Thameside Primary School: PSCHE Guidelines

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Policy reviewed by:	Lauren England
Key Changes:	• Page 3-4 – Policy aims changed to reflect the "Dimensions of personal development" as identified by Ofsted (Section 250 - https://www.gov.uk/government/publications/school-inspection-handbook-eif/school-inspection-handbook?fbclid=IwAR2zOTcqq00z3IwiywIkSXGP_ZZj65bSaw--0TIi0FGHEXM1sfM8BJJVDbA#personal-development) • Appendix 1 added – statutory requirements

Rights Respecting Schools

Thameside Primary School is a Rights Respecting School. School policies will respect the UN Convention on the rights of the child. The PSCHE policy links to

Article 12: Children have the right to say what they think should happen and have their opinions taken into account.

Article 29: Education should develop each child's personality and talents to the full. It should encourage children to respect others' human rights and their own and other cultures.

THE LEGAL POSITION

PSCHE education is currently a non-statutory subject on the school curriculum, though section 2.5 of the national curriculum states that all state schools 'should make provision for personal, social, health and economic education (PSCHE). The Department for Education (DfE) consider PSCHE education **'an important and necessary part of all pupils'** education. However, the Relationships Education, Relationships and Sex Education and Health Education (England) Regulations 2019, made under sections 34 and 35 of the Children and Social Work Act 2017 made the teaching of Health Education and Relationships Education compulsory in primary schools. Sex Education continues to be non-statutory in primary schools – please refer to the Relationships and Sex Education policy for more information.

AIMS OF PSCHE

Through our PSCHE curriculum we aim to promote the following dimensions of personal development:

- developing responsible, respectful and active citizens who are able to play their part and become actively involved in public life as adults

- developing and deepening pupils' understanding of the fundamental British values of democracy, individual liberty, the rule of law and mutual respect and tolerance

- promoting equality of opportunity so that all pupils can thrive together, understanding that difference is a positive, not a negative, and that individual characteristics make people unique

- promoting an inclusive environment that meets the needs of all pupils, irrespective of age, disability, gender reassignment, race, religion or belief, sex or sexual orientation

- developing pupils' character, which we define as a set of positive personal traits, dispositions and virtues that informs their motivation and guides their conduct so that they reflect wisely, learn eagerly, behave with integrity and cooperate consistently well with others. This gives pupils the qualities they need to flourish in our society

- developing pupils' confidence, resilience and knowledge so that they can keep themselves mentally healthy

- enabling pupils to recognise online and offline risks to their well-being and making them aware of the support available to them

- enabling pupils to recognise the dangers of inappropriate use of mobile technology and social media

- developing pupils' understanding of how to keep physically healthy, eat healthily and maintain an active lifestyle, including giving ample opportunities for pupils to be active during the school day and through extra-curricular activities

- developing pupils' age-appropriate understanding of healthy relationships through appropriate relationships and sex education

- supporting readiness for the next phase of education, training or employment so that pupils are equipped to make the transition successfully

(Taken from https://www.gov.uk/government/publications/school-inspection-handbook-eif/school-inspection-handbook?fbclid=IwAR2zOTcqq00z3IwiywIkSXGP_ZZj65bSaw--0TIi0FGHEXM1sfM8BJJVDbA#personal-development)

In addition, we also have the following aims for our PSCHE curriculum:

- Enable pupils to develop the knowledge, skills and attributes they need to manage many of the critical opportunities, challenges and responsibilities they will face as they grow up and in adulthood.

- nurture and support the spiritual, moral, social and cultural (SMSC) development in young children

- build self-esteem, resilience and empathy

- tackle barriers to learning, raise aspirations, and improve the life chances of the most vulnerable and disadvantaged pupils

PLANNING AND DELIVERY

The PSCHE working party has created a bespoke scheme of work for each year group that is based on 5 Keys to Happiness, as identified in the 'Insideout Toolkit'. These are:

- Introduction to the 5 Keys (Autumn 1)
- Look Inside (Autumn 2)
- Move Outside (Spring 1)
- Healthy me (Spring 2
- Be Kind (Summer 1)
- Share More (Including RSE) (Summer 2)

Through each key, children are given the opportunity to explore topics such as:

- Drug education
- Financial education
- Relationship and sex education (RSE)
- Importance of physical activity and diet
- Mental health

For a full breakdown of the objectives that we have a statutory requirement to deliver, please see appendix 1.

Each topic has been devised in such a way that the learning skills for each year group are progressive
and age appropriate. Planning is updated by class teachers on a half-termly basis to ensure resources and activities are up-to-date, and relevant for the cohort.

Cross Curricular links and British Values

Links are made with PSCHE in other curriculum areas as appropriate e.g. R.E., P.E., science, and in topic planning. As well as this, at Thameside we see PSCHE lessons as an excellent opportunity to promote British Values where we explore

'values of democracy, the rule of law, individual liberty, and mutual respect and tolerance of those with different faiths and beliefs'.

TEACHING, LEARNING AND ACHIEVEMENT

Each PSCHE lesson is supported by an activity related to one of the 5 Keys of Happiness from the Insideout Toolkit and a range of teaching strategies will be used as appropriate. These may include: circle time, role-play, discussion (whole class, small group, 1:1), assemblies, visitors (e.g. PCSOs , Fire Brigade, School Health Advisor etc.), stories (e.g. exploring behaviour of characters), creative activities, pupil-initiated activities.

Each PSCHE topic is supported through regular whole school assemblies and the elected school council, peer mediators and eco-council are all actively involved in promoting various PSCHE issues.

PROMOTING FUNDAMENTAL BRITISH VALUES

We ensure that the fundamental British values are strongly embedded and promoted through our school vision statement, our development of SMSC, our community values (see appendix 2), our PSCHE whole-school approach and through everyday aspects of school life.

ASSESSMENT

Children's understanding, knowledge and skills are assessed through observation, discussion and questioning and participation in groups. When making judgements on attainment, teachers should use the school assessment tracker. Children will also be involved in self-assessment e.g. talking about their own experiences, through presentation of own work and in special assemblies celebrating achievement. Summative assessment will take place termly, with teachers making judgements on children's understanding of content, and how well they can demonstrate their learning in wider school life.

Children will be rewarded in line with school policy e.g. praise linked to achievement and values (see appendix 2), showing work to other teachers, classes and headteacher, names written in the 'Good Book' for Key Stage assemblies, and postcards in Friday assemblies.

EQUAL OPPORTUNITIES

Provision for PSCHE is in line with all of our policies. All children have equal access to the PSCHE curriculum and developmentally appropriate materials (including adapted lessons for children in the Rainbow Room). Resources etc. are sensitive to the needs and backgrounds of the children and will not reflect gender or cultural stereotypes. These are monitored annually to ensure sensitivity.

PARENTAL AND COMMUNITY INVOLVEMENT

Parents are invited to join in events in school, including class assemblies and workshops on relevant themes. Parents are regularly informed of events and developments in weekly newsletters from the Headteacher and termly newsletters from phase leaders.

Working with parents is a vital part of the whole school approach to PSCHE. Aspects of it are included in our home – school agreement.

Thameside has good links with local businesses and councillors, for example, many local businesses support our Aspiration Afternoon where children have the opportunity to learn about different jobs within the community. We

involve outside agencies e.g. School Health Advisors, School Police liaison officer, dental health advisors etc. as much as possible to deliver aspects of the curriculum (see visitor guidelines). These are highlighted in our scheme of work for PSCHE.

This school believes that partnership with parents and the community enables us to receive specialist support and information to plan the best possible PSHCE curriculum for our children.

SAFEGUARDING

Adults working in school must be aware that sometimes allegations may be made during PSHCE lessons (as well as other lessons); in which case the school's safeguarding procedures must be followed immediately *(please refer to the safeguarding policy)*

MONITORING AND EVALUATION

The PSCHE Coordinator works closely with the Headteacher, Deputy Headteacher and other SLT to ensure that our aims are being met. Staff audits, and learning walks, including photographs and questioning of children, will be collected by the PSCHE coordinator. Pupil views will also be sought.

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Written in conjunction with:

Safeguarding policy   **Drug Education Guidelines**
Behaviour guidelines   **Insideout Toolkit**
Relationship and Sex Education guidelines

Appendix 1 – Health Education and Relationship Education statutory requirements

Mental wellbeing	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	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	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	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	the facts about legal and illegal harmful substances and associated risks, including smoking, alcohol use and drug-taking.
Health and prevention	how to recognise early signs of physical illness, such as weight loss, or unexplained changes to the body.
	about safe and unsafe exposure to the sun, and how to reduce the risk of sun damage, including skin cancer.
	the importance of sufficient good quality sleep for good health and that a lack of sleep can affect weight, mood and ability to learn.
	about dental health and the benefits of good oral hygiene and dental flossing, including regular check-ups at the dentist.
	about personal hygiene and germs including bacteria, viruses, how they are spread and treated, and the importance of handwashing.
	the facts and science relating to allergies, immunisation and vaccination.
Basic first aid	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	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.
Families and people who care for me	that families are important for children growing up because they can give love, security and stability.
	the characteristics of healthy family life, commitment to each other, including in times of difficulty, protection and care for children and other family members, the importance of spending time together and sharing each other's lives.
	that others' families, either in school or in the wider world, sometimes look different from their family, but that they should respect those differences and know that other children's families are also characterised by love and care.
	that stable, caring relationships, which may be of different types, are at the heart of happy families, and are important for children's security as they grow up.
	that marriage represents a formal and legally recognised commitment of two people to each other which is intended to be lifelong. *(Marriage in England and Wales is available to both opposite sex and same sex couples. The Marriage (Same Sex Couples) Act 2013 extended marriage to same sex couples in England and Wales. The ceremony through which a couple get married may be civil or religious.)*
	how to recognise if family relationships are making them feel unhappy or unsafe, and how to seek help or advice from others if needed.
Caring friendships	how important friendships are in making us feel happy and secure, and how people choose and make friends.
	the characteristics of friendships, including mutual respect, truthfulness, trustworthiness, loyalty, kindness, generosity, trust, sharing interests and experiences and support with problems and difficulties.
	that healthy friendships are positive and welcoming towards others, and do not make others feel lonely or excluded.
	that most friendships have ups and downs, and that these can often be worked through so that the friendship is repaired or even strengthened, and that resorting to violence is never right.
	how to recognise who to trust and who not to trust, how to judge when a friendship is making them feel unhappy or uncomfortable, managing conflict, how to manage these situations and how to seek help or advice from others, if needed.
Respectful relationships	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	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	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.

Appendix 2 – Our Community Values

Core value	Associated behaviour
Belonging	• We will respect ourselves, each other, our belongings, the environment and authority • We will take pride in our school, our work through the effort we put in, our uniform and PE kit and our achievements • We will volunteer in and out of school • We will co-operate with others and work as a team • We will be tolerant of others
Resilience	• We will show determination • We will keep trying and not give up • We will try to find solutions to problems • We will be able to resolve conflict with our classmates • We will try to help ourselves before we ask an adult
Assurance (confidence)	• We will have a go at things even if we find them difficult • We will be able to control our emotions and express them effectively • We will communicate through our writing, our speaking and through ICT effectively and responsibly with our friends, teachers, visitors and others that we meet • We will look forward to the next stage of our education • We will participate in all areas of school life
Independence	• We will try to help ourselves before we ask an adult • We will be productive • We will look after our belongings • We will be able to make decisions • We will be curious • We will concentrate
Integrity	• We will be honest and tell the truth • We will do the right thing – even when it is hard • We will make good choices • We will earn people's trust • We will know right from wrong • We will know when it is right to tell an adult
No limits (aspiration and ambition)	• We will keep improving • We will enjoy our learning • We will use our imagination • We will know what we can achieve • We will have ambition and aspiration • We will be ready for the next stage of our education • We will be the best we can be

Note: the red behaviours are also the characteristics of good learning (Shirley Clarke)