the future.



What values will underpin this policy?

At Ellel St John's CE Primary School we try at all times to live out our Gospel Values, chosen by the school community.

Our Gospel Values

*Service Trust Honesty Compassion
Forgiveness Hope Justice Friendship*

BRITISH VALUES

Democracy:

Democracy is extensive within School. Pupils have the opportunity to have their voices heard through our School Council, Eco Council and Pupil Attitude Questionnaire. Pupil Voice is also heard through the pupil interviews which happen after every lesson observation. Our School House system promotes rewards, such as end of term treats for which the pupils vote as a class.

The Rule of Law:

The importance of Laws, whether they be those that affect the class, School, or our country, are reinforced regularly in school assemblies, collective worship, CPSHE, RE and other aspects of the curriculum. Pupils are taught the value and reasons behind laws: that they govern and protect us; the responsibilities that this involves and the consequences when laws are broken. Visits to and visitors from authorities such as the Police; Fire Service; local magistrates; paramedics etc. are regular parts of our school calendar and help reinforce this message.

Individual Liberty:

As a School we educate and provide boundaries for our pupils to make choices through the provision of a safe environment. In the 2016 parent questionnaires, 100% of the parents who returned their questionnaire feel that their child feels safe within School. Pupils are encouraged to know, understand and exercise their rights and personal freedoms and advised how to exercise these safely, through our cross curricular teaching of E-Safety, Computing and CPSHE.

Mutual Respect:

School promotes respect for others and this is modelled by all staff within School and reinforced through class rules which are formulated by the class at the beginning of each school year. Our Christian ethos is based on our 8 Gospel Values outlined above – Justice, Trust, Hope, Friendship, Forgiveness, Truth, Compassion, Service. We have a focus value each half term which underpins daily acts of collective worship.

Respect for Different Faiths and Beliefs:

Ellel St John's is blessed with a rich and diverse school community with children from all major world faiths, different cultures and countries. All our children are taught to understand and value each other and understand their place in a multi-cultural society. School works closely with parents and the community to ensure inclusivity. World faiths are celebrated in collective worship and RE and members of different faiths are encouraged to share their beliefs and practices to enhance pupils' understanding. Members of other world faiths are invited to lead collective worship and pupils visit a range of 'places of worship' as part of RE lessons throughout their time within School.



What are the aims and objectives of our PSHE programme?

To design a curriculum with appropriate subject knowledge, skills and understanding to fulfil the PSHE three strands; *Health and Wellbeing, Relationships and Living in the Wider World*. Our PSHE curriculum will meet the statutory requirements of the 2020 Relationships Education and Health Education.

Children will have accurate and relevant knowledge of PSHE.

Children will have opportunities to create personal understanding.

Children will be given the opportunities to explore and challenge a range of values, attitudes, beliefs, rights and responsibilities.

Children will develop a range of skills and strategies to live a healthy, safe, fulfilling, responsible and balanced life.

How will we ensure the curriculum is relevant to our pupils?

While promoting the values above, we will ensure that pupils are offered a balanced programme by using relevant local data and school information (such as CPOMS and attendance) related to Relationships/Health/PSHE education to inform planning and to address the identified needs of the whole school community e.g. Health Needs Assessment, Health LSIP, which includes Public Health data on road traffic accidents, attendance at A&E, alcohol and drug use, social deprivation, family life, career and life chances. Staff have worked together to create a unique and tailored whole school PSHE curriculum, which meets the current needs of our pupils by tailoring the PSHE Association Programme of Study and the Coram Life Education SCARF scheme to ensure broad, balanced and suitable coverage of the PSHE curriculum for our pupils.

What are our intended outcomes?

Children will demonstrate and apply our Gospel Values.

Children will demonstrate and apply the British Values of Democracy, Tolerance, Mutual respect, Rule of law and Liberty.

Children at our school are equipped with knowledge and skills that will enable them to be ready for life as an adult in the wider world.

Children are equipped with skills that will allow them to grow into healthy and proactive members of society; who challenge stereotypes and break perceived barriers that are put in their way that stop them from reaching their true potential.

Creating a safe and supportive learning environment

We will create a safe and supportive learning environment by creating a 'Group Agreement' in September each year. These will be used on an individual basis to create and maintain a safe learning environment for staff and pupils. Every class will start their PSHE learning each year by creating a list of agreed boundaries for use during PSHE, for example; we will listen to each other, we will not laugh at each other, we will not refer to ourselves when talking and talk about issues using the third person.

Every class has also been issued with an 'Ask-It Basket', these are displayed in the classroom all the time, so that if children have any questions, disclosures or concerns about something discussed in PSHE they can communicate these with the adults in class through the use of the basket.

We will ensure that where pupils indicate that they may be vulnerable and at risk, they will get appropriate support by the school seeking to provide a safe, secure learning environment for HRE and 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. The school also seeks to ensure members of staff are role models for positive interpersonal relationships. The school can also offer where appropriate further emotional and social learning support through the use of our learning mentors. Lessons will always be delivered with a positive tone.



SEND, inclusion, equality and diversity

We recognise the right for all pupils to have access to PSHE education learning which meets their needs.

We will ensure that pupils with SEND receive access to PSHE through use of a variety of teaching strategies to meet the needs of individuals. For some children, particularly those with special educational needs and disabilities, a tailored approach may be necessary to ensure learning outcomes are met – this will be discussed with parents/carers and based upon the individual needs of the pupil, prior to the session.

Teaching will consider the ability, age, development and cultural backgrounds of our young people and those with English as a second language to ensure that all can fully access HRE and PSHE education provision. We promote social learning and expect our pupils to show a high regard for the needs of others by staff modelling our expectations to children through our own relationships in school with others- showing respect and valuing others.

We will use HRE and PSHE as a vehicle to address diversity issues and to ensure equality for all by ensuring that all children and their families are represented within our lessons. We will achieve this by using a range of resources and delivering our lessons without using our personal beliefs to influence the thoughts of others.

How will we ensure that our equalities obligations are fulfilled?

PSHE should be delivered in line with the Equalities Act and Public Sector Equality Duty to ensure those with protected characteristics do not face discrimination. Positive action is taken to deal with disadvantages affecting a group because of a protected characteristic.

In complying with the requirements of the Equality Act 2010, we value diversity, encourage respect for all and promote tolerance for, and celebration of, difference. We do not discriminate against pupils because of any protected characteristic (age, sex, race, disability, religion or belief, gender reassignment, pregnancy or maternity, marriage or civil partnership, or sexual orientation). At times, when there is an identified need, we may take positive action through our planning and delivery of PSHE to deal with disadvantages facing those with a particular characteristic.

PSHE will be accessible to all regardless of their gender or background. Through the delivery of PSHE, teachers will explore gender stereotypes and how they may limit a person's potential and ensure that people of all genders receive information that is relevant to their needs.

There are many different faith and cultural perspectives on aspects of PSHE. We aim to deliver PSHE in a factual, non-judgmental way, ensuring that teachers do not promote one faith or cultural viewpoint, but rather provide a balanced approach that acknowledges the wealth of views and opinions of our community and teaches tolerance.

Parents and carers are key partners in PSHE and are best placed to support their children to understand how their learning at Ellel St John's fits with their family's faith, beliefs and values. To support this process, we will ensure that parents are made aware of what will be taught and when.

We will use a range of materials and resources that reflect the diversity of the school population and encourage acceptance and tolerance. We want every child and family to feel included, respected and valued.

A range of different families and relationships will be explored within PSHE. All children whatever their identity, developing identity, or family background need to feel that PSHE is relevant to them and sensitive to their needs. Resources used will demonstrate awareness of both the school community and wider society where possible.

How will we ensure inclusion and differentiate learning?

We will identify pupils' different starting points by using information passed on from previous teachers' in handover meetings including identifying any children who may need additional support. Teachers will also consider children's IEPs when planning units of work. We will also use tools such as self-assessment grids for children to assess themselves at the start of a unit of work against 'I can' statements.

We will respect pupils' unique starting points by providing learning that is tailored to meet the needs of individuals.

We will ensure that pupils with special educational needs receive access to PSHE education through carefully planned lessons, with appropriate resources and additional adult support where appropriate.

We will offer challenge to our more able pupils by encouraging these children to reflect on their PSHE journey throughout school- using the PSHE journal to independently reflect on their learning.



DfE statutory guidance states that from September 2020, all Primary schools must deliver Relationships Education

Since the then-Right Honourable Justine Greening, Secretary of State for Education, announced, on March 1st 2017, that it was her intention to make Relationships Education statutory in Primary schools from September 2019, the DfE has made Relationships Education compulsory in all primary schools in England and Relationships, as well as making Health Education compulsory in all state-funded schools. The key decisions on these subjects have been informed by an engagement process, including a public call for evidence that received over 23,000 responses from parents, young people, schools and experts and a public consultation where over 40,000 people contacted the Department for Education. Many schools will choose to teach the compulsory content within a wider programme of Personal, Social, Health and Economic Education or similar. The DfE encourages schools to continue to do so, if this is right for them, and build on established, high quality programmes. What does the new Relationships Education cover? Relationships Education in primary schools will cover 'Families and people who care for me', 'Caring friendships', 'Respectful relationships', 'Online relationships', and 'Being safe'. The new guidance states that by the end of primary school all children should know: 'how to report concerns or abuse, and the vocabulary and confidence needed to do so'. The new guidance states that Relationships Education should promote equal, safe and enjoyable relationships and be taught in a way which fosters LGBT and gender equality, in line with the Equalities Act 2010. The Sex Education Forum define Relationships Education (RE) as learning about the emotional, social and physical aspects of growing up and relationships. It should equip children and young people with the information, skills and positive values to have safe, fulfilling relationships and to take responsibility for their well-being.

What is the purpose of Relationships Education in our school?

We believe comprehensive relationship education is designed to help children to develop the skills to recognise and manage healthy relationships both online and in the real world. It is designed to build self-esteem and to explore personal identity.

It is about helping children understand and make sense of the world they are growing up in; to recognise the differences and similarities between their peers and their families; to understand the fact every human being is unique and has the right to be respected. There are many different family structures and all children have the right to feel safe.

Comprehensive relationship education has been shown to help keep children safe by allowing them to understand appropriate and inappropriate touching, to realise that their body is fantastic and belongs to them. It is about building the foundations of an understanding of consent and personal boundaries; in that no one has the right to touch you in a way you don't like but also the difference between public and private behaviours.

It is important for children to know the names and functions of their body and to be reassured it is natural to be curious about them. Indeed, by teaching children the correct terms for their private parts, children are proven to be safer from abuse.

In addition, we believe comprehensive relationship education helps children to develop their vocabulary and emotional literacy to enable them to talk about and manage their feelings. It helps children build their own support networks and the confidence to ask for help when they feel unsafe.



What are the aims and objectives of our Relationships Education programme?

We aim to enable children to learn:

- that they are unique and made in the image of God
- that physical and emotional growth is common to all of us
- to accept and respect themselves
- to have knowledge and understanding of the physical development of males and females
- to introduce children to the correct names for all parts of the body
- to prepare children for puberty
- to develop self-confidence and self-esteem, and make informed choices regarding personal and social issues

Our aim is to provide children at Ellel St John's with information which is clear and appropriate to pupils' age and maturity.

What are our intended outcomes for Relationships Education?

We would like for all children at the end of their journey at Ellel St John's Primary School to be:

- Emotionally healthy, with development of self-worth, self-being and empathic insights to others
- Socially, morally and culturally healthy with a well-developed code of conduct and values based on Christian principles
- Sexually healthy, understanding their own sexuality, the need for self-care and why they should have respect and responsibility for the wellbeing of others
- Able to understand how to make informed decisions about appropriate ways of living

Relationship Education is part of the wider responsibility of the school to help individuals to develop following the example of Christ. It is an integral part of the wider school policy to promote in pupils so that they have:

- A positive and secure personal identity and sense of their own value
- Attitudes of respect and concern for others, founded on Christ's example of self-giving love
- Acceptance of those who differ, yet challenging those behaviours and attitudes which exploit others and do not reflect Christian values
- Reconciliation and forgiveness



Key Principles:

It is important that all pupils feel safe and able to participate in PSHE lessons. To support the involvement of all pupils, teachers will use a range of teaching strategies and ensure that pupils are aware of the expectations before beginning each session. As with any topic, pupils will ask questions during PSHE to further their understanding. Due to the sensitive nature of the topic, teachers will employ strategies to ensure that questions are asked and answered in a factual, balanced and age-appropriate way.

When pupils can write independently, pupils may be introduced to the 'Ask it basket it' into which they can place their written questions. This allows the teacher the opportunity to group questions into themes and filter any that may need answering on an individual basis or, in some cases, referred to parents. All staff will be mindful of their safeguarding role and will follow the relevant school procedures if a question raises concerns of this nature.

Teachers will use the following strategies to deal with unexpected questions:

- If a question is personal, the teacher will remind pupils of the rules and expectations.
- If the teacher doesn't know the answer to a question, the teacher will acknowledge this and will research the question and provide an appropriate answer later.
- If the question is too explicit, is outside set parameters, is inappropriate in a whole class setting or raises concerns about sexual abuse, the teacher will attend to it on an individual basis which may involve informing parents.

Sometimes pupils may ask questions about issues that are not part of the planned programme, this could show that the taught curriculum is not meeting their needs. This will be fed back to the PSHE lead as part of the evaluation and monitoring process.

Vulnerable Pupils

Some pupils may have experienced adverse childhood experiences that may impact on their ability to engage with PSHE in a variety of ways. Care will be taken to ensure that, where this is the case, parents/carers are consulted about the most appropriate way for the pupil to access the curriculum.

Safeguarding

Teachers are aware that effective PSHE, which brings an understanding of what is and what is not appropriate in a relationship, can lead to a disclosure of a safeguarding concern. Staff will refer to Child Protection procedures in line with Keeping Children Safe in Education, 2020.

Everyone involved in PSHE will be clear about the boundaries of their legal and professional roles and responsibilities. As a general rule a child's confidentiality is maintained by the teacher or member of staff concerned. However, if this person believes that the child is at risk or in danger, she/he must record their concerns on CPOMS and a member of the Designated Safeguarding Team will take action as laid down in the Safeguarding and Child Protection Policy.

Child Protection

Teachers will be aware that effective PSHE, which brings an understanding of what is and is not acceptable, can lead to disclosure of a child protection issue. Everyone involved in PSHE will be alert to signs of abuse and report concerns or suspicions to the Designated Safeguarding Lead as outlined in the safeguarding policy.

Any disclosure of sexual activity from a primary age child would raise immediate child protection concerns that would be dealt with in a sensitive manner in line with local safeguarding procedures.

Appropriate Learning

We ensure our teaching is age and developmentally appropriate by getting to know the children in our school well- using professional staff dialogue to discuss needs and abilities of class groups and individual children, promoting two-way conversation with parents and carers about their child(ren) and through regular assessment of children using 'I can' statements to monitor pupil progress in PSHE.



Statutory Guidance on Relationships Education

Families and people who care for me:

- 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:

- 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 relationships:

- 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:

- 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:

- 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



Working with Parents /Carers

Parents have been informed about the policy through initial drop-in sessions held in Sept 2019. The policy will be published on the school website in Autumn 2020. From then the policy is available to parents through the school website or from the school office. If parents require any further information or support, in the first instance, they will be signposted to the PSHE lead who will offer guidance and support, as well as signposting any outside agencies, if appropriate.

A PSHE Long Term Curriculum Map will be available on the school website, which will show an overview of what is to be taught in PSHE. Year group mid-term plans will also be available to view on the school website.

In addition to Relationships and Health Education, Sex Education is taught in Year 6. Parents are able to withdraw their child from this learning if they choose to.

Parents/guardians do not have the right to withdraw their children from Relationships Education. Elements of Sex Education are included in the Primary Science Curriculum and parents/guardians do not have the right to withdraw their children from the Science Curriculum.

Parents have the right to withdraw their children from the non-science elements of Sex Education within PSHE. Requests for withdrawal should be put in writing to the Head Teacher. We will invite you to talk through your concerns, review the materials we use and explain our rationale. Withdrawing your child from Sex Education remains a statutory right as a parent or legal guardian.

What are the aims and objectives of our Health Education programme?

Intent and implementation:

Our programme aims to ensure that every child knows how to develop and maintain a healthy lifestyle through regular exercise and a balanced diet. We want all children to have a good understanding of puberty to prepare them as well as possible for future physical and emotional changes. We want to promote informed decision making, with the opportunity to explore risk taking when discussing health education topics such as drugs and alcohol.

At Ellel St. John's, we are passionate about mental health and we are committed to helping children nurture and care for their own well-being. Ultimately, we want to give children the skills and knowledge to live safe, physically and mentally healthy lives.

What are our intended outcomes for Health Education?

We would like for all children at the end of their journey at Ellel St John's Primary School to be:

- Physically healthy, with regular access to a range of health promoting physical activities plus quality medical care
- Spiritually healthy, with opportunities to be nurtured in the Christian faith and to respect those of a different faith or no faith position
- Mentally healthy with support and enriching stimuli whilst developing a balance of intellectual and practical activity with quiet reflection
- Able to understand how to look after their bodies



Statutory guidance on PHYSICAL HEALTH AND MENTAL WELLBEING:

Mental wellbeing:

- 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:

- 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:

- 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:

- 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:

- The facts about legal and illegal harmful substances and associated risks, including smoking, alcohol use and drug-taking.

Health and prevention:

- 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 and dental flossing, including regular check-ups at the dentist.
 - About personal hygiene and germs including bacteria, viruses, how they are spread and treated, and the importance of handwashing.
- The facts and science relating to immunisation and vaccination

Basic first aid:

- 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:

- 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



Timetabling PSHE education

There is not a set amount of time allocated to PSHE each week, staff are able to deliver PSHE using a flexible approach.

PSHE content is delivered in a variety of different ways:

- Discreet Curriculum time;
- Teaching through Contexts for Learning;
- Assemblies, class assemblies, class discussions and circle time;
- As and when issues arise ensuring time is made within the curriculum to meet the needs of the children;
- Planned learning will be recorded on weekly or daily plans.

The PSHE lead will use pupil meetings to monitor the amount of PSHE being delivered within classes to ensure all objectives are being covered. It may be necessary to deliver some objectives over a series of PSHE lessons in a week and other objectives may be delivered discretely alongside other subjects.

Our PSHE education provision is mapped and planned effectively to allow for this flexible approach to learning, teachers are encouraged to adapt plans to suit the needs of their classes and to reflect on plans through jottings or discussion with the PSHE lead.

Our provision is further enriched by the whole school focus on well-being including the use of a daily stilling time. Our Christian School Values and Worships also provide valuable PSHE provision.

Who will be responsible for teaching the programme?

The programme will be led by Rebecca Walton (PSHE lead).

It will be taught by class teachers.

It will be supported by the PSHE lead, the staff team and SLT.

The school will support members of staff delivering PSHE to access appropriate CPD by regular of assessment of staff needs through the use of staff discussion and staff questionnaires. The PSHE lead will provide staff training during staff meetings and will provide further CPD as and when necessary.

The use of visitors to the classroom

External speakers may be used to enhance the delivery of PSHE. All external speakers deliver in line with our PSHE policy and safeguarding procedures.

- Be suitably qualified to deliver PSHE sessions.
- Be aware of the school policy on PSHE and work within this.
- Be supervised by a member of staff at all times when on school premises.
- Be familiar with the Safeguarding Policy and alert the teacher to any safeguarding concerns.
- Understand their contribution they make to the broader PSHE programme.
- Be suitably vetted prior to being booked.

An example of an external provider we use is the NSPCC.



How will we assess this learning?

Our teachers assess the children's work in PSHE both by making judgements as they observe and listen to children during lessons and by marking their recorded work against specific learning objectives the school curriculum map (available to view in the appendix and on the school website).

Children from Year 1 to Year 6 will use a personal journal to record their journey in PSHE at Ellel. These journals will stay with the children throughout their time at Ellel so that they can reflect on their own learning, record their knowledge before and after a unit of work (if appropriate) and compare their understanding of health, relationships and other PSHE learning as they get older. Teachers will also be able to access these journals to look at prior learning and assess specific needs for each cohort.

The PSHE lead will monitor assessments through a range of methods including pupil interviews, staff discussions and work scrutiny.

How will we involve and consult pupils?

Pupils have been involved in the creation of this policy through pupil feedback carried out in Autumn 2019.

Pupils' needs and issues, they are facing will be identified by class teachers, parents/carers and documents such as the Health LSIP.

Pupils' views of what is currently being taught will help to inform the curriculum by ensuring PSHE is being delivered regularly and that the content is appropriate. Their views will also help inform future planning- considering what they already know and what they feel they need to know more about.

Pupils will have opportunities to review and reflect on their learning during lessons using their own PSHE journals and through conversations (whole class, pairs or groups).

Monitoring, reporting and evaluation

Planning and samples of work, including photographs and questioning of children, will be collected by the PSHE co-ordinator on a termly basis to be kept in the PSHE and Citizenship portfolio. The portfolio will also include input by pupils.

Foundation Stage pupils will be assessed in line with baseline assessments and Foundation Stage profiles.

The link governor will come into school and speak to the PSHE co-ordinator when necessary. The governors will also come into school to observe and take part in other events. The PSHE lead will work closely with the link governor to ensure that our aims are being met.

When budget allows, staff will attend courses etc. to keep up-to-date with developments. The PSHE lead will pass on to staff any further information as it becomes available and will attend any future training courses for this subject, disseminating information as appropriate.

The subject action plan will be reviewed regularly, to evaluate any current action points. The updated action plan will be available to the link governor and shared regularly with other members of staff.

**What is our policy on confidentiality?**

Every year in September each class will create a group agreement about confidentiality. Teachers are to remind pupils of this at the start of every lesson.

Everyone involved in PSHE will be clear about the boundaries of their legal and professional roles and responsibilities. Teachers will discuss confidentiality with pupils, making it clear that teachers cannot offer unconditional confidentiality. Pupils will be informed that if confidentiality has to be broken, due to safeguarding concerns, they will be informed first and then supported as appropriate.

How will parents and carers be involved?

PSHE is a partnership between Ellel St John's and parents/carers. We recognise that in PSHE, parents and carers play a core role and we therefore welcome their engagement with our programme. It is important that PSHE delivered within the school is explored in more detail within the context of individual families.

We wish to build a positive and supporting relationship with the parents of children at our school through mutual understanding, trust and co-operation. In promoting this objective, we:

- Inform parents routinely about the school's PSHE policy and practice (letters/emails/ website).
- The curriculum content and organisation are shared and explained (knowledge organisers / explanation of what is covered and when).
- Answer any questions that parents may have about the PSHE of their child.
- Take seriously any issue that parents raise with teachers or governors about this policy or the arrangements for PSHE in the school.
- Conduct consultation on an annual basis about any needs in relation to our PSHE programme and policy.

Any parents wanting more information about our PSHE curriculum can contact a member of the PSHE lead via the school office.

Other aspects of school life that contribute to PSHE education include:

Opportunities to take responsibilities include School Council and Eco- Council, Worship Committee, Class Jobs, Year 6 Monitors, Class Assemblies and Rota Kids.

Opportunities to participate include end of year productions, a variety of clubs/teams, Years 2,4 and 6 residential trips.

Responsibility for the implementation of this policy.

Rebecca Walton PSHE Lead is responsible for the implementation of this policy, with the support of the school leadership team and the link governor Craig Abbott.

Policy will be reviewed September 2023.