



Personal Social and Health Education (PSHE) and RE (Relationships Education) Policy

Our Mission Statement

'Where we learn, laugh and thrive together'

Weeton Primary School ethos

Children are at the heart of all that we do at Weeton. The school provides children with a rich and relevant curriculum where we aim to ensure all children reach their full potential with a range of motivating, stimulating and fun learning experiences. Through the PSHE, Citizenship and Relationships Education curriculum, children are encouraged to explore their ideas and feelings, building on their confidence and self-esteem.

Aims and Objectives

At Weeton Primary School, Personal, Social and Health Education (PSHE) enables our children to become healthy, independent and responsible members of society. Our pupils are encouraged to develop their sense of self worth by playing a positive role in contributing to school life and the wider community. They learn how society is organised and governed and experience the process of democracy in school through the School Council. We provide opportunities for them to learn about rights and responsibilities and appreciate what it means to be a positive member of a diverse society.

Under the new guidance issued by the DfE, by September 2020, Relationships Education (RE) at primary school will be compulsory. We believe that to be effective, Relationships Education should always be taught within a broader PSHE education programme. Relationships Education enhances and is enhanced by learning related to topics including anti-bullying; keeping safe on and off line; keeping physically and mentally healthy, learning about drugs, alcohol and tobacco; and the development of skills and attributes such as communication skills, managing peer pressure, risk management, resilience and decision making.

The aims of PSHE and Relationships Education at Weeton Primary are to:

- Promote the spiritual, moral, cultural, mental and physical development of all pupils
- Prepare pupils for the opportunities, responsibilities and experiences of later life
- Encourage pupils to value themselves and others
- Allow pupils to acknowledge and appreciate difference and diversity
- Teach pupils how to make informed choices
- Prepare pupils to be positive and active members of a democratic society
- Teach pupils to understand what constitutes a safe and healthy lifestyle
- Provide a framework in which sensitive discussions can take place
- Promote safety in forming and maintaining relationships
- Provide pupils with a toolkit for understanding and managing their emotions
- Provide pupils with the opportunities to consider issues which may affect their own lives and/or the lives of others

- Help pupils to identify the characteristics of healthy relationships, how relationships may affect mental and physical health; and how to stay safe online
- Prepare pupils for puberty, and give them an understanding of sexual development and the importance of health and hygiene
- Help pupils develop feelings of self-respect, confidence and empathy
- Create a positive culture around issues of sexuality and relationships
- Teach pupils the correct vocabulary to describe themselves and their bodies beginning in EYFS

Policy development

This policy has been developed in consultation with staff, pupils, parents and governors. The consultation and policy development process involved the following steps:

1. Review – a member of the leadership team, pulled together all relevant information including relevant national and local guidance
2. Staff consultation – school staff were given the opportunity to look at the policy and make recommendations
3. Pupil consultation – we investigated what exactly pupils want from their Relationships Education and PSHE lessons
4. Ratification – the policy was shared with, reviewed and approved by the full Governing Body.

Statutory requirements

The DfE state:

“Today’s children and young people are growing up in an increasingly complex world and living their lives seamlessly on and offline. This presents many positive and exciting opportunities, but also challenges and risks. In this environment, children and young people need to know how to be safe and healthy, and how to manage their academic, personal and social lives in a positive way.”

(DfE, 2019, Relationships Education, Relationships and Sex Education and Health Education)

As a result, the Department for Education is introducing compulsory Relationships Education for primary pupils from September 2020. It will also be compulsory for all schools to teach Health Education. Relationships Education is part of lifelong learning about the emotional, social and physical aspects of growing up, relationships, human sexuality and sexual health. Relationships Education, within PSHE, aims to give children and young people essential skills for building positive, enjoyable, respectful and non-exploitive relationships and the skills to stay safe both on and offline. It enables pupils to explore their own and other’s attitudes and values and builds their self-esteem and confidence to view their own sexuality positively. Through these subjects, we want to support all young people to be happy, healthy and safe – we want to equip them for adult life and to make a positive contribution to society.

Delivery of PSHE and Relationships Education

At Weeton, we have adopted the Jigsaw PSHE scheme of work for Reception to Year 6. Jigsaw PSHE is a comprehensive scheme of work for the whole primary school. The Jigsaw teaching materials integrate Personal, Social, Health Education (PSHE), emotional literacy, social skills, mindfulness, and spiritual development in a whole-school approach. The expectations of the DfE Relationships and Health Education guidance are woven throughout Jigsaw but specifically covered in the Relationships and Healthy Me section.

What do we teach when and who teaches it?

Whole-school approach

Jigsaw covers all areas of PSHE for the primary phase including statutory Relationships and Health Education. The table below gives the learning theme of each of the six Puzzles (units) and these are taught across the school; the learning deepens and broadens every year.

Term	Puzzle (Unit)	Content
Autumn 1:	Being Me in My World	Includes understanding my own identity and how I fit well in the class, school and global community. Jigsaw Charter established.
Autumn 2:	Celebrating Difference	Includes anti-bullying (cyber and homophobic bullying included) and understanding
Spring 1:	Dreams and Goals	Includes goal-setting, aspirations, who do I want to become and what would I like to do for work and to contribute to society
Spring 2:	Healthy Me	Includes drugs and alcohol education, self-esteem and confidence as well as healthy lifestyle choices, sleep, nutrition, rest and exercise
Summer 1:	Relationships	Includes understanding friendship, family and other relationships, conflict resolution and communication skills, bereavement and loss
Summer 2:	Changing Me	Includes Relationships Education in the context of coping positively with change

We teach PSHE and citizenship in a variety of ways. Some of the objectives are covered in dedicated PSHE times. Many of the objectives are covered through other areas of the school's curriculum for example in RE, Assemblies, Science and the 'hidden curriculum'. Adults in the school promote attitudes and expectations of behaviour. Relationships Education is taught within the personal, social and health (PSHE) education curriculum. Some biological aspects of sex education are taught within the science curriculum.

We develop PSHE and citizenship through activities and whole-school events. The School Council, with representatives from each class, meet regularly to discuss school matters, and each year group participate in regular school trips.

Teaching and learning styles

We use a range of teaching and learning styles, including the children in activities such as discussions, role-play, games, investigations and problem-solving activities. We encourage the children to take part in a range of practical activities that promote active citizenship, e.g. charity fundraising, the planning of school special events such as an assembly or involvement in an activity to help other individuals or groups less fortunate than themselves. We organise classes in such a way that pupils are able to participate in discussion to resolve conflicts or behaviour.

Children have opportunities to meet and work with members of the community, such as health workers, fire fighters, police, and representatives from the local church, whom we invite into the school to talk about their role in creating a positive and supportive local community. Children take on different roles of responsibility during their school life.

EYFS

We teach PSHE and Citizenship in the EYFS as an integral part of the topic work covered during the year. We relate the PSHE and Citizenship aspects of the children's work to the areas of learning set out in the EYFS guidance to develop a child's personal, emotional and social development. We also support Citizenship Education in the EYFS through other areas of learning such as Communication and Language and Personal, Social and Emotional Development.

Teaching PSHE and Citizenship to children with special educational needs and disabilities

As far as is appropriate, pupils with special educational needs should follow the same PSHE education programme as all other students. Careful consideration is given concerning the level of differentiation needed, and in some cases the content or delivery will have to be adapted. Teachers and/or learning support assistants work with individual pupils where required, and if appropriate.

It is not the school's policy to withdraw pupils with special educational needs from PSHE education to catch up on other national curriculum subjects: these aspects of personal and social development are as important to all pupils as their academic achievement.

Assessment and recording

Assessment needs to value and recognise what pupils have done or completed successfully, thereby raising their self-esteem. Teachers practice a variety of approaches to the assessment of individual achievement. They exercise caution in judging the individual performance of pupils, in terms of attitudes, values and behaviours apparent, as their own will undoubtedly have an influence on this process.

Parents' right to withdraw

The school understands the primary role in children's relationships education lies with parents and carers. We wish to build a positive and supportive relationship with the parents of children at our school through mutual understanding, trust and co-operation. In promoting this objective, we will:

- Make available online, via the school's website, this PSHE and Relationships Education Policy
- Answer any questions that parents may have about the Relationships Education/PSHE education of their child
- Take seriously any issue that parents raise with teachers or governors about this policy or the arrangements for Relationships Education/PSHE in the school
- Inform parents about the best practice known with regard to Relationships Education, so that the teaching in school supports the key messages that parents, and carers give to children at home.

We believe that, through this mutual exchange of knowledge and information, children will benefit from being given consistent messages about their changing body and their increasing responsibilities.

We are committed to a parents' right to withdraw their child from sex education within Relationships Education (other than sex education in the National Curriculum as part of science). Parents cannot withdraw their child from any part of Relationships Education as this now forms part of the basic curriculum and is a requirement of the government's statutory guidance.

If a parent wishes their child to be withdrawn from the sex education elements of Relationships Education, they should discuss this with the headteacher, and make it clear which aspects of the programme they do not wish their child to participate in. Parents should be aware that schools are legally required to provide a broad, balanced curriculum. Sex education topics can arise incidentally and overlap with relationships education lessons and it is not possible to withdraw pupils from these relatively limited and often unplanned discussions.

Requests for withdrawal should be put in writing and addressed to the headteacher. A copy of withdrawal requests will be placed in the pupil's educational record. The headteacher will discuss the request with parents and take appropriate action. Alternative work will be given to pupils who are withdrawn from these lessons.

Training

Staff are trained on the delivery of PSHE and Relationships Education as part of their induction and it is included in our continuing professional development calendar. The headteacher will also invite visitors from outside the school, such as school nurses or sexual health professionals, to provide support and training to staff teaching Relationships Education.

Monitoring and review

The PSHE Subject leader is responsible for monitoring the standards of children's work and the quality of teaching. This person supports colleagues in the teaching of Relationships Education and PSHE, by giving them information about current developments in the subject. Strengths and weaknesses in the subject and areas for further improvement are discussed with the head teacher and colleagues, and feedback is given to the governor responsible for Relationships Education and PSHE.

Mental Health and Wellbeing

At Weeton Primary School, we aim to promote positive mental health and wellbeing for our whole school community (children, staff, parents and carers), and recognise how important mental health and emotional wellbeing is to our lives in just the same way as physical health. We recognise that children's mental health is a crucial factor in their overall wellbeing and can affect their learning and achievement.

The Department for Education (DfE) recognises that: "in order to help their children succeed; schools have a role to play in supporting them to be resilient and mentally healthy". Schools can be a place for children and young people to experience a nurturing and supportive environment that has the potential to develop self-esteem and give positive experiences for overcoming adversity and building resilience.

Our role in school is to ensure that children can manage times of change and stress, and that they are supported to reach their potential or access help when they need it. We also have a role to ensure that children learn about what they can do to maintain positive mental health, what affects their mental health, how they can help reduce the stigma surrounding mental health issues, and where they can go if they need help and support.

Our aim is to help develop the protective factors which build resilience to mental health problems and to be a school where:

- All children are valued
- Children have a sense of belonging and feel safe
- Children feel able to talk openly with trusted adults about their problems without feeling any stigma
- Positive mental health is promoted and valued
- Bullying is not tolerated

In addition to children's wellbeing, we recognise the importance of promoting staff mental health and wellbeing.

We use the World Health Organisation's definition of mental health and wellbeing "a state of well-being in which every individual realises his or her own potential, can cope with the normal stresses of life, can work productively and fruitfully, and is able to make a contribution to her or his community".

Mental health and wellbeing are not just the absence of mental health problems. We want all children and young people to:

- feel confident in themselves
- be able to express a range of emotions appropriately
- be able to make and maintain positive relationships with others
- cope with the stresses of everyday life
- manage times of stress and be able to deal with change
- learn and achieve

We take a whole school approach to promoting positive mental health that aims to help children become more resilient, happy and successful and to prevent problems before they arise. This encompasses seven aspects:

1. Creating an ethos, policies and behaviours that support mental health and resilience, and which everyone understands
2. Helping children to develop social relationships, support each other and seek help when they need it
3. Helping children to be resilient learners
4. Teaching children social and emotional skills and an awareness of mental health
5. Early identification of children who have mental health needs and planning support to meet their needs, including working with specialist services
6. Effectively working with parents and carers
7. Supporting and training staff to develop their skills and their own resilience

We also recognise the role that stigma can play in preventing understanding and awareness of mental health issues. We therefore aim to create an open and positive culture that encourages discussion and understanding of these issues. Through PSHE we teach the knowledge and social and emotional skills that will help children to be more resilient, understand about mental health and be less affected by the stigma of mental health problems.

Our approach:

- Provide a safe environment to enable children to express themselves and be listened to
- Ensure the welfare and safety of children are paramount
- Identify appropriate support for children based on their needs
- Involve parents and carers when their child needs support
- Involve children in the care and support they have
- Monitor, review and evaluate the support with children and keep parents and carers updated

Assessment, Interventions and Support

All concerns are reported and recorded to the Mental Health Lead (Mr Anthony Goth) who is supported by the pastoral team in school. We then implement our assessment system, which is based on levels of need to ensure that children get the support they need, either from within the school or from an external specialist service (CAHMS Fylde & Wyre Pathway Guidance).

Supporting and training staff

We want all staff to be confident in their knowledge of mental health and wellbeing and to be able to promote positive mental health and wellbeing, identify mental health needs early in children and know what to do and where to get help.

Supporting and promoting the mental health and wellbeing of staff is an essential component of a healthy school and we promote opportunities to maintain a healthy work life balance and wellbeing.

Signed: A Goth

Date: March 2022

Review date: March 2024