

Woodland Federation of Peak District Schools

Personal, Social and Health Education (PSHE)

Introduction

This policy is for the information of staff, governors, parents/guardians and all those concerned with the learning and welfare of the children within The Woodland Federation of Peak District Schools. It is the responsibility of all staff and governors to ensure this policy is understood and implemented.

Policy Statement

At The Woodland Federation of Peak District Schools, we believe an effective Personal, Social and Health Education (PSHE) is essential for young people to make responsible and well informed decisions about their lives.

Personal, Social, Health and Economic education (PSHE) is concerned with the acquisition of knowledge, skills and attributes children need to keep themselves healthy and safe and to prepare them for life and work in modern Britain ('PSHE Matters', DCC).

It is our aim to deliver a PSHE programme which pupils to achieve their academic potential, and leave school equipped with skills they will need throughout later life as individuals, family members and members of society.

Our PSHE programme is a whole school approach and not restricted to the classroom. Pupils participate in a wide range of activities and experiences across and beyond the curriculum, contributing fully into the life of the school and community. We are aware that children learn much from the overall ethos of the school, from attitudes of staff and from their relationships.

Aims

The *PSHE Programme of Study* was produced in consultation with a wide variety of agencies and practitioners to meet the needs of today's pupils and is regularly updated to meet these changing needs (PSHE association).

The PSHE planned programme of learning will enable children to:

- Know and understand what constitutes a healthy life style
- Be aware of safety issues
- Understand what makes for good relationships with others
- Understand and manage their feelings;
- Encourage and support the development of social skills and social awareness;
- Have respect for others
- Be independent and responsible members of the school community
- Develop self-confidence and self-esteem
- Make informed choices regarding personal and social issues
- Develop good relationships with other members of the school and the wider community
- Develop rights, responsibilities and duties as individuals and as members of a community
- Understand how society works and the rights and responsibilities involved.
- Enable children to respect common humanity, diversity and differences

Through PSHE, we endeavour to foster the notions of responsibility and empowerment to promote a sense of achievement and to enhance self-confidence. PSHE education is guided by the values of:

- Honesty;
- Kindness;
- Trust;

- Responsibility;
- Friendship;
- Self-control;
- Empathy;
- Respect;
- Tolerance.

Relationships and Sex Education (RSE)

Please see our RSE policy for further details of our responsibilities and how we aim to fulfil them.

We recognise the central importance of relationships in supporting children and young people's mental health and wellbeing, academic achievement and future success. We aim to put in the key building blocks of healthy respectful relationships, focussing on family and friendships, in all contexts, including online. Our programme also aims to support pupils in their personal development with regard to attributes such as kindness, integrity, generosity, respect and honesty. These approaches support our wider work of building resilience in our pupils.

The integrated PSHE and RSE curriculum aims to:

- Develop communication and skills to be effective in friendships and relationships
- Ensure children are able to name parts of the body and describe how their body works; learn how to care for their body and value health, fitness and hygiene.
- Respect their own and other peoples' bodies and personal space
- Recognise appropriate and inappropriate touching, be able to keep themselves safe and to know when and how to ask for help and support.
- Recognise that difference is OK and celebrate it and so recognise and challenge pressure to conform to gender stereotypes.
- Be confident with their body image and prepared for puberty.

We focus on attitudes, values and skills, as well as knowledge and understanding. This will include developing self-esteem, the skills to manage relationships and most importantly keep themselves safe in all their relationships.

Content:

At The Woodland Federation, RSE is fully integrated into our PSHE teaching through the Derbyshire syllabus 'PSHE Matters'. Some objectives of RSE overlap and can be seen in many units to ensure they are revisited and presented in various ways and through different themes throughout the years. Lessons are adapted according to the classes and discussions take place in the event of SEN and children in different circumstances.

Early Years Foundation Stage

Children in Reception will follow the PSHE identified within the specific area of learning and through the characteristics of learning. They will undertake activities planned under the Early Learning Goals (ELGs) within a broad based curricular topic. They will also participate in specific dedicated PSHE lessons in line with the PSHE Matters Framework, as part of our whole-school progression.

PSHE is about making connections and is strongly linked to play. PSHE is taught through activities that are part of topics, as well as on an individual basis to develop personal skills such as dressing, feeding and toileting. Positive experiences are built through daily opportunities to share and enjoy a range of different activities. The children are given the opportunity to engage

in social activities, as members of a small group or occasionally during whole school activities.

PSHE Matters

The PSHE curriculum is based around the Derbyshire County Council's 'PSHE Matters' and cover 12 modules:

- Drug Education - including how to manage risk and peer influences
- Exploring Emotions - including how to recognise and manage feelings and emotions
- Being Healthy - including the importance of looking after our mental health
- Growing Up - including the Sex Education element
- Changes - including loss.
- Bullying Matters - including how to ask for help
- Being Me - including identity and community
- Difference and Diversity - including challenging stereotypes
- Being Responsible - including looking after the environment
- Being Safe - particularly featuring cyber safety, gaming and child sexual exploitation
- Relationships - including 'What is a Healthy Relationship?'
- Money Matters - including enterprise

The units have been separated into a half-term topics, so that each half term has a specific focus. Personal development or intervention groups may be based around these values, if this is deemed relevant.

Cycle A 2023-2024

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
EYFS	<u>Being Healthy</u>	<u>Bullying Matters</u>	<u>Exploring Emotions</u>	<u>Relationships</u>	<u>Being Responsible</u>	<u>Difference & Diversity</u>
Year 1 & 2	<u>Being Healthy</u>	<u>Bullying Matters</u>	<u>Exploring Emotions</u>	<u>Relationships</u>	<u>Being Responsible</u>	<u>Difference & Diversity</u>
Year 3 & 4	<u>Being Healthy</u>	<u>Bullying Matters</u>	<u>Exploring Emotions</u>	<u>Relationships</u>	<u>Being Responsible</u>	<u>Difference & Diversity</u>
Year 5 & 6	<u>Being Healthy</u>	<u>Bullying Matters</u>	<u>Exploring Emotions</u>	<u>Relationships</u>	<u>Being Responsible</u>	<u>Difference & Diversity</u>

Cycle B 2024-2025

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
EYFS	<u>Being Safe</u>	<u>Money Matters</u>	<u>Being Me</u>	<u>Changes</u>	<u>Growing Up</u>	<u>Drug Education</u>
Year 1 & 2	<u>Being Safe</u>	<u>Money Matters</u>	<u>Being Me</u>	<u>Changes</u>	<u>Growing Up</u>	<u>Drug Education</u>
Year 3 & 4	<u>Being Safe</u>	<u>Money Matters</u>	<u>Being Me</u>	<u>Changes</u>	<u>Growing Up</u>	<u>Drug Education</u>
Year 5 & 6	<u>Being Safe</u>	<u>Money Matters</u>	<u>Being Me</u>	<u>Changes</u>	<u>Growing Up</u>	<u>Drug Education</u>

During our whole school curriculums, our children are encouraged to engage in activities that promote an understanding of themselves as growing and changing individuals, and as members of a wider community, based on their own experiences. These activities also encourage children to understand how their choices and behaviours can affect others as well as themselves.

The children are encouraged to learn alongside and collaboratively with their peers. They may use their personal and social skills to develop or extend these activities. The children are also given the opportunity to make choices about their health and

environment and are encouraged to develop a caring attitude to others.
References for resources relevant to the focus are given on the PSHE curriculum.

Planning

PSHE and RSE planning is achieved through the listed objectives for each unit and lessons are taken from the 'PSHE Matters' framework and amended to suit the needs of the class, enabling teachers to use their discretion to deliver the objectives effectively for their class needs. Teachers consider the following when planning a lesson:

- Establishing any ground rules such as respecting others ideas, listening to others, sharing views and questioning
- Objective for the session
- Any individual needing individual targets
- Pre and post activities to establish understanding
- Setting different tasks

PSHE and RSE teaching strategies will incorporate varied activities such as:

* Circle Time * group discussions * debate * role play
* co-operative tasks * creative writing * art work *mind-mapping
*class and group discussions *questioning *media such as videos / pictures

Implementation:

PSHE and RSE will be delivered by the class teacher with the support of the PSHE/RSE leader as necessary. Visiting professionals may provide talks/workshops to pupils. PSHE is also introduced and explored within both whole school and Key Stage assemblies.

In addition to this, PSHE and RSE is delivered through a range of class and whole school activities. Pupils are given opportunities to join in and contribute to local and national initiatives e.g. anti-bullying day, Internet safety day, community projects and fund-raising activities. Pupils may take part in school assemblies, be elected onto the School Council and Eco council, become a Playground Buddy and are encouraged to express their opinions. Pupils are offered a wide range of opportunities to enhance their learning and engage with the concepts and content of the subject through learning in other subjects and areas of the curriculum and out-of-school activities.

Assessment

At The Woodland Federation, teachers integrate effective AFL in all areas of the curriculum. It is important for individual teachers to use their professional judgement in assessing pupils' understanding and application of the PSHE and RSE units. The work the children do will serve as a record for classes working on each of the units. In reception, assessments are done through the Early Learning Goals.

In PSHE and RSE, assessment also involves:

- Assessing the children's starting point in a pre-activity during the first session
- Planning learning which builds on children's prior knowledge and shows progression in PSHE and RSE learning, not Literacy learning;
- Using self and peer assessment to involve children in understanding their own learning and next steps;
- Encouraging children to feed back to class teachers about which aspects of a value they would like to learn more
- Completing end of unit assessments through a post activity, either as a whole class, in groups, with a peer or individually

Break and lunchtimes

PSHE covers all aspects of children's experiences at school and teachers will ensure the 'Behaviour Policy' is adhered to when dealing with any specific objectives relating to rules and

social objectives.

Break and lunchtimes are the most social part of a child's day and the PSHE curriculum extends to ensuring that children feel safe, have good relationships, understand the Anti-bullying policy and show positive behaviours.

Equal Opportunities:

At The Woodland Federation, we deliver PSHE with regards to the Equality Act 2010 and observance of the protected characteristics of age, sex, race, disability, religion or belief, gender reassignment, pregnancy or maternity, marriage or civil partnership and sexual orientation. Everyone at The Woodland Federation is equally respected for who they are and for the contributions they make regardless of their background. Knowledge, skills and understanding are taught in ways that suit children's needs and care is taken to ensure that all learning is appropriate so that children can make progress and show what they can achieve.

In order to provide access to learning and to meet children's needs, specific action will be taken by staff to:

- Create effective learning environments, providing for children who need additional support
- Provide a multi-sensory approach using a variety of media
- Provide equality of opportunity through teaching approach and adaptation of tasks and materials as appropriate
- Use appropriate summative and formative assessment approaches to inform future learning
- Set targets for learning and behaviour including taking steps to help children manage their own emotions as needed for individual target children.

The school's approach to PSHE will also take into account:

- Research conclusions that girls typically engage easier in PSHE. Therefore, we will consider the particular needs of boys, as well as girls, and use approaches that will actively engage them. We shall also be proactive in combating sexism, misogyny, sexualised behaviour and sexist bullying.
- Some pupils may have learning, emotional or behavioural difficulties, or special educational needs or disabilities (SEND) that result in particular PSHE needs at different times.
- We recognise that our pupils may come from a variety of family situations and home backgrounds. We will take care to ensure that there is no stigmatisation of children based on their home circumstances and deliver the curriculum sensitively and inclusively.

Dealing with questions

The teaching of PSHE can sometimes lead to an individual child asking explicit or difficult question in the classroom.

- Questions do not have to be answered directly and can be addressed later. We believe that individual teachers must use their skill and discretion in these situations and refer to the PSHE coordinator if necessary.
- Teachers should establish clear parameters about what is appropriate and inappropriate in a whole class setting.
- Teachers should set the tone by speaking in a matter of fact way and ensuring that pupils discuss issues in a way which does not encourage giggling and silliness.
- Pupils are encouraged, where appropriate, to write down questions anonymously and post them

in a box or worry monster. The teacher will have time to prepare answers to all questions that are relevant.

- If a question is too personal the teacher should remind the pupil of the ground rules. No one [teacher or pupil] should be expected to answer a personal question.
- If a question is too explicit, feels too old for a pupil, is inappropriate for the whole class, or raises concerns about sexual abuse, the teacher should acknowledge it and promise to attend to it later on an individual basis. If a teacher is concerned that a pupil is at risk of sexual abuse then the usual child protection/safeguarding guidelines will be followed.
- Teachers are careful not to be drawn into providing more information than appropriate to the age of the child.
- Pupils must not be given the impression that teenagers inevitably have sex. The view that sex should be between two people who are mature enough to make informed decisions should be emphasised.
- Only the correct names for body parts will be used. Meanings of words will be explained in a sensible and factual way.

The Role of the Co-ordinator

At The Woodland Federation, the PSHE co-ordinator will:

- Ensure consistent approaches throughout the school by monitoring teaching and learning
- Discuss issues raised at staff meetings and Inset days
- Where possible, assist staff in the delivery of an area of PSHE in which they lack confidence
- Participate in Inset training and subsequent dissemination of relevant information
- Undertake an annual review of areas where staff may have concerns or requests.

Review

This policy will be reviewed annually. Any amendments will be presented to the Governing body.

June 2023