Personal, Social and Health Education (PSHE) POLICY

LONGTON PRIMARY AND NURSERY SCHOOL AND NURSERY

CARE • GROW • SHINE

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Approved by	Governors (add date)
Review arrangements	Reviewed annually and sooner following changes to curriculum, legislation or guidance.

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Related policies and statutory guidance: This policy should be read alongside the school's Safeguarding and Child Protection Policy, Behaviour Policy, Anti-Bullying Policy, Online Safety Policy, Equality Information and Objectives, SEND Information Report and Science Curriculum Policy. It has regard to the Department for Education's Relationships Education, Relationships and Sex Education (RSE) and Health Education statutory guidance, Keeping Children Safe in Education, the National Curriculum in England: Science, the Equality Act 2010, the SEND Code of Practice: 0 to 25 years and Working Together to Safeguard Children.

Policy status

This policy sets out how Longton Primary and Nursery School teaches Personal, Social and Health Education (PSHE), including its contribution to SMSC development, Relationships and Health Education, RSE and emotional wellbeing. It describes the curriculum and approaches contained in the school's existing PSHE policy.

This policy has been reviewed with regard to the Department for Education's statutory guidance on Relationships Education, Relationships and Sex Education (RSE) and Health Education.

1. Purpose and status

This policy explains the purpose and delivery of PSHE at Longton Primary and Nursery School. It brings together the school's approach to PSHE, spiritual, moral, social and cultural (SMSC) development, Relationships Education, Health Education, sex education within the Science curriculum, and emotional wellbeing.

PSHE education is central to the school's ethos. It supports children's development and underpins learning in the classroom, in school and in the wider community. The school works in partnership with parents, governors and the local community, recognising that a collaborative culture helps children develop personally and emotionally and as young citizens.

The school aims to build on and complement the learning that has already started at home, providing the knowledge, understanding and skills children need to lead healthy, fulfilling and meaningful lives, both now and in the future.

The policy is made available to parents and carers. The school will consult parents and carers when developing or reviewing the policy, and will provide opportunities for them to understand the content and approach to Relationships, Sex and Health Education (RSHE).

2. Vision, values and aims

At Longton Primary and Nursery School we aim to create a happy, purposeful and supportive environment where children are enabled to become successful learners, develop their full potential and achieve the highest educational standards they can. We have a passionate commitment to learning and recognise the uniqueness of individual learners.

Children grow up in a complex and ever-changing world and are exposed to an increasing range of influences. PSHE education equips children with the knowledge, understanding, skills and strategies required to live healthy, safe, productive, capable, responsible and balanced lives. It encourages them to be enterprising and supports effective transitions, positive learning and career choices, and economic wellbeing.

Children are encouraged to think about personal and social values, become aware of and involved in the life and concerns of their community and society, and develop their capacity to be active and effective future citizens. A critical component is providing opportunities to reflect on and clarify their own values and attitudes, and to explore the complex and sometimes conflicting values and attitudes they encounter now and in the future.

PSHE is taught as a planned, developmental programme through which children acquire the knowledge, understanding and skills they need to manage their lives. As part of a whole-school approach, it develops the qualities and attributes pupils need to thrive as individuals, family members and members of society. It can also help reduce or remove barriers to learning, improving pupils' capacity to learn and achieve.

PSHE contributes to pupils' SMSC development, behaviour, safety and emotional wellbeing. It helps pupils build confidence, resilience and self-esteem; identify and manage risk; make informed choices; understand influences on decisions; recognise, accept and shape their identities; accommodate difference and change; manage emotions; and communicate constructively. Self-understanding, empathy and the ability to work with others help pupils form and maintain good relationships, develop skills for future employability and better enjoy and manage their lives.

The overarching aim of PSHE education is to provide pupils with:

- Accurate and relevant knowledge.
- Opportunities to turn that knowledge into personal understanding.
- Opportunities to explore, clarify and, if necessary, challenge their own and others' values, attitudes, beliefs, rights and responsibilities.
- The skills and strategies they need to live healthy, safe, fulfilling, responsible and balanced lives.

2.1 SEND, Pupil Premium and higher attainers

All children will have Quality First Teaching. Children with identified SEND or in receipt of pupil premium funding may have work additional to and different from their peers in order to access the curriculum, depending on their needs. The school also offers a demanding and varied curriculum, providing opportunities for children to reach their full potential and consistently achieve highly from their starting points.

The school will adapt teaching, resources, language and activities so that pupils with SEND and other additional needs can access the curriculum. Teaching will take account of pupils' age, developmental stage, needs and prior learning. The curriculum will recognise different family circumstances and promote dignity, equality, respect and inclusion. Discriminatory language, prejudice and bullying will be challenged in line with the school's relevant policies.

3. Relationships, Health and Sex Education

Parents' right to request withdrawal from Sex Education: Where Longton provides additional Sex Education beyond the statutory Science curriculum, parents have the right to request that their child is withdrawn from some or all of that teaching. The Headteacher must grant a primary parent's request to withdraw their child from this additional Sex Education. The school will encourage parents to discuss the request with the Headteacher so that the content, purpose and possible implications can be explained. Parents do not have the right to withdraw their child from statutory Relationships Education, Health Education or Science lessons, including Science content about puberty and human reproduction. Where a pupil is withdrawn, the school will provide appropriate and purposeful education during that time.

3.1 Relationships Education

Relationships Education teaches the fundamental building blocks of positive relationships, with particular reference to friendships, family relationships, and relationships with other children and adults.

This includes taking turns, treating people with kindness and respect, the importance of honesty and truthfulness, permission seeking and giving, and the concept of personal privacy.

The statutory guidance categorises these areas as:

- Families and the people who care for me
- Caring friendships
- Respectful, kind relationships
- Online safety and awareness
- Being safe

3.2 Health Education

Health Education refers to both physical health and mental wellbeing. It teaches children about the characteristics of good physical and mental health so that they can make good decisions about their own health and wellbeing and understand how these two areas are interlinked.

Health Education promotes the development of strategies for self-regulation, confidence building, perseverance and resilience within a climate of openness. Puberty, including menstruation, is covered to ensure children are prepared for the changes that they and their peers will experience.

The statutory guidance categorises these areas as:

- General wellbeing
- Wellbeing online
- Physical health and fitness
- Healthy eating
- Drugs, alcohol, tobacco and vaping
- Healthy protection and prevention
- Personal safety
- Basic first aid

3.3 Sex Education

At Longton Primary School, sex education is defined as human reproduction. This is taught in Year 6 as part of the Science curriculum under the National Curriculum objectives. Parents cannot withdraw their child from Science lessons.

The relevant objectives and the way they are covered are:

- Describe the life process of reproduction in some plants and animals. This explains that male and female parts come together to create new life in animals and how they develop. It is explained that this process happens in animals and humans, with examples of both.
- Describe the changes as humans develop to old age. This looks at the development of a baby during pregnancy and of an embryo in an egg, with comparisons made. It also compares the gestation periods of different animals.

4. The Longton PSHE curriculum

In the absence of a government programme of study, the school has drawn on guidance from the National Curriculum and the Kapow curriculum when revising its Curriculum Framework for PSHE. The framework is intended to meet pupils' needs in today's changing society. It identifies the key concepts and skills that underpin PSHE education and supports the school's responsibility to promote children's spiritual, moral, cultural, mental and physical development and prepare them for the opportunities, responsibilities and experiences of life.

At Longton, teaching is based on the Kapow programme of learning and is enhanced with additional lessons specific to the needs of the children. PSHE is integrated into other curriculum areas, mainly English, Science, Computing, Design Technology and Physical Education. It is taught as a spiral programme so that learning is revisited, reinforced and extended in age- and stage-appropriate contexts. The LPS+ (Learning with Character) programme provides further opportunities for children to flourish.

4.1 Kapow units

The units in Kapow that are taught each year are:

- My healthy self
- Connecting with others
- The online world
- Citizenship
- Health protection
- Growing up
- Staying safe

This curriculum has been matched to the statutory requirements for Relationships and Health Education. Additional PSHE / RSE lessons are added to meet the needs of pupils at Longton.

The subject leader maintains a detailed year-group curriculum map showing how statutory Relationships Education and Health Education content is taught and revisited from EYFS to Year 6. This map identifies the knowledge, vocabulary and skills taught, the intended sequence and age- and stage-appropriate content. It is used alongside the Kapow scheme and any additional lessons to check coverage and progression, and is available to parents on request.

The curriculum map will demonstrate coverage, as appropriate to pupils' age and stage, of families and people who care for them; friendships and respectful relationships; boundaries, privacy and seeking help; recognising unsafe situations and abuse; online safety and relationships; mental wellbeing and help-seeking; physical health, fitness, healthy eating and sleep; drugs, alcohol, tobacco and vaping; personal safety and basic first aid; and puberty and body changes. The school will check the map against the current DfE statutory guidance when reviewing the curriculum.

4.2 LPS+ Learning with Character programme

The LPS+ programme is structured under the following headings:

- Career and STEM
- Charity and Service
- Games and Competitions
- Leadership
- PSHE and spiritual formation
- Artistic impression

5. Emotional wellbeing

At Longton Primary School, we aim to promote positive mental health for every member of our school community, including staff, pupils and families. We pursue this aim using both universal, whole-school approaches and specialised, targeted approaches aimed at vulnerable pupils.

To support this, designated people run the Relax Kids and Confident Me programmes. The school also makes use of specialist teachers when necessary.

Teaching also supports pupils to recognise and talk about a range of emotions, understand that mental wellbeing can change, develop strategies for managing difficulties and know how and where to seek help. Sensitive themes, including loss, grief and bereavement, are approached in an age-appropriate and supportive way.

6. Teaching and learning

PSHE education is taught to all children, whatever their ability, in accordance with the school curriculum policy of providing a broad and balanced education to all children. Teachers provide learning opportunities matched to the needs of children with learning difficulties.

PSHE/RSHE is normally taught by class teachers, with the subject leader providing guidance and oversight. Where appropriate, visitors or external agencies may contribute to teaching. The school remains responsible for the content and quality of all teaching, checks the suitability and accuracy of resources and contributors in advance, and ensures that contributions support the school's curriculum and safeguarding expectations.

As a health-promoting school, the school’s culture places teaching and learning in the wider context of its approach to:

- Leadership, management and managing change.
- Policy development.
- Learning and teaching, curriculum planning and resourcing.
- School ethos, culture, environment and SMSC development.
- Giving children a voice.
- Provision of support services for pupils.
- Staff continuing professional development (CPD), health and wellbeing.
- Partnerships with parents/carers, local communities, external agencies and volunteers to support pupils’ health and wellbeing.

7. Early Years Foundation Stage

Personal, social and emotional development (PSED) in the EYFS supports children to learn to get on with others and make friends, understand and talk about feelings, learn about “right” and “wrong”, develop independence and ultimately feel good about themselves.

8. Responding to questions

Children are inquisitive and will have questions. The school wants children to feel safe to ask those questions. During lessons which may contain complex issues, children can post a named or anonymous question to an adult if they feel unable to ask in class.

Staff will respond to questions in a sensitive, age- and stage-appropriate manner, taking account of the planned curriculum and the individual child. Staff will not feel obliged to answer questions that go beyond the curriculum or are not appropriate to the child's age or understanding. Questions or comments that raise a safeguarding concern will be passed promptly to the Designated Safeguarding Lead (DSL) and managed in accordance with the school's safeguarding and child protection procedures. Staff will never promise confidentiality where a safeguarding concern may be involved.

Parents and carers may request to view the RSHE teaching materials and resources used by the school. The school will provide information about planned content and make examples of resources available so that parents can understand what is being taught. Parents can raise questions or concerns with the Headteacher or subject leader.

9. Impact, monitoring and outcomes

9.1 Progression and outcomes

During Key Stages 1 and 2, pupils gradually build on the skills, attitudes and values, knowledge and understanding they started to acquire and develop during the Early Years Foundation Stage. PSHE offers learning opportunities and experiences which reflect pupils’ increasing independence and physical and social awareness as they move through the primary phase.

The PSHE subject leader is responsible for supporting staff, reviewing curriculum coverage and progression, monitoring the quality of teaching and learning, and evaluating the impact of the programme. Monitoring may include discussion with pupils and staff, review of planning and resources, learning walks and evaluation of assessment information. Findings and priorities for development will be shared with the Headteacher and, through the school's reporting arrangements, with governors. Governors retain oversight of the policy and the school's statutory responsibilities.

Pupils learn skills to develop effective relationships, assume greater personal responsibility and keep themselves safe. The school remains flexible: events such as bereavement might require learning to be drawn from Key Stage 2 into Key Stage 1. PSHE assists pupils to cope with the changes at puberty, introduces them to a wider world and enables them to make an active contribution to their communities.

9.2 Wider curriculum experiences

Kapow is used as a basis for curriculum planning and units of work. PSHE is taught by class teachers, who take responsibility for planning, resourcing and delivering the curriculum. Beyond the planned programme, the curriculum provides a variety of experiences with the potential to promote pupils’ personal, social development and economic education. These include:

- Assemblies of Celebration
- Circle time
- Sports clubs and participation in inter-school and county tournaments and competitions
- Drama and music activities and productions
- Residential visits and day trips
- Clubs: singing, drama, art and craft, mindfulness, first aid, yoga and active citizens

- Social and fund-raising events
- Theme days/events, for example Arts Week, World Book Day and subject days
- Mini enterprise projects
- Charity events
- Chatty Latte in the community
- Leadership opportunities, for example Playground Leaders, representatives on the School Parliament, Eco-school Council and PE & Sports leaders
- Lunch time clubs, lunch time activities and lunch time talking time

9.3 Values, attitudes and British Values

PSHE gives children specific opportunities to explore the range of attitudes and values in society and to consider the kind of society they want to live in. Through exploration and discussion of topical political, spiritual, moral, social and cultural issues, they develop skills and attitudes that promote:

- Empathy and a willingness to perceive and understand the interests, beliefs and viewpoints of others.
- A willingness and ability to apply reasoning skills to problems and to value truth and evidence in forming or holding opinions.
- A willingness and ability to participate in decision-making, to value freedom, to choose between alternatives and to value fairness as a basis for making and judging decisions.

These attributes also contribute to our understanding of British Values.

10. Assessment, recording and reporting

The school measures the impact of its curriculum through assessment. In PSHE education 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 both in and outside school.

Assessment in PSHE education should be active and participatory, helping children to recognise the progress they are making in developing and taking part, as well as in their knowledge and understanding. Children should learn to reflect on their experiences, ask questions, make judgements about their strengths and needs, and begin to plan how to make progress and set personal targets.

Teachers assess children's work in PSHE education by making informal judgements as they observe them during lessons and at other times during the school day, including pre- and post-unit assessment. Progress in PSHE education is recorded and reported to parents as part of the child's annual school report.

Appendix 1. Curriculum overview

This overview brings together the curriculum strands and wider opportunities identified in this policy.

The detailed year-group curriculum map, which identifies the sequence and coverage of statutory content, is maintained separately by the PSHE subject leader and is available to parents on request.

Curriculum strand	Content recorded in this policy
Relationships Education	Families and the people who care for me; caring friendships; respectful, kind relationships; online safety and awareness; being safe.
Health Education	General wellbeing; wellbeing online; physical health and fitness; healthy eating; drugs, alcohol, tobacco and vaping; healthy protection and prevention; personal safety; basic first aid.

Kapow annual units	My healthy self; Connecting with others; The online world; Citizenship; Health protection; Growing up; Staying safe.
LPS+	Career and STEM; Charity and Service; Games and Competitions; Leadership; PSHE and spiritual formation; Artistic impression.
Emotional wellbeing	Whole-school and targeted approaches; Relax Kids; Confident Me; specialist teachers when necessary.