Walverden Primary School

PSHE Policy

Approved by:	Governor Body	**Date: March 2025**
Next review due by:		

Walverden Primary PSHE (including statutory HRE) Education Policy

Our Schools Vision:

PSHE enables our children to become healthy, independent and responsible members of society. It aims to help them understand how they are developing personally and socially, and tackles many of the moral, social and cultural issues that are part of growing up. We provide our children with opportunities for them to learn about rights and responsibilities and appreciate what it means to be a member of a diverse society. Our children are encouraged to develop their sense of self-worth by playing a positive role in contributing to school life and the wider community.

Our School Mission:

From September 2020, the teaching of Health and Relationship Education (HRE) at Primary School will become compulsory and sit alongside the Personal, Social, Health, Emotional (PSHE)/ Science Curriculum. Within Pendle, our approach will be one of ensuring that our learners are provided with the building blocks needed for positive and safe relationships of all kinds. This will start with family and friends; how to treat each other with kindness (developing and maintaining positive relationships and dealing with negative relationships) and recognising the difference between online and offline friendships. We will teach this aspect within the context of our aims and values which is part of our wider Spiritual, Moral, Social and Cultural Education (SMSC). The teaching of LGBT will be covered if and when appropriate through the teaching about different types of family, including those with same sex parents. Puberty Education will be taught in years five and six and this will be in line with the Science curriculum.

Within the Pendle Community (within DFE Guidelines) PSHE and HRE Programmes of Study are designed to help children from all backgrounds build positive and safe relationships, to thrive in modern Britain and to make a positive contribution to society. In addition to the consultation with stakeholders, Faith and Community Leaders, as representatives of our School Communities have also been consulted. This Policy will be available to parents and carers through the Website.

Schools have developed their own curriculum based on the National Curriculum statutory guidelines. Schools within Pendle will use their overviews and will make choices on when and in which year group topics will be introduced, suiting the design of their wider curriculum. It is important to note that the curriculum is clearly mapped out to ensure that sensitive topics are taught in an age-appropriate way with clear progression. In addition, we will ensure HRE (Health and Relationship Education) is matched to the needs of our pupils by considering the emotional maturity of the pupils and pitching lessons appropriately.

Consultation has taken place	**The school workforce**	**Parents/carers**	**Pendle Schools Partnership**	**Governors**
	Date: 30.10.19	Date: 16.6.20	Date:25.2.20	Date:
Links to other policies	**SMSC**	**Safeguarding**	**Online safety**	Food and Drink
	Confidentiality	**Anti-bullying**	**SEND inclusion**	Equalities
	Visitor	**Behaviour**		

What is HRE?

Effective HRE is essential if young people are to make responsible and well-informed decisions about their lives. The objective of relationship education is to help and support young people through their physical, emotional and moral development. It will help them to learn to respect themselves and others and move with confidence from childhood through adolescence into adulthood.

Objectives of Health & Relationship Education at Walverden Primary School

- starts early and is relevant to pupils at each stage in their development and maturity
- builds an effective partnership between home and school
- allows sufficient time to cover a wide range of topics
- is inclusive of difference and challenges stereotypes and prejudice
- respects the views of other people
- develops an awareness of personal safety including what they should do if they are worried
- ensures that all children are assertive and have the confidence to say and do what is right
- understands the dangers associated with online technologies and develop strategies to keep safe
- contributes to a better understanding of diversity and inclusion, a reduction in gender-based and homophobic prejudice, bullying and violence
- promotes positive relationships with others, involving trust and respect
- recognises the importance of a committed, long-term, and loving relationship and the importance of family life
- learn the importance of self-control and cope with the influences of their peers and the media
- challenges body image and stereotypes, particularly in the media, and promotes respect and care for their bodies
- includes the acquisition of medically and factually correct knowledge
- prepares them for puberty and adulthood
- helps pupils gain access to information and support
- uses active learning methods - is rigorously planned, assessed and evaluated
- ensures children's views are actively sought to influence lesson planning and teaching

Why is HRE important?

High quality relationship education helps create safe school communities in which pupils can grow, learn and develop positive, healthy behaviour for life. It is essential for the following reasons:

- HRE plays a vital part in meeting schools' safeguarding requirements. We will offer a preventative programme that enables pupils to learn about safety and risks in relationships.
- Learners will be encouraged to talk to their parents and carers.
- Learners will be prepared for the experiences, opportunities and challenges of everyday life through discussing issues at an age appropriate level.
- Children and young people want to be prepared for the physical and emotional changes they undergo at puberty and they will learn about different relationships.

Preventative Curriculum

Schools are seen as having an important role in the delivery of the preventative curriculum; teaching children the knowledge and skills they need to protect themselves from all forms of abuse and understand how to keep themselves safe.

It is suggested that abuse is still underreported by children. This is a problem that is often compounded by barriers to seeking help, including not being listened to or believed by adults or not having the terminology to explain what is happening.

Abuse is one of the very worst things that can ever happen to a child, but it's not always easy to pick up the signs and often a child might not even know that what's happening is wrong. Our curriculum aims to help teachers, parents and children to address some of these issues. This supports the preventative curriculum and our legal obligation to safeguard and promote the welfare of our pupils.

- We provide children with the skills to recognise abusive behaviour and understand that abusive relationships are never acceptable or right. We support our children by:
- Introducing a whole school ethos that demonstrates that abuse in all its different forms is unacceptable
- Responding to disclosures and child protection concerns quickly and efficiently
- Promoting a listening school ethos
- Offering appropriate support for children and staff dealing with abuse
- Offering children opportunities to build self-esteem and confidence and to develop respectful relationships
- Working with outside providers to develop a broad range of curriculum enhancement activities
- Highlighting children's rights

Class teachers teach HRE through different aspects of the curriculum. While we carry out the main relationship education teaching in our PSHE curriculum, we also teach some relationships education through other subject areas (for example Science, PE and Computing) where we feel it contributes to a child's knowledge and understanding, including of his or her body, and how it is changing and developing. All maintained schools must teach the following as part of the National Curriculum for Science. At Key Stages 1 and 2, this includes teaching about the main external body parts and changes to the human body as it grows from birth to old age, including puberty. There is no right to withdraw from the National Curriculum.

Tricky Questions

We have a planned programme which we will follow as long as it is appropriate for the needs of the children, however, due to the nature of the subject, there may be times when children ask questions out of the context of a planned session. Primary-age pupils will often ask their teachers or other adults questions pertaining to sex or sexuality which go beyond what is set out for HRE. If children do ask about issues linked to topics, they will be dealt with appropriately and sensitively.

There may be times when a member of staff does not immediately answer a child's question but speaks to them on their own, later or refers them to speak to their parent. Given the ease of access to the internet, children whose questions go unanswered may turn to inappropriate sources of information.

Teaching and resources will be differentiated as appropriate to address the needs of SEND children in order for them to have full access to the content of HRE.

The Role of Parents and Other Professionals

The school is well aware that the primary role in children's relationship education lies with parents and carers. 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 these objectives, we will:

- inform parents about the HRE policy and practice
- answer any questions that parents may have about HRE
- take seriously any issues that parents raise with teachers or governors about this policy or the arrangements for relationships education in the school
- seek the views of parents and encourage them to be involved in reviewing the HRE policy
- inform parents about the best practice known with regard to relationships education, so that the teaching in school supports the key messages that parents and carers give to children at home.

We believe that, through this mutual exchange of knowledge and information, children will benefit from being given consistent messages about their changing body and their increasing responsibilities.

Parents do not have the right to withdraw pupils from relationships education but do have the right to request that their child be withdrawn from some or all of sex education not included in the Science National Curriculum. They should discuss this with the Headteacher and make it clear which aspects of the programme they do not wish their child to participate in, however this rarely happens. By working in partnership with parents they recognise the importance of this aspect of their child's education.

We encourage other valued members of the community to work with us to provide advice and support. In particular, members of the Local Health Authority, such as the school nurse and other health professionals, give us valuable support with relationship education programme. We believe that visitors should complement and never substitute or replace planned provision and it is the PSHE Subject Leader and class teachers' responsibility to plan the curriculum and lessons

How is PSHE and HRE taught?

PSHE and HRE will be taught according to the consistent and systematic pedagogical identified through School.

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…
Teaching will take into account 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 ensuring that everyone has a right to be listened to.
We will use HRE and PSHE as a vehicle to address diversity issues and to ensure equality for all by ensuring that we break down misconceptions, prejudices and behaviours.

Assessment in PSHE

PSHE education alone is not responsible for pupils' future lifestyle choices: as with any other subject, assessment in PSHE education focuses on learning, set against the lesson objectives and outcomes.

It is important to recognise that assessment in PSHE education is not about 'passing or failing', or about behavioural outcomes. Teachers and pupils both need to know what has been learned, and how learning and understanding has progressed.

Monitoring and Review Monitoring is the responsibility of the Head teacher, named Governor and Subject Leader with responsibility for HRE and PSHE. The Curriculum Committee of the governing body monitors our Policy on an annual basis. This committee reports its findings and recommendations to the full governing body, as necessary, if the policy needs modification. Parents are invited to workshops where we share the PSHE and HRE policy, curriculum content and resources. The committee gives serious consideration to any comments from parents about the Relationships Education Programme. The effectiveness of the HRE programme will be evaluated by assessing children's learning and implementing change if required. Pupil voice will be influential in adapting and amending planned learning activities. Staff also complete an evaluation form annually which the Subject Leader analyses and shares with senior leaders.

Appendix 1
How will we ensure that the curriculum is relevant to our learners?

Appendix 2
Overview of Scheme
Statutory Science Requirement

Appendix 3
What is our intended outcome, key principles and Teaching Methodology?

Appendix 4
How will we involve and consult learners?
How will learners' questions be answered?
How will we ensure confidentiality?
How will parents and carers be involved

Appendix 5
Other aspects of school life that contribute to PSHE education include:

Appendix 1:

At Walverden Primary school, we believe that teaching personal, social, health and economic (PSHE) education is integral to providing a broad and balanced curriculum to provide pupils with the knowledge, understanding, attitudes, values and skills they need in order to reach their potential as individuals and within the community. Pupils are encouraged to take part in a wide range of activities and experiences across and beyond the curriculum, contributing fully to the life of their school and communities. In doing so they learn to recognise their own worth, work well with others and become increasingly responsible for their own learning. They reflect on their experiences and understandhow

they are developing personally and socially, tackling many of the spiritual, moral, social and cultural issues that are part of growing up.

They learn to understand and respect our common humanity; diversity and differences so that they can go on to form the effective, fulfilling relationships that are an essential part of life and learning.

Although the 1decision resource is used, all teachers are aware that a flexible approach must be adopted to ensure that the curriculum is relevant to individual children and specific cohorts.

Suggested for years 1 *5-8 Resources*	Suggested for years 2 *5-8 Resources*	Suggested for years 3 *5-8 Resources*	Suggested for year 4 *8-11 Resources*	Suggested for year 5 *8-11 Resources*	Suggested for year 6 *8-11 Resources*
KEEPING/STAYING SAFE	KEEPING/STAYING SAFE	KEEPING/STAYING SAFE	KEEPING/STAYING SAFE	KEEPING/STAYING SAFE	KEEPING/STAYING SAFE
Assessment - Baseline Road Safety	Tying Shoelaces	Staying Safe Leaning Out of Windows Assessment - Summative	Assessment - Baseline Cycle Safety	Peer Pressure Adults' & Children's Views	Water Safety Assessment - Summative
KEEPING/STAYING HEALTHY	KEEPING/STAYING HEALTHY	KEEPING/STAYING HEALTHY	KEEPING/STAYING HEALTHY	KEEPING/STAYING HEALTHY	KEEPING/STAYING HEALTHY
Assessment - Baseline Washing Hands	Healthy Eating Brushing Teeth	Medicine Assessment - Summative	Assessment - Baseline Healthy Living	Smoking Adults' & Children's Views	Alcohol Assessment - Summative
RELATIONSHIPS	RELATIONSHIPS	RELATIONSHIPS	GROWING AND CHANGING	GROWING AND CHANGING	GROWING AND CHANGING
Assessment - Baseline Friendship	Bullying Body Language	Touch Assessment - Summative	Assessment - Baseline Appropriate Touch (Relationships)	[redacted]	[redacted]
BEING RESPONSIBLE	BEING RESPONSIBLE	BEING RESPONSIBLE	BEING RESPONSIBLE	BEING RESPONSIBLE	BEING RESPONSIBLE
Assessment - Baseline Water Spillage	Practice Makes Perfect Helping Someone in Need	Stealing Assessment - Summative	Assessment - Baseline Coming Home on Time	Looking Out for Others Adults' & Children's Views	Stealing Assessment - Summative
FEELINGS AND EMOTIONS	FEELINGS AND EMOTIONS	FEELINGS AND EMOTIONS	FEELINGS AND EMOTIONS	FEELINGS AND EMOTIONS	FEELINGS AND EMOTIONS
Assessment - Baseline Jealousy	Worry Anger	Grief Assessment - Summative	Assessment - Baseline Jealousy	Anger Adults' & Children's Views	Worry Assessment - Summative
COMPUTER SAFETY	COMPUTER SAFETY	COMPUTER SAFETY	COMPUTER SAFETY	COMPUTER SAFETY	COMPUTER SAFETY
Assessment - Baseline Online Bullying	Image Sharing	Making Friends Online Computer Safety Documentary Assessment - Summative	Assessment - Baseline Online Bullying	Image Sharing Adults' & Children's Views	Making Friends Online Assessment - Summative
	MONEY MATTERS	MONEY MATTERS	THE WORKING WORLD	THE WORKING WORLD	THE WORKING WORLD
	Assessment - Baseline Money Matters	Assessment - Summative	Assessment - Baseline Chores at Home	Enterprise Adults' & Children's Views	In-App Purchases Assessment - Summative
HAZARD WATCH This module is suggested for years 1-3 and can be delivered where suitable			A WORLD WITHOUT JUDGEMENT	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 Breaking Down Barriers	[redacted]	British Values Assessment - Summative

Statutory Science requirement cross-curricular links:

Year 1:

Statutory requirements
▪ describe and compare the structure of a variety of common animals (fish, amphibians, reptiles, birds and mammals, including pets) ▪ identify, name, draw and label the basic parts of the human body and say which part of the body is associated with each sense.

Year 2:

Animals, including humans

Statutory requirements
Pupils should be taught to: ▪ notice that animals, including humans, have offspring which grow into adults ▪ find out about and describe the basic needs of animals, including humans, for survival (water, food and air) ▪ describe the importance for humans of exercise, eating the right amounts of different types of food, and hygiene.

Year 3:

Animals, including humans

Statutory requirements
Pupils should be taught to: ▪ identify that animals, including humans, need the right types and amount of nutrition, and that they cannot make their own food; they get nutrition from what they eat ▪ identify that humans and some other animals have skeletons and muscles for support, protection and movement.

Year 4:

Living things and their habitats

Statutory requirements

Pupils should be taught to:

- recognise that living things can be grouped in a variety of ways
- explore and use classification keys to help group, identify and name a variety of living things in their local and wider environment
- recognise that environments can change and that this can sometimes pose dangers to living things.

Year 5:

Living things and their habitats

Statutory requirements

Pupils should be taught to:

- describe the differences in the life cycles of a mammal, an amphibian, an insect and a bird
- describe the life process of reproduction in some plants and animals.

Animals, including humans

Statutory requirements

Pupils should be taught to:

- describe the changes as humans develop to old age.

Year 6:

Statutory requirements

Pupils should be taught to:

- identify and name the main parts of the human circulatory system, and describe the functions of the heart, blood vessels and blood
- recognise the impact of diet, exercise, drugs and lifestyle on the way their bodies function
- describe the ways in which nutrients and water are transported within animals, including humans.

Statutory requirements

Pupils should be taught to:

- recognise that living things have changed over time and that fossils provide information about living things that inhabited the Earth millions of years ago
- recognise that living things produce offspring of the same kind, but normally offspring vary and are not identical to their parents
- identify how animals and plants are adapted to suit their environment in different ways and that adaptation may lead to evolution.

Appendix 3:

Intent:

Walverden Primary School strives to:

- Ensure all pupils are provided with the knowledge, understanding, attitudes, values and skills they need to reach their potential as individuals and within the community.
- Ensure all pupils value themselves, have sense of purpose, form positive relationships and be an active participant in their own learning.
- Ensure all pupils are provided with opportunities to talk about how they feel and understand their feelings, within a safe and secure environment and without judgement.

Implementation:

At Walverden, PSHE is taught through a weekly, one-hour lesson using the 1decision resource. As a school, we chose to use the scheme as a framework for delivering high quality learning opportunities. The framework has been mapped out carefully alongside the statutory requirements to ensure coverage with content produced for the media generation - including interactive materials, suitable for all learning styles.

Mindfulness is developed through whole-school 'reflection' time each week. This consists of breathing techniques, awareness exercises and enjoyable activities- where children can begin to understand their thoughts, feelings and learn techniques to support the regulation of their emotions and build emotional resilience, emotional literacy, social skills and spiritual development.

During all PSHE lessons teachers are mindful of pupils learning styles, provide effective challenge for all pupils ensuring all their individual needs are being met and good learning behaviours are displayed. Each year group works on the same theme at the same time, each half term also has a value which is the focus for that half term across the school. Each value is introduced during an assembly, generating a whole school focus for adults and children alike.

Appendix 4:

Learners will be involved and consulted through monitoring via the PSHE subject lead. This will be done through looking at children's work and having discussions with the children about their learning in PSHE. These discussions cover a range of aspects, including; what children feel is effective/in-effective, what they enjoy, what types of activities are taking place and whether they can link their learning in PSHE to the wider world/their own lives.

The feedback from this monitoring will then be shared with teachers. General strengths and weaknesses will be identified and fed-back as a collective and more detailed and personal feedback will be delivered on an individual basis. This feedback will then be acted upon as a whole-school/individual teacher – allowing pupil voice to shape the PSHE curriculum being delivered. Monitoring also enables the PSHE lead to identify any possible CPD as a whole-school or for individual teachers.

Due to the nature of PSHE, many questions are asked throughout the lessons. Usually these will be seen as a potential learning opportunity for teachers and answered as they occur. However, due to the sometimes-sensitive nature of different topics, if a question asked is deemed inappropriate by the teacher on a whole-class basis, there will be a discussion with parents/carers and a decision will be made as to who will answer the question and how it will be done.

It is essential all members of staff know the limits of the confidentiality they can offer to both pupils and parents/carers and any required actions and sources of further support or help available, both for the pupil or parent/carer and for the staff member within the school. This includes support/advice from other agencies, where appropriate. All staff at this school encourage pupils to discuss difficult issues with their parents or carers, and vice versa. However, the needs of the pupil are paramount and school staff will not automatically share information about the pupil with his/her parents/carers unless it is considered to be in the child's best interests.

Walverden Primary School believes that it is essential to work in partnership with parents and carers and we endeavour to keep parents/carers abreast of their child's progress at school, including any concerns about their progress or behaviour. However, we also need to maintain a balance so that our pupils can share any concerns and ask for help when they need it. Where a pupil does discuss a difficult personal matter staff at school, they will be encouraged to also discuss the matter with their parent or carer themselves. The safety, well-being and protection of our pupils is the paramount consideration in all decisions staff at this school make about confidentiality.

Appendix 5:

PSHE is a strand which runs throughout many of the things we do both within the curriculum and outside of it. The School Council, consisting of pupils elected from each class, provides a forum for pupils to contribute to the decision-making process in the school. Aspects of personal, social and health education and religious education within the curriculum provide pupils with opportunities to develop spiritually and morally in a supportive atmosphere. Children are provided with opportunities to contribute to improving social issues through an Eco-Schools project – this project allows the student elected eco-school councillors to organise environmental reviews and action plans – deciding on the projects they want to work on and support.

Children who are part of the choir volunteer to sing at both the library and at Age Concern – this proves a beneficial experience for all involved, allowing children to give back to the community where they live. Walverden Primary School also engages with many charities – both local and national. Children enjoy being part of these charities and raising money for those in need – supporting their social and economic development. Social and personal themes are also explored in regular whole-school and class assemblies.