

# **BEECHWOOD JUNIOR SCHOOL**

## **Personal, Social, Health and Economic (PSHE) education Policy 2020**



Date Approved: September 2020

Review Date: September 2021



## **RATIONALE AND ETHOS**

As a school, we recognise the importance of in-depth, purposeful PSHE education for the children within our community in order to enable them to flourish in later life. We wholeheartedly believe in developing the whole child and the PSHE education we provide our children with reflects this. This policy aims to clarify the how, why, and what of PSHE teaching at Beechwood Junior School. This is to be used by staff to clarify expectations, highlight the resources that we have at our disposal, and to ensure that a high-quality PSHE curriculum is being taught to all.

This policy covers our approach to Personal, Social and Health Education (PSHE) from Years 3-6 and was created using guidance from the PSHE Association. It was written by the PSHE leader in collaboration with SLT, teachers, the wider school staff and governors. The policy also works in conjunction with the school's Relationships and Health Education (RHE) policy.

Parents and carers will be consulted on the PSHE policy during Autumn 2020 and it will be reviewed on a yearly basis. The policy will remain accessible via the school website and should a copy be required in a different format, please contact the school office.

## **INTENDED OUTCOMES**

Our PSHE programme is intended to reflect the ages and needs of the pupils and to ensure that every pupil will receive equal, appropriate access. It mirrors the school HEART values (Honesty, Equal Opportunities, Achievement, Respect and Teamwork) which are embedded in daily school life.

As a result of our PSHE programme of learning, pupils will:

- be able to take care of themselves both mentally and physically
- be accepting of others and their differences
- be able to build and maintain healthy relationships
- develop the skills to be able to positively contribute to the wider society
- understand they have a responsibility to show kindness, integrity, generosity and honesty
- understand they have a right to be able to challenge something they are not happy with

- be physically and mentally safe both online and in the real world. - question the world around them.

These intended outcomes compliment and are in conjunction with those identified in the RHE policy which can be found on the [school website under the policies section](#) or obtained from the school office.

## **STATUTORY REGULATIONS AND GUIDANCE**

Under the current National Curriculum provision, there is no specific statutory guidance for PSHE education. However, as a school we recognise that the PSHE education children are provided with has a large impact upon the young people they become. It should contribute to promoting the spiritual, moral, cultural, mental and physical development of pupils at school and within society, thus preparing them for the responsibilities and experiences of adult life. Therefore, we have utilised the expertise of the PSHE Association in order to create our PSHE curriculum and to inform this policy.

Relationships and Health Education, for which there is statutory guidance, forms part of the PSHE curriculum. Should you like to view the current statutory guidance relating in particular to the teaching of RHE, please follow this link: [Relationships Education, Relationships and Sex Education \(RSE\) and Health Education Statutory Guidance](#) or ask for a copy from the school office.

## **CURRICULUM DESIGN AND KEY AREAS OF TEACHING**

All learning within our school considers pupils' starting points and adults recognise that children have a wide range of differing experiences, this is particularly true with PSHE. Pupils will bring differing levels of knowledge and understanding to any issue explored so, where possible, any new topic in PSHE education will start by determining pupils' prior knowledge. Particular consideration will be given to those children with SEND who may need further differentiation in order to access the curriculum.

The programme will be taught through a range of teaching methods to enable children to make connections between the learning they receive in PSHE education and their own previous experiences or those they may have in the future. The skill of reflection is critical to enable a depth of understanding within PSHE and one which staff will develop with those they teach. Reflection will allow for the processing of thoughts and will encourage children to question what they think or feel.

### **Programme of study**

Our skills progression has been adapted from the PSHE Association's 2020 Programme of Study in order to fit the needs of the children in our school. Our PSHE curriculum is designed

to identify the key concepts and skills to be taught through the use of a broad range of topics where these concepts and skills can be developed, expanded and rehearsed.

The curriculum design and development will allow for adaptation where appropriate to meet the needs of the children within the context of our school. In Southampton, we are aware of that the locality reports lower happiness than the national picture, 26% of the area are reported to live in poverty, there is a need to improve children’s dental hygiene, that there is an increase in the elderly population and an increase in those with diabetes. We are pleased that the teenage pregnancy rate is falling, but are aware it is still high.

Year 3-5 will explore the overarching themes: Relationships, Living in the Wider World and Health and Wellbeing consecutively. In Year 6, the themes have been mixed to correlate with the wider curriculum and to suit the needs of our children as they prepare for secondary school. Lessons may be taught weekly or blocked where appropriate.

Elements of this curriculum may also be taught in other subject areas such as science, PE, RE, computing (referred to as Technology within the Beechwood Curriculum) and through Collective Worship assemblies. Where appropriate, P4C will be used in order to discuss and unpick concepts.

PSHE curriculum overview (a more in depth curriculum overview can be found in appendix 1).

	Year 3	Year 4	Year 5	Year 6
Autumn	<b>Relationships</b> Families and friendships Safe Relationships Respecting Ourselves and Others	<b>Relationships</b> Families and friendships Safe Relationships Respecting Ourselves and Others	<b>Relationships</b> Families and friendships Safe Relationships Respecting Ourselves and Others	<b>Health and Wellbeing</b> Physical Health and Mental Wellbeing <b>Living in the wider world</b> Media Literacy and Digital Resilience <b>Health and Wellbeing</b> Keeping safe
Spring	<b>Living in the Wider World</b> Belonging to a community Media Literacy Digital Resilience, Money and Work	<b>Living in the Wider World</b> Belonging to a community Media Literacy Digital Resilience, Money and Work	<b>Living in the Wider World</b> Belonging to a community Media Literacy Digital Resilience, Money and Work	<b>Living in the wider world</b> Money and work <b>Relationships</b> Respecting ourselves and others <b>Living in the wider world</b> Belonging to a community
Summer	<b>Health and Wellbeing</b> Physical Health and Mental Wellbeing, Growing and Changing Keeping Safe	<b>Health and Wellbeing</b> Physical Health and Mental Wellbeing, Growing and Changing Keeping Safe	<b>Health and Wellbeing</b> Physical Health and Mental Wellbeing, Growing and Changing Keeping Safe	<b>Relationships</b> Families and Friendships Safe Relationships <b>Health and Wellbeing</b> Growing and Changing

Within the PSHE curriculum, there are strands of the Relationships and Health Education curriculum which will provide information that is accessible, relevant and appropriate to the age and maturity of the children. For further information on our Relationships and Health Education curriculum, please refer to our RHE policy.

As mentioned, the PSHE curriculum which is provided for the children within our school has a direct impact upon the adults they become and as such the PSHE curriculum at Beechwood extends outside of the classroom. It incorporates the school's HEART values and all aspects of school life including the playground, the dining hall and any interactions children may have. It is important then that all staff understand they have a responsibility to implement this policy and promote the aims of the school at any time they are dealing with children.

## **ASSESSMENT**

Teachers will assess pupil's learning and progression in a number of ways. Pre-assessments may be used where appropriate to gain an understanding of existing knowledge and skills before beginning any new learning. Within PSHE lessons, assessment for learning will be built in to gauge understanding, adapt teaching and to promote and maximise learning. The majority of the PSHE curriculum learning will take place through discussion and may incorporate the school's P4C approach. Where this is the case, assessment and gauging the depth of understanding will take place in relation to these discussions.

Reflection and pupil voice will be used to develop the taught curriculum in a way which is meaningful to those it serves.

## **SAFE AND EFFECTIVE PRACTICE**

All adults will create a safe and supportive learning environment by ensuring the following:

- ground rules for PSHE and RHE are established which will be developed with the whole class each year, referred to regularly and the pupils encouraged to follow.
- distancing techniques are used such as anonymous questions, case studies and problem pages are used to help pupils avoid personalising issues.
- creating an anonymous 'ask-it basket' within each classroom where children can ask any questions they may feel unwilling to publicly share
- with direct consideration for the children in their classes, year groups will discuss the sort of questions which they feel are appropriate to provide answers to in order to provide a consistent and age appropriate approach. If a child's question seems inappropriate, adults will agree to discuss it with the child individually later, rather than with the whole class and where necessary children will be advised to ask their parents or carers.
- training and CPD will take place regularly to ensure all adults understand this policy and best practice when teaching PSHE.

## **ROLES AND RESPONSIBILITIES**

### **The Governing Body is responsible for:**

- liaising with the PSHE leader to ensure the PSHE policy is reviewed on an annual basis and in relation to any update in statutory legislation.

### **The headteacher is responsible for:**

- ensuring that PSHE, including the RHE elements, is taught consistently throughout the school in accordance with the Relationships Education, Relationships and Sex Education (RSE) and Health Education Statutory Guidance 2019.
- ensuring that members of staff are given sufficient training so that they can teach effectively and handle any difficult issues with sensitivity.

### **The PSHE leader is responsible for:**

- ensuring that PSHE is taught consistently throughout the school through developing an appropriate PSHE curriculum.
- adapting the curriculum where necessary of the needs of the children in relation to local contextual issues.
- monitoring the policy on a regular basis.
- determining whether any aspects of the curriculum will be delivered by professionals outside of the school (e.g., the school nurse may deliver information about menstruation).

### **All staff are responsible for:**

- modelling positive relationships and interactions with all children
- for delivering PSHE lessons in a sensitive way
- monitoring the progress of those they teach
- responding to the needs of individual pupils

## **BUILDING POSITIVE LINKS WITH PARENTS AND CARERS**

The school is well aware that the primary role in children's PSHE 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 cooperation so that we can best prepare the children for the future.

In promoting this objective we will:

- inform parents about the school's PSHE policy and practice

- answer any questions that parents may have about the PSHE learning of their child
- take seriously any issue that parents raise with teachers or governors about this policy

## **SAFEGUARDING**

Teachers are aware that effective PSHE and RHE, which brings an understanding of what is and what is not appropriate in a relationship, can lead to a disclosure of a child protection issue. Teachers will follow the school's safeguarding policy and consult with a designated safeguarding lead. Should you wish to read the school's Child Protection and Safeguarding policy, it can be found on the [school website under the policies section](#).

## **MONITORING, REPORTING AND EVALUATION**

The delivery of PSHE is monitored by our PSHE leader and SLT through learning walks and lesson observations, staff and parent feedback and pupil conferencing. Teachers will critically reflect on their work in delivering PSHE by using their own assessment to recognise progress and help to inform their future teaching. At Beechwood, we encourage our pupils to reflect back on their learning and ensure that they have a say through our approach to pupil voice. Pupil voice will be influential in adapting and amending planned learning activities.

## **POLICY REVIEW DATE**

This policy will be reviewed annually by our PSHE leader, Hayley Crook and will require approval from the Governing Body.

## APPENDIX 1 - PSHE CURRICULUM COVERAGE OVERVIEW Y2 - 6

Year 2	Year 3	Year 4	Year 5	Year 6
<b>Relationships – Families and friendships, Safe Relationships and Respecting Ourselves and Others</b>				
<p>Making friends; understanding feeling lonely and getting help</p> <p>Managing secrets; resisting pressure and getting help; recognising hurtful behaviour</p> <p>Recognising things in common and our differences; playing and working cooperatively; sharing opinions</p>	<p>Understanding what makes a family; recognising features of family life; caring for each other</p> <p>Recognising personal boundaries; safely responding to others; the impact of hurtful behaviour</p> <p>Recognising respectful behaviour; the importance of self-respect; courtesy and being polite</p>	<p>Features of positive friendships; developing strategies for building positive relationships; how to communicate respectfully, <b>including online (Links to computing).</b></p> <p><b>Responding to hurtful behaviour; managing confidentiality; recognising risks online and how to seek help (Links to computing).</b></p> <p>Respecting differences and similarities; discussing difference sensitively and respectfully</p>	<p>Managing friendships; managing peer influence; understanding friendships can change.</p> <p>Physical contact and feeling safe</p> <p>Understanding Physical and emotional changes in puberty; knowledge of external genitalia and personal hygiene routines; understanding of puberty and support</p> <p>Responding respectfully to a wide range of people; recognising prejudice and discrimination; knowing how to safely challenge and report discrimination, <b>including online (Links to computing)</b></p>	<p><u>Health and Wellbeing: Physical Health and Mental Wellbeing</u> <b>Understanding what affects mental health and ways to take care of it; managing change, loss and bereavement; managing time online. (Links to science).</b></p> <p><u>Living in the wider world: Media Literacy and Digital Resilience</u> <b>Evaluating media sources; sharing things online and what is appropriate; recognising age restrictions and reporting inappropriate content (Links to computing).</b></p> <p><u>Health and Wellbeing: Keeping safe</u> <b>Keeping personal information safe (Links to computing); regulations and choices; drug use and the law; drug use and the media (Links to science).</b></p>
<b>Living in the wider world – Belonging to a community, Media Literacy and Digital Resilience and Money and Work</b>				



<p>Belonging to a group; roles and responsibilities; being the same and different in the community</p> <p>The internet in everyday life; online content and information</p>	<p>Understanding the value of rules and laws; knowledge of human rights; understanding rights and responsibilities</p>	<p>Recognising what makes a community; shared responsibilities; understanding human rights and responsibilities</p>	<p>Protecting the environment; compassion towards others</p> <p><b>How information online is targeted; recognising different media types, their role and impact; assessing reliability of online information. (Links to computing)</b></p>	<p><u>Living in the wider world: Money and work</u> Recognising influences and attitudes to money; understanding money and financial risks; being a critical consumer</p> <p><u>Relationships: Respecting ourselves and others</u></p>
<p>What money is; needs and wants; looking after money</p>	<p><b>Understanding how the internet is used; knowing how to assess information online; recognising how and when to report inappropriate content. (Links to computing)</b></p> <p>Understanding different jobs and skills required; being able to challenge job stereotypes and myths; setting personal goals</p>	<p><b>Understanding everyone has a digital footprint; knowing how data is shared and used; knowing how to recognise factual content (Links to computing)</b></p> <p>Making decisions about money; understanding using and keeping money safe; recognising the negative and positive effects of money on others</p>	<p>Identifying job interests and aspirations; knowing what influences career choices; recognising stereotypes in workplace and how to challenge them</p>	<p>Expressing our opinions and respecting others, including discussing topical issues; being able to constructively challenge other points of view; knowing how to manage conflict</p> <p><u>Living in the wider world: Belonging to a community</u> Differentiating between prejudice and discrimination; Valuing diversity; challenging discrimination and stereotypes</p>
<p><b>Health and Wellbeing – Physical Health and Mental Wellbeing, Growing and Changing and Keeping Safe</b></p>				

<p>Why sleep is important; medicines and keeping healthy; keeping teeth healthy; managing feelings and asking for help</p> <p>Growing older; naming body parts; moving class or year</p> <p>Safety in different environments; risk and safety at home; emergencies</p>	<p><b>Identify health choices and habits (Links to cooking &amp; nutrition in DT);</b> understanding what affects feelings; expressing feelings</p> <p>Understanding our impact and contribution to society; recognising personal strengths and achievements; managing and reframing setbacks</p> <p>Understanding risks and hazards; recognising fire safety; understanding safety in the local environment and unfamiliar places</p>	<p><b>Maintaining a balanced lifestyle; oral hygiene and dental care. (Links to science)</b></p> <p><b>Medicines and household products; drugs common to everyday life (Links to science)</b></p> <p>Recognising strategies to support mental health; managing wellbeing</p>	<p><b>Recognising healthy sleep habits; understanding sun safety; knowledge of medicines, vaccinations, immunisations and allergies. (Links to science).</b></p> <p>Understanding Personal identity; recognising individuality and different qualities; managing mental wellbeing</p> <p>Keeping safe in different situations, including responding in emergencies, first aid and knowledge of FGM and how to seek help</p>	<p><u>Relationships: Families and Friendships</u> Understanding attraction to others; recognising healthy romantic relationships; understanding civil partnership and marriage</p> <p><u>Relationships: Safe Relationships</u> Understanding the differences between healthy and unhealthy relationships; recognising and managing pressure; understanding consent in different situations</p> <p><u>Health and Wellbeing: Growing and Changing</u> <b>Understanding human reproduction and birth; increasing independence; managing transition. (Links to science – factual aspects)</b></p>
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