

## **Introduction**

This policy outlines our school's approach to the teaching, organisation and management of Personal, Social, Health and Economic (PSHE) Education taught at Northfield Manor Primary Academy. The implementation of this policy is the responsibility of all teaching staff. The responsibility for monitoring and review rests with the PSHE leader and ultimately the Headteacher.

PSHE includes Relationships Education which is statutory in primary schools from September 2020.

The aim of this policy is to ensure that leaders, teachers and parents understand the PSHE curriculum at Victoria Academies Trust and our approach to teaching it. PSHE and Relationships are an important and necessary part of education and living in modern Britain. We believe it is vital to equip pupils with a sound understanding of the risks of the modern world and with the knowledge and skills necessary to make safe and informed decisions.

## **Aims and Values**

Our approach teaches the content of the curriculum in an age appropriate and sensitive manner.

All of this content will support our five core values (Focusing on family, Insist on excellence, Do good as you go, Embrace innovation and Seize success). These will ensure all pupils will develop resilience and character so that all pupils are happy, successful and productive members of society.

- Focusing on family:

Through the nurturing of personal relationships, mutual respect and the understanding of a loving family unit; pupils will understand and respect that families can be different to their own.

- Insist on excellence:

Pupils will develop resilience and develop mental well-being strategies to cope with emotions and the ups and downs of everyday life.

- Do good as you go

Children will develop sensitivity towards the feelings and needs of others and educate against discrimination and prejudice.

- Embrace innovation:

To build strategies to empower children and allow them to make informed choices and actively engage children to be a positive citizen and make a difference.

- Seize success

Children will learn to celebrate individual and group achievements so that they can be the best that they can be.

High quality relationships education helps create safe school communities in which children can grow, learn, and develop positive, healthy behaviour for life. Through the Relationships Education lessons delivered as part of the PSHE curriculum, schools will teach pupils the knowledge they need to recognise and to report abuse, including emotional, physical and sexual abuse. This is delivered by focusing on boundaries and privacy, ensuring young people understand that they have rights over their own bodies. This should also include understanding boundaries in friendships with peers and also in families and with others, in all contexts, including online. Pupils will know how to report concerns and seek advice when they suspect or know that something is wrong. This guidance comes directly from the Department for Education document issued in 2019 Relationships Education, Relationships and Sex Education (RSE) and Health Education.

*‘Evidence shows that well-delivered PSHE programmes have an impact on both academic and non-academic outcomes for pupils, particularly the most vulnerable and disadvantaged’.*

PSHE Association

### **Equality**

Schools are required to comply with relevant requirements of the Equality Act 2010. Schools should pay particular attention to the Public sector equality duty (PSED) (s.149 of the Equality Act).

Under the provisions of the Equality Act, schools must not unlawfully discriminate against pupils because of their age, sex, race, disability, religion or belief, gender reassignment, pregnancy or maternity, marriage or civil partnership, or sexual orientation (collectively known as the protected characteristics). Schools must also make reasonable adjustments to alleviate disadvantage and be mindful of the SEND Code of Practice when planning for these subjects.

Relationships Education and Health Education must be accessible for all. This is particularly important when planning teaching for pupils with special educational needs and disabilities and those with Social, Emotional and Mental Health needs. High quality teaching that is differentiated and personalised will be the starting point to ensure accessibility.

We will ensure that all of our teaching is sensitive and age appropriate in approach and content. Teachers are aware of the need for religious, family and cultural sensitivity and respect the backgrounds of all our children when delivering all PSHE lessons.

### **Right to withdraw**

Statutory guidance (September 2020) now requires every primary age child to receive Relationships and Health education and therefore no child can be withdrawn.

Sex education is not statutory until secondary and will therefore not be taught in our schools.

Aspects of the Science curriculum will cover life cycles on animals including humans, and that animals including humans produce offspring. This is part of the statutory Science curriculum and therefore there is no right for parents to withdraw.

We will teach Changes to the Adolescent body (Puberty) at Upper Key stage 2. Communication regarding the content of this material will be made available to parents prior to teaching.

### **Policy Development and Consultation Process**

This policy has been written in response to the update to the DFE's 'Relationships Education, Relationships and Sex Education (RSE) and Health Education. A working group made up of leaders from all trust schools, have worked together to produce a draft policy which reflects our school's communities and our trust values.

Following this, consultations were held at individual schools with Academy Councils, Parent Councils and the wider parent body via face to face meetings and questionnaires.

### **Teaching and Learning**

The content of the PSHE curriculum as set out in the National Curriculum can be seen in Appendix 1.

The teaching of the PSHE curriculum is delivered through a combination of discrete lessons, lessons related within cross curricular challenges within the Challenge Curriculum, and through whole school events, assemblies and project days or weeks.

### **CPD for staff**

As part of ensuring that all teachers are sufficiently trained and supported to deliver this PSHE and RHE curriculum, we work at school and Trust level to professionally develop our teachers. Across the schools in the Trust, we have an PSHE and RHE working group who have ensured that teachers receive clear guidance, planning and supporting materials to enable to them to deliver quality, age appropriate sequences of lessons that teach each aspect of the curriculum as set out below. This material is supported by CPD delivered by members of this team in each school, practically supporting them to deliver engaging lessons including tackling misconceptions, challenging questions and using correct terminology and content in line with the curriculum.

### **Monitoring Arrangements**

The delivery of PSHE and Relationship education is monitored by the PSHE lead through:

- Planning scrutinies
- Learning Walks
- Pupils Voice
- Lesson Observations
- Book Looks

Pupils' development in RHE is monitored by class teachers as part of our internal assessment systems.

This policy will be reviewed by the Head Teacher in line with statutory curriculum changes or every four years. At every review, the policy will be approved by the Academy Council.



## **Appendix 1: Statutory curriculum coverage:**

### Aspect A: Relationships Education

<p><b><i>1. Families and people who care for me.</i></b></p> <p>Pupils should know:</p> <ul style="list-style-type: none"><li>• that families are important for children growing up because they can give love, security and stability.</li><li>• 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.</li><li>• 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.</li><li>• 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.</li><li>• that marriage represents a formal and legally recognised commitment of two people to each other which is intended to be lifelong.</li><li>• how to recognise if family relationships are making them feel unhappy or unsafe, and how to seek help or advice from others if needed.</li></ul>
<p><b><i>2. Caring friendships</i></b></p> <p>Pupils should know:</p> <ul style="list-style-type: none"><li>• how important friendships are in making us feel happy and secure, and how people choose and make friends.</li><li>• the characteristics of friendships, including mutual respect, truthfulness, trustworthiness, loyalty, kindness, generosity, trust, sharing interests and experiences and support with problems and difficulties.</li><li>• that healthy friendships are positive and welcoming towards others, and do not make others feel lonely or excluded.</li><li>• 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.</li><li>• 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.</li></ul>
<p><b><i>3. Respectful relationships</i></b></p> <p>Pupils should know:</p> <ul style="list-style-type: none"><li>• 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.</li><li>• practical steps they can take in a range of different contexts to improve or support respectful relationships.</li><li>• the conventions of courtesy and manners.</li></ul>

- 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.

#### **4. Online relationships**

Pupils should know:

- that people sometimes behave differently online, including by pretending to be someone they are not.
- that the same principles apply to online relationships as to face-to-face relationships, including the importance of respect for others online including when we are anonymous.
- the rules and principles for keeping safe online, how to recognise risks, harmful content and contact, and how to report them.
- how to critically consider their online friendships and sources of information including awareness of the risks associated with people they have never met.
- how information and data is shared and used online.

#### **5. Being Safe:**

Pupils should know

- what sorts of boundaries are appropriate in friendships with peers and others (including in a digital context).
- about the concept of privacy and the implications of it for both children and adults; including that it is not always right to keep secrets if they relate to being safe.
- that each person's body belongs to them, and the differences between appropriate and inappropriate or unsafe physical, and other, contact.
- how to respond safely and appropriately to adults they may encounter (in all contexts, including online) whom they do not know.
- how to recognise and report feelings of being unsafe or feeling bad about any adult.
- how to ask for advice or help for themselves or others, and to keep trying until they are heard.
- how to report concerns or abuse, and the vocabulary and confidence needed to do so.
- where to get advice e.g. family, school and/or other sources.

## Aspect B: Mental Wellbeing

### **1. Mental Health**

Pupils should know:

- that mental wellbeing is a normal part of daily life, in the same way as physical health.
- that there is a normal range of emotions (e.g. happiness, sadness, anger, fear, surprise, nervousness) and scale of emotions that all humans experience in relation to different experiences and situations.
- how to recognise and talk about their emotions, including having a varied vocabulary of words to use when talking about their own and others' feelings.
- how to judge whether what they are feeling and how they are behaving is appropriate and proportionate.
- the benefits of physical exercise, time outdoors, community participation, voluntary and service-based activity on mental wellbeing and happiness.
- simple self-care techniques, including the importance of rest, time spent with friends and family and the benefits of hobbies and interests.
- isolation and loneliness can affect children and that it is very important for children to discuss their feelings with an adult and seek support.
- that bullying (including cyberbullying) has a negative and often lasting impact on mental wellbeing.
- where and how to seek support (including recognising the triggers for seeking support), including whom in school they should speak to if they are worried about their own or someone else's mental wellbeing or ability to control their emotions (including issues arising online).
- it is common for people to experience mental ill health. For many people who do, the problems can be resolved if the right support is made available, especially if accessed early enough.

### **2. Internet safety and harms**

Pupils should know:

- that for most people the internet is an integral part of life and has many benefits.
- about the benefits of rationing time spent online, the risks of excessive time spent on electronic devices and the impact of positive and negative content online on their own and others' mental and physical wellbeing.
- how to consider the effect of their online actions on others and know how to recognise and display respectful behaviour online and the importance of keeping personal information private.
- why social media, some computer games and online gaming, for example, are age restricted.
- that the internet can also be a negative place where online abuse, trolling, bullying and harassment can take place, which can have a negative impact on mental health.
- how to be a discerning consumer of information online including understanding that information, including that from search engines, is ranked, selected and targeted.
- where and how to report concerns and get support with issues online.

### **3. Physical Health and Fitness**

Pupils should know:

- the characteristics and mental and physical benefits of an active lifestyle.
- the importance of building regular exercise into daily and weekly routines and how to achieve this; for example, walking or cycling to school, a daily active mile or other forms of regular, vigorous exercise.
- the risks associated with an inactive lifestyle (including obesity).
- how and when to seek support including which adults to speak to in school if they are worried about their health.

### **4. Healthy Eating**

Pupils should know:

- what constitutes a healthy diet (including understanding calories and other nutritional content).
- the principles of planning and preparing a range of healthy meals.
- the characteristics of a poor diet and risks associated with unhealthy eating (including, for example, obesity and tooth decay) and other behaviours (e.g. the impact of alcohol on diet or health).

### **5. Drugs, alcohol and tobacco**

Pupils should know:

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

### **6. Health and Prevention**

Pupils should know:

- how to recognise early signs of physical illness, such as weight loss, or unexplained changes to the body.
- about safe and unsafe exposure to the sun, and how to reduce the risk of sun damage, including skin cancer.
- the importance of sufficient good quality sleep for good health and that a lack of sleep can affect weight, mood and ability to learn.
- about dental health and the benefits of good oral hygiene 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 allergies, immunisation and vaccination.

### **7. Basic First Aid**

Pupils should know:

- how to make a clear and efficient call to emergency services if necessary.
- concepts of basic first-aid, for example dealing with common injuries, including head injuries.

### **8. Changing adolescent body (puberty) – Upper KS2 only**

Pupils should know:

- key facts about puberty and the changing adolescent body, particularly from age 9 through to age 11, including physical and emotional changes.



- about menstrual wellbeing including the key facts about the menstrual cycle.

## Aspect C: Living in the Wider World

### **1. Roles and Responsibilities**

Pupils should know

- the reason why we have rules, to learn about rules as expectations, to understand that rules may need to be changed.
- to agree and follow rules for their group and classroom
- about how rules can contribute to the life of the class
- the term 'anarchy' and understand the implications of living in an anarchic society and the meaning of the following: democracy, sovereignty, dictatorship, government, monarchy
- about organisations such as the United Nations and understand the importance and significance of equal rights
- why it is important to be able to take turns. To understand the concept of 'borrowing and sharing.
- that everyone has a responsibility to consider the needs of others and to understand why it is important to behave responsibly. Pupils should recognise that actions have consequences and understand that people and other living things have needs and that they have responsibilities to meet them

### **2. Communities**

Pupils should know

- their role in the class community and our community outside of school.
- how to contribute to the life of the classroom
- that they belong to various groups and communities and the importance of developing a sense of belonging in the wider community
- ways of looking after the school or community and how to care for the local environment
- the importance of shared responsibility within all communities.

### **3. Money and finance**

Pupils should know

- where money comes from and to recognise notes and coins. Pupils should understand that people make a choice to spend money on things that they need.
- about the role of money in our society
- the different types of work people do and learn about different places of work.
- to make the connection between their learning, the world of work and their future economic wellbeing.
- why it is important to keep money safe
- that we cannot always afford the items we want to buy
- the importance of choices and spending money wisely
- about budgeting and what it means to budget
- the financial terms such as loan, interest, tax and discount

- the principles of enterprise and contribute to enterprise activities. Pupils should understand profit and loss
- the principles of charity work
- about and reflect on their own spending habits / choices
- why financial management and planning is important from a young age

#### ***4. Discrimination and Diversity***

Pupils should know

- and understand the terms 'discrimination' and 'stereotype'
- to challenge stereotypes relating to gender and work
- the benefits of living in a diverse community and learn to celebrate diversity