Wigan St Andrew's CE Primary School
PSHE Policy
(including Relationships Education & Health Education R&HE)

Introduction

It is now a statutory requirement for primary schools to deliver Relationships Education and Health Education in all primary schools. We at Wigan St Andrew's CE Primary School acknowledge that under the Education Act 2002/Academies Act 2010 all schools must provide a balanced and broadly-based curriculum and wish to have a policy that not only covers the statutory content but covers all aspects of our Personal, Social, Health Economic **(PSHE)** education provision. As we already deliver a comprehensive PSHE program; we have reviewed and adjusted it to meet the Department of Education (DfE) expectations (see Appendix 2&3).
Relationships and health education will be taught as part of our PSHE curriculum.

Our PSHE curriculum promotes the spiritual, moral, cultural, mental and physical development of pupils at Wigan St Andrew's, preparing them for the opportunities, responsibilities and experiences of present and later life.
Following Diocesan guidance, as a faith school, 'we undertake to follow the principles in the Church of England Charter for faith sensitive and inclusive relationships education, relationships and sex education and health education.'
We use the online teaching resource SCARF (Safety, Caring, Achievement, Resilience and Friendship) delivered by Coram Life Education, providing a whole-school framework for building the essential life skills to support physical and emotional wellbeing – crucial for children to achieve their best, academically and socially. Mapped to the PSHE Association programmes of study, SCARF is a framework consisting of lesson plans and online planning, which enables the delivery of a comprehensive PSHE and Wellbeing programme throughout the primary years.

Definition of PSHE (including Relationships and Health Education)

Our PSHE education, including statutory Relationships and Health education, provides a framework through which key skills, attributes and knowledge can be developed and applied. This promotes positive behaviour, good mental health and wellbeing, resilience and achievement, helping children to stay safe online, develop healthy and safe relationships, making sense of media messages, challenging extreme views and having the skills and attributes to negotiate and assert themselves now and in the future.

1. Intent

Our school's PSHE provision supports the school's aims of developing confident citizens and successful learners who are creative, resourceful and able to identify and solve problems. The social and emotional development of pupils is embedded throughout the entire school's curriculum and culture. The school has a powerful combination of a planned thematic PSHE program, built around a spiral curriculum of recurring themes, designed to:

- Give pupils the knowledge and develop the self-esteem, confidence and self-awareness to make informed choices and decisions;
- Encourage and support the development of social skills and social awareness;
- Enable pupils to make sense of their own personal and social experiences;
- Promote responsible attitudes towards the maintenance of good physical and mental health, supported by a safe and healthy lifestyle;
- Enable effective interpersonal relationships and develop a caring attitude towards others;
- Encourage a caring attitude towards and responsibility for the environment;
- Help our pupils understand and manage their feelings, build resilience and be independent, curious problem solvers;
- Understand how society works and the laws, rights and responsibilities involved.

We know there is a proven link between pupils' health and wellbeing, and their academic progress. Crucial skills and positive attitudes developed through comprehensive Personal, Social, Health and Economic education are critical to ensuring children are effective learners.

2. Implementation

SCARF is a whole-school approach to promoting behaviour, safety, achievement and wellbeing, not only reflecting the specific needs of the pupils but also reflecting the universal needs shared by all pupils. The SCARF scheme of work has six themed units providing a complete PSHE and wellbeing curriculum, including mental health and Relationships and Health Education.

These are:

Me and My Relationships

Includes feelings/emotions/conflict resolution/friendships

Valuing Difference

Includes British Values focus

Keeping Myself Safe

Includes aspects of Relationships Education (KS1)

Includes aspects of safe internet use, drugs and Relationships Education (KS2)

Rights and Responsibilities

Includes money/living in the wider world/environment

Being My Best

Includes keeping healthy/Growth Mindset/goal setting/achievement

Growing and Changing

Includes RSE-related issues

Whilst PSHE is split into six separate core themes, in reality there will always be extensive overlap. PSHE education addresses both pupils' direct experience and preparation for their future. Therefore, we feel it is important to provide a spiral programme of knowledge, skills and attribute development, where prior learning is revisited, reinforced and extended in age and key stage appropriate contexts.

3. Organisation/provision

We teach PSHE in a variety of ways. We have dedicated curriculum time/lessons, where the lessons are delivered by class teachers and HLTAs, using the Coram Life Education's SCARF scheme of work. During this timetabled PSHE time, an emphasis is placed on active learning through planned discussions, circle-time, investigations, role-play activities, puppets, group-work and problem-solving. All teachers endeavour to provide a safe learning environment through the establishment of clear ground rules which are made explicit to the children and reinforced consistently. Children are taught in a safe and supportive learning environment. Where a pupil indicates that they may be vulnerable and at risk, they will get appropriate support by staff members following the schools safeguarding/child protection policies.
Teachers deliver the PSHE curriculum in a way that allows pupils to explore varying viewpoints by ensuring that information is unbiased and impartial. Potentially sensitive questions from pupils within lessons will be answered by teachers in a sensitive, factual way.

PSHE is also covered through other areas of the school's curriculum; e.g. Our Christian Values themes in RE; PE; Computing; Science.

In addition, PSHE is developed through whole-school activities and events:
- Our school council; the representatives from each KS1&2 classes meet regularly to discuss school matters.
- We offer a residential visit in Year 6 to Hinning House in the Lake District, where there is a particular focus on developing pupils' self-esteem and independence, giving them opportunities to develop leadership skills and positive group work.
- Themed weeks; children take part in themed days/weeks and whole school events, such Anti-Bullying Week, Safer Internet Day, Mental Health Awareness Day.
- A variety of after-school clubs.

We also ensure that we incorporate and respect social, moral, spiritual and cultural issues, encouraging our children to think about their place within Britain as citizens. We include the five British Values (democracy, rule of law, individual liberty, mutual respect and tolerance of different faiths/beliefs) within all of our teachings to establish an effective
and safe school environment.

Our children will be taught in a safe and supportive learning environment. We will ensure that where a pupil indicates that they may be vulnerable and at risk, they will get appropriate support by staff members following the schools safeguarding/child protection policies.

4. Foundation Stage

In the Foundation Stage, PSHE is taught as an integral part of the topic work covered during the year. We relate the PSHE aspects of the children's work to the areas of learning set out in the Foundation Stage guidance to develop a child's personal, emotional and social development. This is also supported through other areas of learning such as Knowledge and Understanding and Communication, Language and Literacy. (For EYFS Ages and Stages see Appendix 1)

5. Teaching PSHE to children with special needs

All pupils, regardless of their needs must be part of PSHE & R&HE lessons, as it is an important part of developing healthy relationships with their peers. We will respect pupils' unique starting points by providing learning opportunities that are matched to the individual needs of all children, including those who are gifted and talented or have learning difficulties. When teaching PSHE we consider the targets set for the children in their Education Health and Care Plan (EHCP), some of which may be directly related to PSHE targets.
For gifted and talented pupils, we will provide additional opportunities to take responsibility, develop leadership skills, think creatively and use their talents for the good of the class or the wider community.

6. Equality and Diversity

At Wigan St Andrew's CE Primary School, PSHE education is accessible to every pupil. Teaching will take into account the ability, age, readiness, religious and cultural backgrounds of our young people and those with English as a second language to ensure that all can fully access our PSHE education provision, in accordance with the Equality Act 2010.

7. PSHE and ICT

Learning in PSHE will compliment learning in Computing, where the children will develop a sense of global citizenship by safe use of the internet. There is an e-safety policy for all pupils, which aims to develop a set of safe and discriminating behaviours for pupils' to adopt when using the internet and other technologies. Through discussion of safety and other issues related to electronic communication, the children develop their own view about the use and misuse of ICT, and they also gain an insight into the interdependence of ICT users around the world.

8. Assessment and recording

We will assess the pupils; learning through valuing and recognising what pupils have done or completed successfully, thereby raising their self-esteem.

In PSHE there are two broad areas for assessment:

- Children's knowledge and understanding; for example, information on health, understanding of rules, understanding of health and safety procedures, and the meaning of ideas including democracy.
- How well children can use their knowledge and understanding in developing skills and attitudes; for example, through participating in discussions, group tasks and activities, managing conflict, making decisions and promoting positive relationships.

Classes have a PSHE Floor Book, where lesson outcomes are recorded through photographs, comments, discussion quotes, examples of posters/drawings/post-it notes/etc

9. Resources

Each member of staff has a username and password to access the online SCARF lesson plans and resources. There are story books highlighting specific themes, centrally stored in the Nurture Room. Resource files are centrally stored in the Staff Room. A glossary of terms and a list of online resources, covering a wide variety of PSHE topics, are also available in the Staff Room.

10. Right to withdraw

Parents do not have the right to withdraw their child from the new, statutory relationship education and health education; however, they do have the right to withdraw their children from the non-statutory /non-science components of sex education within PSHE. At St Andrews all PSHE lesson content falls within statutory R&HE or science programmes of study. There is no coverage from the non-statutory components of sex education and, therefore, no right to withdraw from any PSHE lessons.

11. Monitoring and Review

The PSHE Co-ordinator and SLT are responsible for monitoring the standards of children's work and the quality of teaching. They support colleagues in the teaching of PSHE, by giving them information about current developments in the subject.

The policy was first drafted in the 2019/2020 academic year by the PSHE co-ordinator and will be updated after consultation with parents and staff. Approval will then be sought by the Governing Body. It is up to date with current guidance from the Government and DfE. It will be reviewed in the 2022/2023 academic year.

For government expectations see Appendix 1-3.

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Appendix 1- EYFS Ages and Stages

PSHE			
30-50 Months	Personal, Social and Emotional Development	Self-Confidence and Self-Awareness	• To select and use activities and resources with help. • To welcome and value praise for what they have done. • To enjoy the responsibility of carrying out small tasks. • To be more outgoing towards unfamiliar people and more confident in new social situations. • To be confident talking to other children when playing and communicate freely about own home and community. • To show confidence in asking adults for help.
		Managing Feelings and Behaviour	• To be aware of own feelings and know that some actions and words can hurt others' feelings. • To begin to accept the needs of others and to take turns and share resources, sometimes with support from others. • To usually tolerate delay when needs are not immediately met, and understand wishes may not always be met. • To usually adapt behaviour to different events, social situations and changes in routine.
		Making Relationships	• To play in a group, extending and elaborating play ideas, e.g. building up a role-play activity with other children. • To initiate play, offering cues to peers to join them. • To keep play going by responding to what others are saying or doing. • To demonstrate friendly behaviour, initiating conversations and forming good relationships with peers and familiar adults.

30-50 Months Continued	Physical Development	Health and Self-Care	• To tell adults when hungry or tired, or when they want to rest or play. • To gain more bowel and bladder control and can attend to toileting needs most of the time themselves. • To usually manage washing and drying hands. • To dress with help, e.g. puts arms into open-fronted coat or shirt when held up, pulls up own trousers, and pulls up zipper once it is fastened at the bottom.
	Understanding the World	People and Communities	• To show interest in the lives of people who are familiar to them. • To remember and talk about significant events in their own experiences. • To recognise and describe special times or events for family or friends. • To show interest in different occupations and ways of life. • To know some of the things that make them unique and talk about some of the similarities and differences in relation to friends or family.

40-60 Months	Personal, Social and Emotional Development	Self-Confidence and Self-Awareness	• To be confident to speak to others about own needs, wants, interests and opinions. • To describe self in positive terms and talk about abilities.
		Managing Feelings and Behaviour	• To explain own knowledge and understanding, and ask appropriate questions of others. • To take steps to resolve conflicts with other children, e.g. finding a compromise.
		Making Relationships	• To understand that own actions affect other people. For example, becomes upset or tries to comfort another child when they realise they have upset them. • To be aware of the boundaries set and of behavioural expectations in the setting. • To begin to be able to negotiate and solve problems without aggression, e.g. when someone has taken their toy.
	Physical Development	Health and Self-Care	• To eat a healthy range of foodstuffs and understand a need for variety in food. • To usually be dry and clean during the day. • To show some understanding that good practices with regard to exercise, eating, sleeping and hygiene can contribute to good health. • To show understanding of the need for safety when tackling new challenges, and consider and manage some risks. • To practice some appropriate safety measures without direct supervision.

ELG	Personal, Social and Emotional Development	Self-Confidence and Self-Awareness	• To be confident to try new activities and say why they like some activities more than others. They are confident to speak in a familiar group, will talk about their ideas, and will choose the resources they need for their chosen activities. They say when they do or don't need help.
		Managing Feelings and Behaviour	• To talk about how they and others show feelings, talk about their own and others' behaviour and its consequences, and know that some behaviour is unacceptable. They work as part of a group or class and understand and follow the rules. They adjust their behaviour to different situations, and take changes of routine in their stride.
		Making Relationships	• To play cooperatively, taking turns with others. They take account of one another's ideas about how to organise their activity. They show sensitivity to others' needs and feelings and form positive relationships with adults and other children.
	Physical Development	Health and Self-Care	• To know the importance for good health of physical exercise and a healthy diet, and talk about ways to keep healthy and safe.

Appendix 2 – Physical Health and Mental Wellbeing
By the end of primary school:

Mental Wellbeing	Pupils should 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, nervousness) and scale of emotions that all humans experience in relation 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, 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. • isolation and loneliness can affect children and that it is very important for children to 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), including whom in school they should speak to if they are worried about their own or someone else's mental wellbeing or ability to control their emotions (including issues arising online). • It is common for people to experience mental ill health. For 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	Pupils should 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 and 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 and know how to recognise and display respectful behaviour online and 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, including 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	Pupils should 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, 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	Pupils should know

	• what constitutes a healthy diet (including understanding 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, for example, obesity and tooth decay) and other behaviours (e.g. the impact of alcohol on diet or health).
Drugs, alcohol and tobacco	Pupils should know • the facts about legal and illegal harmful substances and associated risks, including smoking, alcohol use and drug-taking.
Health and prevention	Pupils should 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, including visits to the dentist. • about personal hygiene and germs including bacteria, viruses, how they are spread and the importance of handwashing. • about immunisations.
Basic first aid	Pupils should know: • 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.
Changing adolescent body	Pupils should know: • key facts about puberty and the changing adolescent body, particularly from age 9 through to age 11, including physical and emotional changes. • about menstrual wellbeing including the key facts about the menstrual cycle.

Appendix 3 – Relationship Education
By the end of primary:

Families and people who care for me	Pupils should know • 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 marriage13 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	Pupils should know • 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.
Respectful friendships	Pupils should know • the importance of respecting others, even when they are very different from them (for example, physically, in character, personality or backgrounds), or make different choices or have different preferences or beliefs. • practical steps they can take in a range of different contexts to improve or support respectful relationships. • the conventions of courtesy and manners. • the importance of self-respect and how this links to their own happiness. • that in school and in wider society they can expect to be treated with respect by others, and that in turn they should show due respect to others, including those in positions of authority. • about different types of bullying (including cyberbullying), the impact of bullying, responsibilities of bystanders (primarily reporting bullying to an adult) and how to get help. • what a stereotype is, and how stereotypes can be unfair, negative or destructive. • the importance of permission-seeking and giving in relationships with friends, peers and adults.
Online relationships	Pupils should know • that people sometimes behave differently online, including by pretending to be someone they are not. • that the same principles apply to online relationships as to face-to face relationships, including the importance of respect for others online including when we are anonymous. • the rules and principles for keeping safe online, how to recognise risks, harmful content and contact, and how to report them. • how to critically consider their online friendships and sources of information including awareness of the risks associated with people they have never met. • how information and data is shared and used online.
Being safe	Pupils should know • 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.