



# **PSHE Policy**

**Implementation Date – September 2023**  
**Review Date – September 2024**

## Curriculum Rationale

**We have the following goals in all curriculum areas:**

**S****uccess** – We celebrate individuality, and the success that each child has, and we recognise that this will take a variety of forms.

**M****otivation** – We aim for all of our children to be motivated young people who have a desire to do their best and try their hardest.

**C****onfidence** – We provide a nurturing environment where all our pupils develop confidence in themselves to be successful members of their community.

**A****spiration** - We are aspirational for our children, providing a curriculum that ensures each learner has the opportunity to reach their true potential.

These aims are achieved by adhering to the following learning motto:

### **IGNITE – EXCITE – ENGAGE**

*We aim to:*

**Ignite** a passion for learning and the curiosity to explore the world.

**Excite** pupils with a curriculum that is fun, and which contains a wealth of rich experiences

**Engage** all learners and members of the community.

# **PSHE Policy**

## **Introduction**

At St Michael's Community Academy, we understand that pupils must be provided with an education that prepares them for the opportunities, responsibilities and experiences of adult life. A key part of this relates to personal, social, health and economic education, which must be delivered to every primary-aged pupil. As a subject, PSHE aims to provide children with the knowledge and skills to keep themselves happy, healthy and safe, as well as to prepare them for life and work. PSHE aims to give children the knowledge, skills and understanding they need to lead confident, healthy and independent lives.

Navigating our complex world can be challenging, and parents and teachers play an essential role in preparing children for the future. As such, PSHE aims to equip pupils to:

Take individual responsibility for their physical and mental wellbeing;  
understand the risks of drugs and alcohol and how to stay safe online;  
develop resilience, independence and responsibility;  
develop the personal and social skills required to succeed in commerce and industry;  
identify misleading information and be critical of misleading news or views they might encounter.

This policy sets out the framework for our Personal, Social, Health and Economic curriculum, providing clarity on how it is informed, organised and delivered.

## **Objectives**

The National Curriculum states that personal, social, health and economic (PSHE) education is an important and necessary part of all pupils' education and all schools should teach PSHE, drawing on good practice to develop the wider curriculum. It is an expectation that schools use their PSHE education programme to equip pupils with a sound understanding of risk and with the knowledge and skills necessary to make safe and informed decisions. It is our aim to use PSHE education to build, where appropriate, on the statutory content outlined in the national curriculum, the school curriculum and in statutory guidance on drug education, financial education, and the importance of physical activity and diet for a healthy lifestyle. All of the compulsory subject content will be age appropriate and developmentally appropriate. It must be taught sensitively and inclusively, with respect to the backgrounds and beliefs of pupils and parents while always with the aim of providing pupils with the knowledge they need of the law.

## **Aims and Purposes**

The three key aims of Personal, Social, Health and Economic education (PSHE) are:

1. Health and Wellbeing
2. Relationships
3. Living in the Wider World: economic wellbeing and being a responsible citizen

### **Core Theme: Health and Wellbeing**

What is meant by a healthy lifestyle

How to maintain physical, mental and emotional health and wellbeing

How to manage risks to physical and emotional health and wellbeing

Ways of keeping physically and emotionally safe

How to manage change, including puberty, transition and loss

How to make informed choices about health and wellbeing, and where to get help with this

How to respond in an emergency

To identify different influences on health and wellbeing

## **Core Theme: Relationships**

How to develop and maintain a variety of relationships, within a range of social and cultural contexts  
How to recognise and manage emotions within relationships  
How to respond to risky or negative relationships, including bullying and abuse  
How to respond to risky or negative relationships and ask for help  
How to respect equality and diversity in relationships

## **Core Theme: Living in the Wider World**

About respect for themselves and others, and the importance of responsible actions and behaviour  
About rights and responsibilities as members of families, other groups and citizens  
About different groups and communities  
To respect equality and diversity, and how to be a productive member of a diverse community  
About the importance of respecting and protecting the environment  
About where money comes from, keeping it safe, and the importance of managing it effectively  
The part that money plays in people's lives  
A basic understanding of enterprise

## **The Curriculum**

For the purpose of this policy, "health education" is defined as teaching pupils about physical health and mental wellbeing, focussing on recognising the link between the two and being able to make healthy lifestyle choices. The delivery of the relationships education and health education coincide with one another and will be delivered as part of the school's PSHE and Science curriculum.

## **The National Curriculum states that at the end of primary school children should know:**

### **Families and people who care about me**

That families are important for children 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**

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, and 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, how to judge when a friendship is making them feel unhappy or uncomfortable, managing conflict, how to manage these situations and how to seek help or advice from others, if needed

### **Being safe**

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; including 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 (in all contexts, including online) whom 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 or 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 get advice e.g. family, school and/or other sources

### **Delivery of Health Education**

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 discuss their feelings with an adult and seek support.

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.

### **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 social media, some computer games and online gaming, for example, 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, for example by walking or cycling to school, a daily active mile, or other forms of regular, vigorous exercise.

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.

### **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 diet or 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.

### **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.

### **Health education per year group**

The school is free to determine, within the statutory curriculum content outlined above, what pupils are taught during each year group.

The school always considers the age and development of pupils when deciding what will be taught in each year group.

The school plans a progressive curriculum, such that topics are built upon prior knowledge taught in previous years as they progress through school to provide a smooth transition to secondary school.

## **Delivery of the curriculum**

### PSHE curriculum.

Through effective organisation and delivery of the subject, we will ensure that:

Core knowledge is sectioned into units of manageable size.

The required content is communicated to pupils clearly, in a carefully sequenced way, within a planned scheme of work.

Teaching includes sufficient and well-chosen opportunities and contexts for pupils to embed new knowledge so that it can be used confidently in real-life situations.

The curriculum is delivered proactively, such that it addresses issues in a timely way in line with current evidence on children's physical, and emotional development.

Teaching of the curriculum reflects requirements set out in law, particularly the Equality Act 2010, so that pupils understand what the law does and does not allow, and the wider legal implications of the decisions they make. The school ensures that all teaching and materials are appropriate for the ages of the pupils, their religious backgrounds, their developmental stages and any additional needs, such as SEND.

Lesson plans will provide appropriate challenge for pupils and be differentiated for pupils' needs.

Throughout every year group, appropriate diagrams, videos, books, games, discussion and practical activities will be used to assist learning.

Inappropriate images, videos, etc., will not be used, and resources will be selected with sensitivity given to the age, developmental stage and cultural background of pupils.

Pupils will be prevented from accessing inappropriate materials on the internet when using such to assist with their learning. The prevention measures taken to ensure this are outlined in the school's Online safety Policy.

Teachers will establish what is appropriate for one-to-one and whole-class settings, and alter their teaching of the programme accordingly.

Teachers will ensure that pupils' views are listened to and will encourage them to ask questions and engage in discussion. Teachers will answer questions sensitively, honestly and appropriate to the pupil's age.

The programme will be designed to focus on boys as much as girls, and activities will be planned to ensure both are actively involved, matching their different learning styles.

Teachers will focus heavily on the importance of marriage and healthy relationships, though sensitivity will always be given as to not stigmatise pupils based on their home circumstances. Teachers will ensure that lesson plans are centred around reducing stigma, particularly in relation to mental wellbeing, and encouraging openness through discussion activities and group work.

Teachers will ensure lesson plans focus on challenging perceived views of pupils based on protected characteristics, through exploration of, and developing mutual respect for, those different to themselves.

Any resources or materials used to support learning will be formally assessed by the PHSE subject leader before use to ensure they are appropriate for the age and maturity of pupils, and sensitive to their needs.

## Equality and accessibility

St. Michael's Community Academy understands its responsibilities in relation to the Equality Act 2010, specifically that it must not unlawfully discriminate against any pupil because of their:

- Age
- Sex or sexual orientation
- Race
- Disability
- Religion or belief
- Gender reassignment
- Pregnancy or maternity

The school is committed to making reasonable adjustments wherever possible to promote accessibility and inclusivity of the curriculum.

The school understands that pupils with SEND or other needs (such as those with social, emotional or mental health needs) are entitled to learn about relationships, sex and health education, and the programme will be designed to be inclusive of all pupils.

Teachers will understand that they may need to be more explicit and adapt their planning of work and teaching methods in order to appropriately deliver the programme to pupils with SEND or other needs.

When deciding whether support is necessary to support pupils with a particular protected characteristic, we will consider our pupils' needs, including the gender and age range of our pupils. In order to foster healthy and respectful peer-to-peer communication and behaviour between boys and girls, the school implements a robust Behavioural Policy, as well as a Child Protection and Safeguarding Policy, which set out expectations of pupils.

## Withdrawing from the subjects

Personal, Social, Health and Economic education are statutory at primary school and parents do not have the right to withdraw their child from the subjects.

## Values and Attitudes

Our pupils should:

- Work with others, listening to their ideas and expertise and treating these with respect eg cooperating and collaborating.
- Develop knowledge and understanding of important ideas and relate these to everyday experiences;
- Learn about ways of thinking and finding out about and communicating ideas;
- Explore values and attitudes through the PSHE curriculum.

## Staff training

\_Needs will be met by:

- All staff members at the school will undergo training to ensure they are up-to-date with the relationship, sex and health education programme and associated issues.
- Training of staff will also be scheduled around any updated guidance on the programme and any new developments which may need to be addressed in relation to the programme.