Dawley Brook Primary School

Dubarry Avenue, Kingswinford

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Updated: June 2022

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Personal, Social, Health and Economic Education (PSHE) Policy 2022 - 2023

Historic England Champion Heritage School

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Management and Update of the Policy

Last Reviewed/Revised	Date	Next Review Date	Headteacher	Designated Safeguarding Lead	Safeguarding Governor
-	July 2021	July 2022	Ms Lisa Maskell	Mr Matthew Walters	Mrs Angela McHenry

MANAGEMENT AND UPDATE OF THE POLICY

Responsibility for the monitoring of this policy: Dawley Brook Primary School Governing Board

Our PSHE Policy is a living document and will be updated in response to changes in legislation or DSPPB operating procedures (This will occur at least once on an annual basis)

Any changes to this policy will be communicated to all staff and other interested parties.

All staff and stakeholders may contribute to the development of our policies and procedures.

Our policy will be published on our website and paper copies are available upon request.

Signed by:	Role	Date
	Headteacher	
	Chair of Governors	

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Statement of intent

Dawley Brook Primary School believes that a strong PSHE education is important to help our pupils develop into well-rounded members of society, who can make a positive contribution to their community. Our PSHE curriculum is strongly tied to our RSE, relationships, health education and pastoral care programme.

The vision for pupils, staff and others linked to our school is to always look to achieve our personal best in every aspect of school life.

- Our school is one where everyone is encouraged and supported to achieve their personal best.
- Our school is welcoming, inclusive, has a real community feel and is a place where everyone is valued.
- Our pupils and staff treat each other equitably, fairly, with kindness and with mutual respect. At all times, staff and pupils are encouraged to show a high regard for the needs and feelings of others through their actions and words.
- Our pupils and staff are enterprising and approach challenges with a 'can-do' attitude.
- The needs and interests of all pupils, irrespective of gender, culture, ability or aptitude, will be promoted through an inclusive and varied PSHE curriculum at our school.
- Our environment is safe and clean with everyone sharing responsibility for it.
- Our culture is one of continuous improvement, creativity and enthusiasm.
- Parents will be informed about the policy via the school's website where it, and the PSHE Curriculum Development Document, will be available to read and download.

Legal Framework

This policy has due regard to legislation and statutory guidance, including, but not limited to the following:

- Education Act 1996
- Education Act 2002
- Children and Social Work Act 2017
- DfE (2019) 'Keeping children safe in education' (KCSIE)
- DfE (2019) 'Relationships Education, Relationships and Sex Education (RSE) and Health Education'
- DfE (2019) 'School and college security'

This policy will be followed in conjunction with the following school policies and procedures:

- Complaints Procedures Policy
- Primary Relationships and Health Education Policy
- Child Protection and Safeguarding Policy

Key roles and responsibilities: Governing Board

- The governing board has overall responsibility for the implementation of the school's PSHE Policy.
- The governing board has overall responsibility for ensuring that the PSHE Policy, as written, does not discriminate on any grounds, including but not limited to age, disability, gender reassignment, marriage and civil partnership, race, religion or belief, sex, or sexual orientation.

Key roles and responsibilities: The Headteacher

- The headteacher has overall responsibility for reviewing the PSHE Policy annually.
- The headteacher has responsibility for handling complaints regarding this policy, as outlined in the school's Complaints Procedures Policy.
- The headteacher will be responsible for the day-to-day implementation and management of the PSHE Policy.
- The headteacher (on behalf of the school) will consult with parents to ensure that the RSE and relationships education elements of the PSHE curriculum reflect the needs and sensibilities of the wider school community.
- The headteacher (on behalf of the school) will work with parents throughout the year and will ensure that parents are routinely kept informed about their right to withdraw their children from sex education (but not relationships or health education).

Key roles and responsibilities: The PSHE Curriculum Lead

- The **PSHE co-ordinator** is responsible for liaising with other staff and professional agencies to devise a suitable scheme of work to ensure a comprehensive PSHE education that achieves the aims laid out in this policy.
- The PSHE Curriculum Lead (on behalf of the school) will ensure that pupils are also involved in the creation of this policy through **termly** feedback, suggestion forms and/or class discussions.

Aims of the PSHE Curriculum

Pupils will learn to do the following:

- Develop an interest in family and friendship structures and how each one is individual;
- Develop a knowledge of safe relationships throughout adolescence;
- Understand how to respect ourselves and each other by recognising differences and similarities within our local community;
- Appreciate our belonging within our local community and beyond;
- Understand the nature of modern media literacy and help children develop digital resilience through technological devices;
- Develop an appreciation of money and the use of it while exploring and prompting the positivity of careers and jobs;
- Begin to understand our physical health and mental health by being able to recognise both forms and how to look after them;
- Develop an understanding of growth and change through adolescence and how to recognise physical and mental feelings;
- Understand how to keep safe within our immediate environment, wider community and online through the use of technology.

Timetabling

- The school uses direct teaching via timetabled lessons.
- PSHE is taught in discrete curriculum time, delivered by qualified staff members.
- The school ensures cross-curricular learning through appropriate links within other relevant subject areas e.g. Science, Physical Education etc.
- There is an element of PSHE in collective worship and the school will ensure that opportunities are taken to promote the content of the PSHE curriculum appropriately to raise the profile of the subject. This may include the inviting of community members to speak from a position of authority about related subjects.
- There is an element of PSHE in pastoral care and the school will ensure that staff members work together to ensure that pupils feel comfortable indicating that they may be vulnerable and at risk.

PSHE & RHE Programmes of Study

- Dawley Brook Primary School outlines its Programmes of Study within the PSHE Curriculum Development Document which is available on the school's website or at request from the school office.
- Dawley Brook Primary School will deliver relationships and health education as part of its timetabled PSHE programme, having due regard to the school's Primary Relationships and Health Education Policy.
- At Dawley Brook Primary School, we aim to develop nine essential learning objectives through the progressive teaching of PSHE knowledge, skills and understanding. These essential learning objectives are based on the requirements of the New National Curriculum Programmes of Study for Key Stages One and Key Stage Two. These are:
    - To understand families and relationships.
    - To build and understanding of safe relationships
    - To develop an understanding of respecting ourselves and others.
    - To understanding our place and belonging to the local community in which we live in.
    - To explore media Literacy and digital resilience in a modern world.
    - To investigate money, work, jobs and aspirations.
    - To develop an understanding of physical wellbeing and mental wellbeing.
    - To recognise changes as we are growing into young adults
    - To understand how to keep safe online and offline.
- At Dawley Brook Primary School, we see key areas of learning within the Early Years Foundation Stage as precursors to the development of early skills which will lead directly into the PSHE curriculum taught within Key Stage One and Key Stage Two. The links between the Early Years Foundation Stage Curriculum and how it feeds into the National Curriculum Requirements are explicit within the subject's Curriculum Development Document.
- Curriculum resources provided by the PSHE Association, including those recommended by related organisations, are used to support the delivery of PSHE & RHE Curriculum.

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Relationship Education Overview

Families and people who care for me

By the end of primary school, pupils will know:

- That families are important for them 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

By the end of primary school, pupils will know:

- 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, but 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.

Relationship Education Overview cont.

Caring friendships cont.

By the end of primary school, pupils will know:

- How to judge when a friendship is making them feel unhappy or uncomfortable.
- How to manage conflict.
- How to manage different situations and how to seek help from others if needed.

Respectful relationships

By the end of primary school, pupils will know:

- 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.
- Which 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 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 the different types of bullying (including cyberbullying), the impact of bullying, responsibilities of bystanders to report bullying to an adult, and how to seek help.
- What a stereotype is, and how they can be unfair, negative or destructive.
- The importance of permission-seeking and giving in relationships with friends, peers and adults.

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Relationship Education Overview cont.

Online relationships

By the end of primary school, pupils will know:

- That people sometimes behave differently online, including 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, even when we are anonymous.
- The rules and principles for keeping safe online.
- How to recognise harmful content and contact online, and how to report these.
- How to critically consider their online friendships and sources of information.
- The risks associated with people they have never met.
- How information and data is shared and used online.

Being safe

By the end of primary school, pupils will 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.
- 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, including online, who 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 and 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 seek advice, for example, from their family, their school and other sources.

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Health Education Overview

Health education is compulsory for all state-funded primary schools. The focus at primary level is teaching the characteristics of good physical health and mental wellbeing.

Mental wellbeing

By the end of primary school pupils will 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 and nervousness.
- The scale of emotions that humans experience in response 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, and 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.
- How isolation and loneliness can affect children, and that it is very important they seek support and discuss their feelings with an adult.
- 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, extending to who in school they should speak to if they are worried about themselves or others.
- That it is common to experience mental ill health and, for the many people who do, the problems can be resolved if the right support is made available, especially if accessed early enough.

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Health Education Overview cont.

Internet safety and harms

By the end of primary school, pupils will 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.
- 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.
- How to recognise and display respectful behaviour online.
- The importance of keeping personal information private.
- Why some social media, some computer games and online gaming 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, inclusive of 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

By the end of primary school, pupils will 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.
- 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.

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Health Education Overview cont.

Healthy eating

By the end of primary school, pupils will know:

- What constitutes a healthy diet, including an understanding of 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 obesity, and other behaviours, e.g. the impact of alcohol on health.

Drugs, alcohol and tobacco

By the end of primary school, pupils will know:

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

Health and prevention

By the end of primary school, pupils will 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 and viruses, how they are spread and treated, and the importance of hand washing.
- The facts and science relating to immunisation and vaccination.

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Health Education Overview cont.

Basic first aid

By the end of primary school, pupils will 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.

Changing adolescent body

By the end of primary school, pupils will 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 and key facts relating to the menstrual cycle.

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Economic Wellbeing and Being a Responsible Citizen

By the end of primary school, pupils will know:

- How to contribute to the life of the classroom, and how to help create and follow group and class rules.
- That everyone has individual needs and the responsibilities to meet them (such as being able to take turns, share, and understand the need to return things that have been borrowed).
- That they belong to various groups and communities such as family and school.
- What improves and harms their local, natural and built environments and about some of the ways people look after them.
- The different purposes for using money, including concepts of spending and saving, managing money, being a critical consumer and how money comes from different sources.
- The role money plays in their lives including how to manage money, keep it safe, make informed choices about spending money and what influences those choices.
- How to research, discuss and debate topical issues, problems and events relating to health and wellbeing and offer their recommendations to appropriate people.
- Why and how rules and laws that protect themselves and others are made and enforced, why different rules are needed in different situations and how to take part in making and changing rules.
- To understand that human rights apply to everyone, and that children have their own special rights set out in the United Nations Declaration of the Rights of the Child.
- That universal rights are there to protect everyone and have primacy both over national law and family and community practices.
- To know that there are some cultural practices which are against British law and universal human rights, such as FGM.
- To realise the consequences of anti-social and aggressive behaviours such as bullying and discrimination of individuals and communities.
- That there are different kinds of responsibilities, rights and duties differ at home, school, in the community and towards the environment.
- To resolve differences by considering alternatives, seeing and respecting others' points of view, making decisions and explaining choices.

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Economic Wellbeing and Being a Responsible Citizen cont.

By the end of primary school, pupils will know:

- Recognising what being part of a community means, and about the varied institutions that support communities locally and nationally.
- To recognise the role of voluntary, community and pressure groups, especially in relation to health and wellbeing.
- To appreciate the range of national, regional, religious and ethnic identities in the UK.
- To consider the lives of people living in other places, and people with different values and customs.
- An initial understanding of the concepts of ‘interest’, ‘loan’, ‘debt’, and ‘tax’ (e.g. their contribution to society through the payment of VAT).
- That resources can be allocated in different ways and that these economic choices affect individuals, communities and the sustainability of the environment.
- About enterprise and the skills that make someone ‘enterprising’.
- To explore and critique how the media present information.

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Teaching Methods and Learning Style

- A range of teaching and learning styles are used to teach PSHE.
- Teaching is pupil-led with an emphasis on active learning techniques such as discussion and group work.
- 'Ice-breaker' activities and clear ground rules regarding discussions are put in place to ensure a safe, supportive and positive learning environment. Examples of discussion guidelines include rules such as:
    - No crude language.
    - No raised voices/shouting.
    - No talking over people.
    - Show respect for another's views, even when disagreeing with them.
    - Keep comments subject-specific, as opposed to personal.
- Pupils learn research and study techniques and can engage in investigations and problem-solving activities.
- All pupils are encouraged to take part in charity work and volunteering, as well as organising school events such as assemblies and open evenings.
- The school uses visiting speakers, such as health workers and the police, to broaden the curriculum and share their real-life experiences. Any such speakers are closely monitored by the class teacher who will use their professional judgement to end a speech if they consider it to contravene any of the aims of this policy or the values of our school.
- The school consults with the local community on matters related to PSHE to ensure that local issues are covered in lessons.
- Pupils' questions, unless inappropriate, are answered respectfully by teachers.

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Inclusive Practice: Meeting the needs of all learners

- The school uses discussions and other activities during initial PSHE lessons to ascertain 'where pupils are' in terms of their knowledge and understanding of various subjects. The teaching programme will then be adjusted to reflect the composition of the class with regards to this.
- Teaching considers the ability, age, readiness and cultural backgrounds of all young people in the class and will be tailored accordingly.
- Adaptations are made for those for whom English is a second language to ensure that all pupils can fully access PSHE educational provision.
- All pupils with SEND receive PSHE education, with content and delivery tailored to meet their individual needs.

Assessment

- The school sets the same high expectations of the quality of pupils' work in PSHE as for other areas of the curriculum. A strong curriculum will build on knowledge pupils have previously acquired, including from other subjects, with regular feedback on their progress.
- Lessons are planned to ensure pupils of differing abilities, including the most able, are suitably challenged.
- Teaching is assessed, identifying where pupils need extra support or intervention.
- Pupils' knowledge and understanding is assessed through formative assessment methods such as tests, written assignments, discussion groups and quizzes, in order to monitor progress.

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Safeguarding, reports of abuse and confidentiality

- All staff are aware of what constitutes peer-on-peer abuse. This is likely to include, but may not be limited to, the following:
    - Bullying (including cyberbullying).
    - Physical abuse, e.g. hitting, kicking, hair pulling.
    - Sexual violence, e.g. rape, assault by penetration and sexual assault.
    - Sexual harassment, e.g. sexual comments, online sexual harassment, jokes. These may be stand-alone or part of a broader pattern of abuse.
    - Up skirting (taking a picture under a person's clothes without their awareness, with the intention of viewing their genitals or buttocks to obtain sexual gratification, or cause humiliation, distress or harm.
    - Sexting
    - Initiation/hazing type violence and rituals.

- All staff are aware of indicators, which may signal that children are at risk from, or are involved with serious violent crime. These may include:
    - Increased absence from school, changes in friendships/relationships with older individuals or groups, a significant decline in performance.
    - Signs of self-harm or a significant change in wellbeing.
    - Signs of assault or unexplained injuries.
    - New possessions or unexplained gifts could indicate that children have been approached by, or are involved with, individuals associated with criminal networks or gangs.

- All staff are aware of the associated risks surrounding pupils' involvement in serious crime, and understand measures in place to manage these.

- If staff have concerns regarding a child who may be at risk of or suffering from 'honour-based' violence (HBV) including forced marriage, they will speak to the DSL (or deputy). Where appropriate, they will activate local safeguarding procedures. As highlighted with section 74 of the Serious Crime Act 2015, in cases where FGM appears to have been carried out, teachers must personally report this to the police.

Safeguarding, reports of abuse and confidentiality cont.

- Staff are aware of KCSIE advice concerning what to do if a pupil informs them that they are being abused or neglected or are witnessing abuse. Staff are also aware of the appropriate levels of confidentiality. This means only involving those deemed necessary, such as the DSL (or deputy) and children's social care. Staff must never promise a child that they will not tell anyone about a report of abuse, as this ultimately may not be in the best interests of the child.

- The school will involve the DSL (or deputy) in anything related to safeguarding. They can potentially provide knowledge of trusted, high quality local resources, links to the police and other agencies, and the knowledge of local issues that may be appropriate to address in lessons.

- Every lesson reinforces that, if pupils have any sensitive/personal issues or wish to talk about any of the issues raised in the lesson; they are aware of how to raise concerns or make reports to their PSHE teacher or another member of staff about this, and how this will be handled. This also includes processes when they have concerns about a friend or peer.

- The school invites external agencies to support the teaching of safeguarding-related subjects – they must agree in advance of the session how the external visitor will deal with safeguarding reports.

- The school is aware that, when teaching new subjects, topics including self-harm and suicide may be raised by pupils. Teachers recognise the risks of encouraging or making suicide seem a more viable options for pupils, and avoid material being instructive rather than preventative. To prevent this, teachers avoid giving instructions or methods of self-harm or suicide and the use of emotive language, videos or images.

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