



Stebbing Primary School PSHE Policy Personal, Social, Health and Economic Education

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Introductory statement

Personal, Social, Health and Economic Education (PSHE Education) and citizenship enables children to become healthy, independent and responsible members of society. We encourage our pupils to play a positive role in contributing to the life of the school and the wider community. In doing so we help develop their sense of self-worth and equip them with emotional literacy in order to overcome challenges they will face in everyday life. We teach them how society is organised and governed. We ensure that they experience the process of democracy in school through the election and membership opportunities provided through the Healthy Schools and School Council Programmes.

Aims

The aims of PSHE and citizenship are to enable the children to:-

- Know and understand what constitutes a healthy lifestyle
- Be aware of safety issues
- Learn how to manage money
- Recognise their strengths and what they would like to achieve in the future.
- Have respect for the local and wider environment
- Gain an understanding of the Great British Values.
- Understand what makes for good relationships with others
- Have respect for others regardless of race, gender and mental and physical disability
- Be independent and responsible members of the school and local community
- Be positive and active members of a democratic society
- 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

Intent

At Stebbing Primary School we use Kapow PSHE (Personal, Social and Health Education) and RSE (Relationships and Sex Education) curriculum planning. This scheme aims to give our children the knowledge, skills and attitudes that they need to effectively navigate the complexities of life in the 21st century. The curriculum covers key areas which will support our pupils to make informed choices now and in the future around their health, safety, wellbeing, relationships and financial matters and will support them in becoming confident individuals and active members of society.

The RSE/PSHE scheme of work covers the Relationships and Health Education statutory guidance (as set out by the Department for Education), including the non-statutory sex-education.

The scheme also promotes the four fundamental British values, which reflect life in modern Britain; democracy; rule of law; respect and tolerance and individual liberty. This scheme does not cover gender identity specifically, as this is not part of the National Curriculum, although identity is a theme that runs through all year groups and units in a more general way.

Quality PSHE and RSE teaching is an important element in helping schools to carry out their duty of care with regards to safeguarding. The DfE's statutory 'Keeping Children Safe in Education (Sep 2020)' guidance states that 'Governing bodies and proprietors should ensure that children are taught about safeguarding, including online safety. Schools should consider this as part of providing a broad and balanced curriculum'. In response to the child-on-child abuse updates to Section 5 of Keeping Children Safe in Education (DfE, 2022), the Kapow curriculum introduces and revisits ideas of personal boundaries, consent and communicating our boundaries with others. This prepares pupils for the challenges and responsibilities they will face in the future.

Implementation

We follow three core themes; Health and Wellbeing, Relationships, Living in the Wider World. Our provision extends beyond the curriculum including themed days/weeks, assemblies and fully supports our school's vision, ethos and values.

PSHE is timetabled for once a week and taught by the class teachers. Resources, such as 1decision, are chosen to ensure our teaching is appropriate to the age and maturity of pupils and helps us to meet our equality duties. These resources help to:

- Boost confidence
- Provide children with a deeper understanding of how to safeguard themselves and others
- Prepare them for their future roles in society
- Improve social skills
- Enhance their knowledge of the world around them
- Provide children with the opportunity to speak openly about their worries and concerns, in a safe environment
- Inspire children to co-operate with one another
- Help children to manage peer pressure
- Help children to positively manage feelings and emotions
- Provide children with the knowledge to make safe and positive choices
- Encourage children to take responsibility for their actions and provides them with an understanding of consequences

The Kapow Primary scheme is a whole school approach that consists of three areas of learning in EYFS: Reception (to match the EYFS Personal, Social and Emotional Development Prime Areas) and five areas of learning across Key Stages 1 and 2.

EYFS:

- Self-Regulation
- Building Relationships
- Managing Self

Key Stage 1 and 2:

- Families and relationships
- Health and wellbeing
- Safety and the changing body
- Citizenship
- Economic wellbeing

Each area is revisited to allow children to build upon their prior learning. The lessons also provide a progressive programme. The lessons are based upon the statutory requirements for Relationships and Health Education, but Kapow's lessons also go beyond these requirements (primarily in the Citizenship and Economic wellbeing areas) they refer to the PSHE Association Programme of study which is recommended by the DfE. Sex education has been included in line with the DfE recommendations and is covered in Year 6 of our curriculum plans. The scheme supports the requirements of the Equality Act through direct teaching, for example learning about different families, the negative effect of stereotypes and celebrating differences, in addition to the inclusion of diverse teaching resources throughout the lessons.

A range of teaching and learning activities are used and are based upon good practice in teaching RSE/PSHE education to ensure that all children can access learning and make progress. In key stage 1 and 2, there is an introductory lessons at the start of each year group which provides the opportunity for children and teachers to negotiate ground rules before the lesson. These lessons are then referred to throughout the year to establish a safe environment for learning. All lessons include ideas for differentiation to stretch the most able learners and give additional support to those who need it. Many lessons, stories, scenarios and video clips provide the opportunity for children to engage in real life and current topics In a safe and structured way. Role-play activities are also included to help children play out scenarios that they may find

themselves in.

There are meaningful opportunities for cross-curricular learning, in particular with Computing for online safety and Science for growing, nutrition, teeth, diet and lifestyle. The scheme provides consistent messages throughout the age ranges including how and where to access help.

The role of parents and carers is recognised, and guidance is provided to support our families in including them in their learning. In addition to the lessons, there is a suite of eight Q&A videos for teachers, featuring experts from various fields, covering the key areas; Families, Friendships, Healthy and safe relationships, Digital safety and the changing adolescent body.

Impact

Each lesson within our curriculum features assessment guidance, helping teachers to identify whether pupils have met, exceeded or failed to meet the desired learning intentions for that lesson. Each unit of lessons comes with an Assessment quiz and knowledge catcher. The quiz can be used at the start and end of the unit to measure progress and identify any gaps in learning. The knowledge catchers list some of the lesson titles in mind-map or table format and can be used at the start of a unit to see what the children already know and to inform planning, and then pupils can revisit the same version of the Knowledge catcher at the end of the unit to add what else they now know, further demonstrating their progression in learning. Once our curriculum scheme has been taught, children will have met the objectives set out within the Relationships and Health Education statutory guidance and can utilise their learning within their daily lives, from dealing with friendship issues to resilience to making healthy choices and knowing where and how to get help when needed.

Living in the Wider World

As part of our PSHE curriculum we cover three core themes; Health and Wellbeing, Relationships, and Living in the Wider World. The theme Living in the Wider World includes learning about:

- citizenship and having shared responsibilities
- communities
- media literacy and digital resilience
- economic wellbeing: money
- economic wellbeing: aspirations, work and careers

Health Education

As described by the DfE, Health Education aims to give children the information they need to make good decisions about their own health and wellbeing, to recognise issues in themselves and others, and to seek support as early as possible when issues arise.

By the end of primary school, pupils will have been taught content on:

- mental wellbeing
- internet safety and harms
- physical health and fitness
- healthy eating
- facts and risks associated with drugs, alcohol and tobacco
- health and prevention
- basic first aid
- changing adolescent body

Relationship Education

As described by the DfE, Relationships Education will put in place the building blocks needed for positive and safe relationships, including with family, friends and online. Children will be taught what a relationship is, what friendship is, what family means and who can support them. In an age appropriate way, the curriculum will cover how to treat each other with kindness, consideration and respect.

By the end of primary school, pupils will have been taught content on:

- families and people who care for me
- caring friendships
- respectful relationships
- online relationships
- being safe

Sex Education

‘The Department continues to recommend that all the primary schools should have a sex education programme that is tailored to the age and the physical and emotional maturity of the pupils.’ (Relationships Education, Relationships and Sex Education (RSE) and Health Education, Department for Education, July 2019).

Parents cannot withdraw their child from statutory Science, Health Education or Relationships Education. The National Science Curriculum in all maintained schools contains content on human development, including; anatomy, puberty, biological aspects of sexual reproduction and use of hormones to control and promote fertility.

The ‘changing adolescent body’ and ‘puberty education’ is part of the statutory Health Education curriculum and is mandatory for all pupils. We teach the correct scientific names of all body parts from year 1. Introducing the scientific names of genitalia is recommended by the NSPCC, the PSHE Association and is recognised as good practice, supporting the safeguarding of pupils.

Parents can request to withdraw their child from Sex Education within Relationships Education lessons (i.e. within a PSHE session), but not Sex Education within Science lessons. If you do not want your child to take part in some or all of the lessons on Sex Education provided separate to Science, you can ask that they are withdrawn. At primary level, the head teacher must grant this request. Please see separate Sex Education Policy for further information on specific sex education.

Confidentiality, Safeguarding and Child Protection

Although PSHE is not about personal disclosures, it is possible that a pupil may disclose personal information during a session. Staff understand that they cannot promise pupils absolute confidentiality, and pupils are made aware of this too. If teachers are concerned in any way that a pupil is at risk of sexual or any other kind of abuse, they will talk to the Designated Senior Person for Child Protection (DSP) and follow the school’s Child Protection Procedures. If a pupil discloses to a teacher that they are sexually active, or are considering sexual activity, then this would be viewed as a child protection issue.

Working with Outside agencies

Outside agencies and visiting speakers are allowed into the school building to meet with adults and/or children upon invitation only:

- Identification will be verified through ID badges, email addresses, letter on headed paper, DBS
- Outside agencies and visiting speakers will not be left alone with a child/ren
- The purpose of the visit will be discussed and agreed prior to the appointment

The National Healthy School Standard

We recognise the Healthy Schools Award as an effective vehicle to promote PSHE Education. It offers an integrated whole-school approach, set alongside nationally agreed criteria. It looks in further detail at health issues which may be relevant to the children now or in the future.

Special Educational Needs

Depending on the need of the pupil access to materials and lessons will be adapted by:

- lessons will be differentiated by need (both academically and emotional maturity)
- appropriate language used that is understood by the child
- pre-teaching of key vocabulary
- use of social stories
- additional resources/ expert advice sourced as necessary

Partnerships with Parents

We have an open-door policy for any parents/carers who wish to find out more about our PSHE provision. You can request copies of our PSHE or Science curriculum. Details of what your child will be taught, including key vocabulary, will be outlined in the termly curriculum overview and during transition talks. Please see the Sex and Relationships Education Policy for information on specific sex education lessons. Parents will also receive feedback, as necessary, from any classroom assessment and advice (if required) on how to further support their child's specific knowledge and understanding.

Further reading

A whole school approach is used to implement the framework. This policy has clear links with other school policies aimed at promoting pupils' spiritual, moral, social and cultural development including our Discipline and Behaviour Policy, Relationships and Sexuality Education Policy, Equal Opportunities Policy and Race Equality Policy, Child Protection Policy, Anti-bullying Policy, Drug Education Policy and E-Safety Policy .

This policy can be accessed by visiting the school's website: www.stebbingprimary.co.uk