Personal, Social, Health and Economic Education Policy

Reviewed on 10.23
To be approved by Full Governing Body's Raising Achievement Group in 11.23

Holmwood School follows the JigSaw PHSE programme and the Consent Programme from NSPCC – PANTS

1 Aims and objectives
1.1 Personal, social, health and economic education (PSHE) and citizenship promotes pupils' personal social and emotional development, as well as their health and well-being. It helps to give children the knowledge and skills they need to lead confident, healthy and independent lives and to play a positive role in contributing to the life of the school and the wider community. It aims to help them understand how they are developing personally and socially, and tackles many moral, social and cultural issues. They learn to appreciate what it means to be a positive member of a diverse multicultural society. It gives children an understanding of the rights and responsibilities that are part of being a good citizen and introduces them to some of the principles of prudent financial planning and understanding.

1.2 At Holmwood School we believe that the personal, social, health and economic development of each child, in conjunction with their citizenship skills, have a significant role in their ability to learn. We value the importance of PSHE and Citizenship in preparing children for the opportunities, responsibilities and experiences of life. In addition we believe that a child needs to learn about the many emotional aspects of life and how to manage their own emotions. We are also aware of the way that PSHE supports many of the principles of Safeguarding.

1.3 At Holmwood School we aim to help the children to:

- Know and understand what constitutes a healthy lifestyle;
- be aware of safety issues;
- Understand what makes for good relationships with others;
- Have respect for others;
- Be independent and responsible members of the school community;
- Be positive and active members of a democratic society;
- Develop confidences and responsibilities and make the most of their abilities;

- Develop self-confidence and self-esteem, and make informed choices regarding personal and social issues;
- Develop good relationships with other members of the school and the wider community;
- Understand some basic principles of finances;
- Celebrate personal achievements attained inside and outside school.
- Know and understand safeguarding

2 Teaching and learning style

2.1 We use a range of teaching and learning styles. We place an emphasis on active learning by including the children in discussions, investigations and problem-solving activities. We encourage the children to take part in a range of practical activities that promote active citizenship, e.g. charity fundraising, the planning of school special events such as an assembly, or involvement in an activity to help other individuals or groups less fortunate than themselves.

We organise classes in such a way that pupils are able to participate in discussion to resolve conflicts or set agreed classroom rules of behaviour.

3 PSHE and Citizenship Curriculum planning

3.1 We teach PSHE and citizenship in a variety of ways. Class circle times are held regularly, when issues to do with PSHE and citizenship are raised and discussed. We also teach PSHE discretely and where appropriate we introduce PSHE and citizenship using a cross-curricular approach.

3.2 We also develop PSHE and citizenship through activities and whole-school events, e.g. we offer a residential visit to Years 6 in Key Stage 2, where there is a particular focus on developing pupils' self esteem and giving them opportunities to develop leadership and co-operative skills.

4 Early Years Foundation Stage

4.1 We teach PSHE and Citizenship in EYFS as an integral part of the topic work covered during the year. We relate the PSHE and Citizenship aspects of the children's work to the objectives set out in the EYFS. Our teaching in PSHE and Citizenship matches the aim of developing a child's personal, emotional and social development as set out in the EYFS.

5 Teaching PSHE and Citizenship.

5.1 We teach PSHE and citizenship to all children, regardless of their ability. Our teachers provide learning opportunities matched to the individual needs of children with learning difficulties. When teaching PSHE and Citizenship we take into account the targets set for the children in their Pupil Profiles and intervention work.

5.2 We endeavour to provide **all** children with opportunities to take responsibility, develop leadership skills, think creatively and use their talents for good of the class or the wider community.

6 Assessment and recording
6.1 Teachers assess the children's work in PSHE and Citizenship both by making informal judgements as they observe them during lessons and by doing formal assessments of their work.
 In the EYFS, they are assessed against the objectives laid out in PSED. We have clear expectations of what the pupils will know, understand and be able to do at the end of each key stage.
6.2 We celebrate achievements within the classroom environment and in our assemblies, especially weekly awards assembly, colour groups and end of term/year assembly.

7 Resources
7.1 As a school we endeavour to regularly review resources to ensure that suitable resources are available to enhance teaching and learning.

8 Monitoring and Review
8.1 The PSHE and Citizenship subject leader is responsible for monitoring the standard and quality of teaching and learning in PSHE and Citizenship. They monitor this through looking at planning, informal observations, work scrutiny, pupil feedback and curriculum walks. This is then fed back to staff and link governor. The subject leader is also responsible for supporting colleagues in the teaching of PSHE and Citizenship, for being informed about current developments in the subject, and for providing a strategic lead and direction for the subject in the school. The subject leader highlights areas to be developed and shares this with staff through an action plan that is acted upon, reviewed and updated annually.

By the end of Primary School the pupils should know:

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.
- The use of technology has become a significant component of many safeguarding issues. Child sexual exploitation; radicalisation; sexual predation: technology often provides the platform that facilitates harm. An effective approach to online safety empowers a school or college to protect and educate the whole school or college community in their use of technology and establishes mechanisms to identify, intervene in, and escalate any incident where appropriate.

- The breadth of issues classified within online safety is considerable, but can be categorised into three areas of risk:

  • **Content**: being exposed to illegal, inappropriate or harmful material; for example pornography, fake news, racist or radical and extremist views;

  • **Contact:** being subjected to harmful online interaction with other users; for example commercial advertising as well as adults posing as children or young adults; and

  • **Conduct**: personal online behaviour that increases the likelihood of, or causes, harm; for example making, sending and receiving explicit images, or online bullying.

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.

Sex Education

The Relationships Education, RSE, and Health Education (England) Regulations 2019 have made Relationships Education compulsory in all primary schools. Sex education is not compulsory in primary schools and the content set out in this guidance therefore focuses on Relationships Education.

Lesbian, Gay, Bisexual and Transgender (LGBT)

In teaching Relationships Education and RSE, schools should ensure that the needs of all pupils are appropriately met, and that all pupils understand the importance of equality and respect. Schools must ensure that they comply with the relevant provisions of the Equality Act 2010, (please see The Equality Act 2010 and schools: Departmental advice), under which sexual orientation and gender reassignment are amongst the protected characteristics.

37. Schools should ensure that all of their teaching is sensitive and age appropriate in approach and content. At the point at which schools consider it appropriate to teach their pupils about LGBT, they should ensure that this content is fully integrated into their programmes of study for this area of the curriculum rather than delivered as a stand-alone unit or lesson. Schools are free to determine how they do this, and we expect all pupils to have been taught LGBT content at a timely point as part of this area of the curriculum.

Physical health and mental wellbeing

The aim of teaching pupils about physical health and mental wellbeing is to give them the information that they need to make good decisions about their own health and wellbeing. It should enable them to recognise what is normal and what is an issue in themselves and others and, when issues arise, know how to seek support as early as possible from appropriate sources.

Physical health and mental wellbeing are interlinked, and it is important that pupils understand that good physical health contributes to good mental wellbeing, and vice versa.

 It is important for schools to promote pupils' self-control and ability to self-regulate, and strategies for doing so. This will enable them to become confident in their ability to achieve well and persevere even when they encounter setbacks or when their goals are distant, and to respond calmly and rationally to setbacks and challenges.

This integrated, whole-school approach to the teaching and promotion of health and wellbeing has a potential positive impact on behaviour and attainment.

Effective teaching should aim to reduce stigma attached to health issues, in particular those to do with mental wellbeing. Schools should engender an atmosphere that encourages openness. This will mean that pupils feel they can check their understanding and seek any necessary help and advice as they gain knowledge about how to promote good health and wellbeing.

Schools have flexibility to design and plan age-appropriate subject content, but this guidance sets out core areas for health and wellbeing that are appropriate for primary and secondary aged pupils.

Governors

As well as fulfilling their legal obligations, the governing boards or management committee should also make sure that: • all pupils make progress in achieving the expected educational outcomes;

• The subjects are well led, effectively managed and well planned;

• The quality of provision is subject to regular and effective self-evaluation;

• Teaching is delivered in ways that are accessible to all pupils with SEND;

• Clear information is provided for parents on the subject content and the right to request that their child is withdrawn; and,

• The subjects are resourced, staffed and timetabled in a way that ensures that the school can fulfil its legal obligations.

Working with parents/carers and the wider community

The role of parents in the development of their children's understanding about relationships is vital. Parents are the first teachers of their children. They have the most significant influence in enabling their children to grow and mature and to form healthy relationships.

Holmwood School work closely with parents to ensure that parents know what will be taught and when, and clearly communicate the fact that parents have the right to request that their child be withdrawn from some or all of sex education delivered as part of statutory RSE.

Parents should be given every opportunity to understand the purpose and content of Relationships Education and RSE. Good communication and opportunities for parents to understand and ask questions about the school's approach help increase confidence in the curriculum.

Right to be excused from sex education (commonly referred to as the right to withdraw)

Parents have the right to request that their child be withdrawn from some or all of sex education delivered as part of statutory RSE. Before granting any such request it would be good practice for the head teacher to discuss the request with parents and, as appropriate, with the child to ensure that their wishes are understood and to clarify the nature and purpose of the curriculum. Schools will want to document this process to ensure a record is kept.

Working with external organisations

This can enhance delivery of these subjects, bringing in specialist knowledge and different ways of engaging with young people.

As with any visitor, schools are responsible for ensuring that they check the visitor or visiting organisation's credentials. Schools should also ensure that the teaching delivered by the visitor fits with their planned programme and their published policy. It is important that schools discuss the detail of how the visitor will deliver their sessions and ensure that the content is age-appropriate and accessible for the pupils. Schools should ask to see the materials visitors will use as well as a lesson plan in advance, so that they can ensure it meets the full range of pupils' needs.

Physical health and mental wellbeing:

The focus is teaching the characteristics of good physical health and mental wellbeing. Teachers should be clear that mental wellbeing is a normal part of daily life, in the same way as physical health.

This starts with pupils being taught about the benefits and importance of daily exercise, good nutrition and sufficient sleep, and giving pupils the language and knowledge to understand the normal range of emotions that everyone experiences. This should enable pupils to articulate how they are feeling, develop the language to talk about their bodies, health and emotions and judge whether what they are feeling and how they are behaving is appropriate and proportionate for the situations that they experience.

Teachers should go on to talk about the steps pupils can take to protect and support their own and others' health and wellbeing, including simple self-care techniques, personal hygiene, prevention of health and wellbeing problems and basic first aid.

Emphasis should be given to the positive two-way relationship between good physical health and good mental wellbeing, and the benefits to mental wellbeing of physical exercise.

By the end of Primary School the pupil should know:

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
- 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 knowhow 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.