



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

**Effective Date: September 2020**

**Last Reviewed: June 2022**

**Reviewed by: Miss K Hayward**

**Next Review Date: June 2023**

At Moggerhanger Primary School PSHE (Personal, Social, Health and Economic Education) is a planned programme of learning where the children acquire the knowledge, understanding and skills they need to keep themselves healthy and safe. PSHE provides the children with the building blocks in order for them to develop healthy, respectful relationships, focusing on family and friendships, in all contexts, including online. This sits alongside the essential understanding of how to be healthy.

As part of our whole school approach, PSHE develops the qualities and attributes that children need to manage opportunities, challenges and responsibilities as they grow up, enabling them to thrive as individuals, family members and members of society.

By teaching pupils to stay safe and healthy, and by building self-esteem, resilience and empathy, our effective PSHE programme enables staff to tackle barriers to learning and raise aspirations for our pupils. At Moggerhanger Primary School we have a two year cycle for our PSHE curriculum and have discrete PSHE lessons, as well filtering the skills through out many aspects of school life.

### **Statement of Intent**

At Moggerhanger Primary School, it is our intent to provide all children with a broad and balanced curriculum that aims to assist children and young people to prepare for adult life by supporting them through their physical, emotional and moral development, and helping them to understand themselves, respect others and form and sustain healthy relationships.

This will be achieved using a question based programme of study that is bespoke to our school and our children. The three core themes of our PSHE programme are Health and Wellbeing, Relationships and Living in the Wider World.

### **Health and Wellbeing**

#### **KS1**

- What helps us to stay healthy?
- Who helps to keep us safe?
- What helps us to stay safe?
- What helps us grow and stay healthy?
- How do we recognise our feelings?

#### **LKS2**

- What keeps us safe?
- Why should we eat well and look after our teeth?
- Why should we keep active and sleep well?
- What strengths, skills and interests do we have?
- How can we manage our feelings?
- How will we grow and change?
- How can we manage risk in different places?

#### **UKS2**

- What makes up a person's identity?
- How can we help in an accident or emergency?
- How can drugs common to everyday life affect health?

- How can we keep healthy as we grow?

## **Relationships**

### KS1

- What is the same and different about us?
- Who is special to us?
- What makes a good friend?
- What is bullying?

### LKS2

- How can we be a good friend?
- What are families like?
- How do we treat each other with respect?

### UKS2

- How can friends communicate safely?
- What will change as we become more independent?
- How do friendships change as we grow?

## **Living in the Wider World**

### KS1

- What can we do with money?
- How can we look after each other and the world?
- What jobs do people do?

### LKS2

- What makes a community?
- How can our choices make a difference to others and the environment?

### UKS2

- What decisions can people make with money?
- What jobs would we like?
- How can the media influence people?

Department for Education statutory guidance states that from September 2020, all primary schools must deliver relationships and health education whereby parents cannot withdraw their child from this. Parents will still have the right to withdraw their child from sex education.

## **Implementation through Teaching and Learning**

The school seeks to provide a safe, secure learning environment for PSHE that enables children and young people to gain accurate knowledge, develop their own values and attitudes, and develop skills to grow into happy confident successful adults. At the beginning of each year, every class sets ground rules that children must follow during PSHE lessons. This creates a safe and supportive learning environment and allows children to feel comfortable and to speak openly and honestly.

At Moggerhanger Primary School we promote the needs and interests of all pupils, irrespective of gender, culture or background and all teachers take into account the children's age, ability and readiness. P.S.H.E will be provided through discreet curriculum time, assemblies, class discussions/circle time, as and when issues arise, ensuring time is made within the curriculum to meet the needs of the children and through extra-curricular activities. We respect pupils' unique starting points by providing learning that is suitable to their level, taking into account their age, maturity and how emotionally secure they are.

### **Early Years and Foundation Stage**

In Early Years, PSED (Personal, Social and Emotional Development) is a prime area of learning therefore an integral aspect of daily planning, teaching and learning.

- Making relationships
- Self-confidence and self-awareness
- Managing feelings and behaviour

Planning is child led to reflect the interests of the children and the needs of the school. Children take part in circle time and discuss topics and themes that are at their level. Teachers look at the three core themes and take aspects of these to inform their planning. PSED is a fundamental building block in a child's development and underpins the whole curriculum.

### **Key Stage One and Two**

Within Key Stage One and Two PSHE lessons are often more structured and follow the scheme of work that is in place. This follows the three core themes which have been adapted specifically for the children at Moggerhanger Primary School. Children have the opportunity to form and share opinions, value differences, recognise feelings and emotions as well as identify what makes relationships healthy.

### **Spiritual, Moral, Social and Cultural Development**

At Moggerhanger Primary we aim to promote our children's SMSC development through our teaching of PSHE.

**Spiritual development:** Helps students consider and respond to questions of meaning and purpose in life, to consider and respond to questions about the nature of values in society.

**Moral development:** Helps students consider aspects of morality by using knowledge skills and understanding of religious and ethical teaching enabling them to make responsible and informed judgements about religious and moral issues.

**Social development:** Helps students develop their sense of identity and belonging by preparing them for life as responsible citizens in an increasingly diverse world.

**Cultural development:** Helps foster students' awareness and understanding of a range of beliefs and practices in the community and the wider world, and by exploring issues within and between

faiths. This will develop their understanding of the cultural contexts within which they and others live.

### **British Values**

As a school we promote British values ensuring that our children leave school prepared for life in modern Britain. We support the values of democracy, rule of law, individual liberty, mutual respect and tolerance of different faiths and beliefs. Through aspects of school life such as voting for school council members, assemblies and discrete PSHE lessons, these values are embedded within our curriculum. We plan assemblies and lessons to teach the children about our values, respecting similarities and differences, tackling stereotypes and understanding why some people discriminate. We aim to empower children to have a voice and to stand up against discrimination, valuing equality, tolerance and mutual respect.

### **Implementation through Assessment, Recording, Reporting and Monitoring**

Teachers assess the children's work in PSHE by making informal judgements as they observe them during lessons. We have clear expectations of what the pupils will know and understand at the end of each year and key stage. Assessment should offer the children the opportunity to reflect on their own progress.

The PSHE subject leader is responsible for monitoring the standards of children's work and the quality of teaching. The subject leader will monitor plans, teaching and learning in order to evaluate strengths and weaknesses in the school and indicate areas for improvement. The subject leader will regularly evaluate the scheme of work to ensure that the needs of the pupils are being met and that there is progression and continuity of learning through the school.

### **Implementation through inclusion, including meeting the needs of SEND pupils**

Our teachers provide learning opportunities matched to the individual needs of all children including those with special educational needs and disabilities. PSHE is taught inclusively to all children regardless of their race, religion and gender, whilst at the same time addressing the need for equal opportunity. The PSHE curriculum is in line with the school Equality Policy. Staff will ensure that no judgement will be passed on the lifestyles and choices made by others. If a safeguarding issue is raised, staff are required to follow the correct safeguarding procedure and Safeguarding Policy.

### **Implementation through resources**

Resources for PSHE are stored centrally so all teachers have access to them. Teachers also have access to resources through the PSHE Association website. The PSHE curriculum leader will regularly review resources and obtain, within the constraints of the allocated budget, additional resources as necessary.

## **Implementation through Professional Development and Training**

The PSHE subject leader ensures they are kept informed of relevant changes to aspects of PSHE. The subject leader will support colleagues in the teaching of PSHE by giving them information about current developments in the subject and providing a strategic lead and direction for the subject in school.

## **Links to other relevant policies**

- Behaviour and Anti-bullying
- Equality
- Child Protection and Safeguarding
- Guide to Acceptable ICT Use for Pupils
- SEND
- Home School Agreement

# Relationships and Sex Education (RSE) appendix

Although The Relationships Education, Relationship & Sex Education and Health Education (England) Regulations 2019 made Relationship Education compulsory in all primary schools and parents are unable to withdraw their child from this; sex education is currently not compulsory. However, the Department for Education continues to recommend that all primary schools should have a sex education programme tailored to the age and maturity of the pupils. This policy is set out to explain how and why RSE is taught at Moggerhanger Primary School.

Some aspects of RSE are taught in science, and others are taught as part of personal, social, health and economic education (PSHE). RSE gives children and young people essential skills for building positive, enjoyable, respectful and non-exploitative relationships and staying safe both on and offline.

As set out in the guidance it is up to individual schools to determine whether they need to cover any additional content on sex education to meet the needs of their pupils. We, like many other schools, already choose to teach some aspects of sex education and will continue to do so.

We recognise that some parents may be uncomfortable with the thought of their children receiving sex education in primary school. Equally, we recognise it is completely natural for children to have questions about sex, their bodies and to be curious about where they came from. In the age of information where children in primary school have access to the internet through mobile technology, we believe it is better that children receive age appropriate answers from us rather than it being left to their peers or the internet.

In our school, sex education is an opportunity to answer children's questions about where they came from, an opportunity to explore their own stories and to be clear about how a baby is conceived and formed as set out in the human life cycle unit in the National Curriculum for science. Furthermore, it should ensure that all children are prepared for both the physical and emotional changes of puberty including menstruation. Children need to understand how both girls' and boys' bodies function and change as they grow into adults.

We recognise that the onset of menstruation can be a confusing or distressing time for children if they are not prepared. As a school we acknowledge we have a responsibility to prepare children for menstruation and make adequate and sensitive arrangements to help children manage their period. Puberty is occurring earlier than ever before, and it is now not uncommon for children to start their periods whilst in primary school even in year 4. For this reason we deliver puberty lessons to all children in year 4, 5 & 6. As part of RSE lessons, all children will be told about menstruation and there will be discussion of what periods are, explanation of other symptoms associated with periods, how they can be managed hygienically and sensitively. In addition to this,

we discuss the emotional and physical changes people encounter during puberty. Including body odour, mood swings, hair growth, acne and growth spurts.

We believe that sex education should allow children a safe space to ask the questions they may have without shame or judgement. Evidence states that a graduated age appropriate spiral curriculum is the best way of preventing the topic of sex, reproduction and private body parts of becoming taboo and children from becoming embarrassed by the topic.

We believe it is important that this material is delivered by the classroom teacher in conjunction with parents/carers as it highlights to the children that relationship and sex education is something we can all talk about. Our classroom teachers cover all other aspects of the curriculum, we believe it is important that all staff are able to deliver this material to their class also. Furthermore, our classroom teachers know our children. This means they are more likely to be aware of any additional needs, support or particularly sensitive topics that may make a child in their class vulnerable due to some of the sensitive nature of the topic. We believe this makes them ideally placed to deliver the material sensitively to all children in their class.

We do not separate our classes into girls and boys for any part of the programme, including lessons around puberty. We believe it is important for both girls and boys to learn about each other's bodies, changes and experiences. By keeping children together in mixed groups, children will learn to talk openly without embarrassment in front of each other and we can foster a better understanding, break down gender stereotypes and build positive relationships and respect for each other, regardless of gender. This means that all children are included without feeling vulnerable.