



Believe. Achieve. Succeed Together.

Iver Village Junior School **PSHE 2020 - 2021**

Article 28 – Every child has the right to an education

Review Date	Reviewed by	Changes
Feb 2020	SCA / JD	Updated to meet the new requirements in 2020
Feb 2021		

Written By: Mrs S Chapman-Allen
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Introduction

All schools must provide a curriculum that is broadly based, balanced and meets the needs of all pupils. Under section 78 of the Education Act 2002 and the Academies Act 2010, a PSHE curriculum:

- Promotes the spiritual, moral, cultural, mental and physical development of pupils at the school and of society, and
- Prepares pupils at the school for the opportunities, responsibilities and experiences of later life.

At Iver Village Junior School we teach the statutory parts of the PSHE curriculum - Relationships education (see separate policy) and Health Education through our PSHE curriculum. We also teach non statutory Sec Education as part of PSHE provision (please see our RSE policy)

Links to other School Policies

This policy supports/complements the following policies:

- Child protection/ safeguarding
- Anti-Bullying
- Relationships and sex education
- Online Safety
- Drug education
- Relationships and sex education (RSE)

Aims of the PSHE programme

The overarching aim for our PSHE education is to provide pupils with:

- develop spiritually, morally, socially and culturally
- develop self-confidence and self-responsibility
- understand and implement our British Values
- value themselves and others;
- acknowledge and appreciate difference and diversity
- be independent, responsible and active members of the school and the local community
- learn to make informed choices
- be prepared to be positive and active members of a democratic society
- understand what constitutes a safe and healthy lifestyle
- develop the ability to form good relationships
- understand and manage their emotions
- have opportunities to consider issues which may affect their own lives and/or the lives of others
- have the confidence to speak up when they feel something is not right

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, worth of others, work well with others, debate and question ideologies 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.

High quality PSHE supports pupils' personal, social, health and economic development, helps to give pupils the knowledge, skills, strategies and attributes to help them make informed choices and decisions about the different opportunities and challenges life presents. Pupils will learn about relationships, health and wellbeing, keeping safe, managing their off and online lives, and living in the wider world including financial education. Providing a high quality PSHE curriculum gives pupils opportunities to ask questions and explore issues that are real and relevant to them in a safe and managed environment.

Objectives/Pupil learning intentions

Our PSHE curriculum 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
- Be active citizens within the local community
- Explore issues related to living in a democratic society
- Become healthy and fulfilled individuals

Provision

- PSHE in our school will follow the Framework for PSHE, in the National Curriculum 2014, 2019;
- Our PSHE education takes place as weekly 45 minute lessons for each year group.
- This framework will be delivered through a variety of teaching strategies using the PSHE association and emotional literacy programmes.
- We have planned that each half-term will be dedicated to following three core themes (Health and Wellbeing, Relationships and Living in the Wider World).
- Some elements of PSHE are taught effectively as a separate, explicit subject, for example some focuses will come up in our British Values days and focus weeks e.g. Anti-bullying week. In addition to this, PSHE must also be taught through cross curricular links, collective worship (often the theme for collective worship identifies, promotes and celebrates one of the school's values), circle time and other activities or school events (residential visits, enrichment, special activities planned to allow the children to work together under different circumstances), and School Council, which provide links with parents and members of the outside community;
- A whole school approach will be used to implement the framework. This policy has clear links with other school policies aimed at promoting pupil's spiritual, moral, social and cultural development including our Behaviour Policy, Anti-bullying Policy, Equality Policy and Sex and Relationships Policy.

PSHE Content

The three overlapping and linked 'Core Themes' (Health and Wellbeing, Relationships, Living in the Wider World), expressed as areas of core knowledge, understanding, language, skills and strategies, and taught in accordance with pupils' readiness, are appropriate across all Key Stages and build upon Early Years Foundation Stage Learning. It is important to recognise that many decisions about both health and lifestyle are made in a social context or are influenced by the attitudes, values and beliefs of significant others.

Our PSHE education respects and takes account of pupils' prior learning and experiences. Programmes reflect the universal needs shared by all children and young people as well as the specific needs of the pupils in the school. PSHE education is taught through a progressive programme, revisiting themes, whilst increasing the challenge, broadening the scope, and deepening pupils' thinking. Our PSHE education prepares pupils for both their futures and their present day-to-day lives. It is essential that pupils have the opportunity to recognise and reflect on how learning is relevant to them and can be applied in their own lives.

At Iver Village Junior School statutory relationships education and health education are taught through PSHE. We also teach economic education and relevant themes to support our pupils to manage their lives.

At Iver Village Junior School we use the PSHE association's scheme of work as a basis to deliver PSHE. The programme of study is adapted to provide a relevant and age appropriate curriculum.

Our PSHE education has a rich body of knowledge taught through topics. Learners need to 'know about...', 'know how to...' and also 'be able to...' The topics we select at Iver Village Junior School will provide a context to progressively expand and enrich overarching concepts and transferable skills as set out below.

Core theme 1: Health and Wellbeing	Core theme 2: Relationships	Core theme 3: Living in the Wider World
Healthy Lifestyles Keeping safe Growing and Changing	Healthy Relationships Feelings and Emotions Valuing Difference	Rights and Responsibilities Taking care of the environment Money

(See appendix 1 for full curriculum overview)

Overarching Concepts

- Identify their personal qualities, attitudes, skills, attributes and achievements and what influences these;
- Relationships (including different types and in different settings);
- A healthy (including physically, emotionally and socially) balanced lifestyle (including within relationships, work-life, exercise and rest, spending and saving and diet);
- Risk (identification, assessment and how to manage risk rather than simply the avoidance of risk for self and others) and safety (including behaviour and strategies to employ in different settings);
- Diversity and equality (in all its forms);
- Rights (including the notion of universal human rights), responsibilities (including fairness and justice) and consent (in different contexts);

- Change (as something to be managed) and resilience (the skills, strategies and 'inner resources' we can draw on when faced with challenging change or circumstance);
- Power (how it is used and encountered in a variety of contexts including persuasion, bullying, negotiation and 'win-win' outcomes);
- Career (including enterprise, employability and economic understanding);
- PSHE education makes a significant contribution to the development of a wide range of essential skills.

Relationships Education

Our PSHE curriculum covers statutory Relationships education (please see our RSE policy for further details). Relationships Education in Primary schools focus on teaching the fundamental building blocks and characteristics of positive relationships, with particular reference to friendships, family relationships, and relationships with other children and adults. By the end of primary school pupils will have been taught content on:

- Families and people who care for us
- Caring friendships
- Respectful relationships
- Online relationships
- Being safe

Sex Education

As part of our PSHE provision we teach Sex education. This is an important and recommended aspect of the curriculum. As a non-statutory element of PSHE, Parents and Carers have the right to withdraw from designated sex education lessons. We encourage parents and carers to come and talk through any concerns they may have and make an informed choice about whether to exercise the right to withdraw their child. Please see our Relationships and Sex Education policy.

Health Education

We deliver statutory Health education through our PSHE curriculum. The aim of teaching pupils about physical and mental wellbeing 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 with regards to themselves and others and, and if an issue arises, know how to seek support as early as possible and from a safe and trusted source.

By the end of primary school, pupils will have been taught content on:

- Mental wellbeing
- Internet safety and harms
- Physical health and fitness
- Healthy eating
- Facts and risks associated with drugs, alcohol and tobacco
- Health prevention
- Basic first aid
- Changing adolescent body*

*The changing adolescent body and puberty education is part of the statutory Health education curriculum and is mandatory for all pupils. We teach the correct scientific names of all the body parts. Introducing the scientific names of genitalia is recommended by the NSPCC, the PSHE Association and is recognised good practice.

Living in the wider world/Economic Education

Our PSHE curriculum covers economic education and living in the wider world. Pupils will learn about managing money, savings, enterprise skills and climate change.

Learning and Teaching

- During 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 will endeavour to provide a safe learning environment through the establishment of clear Ground Rules which are made explicit to the children and reinforced consistently;
- We will promote the needs and interests of all pupils, irrespective of gender, culture, ability or personal circumstance.
- Teaching will take into account the age, ability, readiness, and cultural backgrounds of children (and those with English as a second language) to ensure that all children can fully access PSHE education provision.
- Visiting speakers such as the police and health workers also contribute to the taught curriculum;
- Beyond timetabled PSHE lessons, pupils are supported in applying the skills they are learning, in real life situations as they arise: e.g. resolving conflicts; working as part of a group on a project and sharing their thoughts on a school matter to a wider group;
- Children are encouraged to take part in a range of practical activities to promote active citizenship, e.g. charity fund-raising; the planning of special events at school; making class rules; school council meetings; attending house meetings; and by taking on roles of responsibility for themselves, for others and for the school;
- Certificates/rewards are used to celebrate personal achievements with regard to developing positive attitudes to learning and by demonstrating our core values, with parents and carers.

Special Needs

- We teach PSHE to all our pupils, regardless of their ability;
- Learning opportunities are matched to the individual needs of children with learning difficulties;
- Activities and debates challenge our most able pupils to formulate personal views based on evidence they research and discuss.

Drug and Alcohol Education

Definition of 'Drugs':

This policy uses the definition that a drug is: 'A substance people take to change the way they feel, think or behave' (United Nations Office on Drugs and Crime). The term 'Drugs' includes

- All illegal drugs
- All legal drugs including alcohol, tobacco and volatile substances which can be inhaled
- All over-the-counter and prescription medicines

Effective Drug and Alcohol Education can make a significant contribution to the development of the personal skills needed by pupils as they grow up. It also enables young people to make responsible and informed decisions about their health and well-being.

(Please refer to curriculum overview to see how this is incorporated into the curriculum).

Assessment, Recording and Reporting

- Teachers assess the children's learning by making informal judgements as they observe them during lessons;
- We have clear expectations of what the pupils will know, understand and be able to do at the end of each key stage;
- We keep records of the contribution to the life of the school and community in photograph and video form and these are listed on the end of year report;
- Our Celebration Assembly celebrates personal achievements outside school;
- A comment relating to PSHE will be included in the annual report to parents on pupils' progress.
- Children are sent to a member of the Senior Leadership Team to share outstanding pieces of work

Working with parents

It is vital that parents and carers know how and what is being taught and how to support their child/children. The PSHE curriculum overview is published on the school website along with the PSHE policy, and RSE policy. Below shows what is being taught by year group.

We have an open door policy for any parents/carers who wish to find out more about our PSHE provision. We consult with parents, carers and the wider community to provide an ongoing process to ensure we all work together for the greatest benefit of the children.

Parents and carers do not have the right to withdraw their child from PSHE lessons. Parents and carers are entitled to withdraw their child from designated Sex education lessons. Puberty and the changing adolescent body is part of statutory Health education and parents/carers do not have the right to withdraw their child from these lessons.

Monitoring and Review

- The Senior Leadership Team will be responsible for monitoring the standards of children's work and the quality of learning and teaching;
- The Head Teacher and PSHE Co-ordinator will support colleagues in the teaching of PSHE by giving information about current developments in the subject and by providing a strategic lead and direction for the subject in school;
- All staff will be responsible for evaluating strengths and weaknesses in the subject and indicating areas for further improvement

Coverage:

	Autumn Term	Spring Term	Summer Term
	Health and Wellbeing	Relationships	Living in the wider world
Year 3	<ul style="list-style-type: none"> • What can affect our physical, mental and emotional health including sun protection • Recognising our choices have positive, neutral and negative consequences • Balanced lifestyle and diet (also covered in Science) • How bacteria and viruses can affect health (handwashing, vaccinations, immunisations) • Who keeps them safe and how they can help them to do this • To recognise, predict and assess risks and decide how to manage them responsibly (sensible road use) 	<ul style="list-style-type: none"> • To recognise and respond to a wider range of feelings in others • To recognise what makes a healthy relationship and how to develop and maintain these • To recognise when a relationship is unhealthy and who to talk to if they need support • To understand there are different types of relationships • To listen to others and learn to work cooperatively • To work together towards a goal • To recognise different types of teasing and bullying and to understand these are wrong and unacceptable 	<ul style="list-style-type: none"> • To resolve differences by finding alternatives, seeing and respecting other's points of view, making decisions and explaining choices • To research, discuss and debate topical issues and problems and events that are of concern to them • To understand money, where it comes from and the value of money • To understand that there are basic human rights shared by all • To know that these universal rights are there to protect everyone
Year 4	<ul style="list-style-type: none"> • What can affect our physical, mental and emotional health including sleep and the importance of sleep • To differentiate between the terms 'risk', 'hazard', and 'danger' • School rules about 'Health and Safety' and basic emergency aid procedures • Strategies for keeping themselves physically and emotionally safe • Safety in the environment including fire, rail and water safety 	<ul style="list-style-type: none"> • To listen to and respond respectfully to a wide range of people and to feel confident to raise their own concerns • To understand that their actions can affect themselves and others • To offer constructive feedback and support to benefit others as well as themselves • To be able to recognise and manage 'dares' • The importance of not keeping any secret that makes them feel uncomfortable, anxious or afraid • To know when they should 'break a confidence' or 'share a secret' 	<ul style="list-style-type: none"> • To understand what being part of a community means • To appreciate the range of national, regional, religious and ethnic identities in the United Kingdom • To consider the lives of people living in other places, and people with different values and customs • To know that they have different responsibilities, rights and duties at home, school, in the community and towards the environment • Understanding money, where it comes from, saving and the value of

	<ul style="list-style-type: none"> • To recognise drugs that are common in everyday life (medicines, caffeine, alcohol and tobacco) 	<ul style="list-style-type: none"> • To judge what kind of physical contact is acceptable or unacceptable and how to respond 	<p>money, the role of the bank</p>
Year 5	<ul style="list-style-type: none"> • To reflect on and celebrate their achievements • Set high aspirations and goals for themselves • To recognise when they need help and develop skills to ask for it • To resist the pressure to do something dangerous, unhealthy or that makes them feel uncomfortable • How pressure to behave in an unacceptable or risky way can come from a variety of sources (including safe use of mobile phones) • Recognise that mental health can be both positive and negative and ways to support both • To recognise how their increasing independence brings increased responsibility to keep themselves and others safe • How their bodies and emotions will change as they approach and move through puberty (this is also covered in Science in Summer term) 	<ul style="list-style-type: none"> • To judge what kind of physical contact is acceptable or unacceptable in a healthy relationship and know how to respond • To identify and respect similarities and differences between people • To see, respect and sometimes constructively challenge others points of view • To realise the consequences of bullying, discrimination and teasing • To understand the term equal opportunities and how this can affect people • To know the importance of working as a team and how constructive feedback is important 	<ul style="list-style-type: none"> • To know why and how rules and laws protect them and why some rules are made and enforced • To understand why different rules are needed in different situations and how to take part in making and changing rules • To develop an understanding of the concepts of 'interest', 'loan', 'debt', and 'tax' • To know that resources can be allocated in different ways and these choices can affect individuals, communities and the sustainability of the environment across the world • To know that they have different responsibilities, rights and duties at home, school, in the community and towards the environment
Year 6	<ul style="list-style-type: none"> • To realise the consequences of anti-social, aggressive and harmful behaviours. To develop strategies for getting support for themselves or others at risk • Responsibilities of using mobile phones 	<ul style="list-style-type: none"> • To know what civil partnership/marriage is • Know that you must be of a legal age to make this commitment to each other • Understand the difference between arranged and forced marriages and that forced marriage is a crime 	<ul style="list-style-type: none"> • To understand that all cultures have differences but there are some cultural practices that are against human rights and British values • To know what is meant by enterprise and to develop their enterprise skills • To explore and critique how the media present information

	<ul style="list-style-type: none"> • How to manage requests for images of themselves and what is appropriate and inappropriate to share • Taking care of their bodies. Protecting their bodies from inappropriate and unwanted contact • Which, why and how, commonly available substances and drugs can damage immediate and future health and safety • To know that some of the above are restricted and some are illegal to own, use and give to others • How their bodies and emotions will change as they approach and move through puberty including positive body image and the media 	<ul style="list-style-type: none"> • Children to know that two people who love and care for one another can be in a committed relationship without having a marriage or a civil partnership • To share their opinions on things that matter to them and explain their views through discussions • Know the difference between and the terms associated with sex (male, female), gender identity and sexual orientation • To recognise and challenge stereotypes 	<ul style="list-style-type: none"> • To understand how information contained in social media can misrepresent or mislead • To understand the importance of being careful what they forward to others • To know that resources can be allocated in different ways and these choices can affect individuals, communities and the sustainability of the environment across the world
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