



Ashmole Primary School

PSHE POLICY (KS1/2)

Introduction

This policy has been informed by National Curriculum non-statutory guidance KS1/2 (2020).

Description of the School

Ashmole Primary School is a two-form entry school. We are a growing school, expanding to 420 pupils when the school has two Year 6 classes. Ashmole is a mixed school with children from a wide range of ethnic backgrounds. Children come from both single and dual parent families. There is a wide social and ethnic mix and very varied family backgrounds, with many languages spoken by the pupils and their families.

Aims of National Curriculum and the School

- The school curriculum should aim to provide opportunities for all pupils to learn and to achieve.
- The school curriculum should aim to promote pupils' spiritual, moral, social and cultural development and prepare all pupils for the opportunities, responsibilities and experiences of life.

These two aims reinforce each other; the personal development of pupils, spiritually, morally, socially and culturally, plays a significant part in their ability to learn and achieve. Development in both areas is essential to raising standards of all pupils.

Rationale

The importance of PSHE:

Personal, Social and Health Education (PSHE) helps to give pupils the knowledge, skills and understanding they need to lead confident, healthy, independent lives and to become informed, active, responsible citizens. 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. The school aims to teach all pupils 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.

The Framework for PSHE

The knowledge, skills and understanding to be taught in four interrelated sections:

1. Developing confidence and responsibility and making the most of pupils' abilities.
2. Preparing to play an active role as citizens.
3. Developing a healthy, safer lifestyle.
4. Developing good relationships and respecting the differences between people.

Forms of Curriculum Provision

PSHE cannot always be confined to specific timetabled time.

At Ashmole Primary school PSHE is delivered within a whole school approach which includes:

- Discrete curriculum time. Allocated lesson times for PSHE.
- Teaching PSHE through and in other subjects/curriculum areas.
- *English*: skills in enquiry and communication, stories that illustrate aspects of personal and social development.
- *Mathematics*: aspects of financial capability, counting and sharing.
- *Science*: (including medicines), sex, health, safety and the environment.
- *Design & Technology*: health and safety, healthy eating, realising that people have needs as they generate design ideas, use of technology.
- *Computing*: communicating with others via e-mail, finding information on the internet and checking its relevance.
- *History*: use of sources, reasons for and results of historical events, situations and changes, diversity within societies studied, significant people, events, ideas and experiences of people from the past.
- *Geography*: topical issues concerning environment, sustainable development, land use, study of pupils' own locality and places in different parts of the world, including less economically developed countries.
- *Art and Design*: reflecting on and responding to ideas and experiences communicated through works of art, craft and design from different times and cultures.
- *Music*: making the most of abilities in playing or singing, issues of cultural diversity, their value and their expression.
- *Physical Education*: teaching and learning about health and safety, development of personal and social skills through team and individual activities, games and sports.
- *RE*: religious and moral beliefs, values and practices that underpin and influence personal and social issues and relationships.
- Through PSHE activities and school events. For example, sports events, RE Visits, events that take place with Partnership Schools. Teachers organised events. E.g. Charity work for Children in Need and Comic Relief.
- Through pastoral care and guidance. This happens daily by all members of staff at Ashmole.

Health Promoting Schools Award (the National Healthy School Standard)

At Ashmole Primary School we recognise the Healthy School Status as an effective vehicle to promote PSHE which offers an integrated whole-school process, set alongside nationally agreed criteria, looking at health issues in their wider sense. We have received The Healthy School Bronze award.

Teaching Methods and Learning Approaches

Outstanding teaching relies on using appropriate methods for the aim of the lesson or unit of work. All teachers are encouraged to develop a repertoire of flexible, active learning methods. We use the SCARF resources to aid in the planning of our weekly lessons.

- Effective starting and ending strategies.
- High order questioning skills.
- Agenda setting.
- Working together.
- Values clarification.
- Information gathering and sharing.
- Consensus building.
- Problem solving.
- Understanding another point of view.
- Working with feelings and imagination.
- Reflection, review and evaluation.
- Circle Time.
- School Council (preparatory activities).
- Drama and role-play.

Assessment, Recording and Reporting

Assessment in PSHE and RSE at Ashmole Primary School does not imply that children are failing as people or citizens. It is not a judgement on the worth, personality or value of an individual child or their family. This is particularly important in working with children from diverse backgrounds or who have emotional and behavioural difficulties. A record of children's progress and portfolios of work are kept to provide evidence for reports to parents that include their child's awareness of topical events, exercise of responsibility and contribution to the life of the school.

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.

At Ashmole Primary School, assessment in PSHE and RSE include the following recognitions of children's achievement:

Children receive a 'Values Certificates' during our weekly celebrations assembly held by the Headteacher. Each Class teacher selects a pupil from the class who they feel has demonstrated the value of the month successfully throughout the week. This certificate focusses on our school values and pupils are praised for demonstrating a specific value, stating how they have shown this value.

Assessment- By the end of primary school pupils should know:

DfE Statutory Guidance Categories: Relationships Education
(Primary)

Families and people who care for me (FPC)	<ol style="list-style-type: none"> 1. that families are important for children growing up because they can give love, security and stability. 2. 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. 3. 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. 4. 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. 5. that marriage represents a formal and legally recognised commitment of two people to each other which is intended to be lifelong. 6. 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 (CF)	<ol style="list-style-type: none"> 1. how important friendships are in making us feel happy and secure, and how people choose and make friends. 2. the characteristics of friendships, including mutual respect, truthfulness, trustworthiness, loyalty, kindness, generosity, trust, sharing interests and experiences and support with problems and difficulties. 3. that healthy friendships are positive and welcoming towards others, and do not make others feel lonely or excluded. 4. 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. 5. 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 relationships (RR)	<ol style="list-style-type: none"> 1. 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. 2. practical steps they can take in a range of different contexts to improve or support respectful relationships. 3. the conventions of courtesy and manners. 4. the importance of self-respect and how this links to their own happiness. 5. 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. 6. 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. 7. what a stereotype is, and how stereotypes can be unfair, negative or destructive. 8. the importance of permission-seeking and giving in relationships with friends, peers and adults.
Online relationships (OR)	<ol style="list-style-type: none"> 1. that people sometimes behave differently online, including by pretending to be someone they are not. 2. 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. 3. the rules and principles for keeping safe online, how to recognise risks, harmful content and contact, and how to report them. 4. how to critically consider their online friendships and sources of information including awareness of the risks associated with people they have never met. 5. how information and data is shared and used online.

Being safe (BS)	<ol style="list-style-type: none"> 1. what sorts of boundaries are appropriate in friendships with peers and others (including in a digital context). 2. 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. 3. that each person's body belongs to them, and the differences between appropriate and inappropriate or unsafe physical, and other, contact. 4. how to respond safely and appropriately to adults they may encounter (in all contexts, including online) whom they do not know. 5. how to recognise and report feelings of being unsafe or feeling bad about any adult. 6. how to ask for advice or help for themselves or others, and to keep trying until they are heard, 7. how to report concerns or abuse, and the vocabulary and confidence needed to do so. 8. where to get advice e.g. family, school and/or other sources.
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Mental Wellbeing (MW)	<ol style="list-style-type: none"> 1. that mental wellbeing is a normal part of daily life, in the same way as physical health. 2. 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. 3. 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. 4. how to judge whether what they are feeling and how they are behaving is appropriate and proportionate. 5. the benefits of physical exercise, time outdoors, community participation, voluntary and service-based activity on mental wellbeing and happiness. 6. simple self-care techniques, including the importance of rest, time spent with friends and family and the benefits of hobbies and interests. 7. isolation and loneliness can affect children and that it is very important for children to discuss their feelings with an adult and seek support. 8. that bullying (including cyberbullying) has a negative and often lasting impact on mental wellbeing. 9. 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). 10. 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 (ISH)	<ol style="list-style-type: none"> 1. that for most people the internet is an integral part of life and has many benefits. 2. 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. 3. 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. 4. why social media, some computer games and online gaming, for example, are age restricted. 5. 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. 6. how to be a discerning consumer of information online including understanding that information, including that from search engines, is ranked, selected and targeted. 7. where and how to report concerns and get support with issues online
Physical health and fitness (PHF)	<ol style="list-style-type: none"> 1. the characteristics and mental and physical benefits of an active lifestyle. 2. 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. 3. the risks associated with an inactive lifestyle (including obesity). 4. how and when to seek support including which adults to speak to in school if they are worried about their health.
Healthy eating (HE)	<ol style="list-style-type: none"> 1. what constitutes a healthy diet (including understanding calories and other nutritional content). 2. the principles of planning and preparing a range of healthy meals. 3. 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 (DAT)	1. the facts about legal and illegal harmful substances and associated risks, including smoking, alcohol use and drug-taking.
Health and prevention (HP)	<ol style="list-style-type: none"> 1. how to recognise early signs of physical illness, such as weight loss, or unexplained changes to the body. 2. about safe and unsafe exposure to the sun, and how to reduce the risk of sun damage, including skin cancer. 3. the importance of sufficient good quality sleep for good health and that a lack of sleep can affect weight, mood and ability to learn. 4. about dental health and the benefits of good oral hygiene and dental flossing, including regular check-ups at the dentist. 5. about personal hygiene and germs including bacteria, viruses, how they are spread and treated, and the importance of hand washing. 6. the facts and science relating to allergies, immunisation and vaccination.
Basic first aid (BFA)	<ol style="list-style-type: none"> 1. how to make a clear and efficient call to emergency services if necessary. 2. concepts of basic first-aid, for example dealing with common injuries, including head injuries.
Changing adolescent body (CAB)	<ol style="list-style-type: none"> 1. key facts about puberty and the changing adolescent body, particularly from age 9 through to age 11, including physical and emotional changes. 2. about menstrual wellbeing including the key facts about the menstrual cycle.

Marking and Assessment

Weekly PSHE work is recorded in books (may not always be a written piece but may be evidenced as photos, groups work, roleplay etc) should be marked following the school's marking policy for foundation subjects; LO is highlighted in green if it has been met, circled in green if it has been partially met and underlined in pink if it has not yet been met at all.

Evidence of work completed by pupils can be provided by writing (writing and illustrations in KS1/LS2) in books, through photos with annotations, and typed blurbs of what took place in lessons, as well as any other appropriate method that has been discussed with the PSHE Coordinator.

At Ashmole we begin each unit of work with a KWL board, this allows us to establish what the children already know about the topic, what they would like to know and then on completion of the topic gives an opportunity for self-assessment as they then add to the board explaining what they have learnt throughout the unit. We use 'I can' statements, summarising learning against each unit's key learning outcomes for each pupil, evident in their PSHE books. These statements are at three levels – emerging, expected and exceeding. They assess the key learning outcomes for each half-termly unit. We inform parents of what we are learning in PSHE each term (through the termly year group planning Jigsaw overview) and report back to parents annually on their child's progress in PSHE.

Values Education and the 'Value of the Lesson'

At Ashmole we have 22 school values that were selected by pupils, parents, staff and governors. In PSHE, as in all subject areas, there is always a *Value of the Lesson*. This allows children to focus on their value and learn in a respectful manner which is fundamental to the study of PSHE, especially when discussing sensitive issues. As we have a *Value of the Month* this is focussed on through our *poster competitions*, school displays and assemblies. In addition, the first PSHE lesson of each month focusses on the *Value of the Month* and allows pupils to learn about the value, its meaning and its relevance in their lives. Values are not simply focussed on in PSHE lessons as they are referred to throughout all school life and learning.

Spiritual, moral, social and cultural development (SMSC)

Through teaching PSHE in our school, we provide opportunities for spiritual development. We help them to recognise the difference between right and wrong through the study of moral and ethical questions. We enhance their social development by helping them to build a sense of identity in a multicultural society. Children explore values that allow them to question, think about and try to answer significant questions that impact their lives and others, whilst working within our school values which underpin the school ethos and learning at Ashmole.

Role of PSHE Co-ordinator

The Co-ordinator will:

- Raise awareness amongst all staff of their contribution to the pupils' personal and social development and agree the overall aims, objectives and priorities.
- Establish a shared view of best practice to which all pupils are entitled.
- Lead policy development.
- Agree the main priorities for the pupils' personal and social development and identify the major opportunities for meeting these priorities across the curriculum.
- Provide appropriate support and training for staff.
- Monitor and evaluate the programme, including the use of outside agencies, and pupils' responses to the programme.
- Carry out a continuous process of review and development of the programme as part of the annual cycle of school improvement (School Plans).
- Attend relevant courses and network meetings.
- Order and monitor resources.

Ground Rules

- Pupils will be given preparation so that they will know how to minimise any embarrassment they feel.
- No one (teacher or pupil) should be expected to answer a personal question.
- No one will be forced to take part in a discussion.
- Meanings of words will be explained in a sensible and factual way.

Resources

At Ashmole Primary School there is an annual budget for the support of PSHE and RSE (along with RE).

Use of Visitors

A growing number of community based agencies, including the police, drugs services, theatre in education groups, peer education projects and youth services are actively involved in PSHE education in schools.

There are opportunities to use community based agencies in schools in order to accelerate the development of programmes and policies. **Careful consideration needs to be given to issues of content, co-ordination and consistency:** external support should be provided in partnership, particularly for primary schools and between primary schools and secondary schools.

At Ashmole Primary School all community based agencies who visit to provide curriculum support, are informed of the school code of conduct.

Prior to agencies attending the school, relevant staff ensure that:

- Checks have been made
- Their input is integrated within a planned programme
- Appropriate planning sheets/lesson plans have been produced
- School/class background information has been issued
- Resources have been checked for suitability
- Confirmation of dates and times have been confirmed in writing
- An evaluation process has been agreed.

Dissemination and Professional Development

This policy will be shared with the Governing Body. After any necessary amendments are made, the policy will be available to all staff, parents and the wider community as it will be available online through the school website.

Staff will be given regular opportunities to develop their thinking and skills in delivery of PSHE by:

- Staff meetings (termly).
- INSET
- PSHE/RSE Coordinator meetings.

September 2023

Next review due September 2024