



# PSHE Policy

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## Statement of intent

At The Shrubbery School we are committed to providing a broad and balanced curriculum that promotes pupils' spiritual, moral, cultural, mental, and physical development, and prepares them for the opportunities, responsibilities, and experiences of later life.

We believe that a strong PSHE education is important to help our pupils develop into well-rounded members of society, who can make a positive contribution to their community.

### 1. Legal framework

This policy has due regard to all relevant legislation and statutory guidance including, but not limited to, the following:

- Education Act 1996
- Education Act 2002
- Children and Social Work Act 2017
- DfE (2022) 'Personal, social, health and economic (PSHE) education'
- DfE (2021) DfE (2019) 'Relationships Education, Relationships and Sex Education (RSE) and Health Education'
- DfE (2024) 'Keeping children safe in education 2024' (KCSIE)

This policy operates in conjunction with the following school policies:

- Relationships and Health Education Policy
- Child Protection and Safeguarding Policy
- Complaints Procedures Policy

### 2. Roles and responsibilities

The proprietor is responsible for:

- Ensuring the school's PSHE Policy is implemented effectively.
- Ensuring that the PSHE Policy, as written, does not discriminate on any grounds or protected characteristics.

The headteacher is responsible for:

- Reviewing the PSHE Policy annually.
- Handling complaints regarding this policy, as outlined in the school's Complaints Procedures Policy.
- Facilitating the day-to-day implementation and management of the PSHE Policy.

The PSHE curriculum lead is responsible for:

- Liaising with other staff and professional agencies to devise a suitable scheme of work ensuring comprehensive PSHE education.

### 3. Aims and structure of the PSHE curriculum

We use the Twinkl Life PSHE and Citizenship education scheme of work throughout school years 1 to 6.

This scheme of work and all of its resources have been produced to be fully in line with the learning outcomes and core themes outlined in the 2020 PSHE Association Programme of Study which is widely used by schools in England and is recommended and referred to by the DfE in all key documentation relating to PSHE provision in schools.

All aims are taught through the three core areas of PSHE and Citizenship education, which are: Health and Wellbeing, Relationships and Living in the Wider World. All lessons will cover content in an age-appropriate manner.

Health and Wellbeing lessons will explore physical wellbeing, healthy lifestyles, mental health, growing and changing, keeping safe and drugs, alcohol and tobacco.

Relationships lessons will explore families and close positive relationships, friendships, managing hurtful behaviour and bullying, safe relationships and respecting self and others.

Living in the Wider World lessons will explore our shared responsibilities, communities, media literacy and digital resilience and economic wellbeing (money and aspirations, work and career) and British Values.

## **4. Safeguarding**

Due to the nature of the matters discussed in PSHE, there may be a higher likelihood for safeguarding concerns to arise or be disclosed by pupils. In line with the school's Child Protection and Safeguarding Policy, all staff will be aware of the indicators and risks of a range of safeguarding issues, including child-on-child abuse, and will follow the appropriate procedures should a safeguarding concern be disclosed.

PSHE lessons will encourage pupils to discuss the issues raised in the lesson with a member of staff if they wish to do so. Pupils will also be made aware of how to raise concerns or make reports about potential safeguarding issues, and how reports will be handled. This also includes concerns and reports about a friend or peer.

Where beneficial, the DSL or deputy DSL will be involved in the development of safeguarding-related elements of the PSHE curriculum.

## **5. Scheme of work**

Years 1 and 2 will cover these objectives:

### **Health and Wellbeing**

#### **Healthy lifestyles (physical wellbeing)**

- H1. what keeping healthy means; different ways to keep healthy,
- H2. foods that support good health and the risks of eating too much sugar,
- H3. how physical activity helps us to stay healthy; ways to be physically active everyday,
- H4. why sleep is important and different ways to rest and relax,
- H5. simple hygiene routines that can stop germs from spreading,
- H6. those medicines (including vaccinations and immunisations and those that support allergic reactions) can help people to stay healthy,
- H7. dental care and visiting the dentist; how to brush teeth correctly; food and drink that support dental health,
- H8. how to keep safe in the sun and protect skin from sun damage,

H9. different ways to learn and play; recognising the importance of knowing when to take a break from time online or TV,

H10. the people who help us to stay physically healthy.

### **Mental health**

H11. different feelings that humans can experience,

H12. how to recognise and name different feelings,

H13. how feelings can affect people's bodies and how they behave,

H14. how to recognise what others might be feeling,

H15. to recognise that not everyone feels the same at the same time, or feels the same about the same things,

H16. ways of sharing feelings; a range of words to describe feelings,

H17. things that help people feel good (e.g. playing outside, doing things they enjoy, spending time with family, getting enough sleep)

H18. different things they can do to manage big feelings, to help calm themselves down and/or change their mood when they don't feel good,

H19. to recognise when they need help with feelings; that it is important to ask for help with feelings and how to ask for it,

H20. change and loss (including death); to identify feelings associated with this; to recognise what helps people to feel better.

### **Ourselves, growing and changing**

H21. to recognise what makes them special,

H22. to recognise the ways in which we are all unique,

H23. to identify what they are good at, what they like and dislike,

H24. how to manage when they are finding things difficult,

H25. to name the main parts of the body including genitalia (e.g. vulva, vagina, penis, testicles)

H26. growing and changing from young to old and how people's needs change,

H27. preparing to move to a new class/year group,

### **Keeping safe**

H28. rules and age restrictions that keep us safe,

H29. to recognise risk in simple everyday situations and what action to take to minimise harm,

H30. how to keep safe at home (including around electrical appliances) and fire safety (e.g., not playing with matches and lighters)

H31. that household products (including medicines) can be harmful if not used correctly,

H32. ways to keep safe in familiar and unfamiliar environments (e.g., beach, shopping centre, park, swimming pool, on the street) and how to cross the road safely,

H33. the people whose job it is to help keep us safe,

H34. basic rules to keep safe online, including what is meant by personal information and what should be kept private; the importance of telling a trusted adult if they come across something that scares them,

H35. what to do if there is an accident and someone is hurt,

H36. how to get help in an emergency (how to dial 999 and what to say.)

### **Drugs, alcohol, and tobacco**

H37. things that people can put into their body or on their skin; how these can affect how people feel.

### **Relationships**

#### **Families and close positive relationships**

R1. the roles different people (e.g., acquaintances, friends and relatives) play in our lives,

R2. to identify the people who love and care for them and what they do to help them feel cared for,

R3. different types of families, including those that may be different to their own,

- R4. to identify common features of family life,
- R5. that it is important to tell someone (such as their teacher) if something about their family makes them unhappy or worried.

### **Friendships**

- R6. how people make friends and what makes a good friendship,
- R7. how to recognise when they or someone else feels lonely and what to do,
- R8. simple strategies to resolve arguments between friends positively,
- R9. how to ask for help if a friendship is making them feel unhappy.

### **Managing hurtful behaviour and bullying**

- R10. that bodies and feelings can be hurt by words and actions; that people can say hurtful things online,
- R11. how people may feel if they experience hurtful behaviour or bullying,
- R12. that hurtful (offline and online) behaviour - including teasing, name-calling, bullying and deliberately excluding others - is not acceptable; how to report bullying; the importance of telling a trusted adult.

### **Safe relationships**

- R13. to recognise that some things are private and the importance of respecting privacy; that parts of their body covered by underwear are private,
- R14. understanding that sometimes people may behave differently online, including a person pretending to be someone they are not,
- R15. how to respond safely to adults they don't know,
- R16. how to respond if physical contact makes them feel uncomfortable or unsafe,
- R17. knowing there are situations when they should ask for permission and when their own permission should be sought,
- R18. the importance of not keeping adults' secrets (only happy surprises that others will find out about eventually)
- R19. understanding that they may feel pressure do something they don't want to do, which may make them unsafe; basic techniques for resisting this.
- R20. what to do if they feel unsafe or worried for themselves or others; who to ask for help and vocabulary to use when asking for help; to keep trying until they are heard and the importance of this.

### **Respecting self and others**

- R21. what is kind and unkind behaviour and how this can affect others,
- R22. how to treat themselves and others with respect; how to be polite and courteous,
- R23. to recognise the ways in which they are the same and different to others,
- R24. how to listen to other people and play and work cooperatively,
- R25. how to talk about and share their opinions on things that matter to them.

### **Living in the Wider World**

#### **Shared responsibilities**

- L1. what rules are, why they are needed and why different rules are needed for different situations,
- L2. how people and other living things have different needs; the responsibilities of caring for them,
- L3. things they can do to help look after their environment.

#### **Communities**

- L4. the different groups they belong to,
- L5. the different roles and responsibilities people have in their community,
- L6. to recognise the ways they are the same as, and different to, other people.

#### **Media literacy & digital resilience**

- L7. how the internet and digital devices can be used safely to find things out and to communicate with others,

- L8. the role of the internet in everyday life,
- L9. understanding that not all information seen online is true.

#### **Economic wellbeing: Money**

- L10. what money is; forms that money comes in; that money comes from different sources,
- L11. that people make different choices about how to save and spend money,
- L12. the difference between needs and wants; that sometimes people may not always be able to have the things they want,
- L13. that money needs to be looked after; different ways of doing this.

#### **Economic wellbeing: Aspirations, work and career**

- L14. that everyone has different strengths,
- L15. that jobs help people to earn money to pay for things,
- L16. different jobs that people they know or people who work in the community do,
- L17. some of the strengths and interests someone might need to do different jobs.

Years 3, 4, 5 and 6 will cover these objectives in an age-appropriate way:

#### **Health and Wellbeing**

##### **Healthy lifestyles (physical wellbeing)**

- H1. how to make informed decisions about health,
- H2. the elements of a balanced, healthy lifestyle,
- H3. choices that support a healthy lifestyle and recognise what might influence these,
- H4. how to recognise that habits can have both positive and negative effects on a healthy lifestyle,
- H5. what good physical health means; how to recognise early signs of physical illness,
- H6. what constitutes a healthy diet; how to plan healthy meals; benefits to health and wellbeing of eating nutritionally rich foods; risks associated with not eating a healthy diet, including obesity and tooth decay,
- H7. how regular (daily/weekly) exercise benefits mental and physical health (e.g. walking or cycling to school, daily active mile); recognise opportunities to be physically active and some of the risks associated with an inactive lifestyle,
- H8. how sleep contributes to a healthy lifestyle; routines that support good quality sleep; the effects of lack of sleep on the body, a person's feelings, their behaviour and the ability to learn,
- H9. that bacteria and viruses can affect health; how everyday hygiene routines can limit the spread of infection; the wider importance of personal hygiene and how to maintain it,
- H10. how medicines, when used responsibly, contribute to health; that some diseases can be prevented by vaccinations and immunisations; how allergies can be managed,
- H11. how to maintain good oral hygiene (including correct brushing and flossing); why regular visits to the dentist are essential; the impact of lifestyle choices on dental care (e.g. sugar consumption/acidic drinks such as fruit juices, smoothies and fruit teas; the effects of smoking)
- H12. the benefits of sun exposure and risks of overexposure; how to keep safe from sun damage, sun/heat stroke and reducing the risk of skin cancer,
- H13. the benefits of the internet; the importance of balancing time online with other activities; strategies for managing time online,
- H14. how and when to seek support, including which adults to speak to in and outside school, if they are worried about their health.

##### **Mental health**

- H15. that mental health, just like physical health, is part of daily life; the importance of taking care of mental health,

H16. strategies and behaviours - including how good quality sleep, physical exercise/time outdoors, being involved in community groups, doing things for others, clubs and activities, hobbies and spending time with family and friends - can support mental health and wellbeing,

H17. to recognise that feelings can change over time and range in intensity,

H18. everyday things that affect feelings and the importance of expressing feelings,

H19. a varied vocabulary to use when talking about feelings; how to express feelings in different ways,

H20. strategies to respond to feelings, including intense or conflicting feelings; how to manage and respond to feelings appropriately and proportionately in different situations,

H21. to recognise warning signs about mental health and wellbeing and how to seek support for themselves and others,

H22. to recognise that anyone can experience mental ill health; that most difficulties can be resolved with help and support; that it is important to discuss feelings with a trusted adult,

H23. change and loss, including death, and how these can affect feelings; ways of expressing and managing grief and bereavement,

H24. problem-solving strategies for dealing with emotions, challenges and change, including the transition to new schools.

### **Ourselves, growing and changing**

H25. personal identity: what contributes to who we are (e.g. ethnicity, family, gender, faith, culture, hobbies, likes/dislikes)

H26. that for some people, gender identity does not correspond with their biological sex,

H27. to recognise their individuality and personal qualities,

H28. to identify personal strengths, skills, achievements and interests and how these contribute to a sense of self-worth,

H29. how to manage setbacks/perceived failures, including how to reframe unhelpful thinking,

H31. the physical and emotional changes that happen when approaching puberty and during it.

H32. how hygiene routines change during the time of puberty, the importance of keeping clean and how to maintain personal hygiene,

H34. about where to get more information, help and advice about growing and changing, especially about puberty,

H35. new opportunities and responsibilities that increasing independence may bring,

H36. strategies to manage transitions between classes and key stages.

### **Keeping safe**

H37. reasons for following and complying with regulations and restrictions (including age restrictions); how they promote personal safety and wellbeing, with reference to social media, television programmes, films, games and online gaming,

H38. how to predict, assess and manage risk in different situations,

H39. hazards (including fire risks) that may cause harm, injury or risk in the home and what they can do reduce risks and keep safe,

H40. the importance of taking medicines correctly and using household products safely (e.g. following instructions carefully)

H41. strategies for keeping safe in the local environment or unfamiliar places (rail, water, road) and firework safety; safe use of digital devices when out and about,

H42. the importance of keeping personal information private; strategies for keeping safe online, including how to manage requests for personal information or images of themselves and others; what to do if frightened or worried by something seen or read online and how to report concerns, inappropriate content and contact,

H43. what is meant by first aid; basic techniques for dealing with common injuries,

H44. how to respond and react in an emergency situation; how to identify situations that may require the emergency services; know how to contact them and what to say,

H45. that female genital mutilation (FGM) is against British law; what to do and whom to tell if they think they or someone they know might be at risk.



## **Drugs, alcohol and tobacco**

H46. about the risks and effects of legal drugs common to everyday life (e.g. cigarettes, e-cigarettes/vaping, alcohol and medicines) and their impact on health; recognise that drug use can become a habit which can be difficult to break,

H47. to recognise that there are laws surrounding the use of legal drugs and that some drugs are illegal to own, use and give to others,

H48. why people choose to use or not use drugs (including nicotine, alcohol and medicines)

H49. the mixed messages in the media about drugs, including alcohol and smoking/vaping,

H50. the organisations that can support people concerning alcohol, tobacco and nicotine or other drug use; people they can talk to if they have concerns.

## **Relationships**

### **Families and close positive relationships**

R1. to recognise that there are different types of relationships (e.g. friendships, family relationships, romantic relationships, online relationships)

R2. that people may be attracted to someone emotionally, romantically and sexually; that people may be attracted to someone of the same sex or different sex to them; that gender identity and sexual orientation are different,

R3. marriage and civil partnership as a legal declaration of commitment made by two adults who love and care for each other, which is intended to be lifelong,

R4. that forcing anyone to marry against their will is a crime; that help and support is available to people who are worried about this for themselves or others,

R5. that people who love and care for each other can be in a committed relationship (e.g. marriage), living together, but may also live apart,

R6. that a feature of positive family life is caring relationships; the different ways in which people care for one another,

R7. to recognise and respect that there are different types of family structure (including single parents, same-sex parents, step-parents, blended families, foster parents); that families of all types can give family members love, security and stability,

R8. to recognise other shared characteristics of healthy family life, including commitment, care, spending time together, being there for each other in times of difficulty,

R9. how to recognise if family relationships are making them feel unhappy or unsafe and how to seek help or advice.

### **Friendships**

R10. the importance of friendships; strategies for building positive friendships; how positive friendships support wellbeing,

R11. what constitutes a positive healthy friendship (e.g. mutual respect, trust, truthfulness, loyalty, kindness, generosity, sharing interests and experiences, support with problems and difficulties); that the same principles apply to online friendships as to face-to-face relationships,

R12. to recognise what it means to 'know someone online' and how this differs from knowing someone offline; the risks of communicating online with others who are not known in an offline capacity,

R13. the importance of seeking support if feeling lonely or excluded,

R14. that healthy friendships make people feel included; recognise when others may feel lonely or excluded; strategies for how to include them,

R15. strategies for recognising and managing peer influence and a desire for peer approval in friendships; to recognise the effect of online actions on others,

R16. how friendships can change over time, making new friends and the benefits of having different types of friends,

R17. that friendships have ups and downs; strategies to resolve disputes and reconcile differences positively and safely,

R18. to recognise if a friendship (online or offline) is making them feel unsafe or uncomfortable; how to manage this and ask for support if necessary.

### **Managing hurtful behaviour and bullying**

- R19. the impact of bullying, including offline and online, and the consequences of hurtful behaviour,
- R20. strategies to respond to hurtful behaviour, experienced or witnessed and offline or online (including teasing, name-calling, bullying, trolling, harassment, or the deliberate excluding of others); how to report concerns and get support,
- R21. discrimination - what it means and how to challenge it.

### **Safe relationships**

- R22. privacy and personal boundaries; what is appropriate in friendships and wider relationships (including online)
- R23. why someone may behave differently online, including pretending to be someone they are not; strategies for recognising risks, harmful content and contact; how to report concerns,
- R24. how to respond safely and appropriately to adults they may encounter (in all contexts, including online) whom they do not know,
- R26. seeking and giving permission (consent) in different situations,
- R27. keeping something confidential or secret, when this should or should not be agreed to (e.g. a birthday surprise that others will find out about) and when it is right to break a confidence or share a secret,
- R28. how to recognise pressure from others to do something unsafe or to do something that makes them feel uncomfortable and strategies for managing this,
- R29. where to get advice and report concerns if worried about their own or someone else's personal safety (including online)

### **Respecting self and others**

- R30. that personal behaviour can affect other people; to recognise and model respectful behaviour online,
- R31. to recognise the importance of self-respect and how this can affect their thoughts and feelings about themselves; that everyone, including them, should expect to be treated politely and with respect by others (including when online and/or anonymous) in school and in wider society; strategies to improve or support courteous, respectful relationships,
- R32. respecting the differences and similarities between people and recognising what they have in common with others, e.g., physically, in personality or background.
- R33. to listen and respond respectfully to a wide range of people, including those whose traditions, beliefs and lifestyle are different to their own,
- R34. how to discuss and debate topical issues, respect other people's point of view and constructively challenge those they disagree with.

### **Living in the Wider World**

#### **Shared responsibilities**

- L1. to recognise reasons for rules and laws; consequences of not adhering to rules and laws,
- L2. to recognise there are human rights and they are there to protect everyone,
- L3. the relationship between rights and responsibilities,
- L4. the importance of having compassion towards others; shared responsibilities we all have for caring for other people and living things; how to show care and concern for others,
- L5. ways of carrying out shared responsibilities for protecting the environment in school and at home; how everyday choices can affect the environment (e.g., reducing, reusing, recycling; food choices)

#### **Communities**

- L6. the different groups that make up their community; what living in a community means,
- L7. to value the different contributions that people and groups make to the community,
- L8. diversity and what it means; the benefits of living in a diverse community; valuing diversity within communities,
- L9. stereotypes and how they can negatively influence behaviours and attitudes towards others; strategies for challenging stereotypes,

L10. prejudice: how to recognise behaviours/actions which discriminate against others; ways of responding to it if witnessed or experienced.

### **Media literacy & digital resilience**

- L11. recognise ways in which the internet and social media can be used both positively and negatively,
- L12. how to assess the reliability of sources of information online; how to make safe, reliable choices from search results,
- L13. some of the different ways information and data is shared and used online, including for commercial purposes,
- L14. how information on the internet is ranked, selected, and targeted at specific individuals and groups; that connected devices can share information,
- L15. recognise that some things are appropriate to share, and some things should not be shared on social media; rules surrounding distribution of images,
- L16. how text and images in the media and on social media can be manipulated or invented; strategies to evaluate the reliability of sources and identify misinformation.

### **Economic wellbeing: Money**

- L17. the different ways to pay for things and the choices people have about this,
- L18. to recognise that people have different attitudes towards saving and spending money; what influences people's decisions; what makes something 'good value for money'
- L19. that people's spending decisions can affect others and the environment (e.g., Fairtrade, buying single-use plastics, or giving to charity)
- L20. to recognise that people make spending decisions based on priorities, needs and wants,
- L21. different ways to keep track of money,
- L22. risks associated with money (e.g., money can be won, lost or stolen) and ways of keeping money safe,
- L23. the risks involved in gambling; different ways money can be won or lost through gambling-related activities and their impact on health, wellbeing, and future aspirations,
- L24. to identify the ways that money can impact on people's feelings and emotions.

### **Economic wellbeing: Aspirations, work and career**

- L25. to recognise positive things about themselves and their achievements; set goals to help achieve personal outcomes,
- L26. that there is a broad range of different jobs/careers that people can have; that people often have more than one career/type of job during their life,
- L27. stereotypes in the workplace and that a person's career aspirations should not be limited by them,
- L28. things that may influence people's decisions about a job or career (e.g., personal interests and values, family connections to certain trades or businesses, strengths and qualities, ways in which stereotypical assumptions can deter people from aspiring to certain jobs)
- L29. that some jobs are paid more than others and money is one factor which may influence a person's job or career choice; that people may choose to do voluntary work which is unpaid,
- L30. skills that may help them in their future careers, e.g., teamwork, communication, and negotiation,
- L31. to identify the kind of job that they might like to do when they are older,
- L32. to recognise a variety of routes into careers (e.g., college, apprenticeship, university)

In our scheme we have chosen to only teach the statutory elements of sex education that are required by the Science Curriculum.

## **6. Assessment**

The school will set the same high expectations of the quality of pupils' work in PSHE as for other areas of the curriculum. A strong PSHE curriculum will be developed to build on knowledge pupils have previously acquired, including from other subjects, with regular feedback on their progress.

Lessons will be planned to ensure pupils of differing abilities are suitably challenged. Teaching will be assessed to identify where pupils need extra support or intervention.

Pupils' knowledge and understanding will be assessed through formative assessment methods such as tests, written assignments, discussion groups and quizzes in order to monitor progress.

## **7. Monitoring and review**

This policy will be reviewed by the headteacher and PSHE curriculum lead on an annual basis.