

# Abbey Hulton Primary School



## Personal, Social, Health and Economic (PSHE) Education Policy

Written by: Mrs Heming (PSHE Lead)

Review date: August 2024

Signed by:	
Date:	

## **Policy rationale**

This policy covers our school's approach in teaching PSHE to all pupils aged 3-11 at Abbey Hulton Primary School. This policy has been created by our PSHE lead and following the DfE Relationships Education, Relationships and Sex Education (RSE) and Health Education guidance. It will be reviewed annually considering any updates within Keeping Children Safe in Education (KCSIE) and documentation from the DfE, . This policy will be approved by the Head Teacher and governing body of Abbey Hulton Primary School.

## **Policy Availability**

Parents and carers will be informed about the policy through text message, they can then access this on our school website. If you require this policy, please contact the school office on 01782 235551.

## **Policy Aims and Objectives**

At Abbey Hulton Primary School we see PSHE to be the centre of all our pupils learning. Our overarching aim is to enable all pupils to embrace the challenges of creating a happy and successful adult life, we ensure that our children have ability to make informed decisions about their health, relationships and wellbeing. Raising the children's self-resilience is at the forefront of our education, this ensures our pupils are prepared to deal with life's challenge, trust their own decisions and have the ability to support themselves when life does not go as planned. This policy fulfils our school ethos of providing a safe and secure environment for learning by encouraging the children to have high aspirations therefore they can become confident citizens of the future.

## **How we create a safe and supporting learning environment**

At Abbey Hulton Primary School we have established a safe learning environment by building strong, trusting relationships between staff and children, in hope that all pupils feel comfortable to discuss their personal lives. We ensure that where pupils indicate they may be vulnerable and at risk, they will get appropriate support by our school safeguarding team, and where necessary families will be supported through our Family Support team. This policy is informed by the school Child Protection and Safeguarding Policy. All staff understand and adhere to the safeguarding procedures; we ensure all new staff have initial training on our safeguarding procedure and they are provided with regular updates or changes. Staff are encouraged to carefully research and plan out their PSHE lessons, not ask leading questions, use vocabulary outside their designated year group focus and select texts and resources which are appropriate to their lesson content. Class teachers are asked to cover sensitive topics such as puberty rather than cover staff e.g. as PPA. Class teachers are encouraged to approach the PSHE lead for support with any curriculum concerns or support in covering sensitive units, such as puberty. We have sought advice from outside agencies to support in the teaching of RSE and any other sensitive topics, e.g. PANTS rules from the NSPCC covering that PANTS are private. In every classroom we have TED, TED is a bear you will find in all classrooms and in other locations around school. TED is there for children to share any worries, concerns or even just their name and post them through his box. Class teachers and support staff check TEDs box during the day and can then support children where necessary with their worry or concern, if necessary we can also seek support from our safeguarding team where applicable. Below is an example of how we teach our children about using TED. The letters in his name stand for Tell, Explain, and Describe. Having TED in all classrooms has provided children a safe space to share worries or concern and many children have engaged with this tool since implementing and can identify TED as a figure they can trust and express concerns to.

**Tell**  
**Explain**  
**Describe**



**TELL:** Tell an adult who you trust. This can be your teacher, your teaching assistant, a teacher from another class, or, you could knock on Mrs Burton's door.



**EXPLAIN:** Explain what is making you sad? What is making you feel worried? Explain how you feel in your tummy and what thoughts you are having which are troubling you.



**DESCRIBE:** Describe a bit more, what can we do to help? Describe your situation and what is going on – what do you want to happen next?



**Where do we tell Ted?**



### **Entitlement and Equality of opportunity**

We promote the needs and interests of all pupils, irrespective of their gender, culture, ability or personal circumstance by ensuring all learning is accessible and inclusive. Teaching will take into account the age, ability, readiness and cultural backgrounds of children, including those with English as a second language to ensure that all can fully access PSHE education provision; teachers and staff differentiate when necessary and design lessons and learning activities which enhance the children's understanding. We will use PSHE education as a way to address diversity issues and to ensure equality for all by using a variety of examples from a variety of backgrounds, religions, cultures, etc. This includes the LGBTQ+ community, ensuring children are aware of various different lifestyles in the world. We recognise the right for all pupils to have access to PSHE education which meets their needs, therefore we ensure that pupils with SEND receive the same access to PSHE through individual sessions, access to our Nurture facility, and various interventions such as Lego therapy, yoga, mindfulness, etc. This is supported by the Equality Act 2010; it is law to be mindful of protected characteristics.

### **Intended Outcomes**

As a result of our PSHE programme of learning, pupils will know and understand their roles and responsibilities to their community and the wider world. We hope that the children develop the skills of positive communication, decision making and develop high aspirations for themselves and the people around them. Children will understand that they have a responsibility to the wider world to maintain fundamental British values which underpin our society now and in their future lives.

## **Our PSHE Programme of Study**

From February 2023 we have invested in Kapow Primary's RSE and PSHE programme of study. Our PSHE lead explored a variety of schemes before making a decision to implement Kapow. We chose Kapow because they have high quality, engaging resources for our children. This scheme supports teacher work load as lessons have been planned and resourced accordingly, every unit has high quality knowledge organisers and content we can share with parents and the RSE curriculum provides structure and support to staff teaching these lessons ensuring all content is age appropriate.

### **Intent:**

The scheme aims to give 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 children 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.

Kapow Primary's 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 covers wider PSHE learning, in line with the requirement of the National curriculum (2014) that schools 'should make provision for personal, social, health and economic education (PSHE).' Children's learning through this scheme would significantly contribute to their personal development as set out in the Ofsted Inspection Framework and promotes the four fundamental British values which reflect life in modern Britain: democracy; rule of law; respect and tolerance and individual liberty.

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), our 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**

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 area) 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 on prior learning. The lessons also provide a progressive programme. The lessons are based upon the statutory requirements for Relationships and Health education, but where our lessons 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 scheme. 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 on 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 lesson at the start of each year group which provides the opportunity for children and teachers to negotiate ground rules for the lessons. These introductory lessons can then be referred to throughout the year to help create a safe environment. 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.

### **Impact**

Each lesson within Kapow Primary's scheme 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 contains 10 questions, nine of which are multiple-choice and can be used either at the end of the unit or at both the start and the end to help 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 taught the full scheme, 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.

## Learning and Teaching

- Timetabling

Each teacher is expected to teach 1 session of PSHE per week however this can be included with a cross curricular link.

- Assessment

Each class has a PSHE subject journal, these are stored annually. The journal displays work, activities, discussion, etc and enables staff to assess what the children need to know next or how well they have understood a topic. Staff understand the importance of viewing the previous subject journals to assess what they already know about the topic. We begin each lesson with 'prior learning' slides where we recap children's knowledge and understanding of previously taught sessions. Children will take part in an assessment quiz at the end of each unit. Teachers can also use the knowledge catcher to map out what children already know and plan for these using Kapow's resources

- Staff Training

- Through Kapow Primary staff have access to webinars online and via our local PSHE networking group staff receive a weekly newsletter distributed by the PSHE lead which includes PSHE updates, resources and links to CPD for the PSHE lead or teaching staff.
- Kapow Primary provides resources for the PSHE lead to share during PDMs related to sensitive themes e.g. peer on peer abuse
- The PSHE also has opportunities to update staff as and when applicable throughout the year by book a staff meeting slot
- As a school we also have a PSHE Association membership where staff have access to CPD

- Confidentiality and handling disclosures

We understand the importance of maintaining confidentiality. All disclosures will be handled through the correct pathways highlighted in the Safeguarding/Child protection policy. These are also displayed throughout the school to remind staff of the correct procedure.

- Responding to pupil's questions

We understand the importance of answering children's questions correctly and sensitively. Firstly, we ensure that the children are working in a safe and secure environment, this comfort allows them to ask questions freely. As a staff, we have agreed how to answer 'tricky' questions to ensure consistency for all children. Questions will be dealt with depending on the maturity and age of the pupil(s). Each class has TED who they can share worries or concerns with. Staff are reminded that if they are unsure of a question posed in a lesson that they will research and reflect before answering. Staff also understand that they should refer to the PSHE subject lead or Safeguarding lead if they are concerned.

- Links to other school policies

Our whole school approach to PSHE is linked to other policies within school such as,

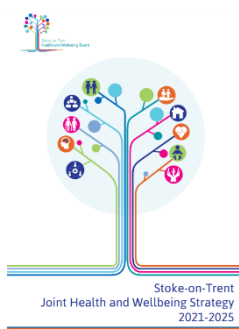
- Safeguarding
- Anti-Bullying
- Online Safety
- Relationships and Sex Education (RSE) Policy
- Behaviour
- Equality and Diversity

- Links to other areas of the curriculum

Our PSHE programme allows for lots of cross-curricular links. Some objectives can be completed during other aspects of the curriculum such as:

- Design and Technology- exploring healthy diets, different types of food via cooking
- Computing- exploring online safety half termly in addition to computing National Curriculum objectives
- Geography- exploring environmental change and sustainable development
- PE- focusing on physical development and having a healthy lifestyle
- Maths- focusing on money management
- Teaching from interesting texts- exploring relationships, families, inclusion and other themes related to PSHE
- We also cover key events throughout the year with PSHE such as LGBTQ+ History and Pride month and PANTS week with lesson content from the NSPCC. Our PSHE lead meets regularly with our Safeguarding lead to identify trends in our locality that teachers could focus on in PSHE lessons to ensure our curriculum is relevant to the children in our school and supports contextualised safeguarding.

## Health education



- We have used the Stoke on Trent Joint Health and Wellbeing Strategy to ensure our curriculum and teaching is highlighting the key issues our local community and wider society are facing. It was found that obesity and adolescent pregnancy were common in Stoke on Trent. We aim to ensure these areas are focused on by teachers when health, wellbeing and RSE lessons are taught and include these themes.

- This is prioritised by all staff at Abbey Hulton Primary School. This is taught through cross curricular techniques and reinforced through each school year, considering the age of the child.

## OUR PRIORITIES FOR ACTION

Start well	
<b>Priorities</b>	<b>Outcomes</b>
Getting the most healthy start in life	<ul style="list-style-type: none"> <li>• Reduce infant mortality</li> <li>• Children meet their early development milestones</li> <li>• Supporting parents and carers</li> </ul>
Developing well into adulthood	<ul style="list-style-type: none"> <li>• Prevent serious mental health difficulties amongst teenagers</li> <li>• Reduce teenage pregnancy</li> </ul>
Live well	
<b>Priorities</b>	<b>Outcomes</b>
Promoting good physical health	<ul style="list-style-type: none"> <li>• Reduce obesity</li> <li>• Reduce smoking</li> <li>• Increase physical activity</li> <li>• Reduce drug and alcohol misuse</li> </ul>
Promoting good mental health	<ul style="list-style-type: none"> <li>• Increase mental health awareness</li> <li>• Improve emotional and mental wellbeing</li> <li>• Improve access to mental health services</li> </ul>
Supporting people to live well	<ul style="list-style-type: none"> <li>• People feel safe, secure and maintain their independence</li> <li>• Young people with additional needs receive the information and support to develop and maintain independence</li> </ul>

Priorities taken from the Joint Health and Wellbeing Strategy.

## Keeping Children Safe in Education & Prevent Duty:

- Our PSHE curriculum has been constructed to consider aspects from Keeping Children Safe in Education and Prevent Duty. Class teachers will cover sensitive topics such as extremism and radicalisation in a careful and age appropriate manner, e.g. being careful what we read on social media and pass on to others (Year 6). Children will also be exposed to topics which promote their moral, cultural, mental and physical development and prepares them for opportunities, experiences and responsibilities in life. Our PSHE and RE long term plans also have a common thread of promoting community by keeping in line with and promoting British Values.

## Review Date

This policy will be reviewed in February 2024