

# Aldermoor Farm Primary School



**Our school aim is:-**

**At Aldermoor Farm Primary School we are committed to working together to provide every member of our community with the best opportunities to achieve their full potential**

**Personal, Social and Health Education  
Policy**

## Introduction

As part of the Education Act 2002/Academies Act 2010 (under section 78) all schools must provide a balanced and broad based curriculum which promotes the spiritual, moral, cultural, mental and physical development of pupils at the school and of society, whilst also preparing pupils for the opportunities, responsibilities and experiences of later life.

This PSHE Policy also takes into account the DfE's 'Relationships Education, Relationships and Sex Education (RSE) and Health Education (June 2019)', 'Teaching Online Safety in School (June 2019)' and 'Parental Engagement on Relationships Education (October 2019)'.

From September 2020, Relationships Education and Health Education are compulsory in all schools providing primary education. At Aldermoor Farm Primary School, both Relationships Education and Health Education are taught through a comprehensive programme of study for PSHE which fulfils all aspects of these curricula.

**Relationship Education** starts with pupils being taught about what a relationship is, what friendship is, what family means and who the people are who can support them. From the beginning of primary school, building on early education, pupils should be taught how to take turns, how to treat each other with kindness, consideration and respect, the importance of honesty and truthfulness, permission seeking and giving, and the concept of personal privacy. Establishing personal space and boundaries, showing respect and understanding the differences between appropriate and inappropriate. *(Relationships Education, Relationships and Sex Education (RSE) and Health Education (2019) p19)*

**Health Education** will teach the pupils about physical health and mental wellbeing. It is to give them the information that they need to make good decisions about their own health and wellbeing. It should enable them to recognise what is normal and what is an issue in themselves and others and, when issues arise, know how to seek support as early as possible from appropriate sources. *(Relationships Education, Relationships and Sex Education (RSE) and Health Education (2019) p31)*

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

1. Review - a member of staff or working group pulled together all relevant information including relevant national and local guidance
2. Staff consultation - all school staff were given the opportunity to look at the policy and make recommendations
3. Parent/stakeholder consultation - parents and any interested parties were invited to attend a meeting about the policy
4. Ratification - once amendments were made, the policy was shared with governors and ratified

This policy provides information on how we at Aldermoor Farm Primary School provide Personal, Social and Health Education and Citizenship framework.

### **Mission statement**

**Aldermoor Farm Primary School believes we need to provide pupils with the knowledge, understanding, attitudes, values and skills they need in order to reach their potential as individuals and within the community.**

Pupils are encouraged to take part in a wide range of activities and experiences across and beyond the curriculum, contributing fully to the life of their school and communities. In doing so they learn to recognise their own worth, work well with others and become increasingly responsible for their own learning. They reflect on their experiences and understand how they are developing personally and socially, tackling many of the spiritual, moral, social and cultural issues that are part of growing up. They learn to understand and respect our common humanity; diversity and differences so that they can go on to form the effective, fulfilling relationships that are an essential part of life and learning. At Aldermoor Farm Primary School we are committed to working together to provide every member of our community with the best opportunities to achieve their full potential.

### **Objectives/Pupil learning intentions:**

PSHE taught at Aldermoor Farm Primary School will support the development of the skills, attitudes, values and behaviour, which enable pupils to:

- Have a sense of purpose
- Value self and others
- Form relationships
- Make and act on informed decisions
- Communicate effectively
- Work with others
- Respond to challenge
- Be an active partner in their own learning- using Growth Mindset skills
- Be active citizens within the local community
- Explore issues related to living in a democratic society
- Become healthy and fulfilled individuals

We follow a programme of study developed from the PSHE Association's Primary Scheme of Work, which is recommended by the Department for Education. Our programme of study not only reflects the specific needs of the pupils but also reflects the universal needs shared by all pupils. This will follow the Protective Behaviours programme delivered at the start of each academic year.

### Protective Behaviours - Years 1 to 6

Each year group has a set of lesson plans with clear aims as to content and expectations for each lesson. Each lesson is also age appropriate. *See Appendix 1*

### PSHE Association - Year 1 to 6

The PSHE Association provides a broader, comprehensive education programme including the statutory requirements. Aldermoor Farm will adopt the thematic approach. Using a thematic approach allows different year groups to work on similar themes at the same time, building a spiral programme year on year. Each term will cover the core themes:

- Health and Wellbeing
- Relationships
- Living in the Wider World

*See Appendix 2*

### Yasmine and Tom scheme (FPA)

Covers the statutory Relationships section of the curriculum, providing animations and questions for discussion points in the classroom. This will be used alongside the PSHE Association curriculum.

*See Appendix 3*

These schemes of work are used to complement each other. The yearly overview across all key stages can be found attached to this document in Appendix 1, 2 and 3.

## **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 to 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 area of learning such as Knowledge and Understanding and Communication.

## **Inclusion**

Inclusivity is part of Aldermoor Farm's philosophy. Teachers will tailor planning to meet the needs of the children in their classes to support this differentiation. Sessions are based on whole class and group discussion. Focusing on speaking and listening allows children of varying needs to access the curriculum alongside any other resources needed for support. In order to cover effectively all the aspects of PSHE, a wide range of teaching and learning styles will need to be employed. The school aims to deliver this area of the curriculum through:

- group work as well as whole class,
- mindmapping,

- use of drama and role play,
- involvement of other organisations,
- visitors

The responsibility for the taught Personal, Social and Health Education programme is held by the PSHE lead. In this role, the lead, in consultation with staff, will develop **key stage plans** and **schemes of work** taking into account the National Curriculum requirements, school priorities for the personal and social development of the children, local priorities and initiatives, racial and cultural differences, DfE guidance on SRE, the special needs and maturity levels of individual children.

### **Right to Withdraw**

Parents do not have the right to withdraw their child from relationship education. However, they do have the right to withdraw their children from the non-statutory / non-science components of sex education within PSHE/RSE.

### **Equality of Opportunities**

Children need to be given accurate information and helped to develop skills to enable them to understand difference and respect themselves and others to prevent and remove prejudice.

In accordance with school and LA policy, a commitment to Equal Opportunities will be built into all aspects of Personal, Social and Health Education.

This policy links closely with the:

- RSE policy
- Equal Opportunities Policy,
- Bullying Policy,
- Confidentiality Policy
- LA guidelines on Child Protection

We intend to meet individual children's needs to enable them to achieve academically and in their personal relationships. This may involve providing particular support for individual pupils. It is well documented that children are sometimes bullied because of their perceived sexual orientation. This school takes this and all forms of bullying seriously.

In line with DfE guidance, teachers will be able to deal honestly and sensitively with sexual orientation, answer appropriate questions and offer objective and helpful support. This will be achieved through a range of methods, including:

- promoting a positive school ethos
- promoting respect for others,
- provision for SEN/EAL pupils

- access to Learning Mentors/Teaching Assistants/Interpreters, 1:1, 1:2, small group
- explicit teaching about discrimination and stereotyping

It is our duty to foster good relations between people of different protected characteristics and prevent discrimination. There will be no promotion of any particular sexual orientation as we only promote healthy relationships. Being inclusive of different families, identities and relationships fits within our school ethos and values. We want pupils to be respectful of all people regardless of difference. With this in mind our lessons promote a range of different families throughout school and not just in PSHE education. The PSHE curriculum is accessible to all children irrespective of age, ability, gender and cultural background. Children are encouraged to respect and value the diversity of other cultures and lifestyles.

### **Assessment, Recording and Reporting**

The assessment, recording and reporting of Personal, Social and Health Education will take place in accordance with whole school policy.

Understanding in Personal, Social and Health Education will be demonstrated through **assessment** against learning objectives, which will be built into curriculum planning. A variety of assessment techniques will be used, including:

- discussion
- evidence of sessions in scrapbooks
- pupil self- assessment
- peer assessment
- project assessment

The **recording** of these assessments will take the form of evidence in class scrap books.

The **reporting** of individual achievement and progress will include skill development and values and attitudes, as well as knowledge and understanding. Progress in these areas will be reported through

- feedback to individual children orally
- written reports to parents - might include children's awareness and attitudes to others,

**Formal assessment** will take the form of best fit statements within Bronze, Silver and Gold parameters. Each child will be allocated within a parameter and assessed for any movement at the end of each term.

## **Confidentiality**

We will:

- ensure that all staff, children and parents/carers are aware of our policy on confidentiality, how it works in practice and understand individual rights to confidentiality.
- ensure that children are informed of the limits of confidentiality that may be offered by teachers.
- use ground rules in lessons including the limits of confidentiality.
- ensure that children are informed of sources of confidential support, for example, the school nurse, GP or local young person's advice service.
- encourage children to talk to their parents or carers and give them support to do so.

## **Safeguarding**

Teachers are aware that sometimes disclosures may be made during these sessions; in which case, safeguarding procedures will be followed immediately. Sometimes it is clear that certain children may need time to talk one-to-one after the circle closes. We understand how important it is to allow the time and appropriate staffing for this to happen. If disclosures occur, the school's safeguarding, child protection and/or confidentiality policies are followed. We will always follow the school's Child Protection procedures if there is any possibility of abuse.

## **The Learning Environment**

Establishing a safe, open and positive learning environment based on trusting relationships between all members of the class, adults and children alike, is vital. To enable this, it is important that 'ground rules' are agreed and owned at the beginning of the year and are reinforced in every session. It will include the aspects below:

- We take turns to speak
- We use kind and positive words
- We listen to each other
- We have the right to pass
- We only use names when giving compliments or when being positive
- We respect each other's privacy (confidentiality)

## **Teaching Sensitive and Controversial Issues**

Sensitive and controversial issues are certain to arise in learning from real-life experience. Teachers will be prepared to handle personal issues arising from the work, to deal sensitively with, and to follow up appropriately, disclosures made in a group or individual setting. Issues that we address that are likely to be sensitive and controversial because they have a political, social or personal impact or deal with values

and beliefs include: family lifestyles and values, physical and medical issues, financial issues, bullying and bereavement. Teachers will take all reasonable, practical steps to ensure that, where political or controversial issues are brought to pupils' attention, they are offered a balanced presentation of opposing views. Teachers will adopt strategies that seek to avoid bias on their part and will teach pupils how to recognise bias and evaluate evidence. Teachers will seek to establish a classroom climate in which all pupils are free from any fear of expressing reasonable points of view that contradict those held either by their class teachers or their peers.

### **Answering Difficult Questions and Sensitive Issues**

Staff members are aware that views around SRE- and Drug and Alcohol Education-related issues are varied. However, while personal views are respected, all SRE and Drug and Alcohol Education issues are taught without bias using The Christopher Winter project and Yasmine and Tom (SRE). Topics are presented using a variety of views and beliefs so that pupils are able to form their own, informed opinions but also respect that others have the right to a different opinion. Both formal and informal SRE and Drug and Alcohol Education arising from pupils' questions are answered according to the age and maturity of the pupil(s) concerned. Questions do not have to be answered directly, and can be addressed individually later. A question box will be provided for children to offer thoughts anonymously. Teachers will then decide which questions can be addressed as a whole class discussion, which are best dealt with on a 1:1 basis and which may need parental involvement/safeguarding.

The school believes that individual teachers must use their skill and discretion in this area and refer to the Child Protection Coordinator if they are concerned. Our school believes that SRE and Drug and Alcohol Education should meet the needs of all pupils, answer appropriate questions and offer support. In sessions that cover SRE provision, this should be regardless of their developing sexuality and be able to deal honestly and sensitively with sexual orientation, answer appropriate questions and offer support. Homophobic bullying is dealt with strongly yet sensitively. The school liaises with parents/carers on this issue to reassure them of the content and context.

### **Pupil Consultation**

It is useful for pupils to be consulted on their own personal, social and citizenship development. Pupils are consulted through the school council and using weekly Talk Projects. What sort of person they would like to be by the time they leave this school; what qualities, skills, attitudes, values are important to them as people? We then develop this further by asking pupils how they feel the school could support them with this, what initiatives the school could implement to support this e.g. friendship benches, peer mentoring systems.

## Monitoring Evaluation and Review

Provision for Personal, Social and Health Education, including the personal development of children, will be **monitored, evaluated and reviewed** by Senior Management and the PSHE lead. This will be done by:

- checking that whole school Personal, Social and Health Education objectives are met,
- standards of teaching and learning expected are achieved,
- there are adequate resources,
- Schemes of Work are being taught appropriately,
- consultation with staff, children, parents and governors

This policy was approved by the Governing Body on:

Date : .....

Signed:.....

Chair of Governors :.....

Head Teacher:.....

Chair of School Council .....

**Appendix 1**  
**Curriculum Content - Protective Behaviours**

<b>Protective Behaviours</b>						
<b>Reception</b>	<b>Year 1</b>	<b>Year 2</b>	<b>Year 3</b>	<b>Year 4</b>	<b>Year 5</b>	<b>Year 6</b>
Feelings	Feelings	Feelings, Rights and Responsibilities	Feelings, Rights and Responsibilities			
Body Awareness	Unsafe Feelings and Body Awareness	Unsafe Feelings and Problem Solving	Unsafe Feelings	Safe and Unsafe Feelings	Safe feelings, Fun to Feel Scared and Early Warning Signs	Safe feelings, Fun to Feel Scared and Early Warning Signs
Early Warning Signs - Scary Body Feelings	Body Privacy and Secrets	Body Awareness and Personal Space	Body Awareness and Telling	Secrets	Secrets and Networks	Secrets and Networks
Telling and Secrets	Telling and Networks	Networks and Using Them	Networks and Using Them	Networks and Using Them	Using Networks	Using Networks

## Appendix 2

### Curriculum Content - PSHE Association

	Autumn Relationships			Spring Living in the wider world			Summer Health and Wellbeing		
	Families and friendships	Safe relationships	Respecting ourselves and others	Belonging to a community	Media literacy and digital resilience	Money and work	Physical health and mental wellbeing	Growing and changing	Keeping safe
<b>Year 1</b>	Roles of different people; families; feeling cared for	Recognising privacy; staying safe; seeking permission	How behaviour affects others; being polite and respectful	What rules are; caring for others' needs; looking after the environment	Using the internet and digital devices; communicating online	Strengths and interests; jobs in the community	Keeping healthy; food and exercise, hygiene routines; sun safety	Recognising what makes them unique and special; feelings; managing when things go wrong	How rules and age restrictions help us; keeping safe online
<b>Year 2</b>	Making friends; feeling lonely and getting help	Managing secrets; resisting pressure and getting help; recognising hurtful behaviour	Recognising things in common and differences; playing and working cooperatively; sharing opinions	Belonging to a group; roles and responsibilities; being the same and different in the community	The internet in everyday life; online content and information	What money is; needs and wants; looking after money	Why sleep is important; medicines and keeping healthy; keeping teeth healthy; managing feelings and asking for help	Growing older; naming body parts; moving class or year	Safety in different environments; risk and safety at home; emergencies
<b>Year 3</b>	What makes a family; features of family life	Personal boundaries; safely responding to others; the impact of hurtful behaviour	Recognising respectful behaviour; the importance of self-respect; courtesy and being polite	The value of rules and laws; rights, freedoms and responsibilities	How the internet is used; assessing information online	Different jobs and skills; job stereotypes; setting personal goals	Health choices and habits; what affects feelings; expressing feelings	Personal strengths and achievements; managing and reframing setbacks	Risks and hazards; safety in the local environment and unfamiliar places
<b>Year 4</b>	Positive friendships, including online	Responding to hurtful behaviour; managing confidentiality; recognising risks online	Respecting differences and similarities; discussing difference sensitively online	What makes a community; shared responsibilities	How data is shared and used	Making decisions about money; using and keeping money safe	Maintaining a balanced lifestyle; oral hygiene and dental care	Physical and emotional changes in puberty; external genitalia; personal hygiene routines; support with puberty	Medicines and household products; drugs common to everyday life
<b>Year 5</b>	Managing friendships and peer influence	Physical contact and feeling safe	Responding respectfully to a wide range of people; recognising prejudice and discrimination	Protecting the environment; compassion towards others	How information online is targeted; different media types, their role and impact	Identifying job interests and aspirations; what influences career choices; workplace stereotypes	Healthy sleep habits; sun safety; medicines, vaccinations, immunisations and allergies	Personal identity; recognising individuality and different qualities; mental wellbeing	Keeping safe in different situations, including responding in emergencies, first aid and FGM
<b>Year 6</b>	Attraction to others; romantic relationships; civil partnership and marriage	Recognising and managing pressure; consent in different situations	Expressing opinions and respecting other points of view, including discussing topical issues	Valuing diversity; challenging discrimination and stereotypes	Evaluating media sources; sharing things online	Influences and attitudes to money; money and financial risks	What affects mental health and ways to take care of it; managing change, loss and bereavement; managing time online	Human reproduction and birth; increasing independence; managing transition	Keeping personal information safe; regulations and choices; drug use and the law; drug use and the media

Appendix 3  
Curriculum Content - Yasmine and Tom (FPA)

## Growing up with Yasmine and Tom

### Complete list of lesson plans in the updated resource

#### Module one (Key stage 1)

Introducing Yasmine and Tom  
Friendships and feelings  
Different families  
My brilliant body  
Keeping clean and taking care of myself  
Naming body parts  
Keeping safe

#### Module two (Lower key stage 2)

Introducing Yasmine and Tom  
Gender stereotypes and aspirations  
Me, myself and I  
What makes a good friend?  
Families and getting on with our families  
My personal and private body parts and keeping safe  
Body care  
Is it risky?  
People who can help us on and offline

#### Module 3 (Upper key stage 2)

Introducing Yasmine and Tom  
On and offline friendships  
Friendships and secrets  
Friendships and pressure  
Keeping safe – safe and unsafe touch  
Keeping safe – online images  
Changes at puberty  
Periods (menstruation)  
Wet dreams and masturbation  
Making babies – sexual intercourse  
Making babies – assisted fertility and multiple births  
Marking babies – pregnancy and birth  
Identity and prejudice  
Equality and the law  
Getting help