

ST PETER'S CHURCH OF ENGLAND PRIMARY SCHOOL



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PSHRE Policy November 2021

Personal, Social, Health Education Policy including Relationships Education and Health Education

This policy was agreed by Governors on:

Date:.....11/1/22.....

To be reviewed:.....November '23.....

Chair of Governors:....Claire Page.....

Headteacher:Jon Jeffries.....

Unlocking minds that learn, hearts that love, faith that gives.

Everyone at St.Peter's is encouraged to embrace life with the boldness and hope of Peter, who stepped out of the boat, walked on water and achieved the impossible. Through Christian worship, values and love, helping hands are offered to support every member of our community to reach their potential.

The St Peter's community will learn PSHRE principles with our values at the heart of our approach in terms of lessons taught and in how we deal with e-safety incidents.



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Lead Teacher: Anna Houghton

Lead Governor: Elaine Sugden

Introduction

This policy covers St Peter's approach to teaching Personal, Social, Health Education including Relationships Education. We understand the purpose of this education to equip pupils with the knowledge, skills and positive attitudes to grow up as members of society who are empowered to make decisions about their own lives, understanding and being respectful of beliefs and lifestyles different to their own, whilst recognising what constitutes respectful and positive relationships with others. This is reflected through:

We put children's happiness at the heart of school life. We believe happiness fuels success, not the other way around. When we're positive, our brains are more motivated, engaged, energetic, resilient, and productive. Simply, happy children learn better. We have adopted Inside Out's 5 Keys to Happiness and Wellbeing in our school. It is through these 5 Keys that we deliver most of our Personal, Social, Health and Relationships Education.

In creating this policy, we have consulted with staff, the governing body and parents as well as pupils. The needs of our pupils are paramount. Following consultation with a cross-section of the school community, we believe our policy is sensitive to the range of religious and cultural views present in our community whilst ensuring pupils have access to the learning necessary to prepare them for adult life.

Legal Framework and National Guidance

Department for Education statutory guidance issued under Sections 34 and 35 of the Children and Social Work Act 2017 makes it a requirement for all primary schools to teach Relationships Education from September 2020.

This guidance does not form a National Curriculum but instead gives school guidance on age-appropriate compulsory subject content whilst giving schools "flexibility to shape their curriculum according to the needs of their pupils and communities". In primary schools this is defined as "the key building blocks of healthy, respectful relationships, focussing on family and friendships, both on and offline".

The guidance should be read in conjunction with:

Education Act 1996

Learning and Skills Act 2000

Education and Inspections Act 2006

Equality Act 2010

Supplementary Guidance SRE for the 21st Century 2014

Children and Social Work Act 2017

Keeping Children Safe In Education 2018

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Aims

Effective PSHRE 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 own and others' health and well-being. At St Peter's we aim to provide pupils with:

- The knowledge, understanding, attitudes, values and skills they need in order to reach their potential as individuals and within the community.
- The ability to recognise their own worth in order to value self and others.
- The skills required to communicate effectively in order to work well with others and form healthy relationships.
- The ability to become increasingly responsible for their own learning and able to reflect on their experiences.
- The understanding of how they are developing personally and socially, tackling many of the spiritual, moral, social and cultural issues that are part of growing up.
- The ability to understand and respect our common humanity and our diversity so that they can go on to form the effective, fulfilling relationships that are an essential part of life and learning.
- The skills to become active citizens within the local community, able to make and act on informed decisions.
- The tools to become healthy, fulfilled and happy individuals with a sense of purpose.

At St Peter's we choose to deliver most of our Personal, Social, Health and Relationships Education using **Inside Out** and **The 5 Keys to Happiness and Wellbeing**. These 5 Keys put each child's mental health and wellbeing at the centre of our Personal, Social, Health and Relationships Education. The 5 Keys are:

1. Look Inside - Inspire self-reflection, focusing, being quiet, self-calming
2. Move Outside - Promote non-competitive outdoor exercise
3. Share More - Encourage connection, teamwork and communication
4. Be Curious - Stimulate growth mindsets, exploration, experimentation and making
5. Be Kind - Support an attitude of caring for oneself, others and the environment

How it will be taught

- The curriculum content will be delivered using Inside Out materials and supported in specific areas. For example, through our annual Anti-Bullying week and use of Think You Know and Safer Internet materials to support ESafety.
- Inside Out is designed as a whole school approach, with all year groups working on the same Key at the same time. This enables each Key to start with an introductory assembly, generating a whole school focus for adults and children alike. Each half term we focus on one Key.

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- Each class has a weekly PSHRE lesson. The curriculum content will be delivered by class teachers and teaching assistants and supported by senior leaders as necessary.
- Establishing a safe, open and positive learning environment based on trusting relationships between all members of the class, adults and children alike, is vital. To enable this, it is important that 'ground rules' are agreed and owned at the beginning of the year and are reinforced in every lesson. Examples of our ground rules are:
 - We take turns to speak
 - We use kind and positive words
 - We listen to each other
 - We have the right to pass
 - We only use names when giving compliments or when being positive
 - We respect each other's privacy (confidentiality)
- We take opportunities in Forest School to explore PSHRE through regular collaborative and team building activities and reflection times.
- Children take part in weekly activities from the Inside Out Toolbox to help children begin to understand that mental wellbeing is a normal part of daily life, in the same way as physical health.
- Pupils will be taught that parents and trusted adults are a vital source of support and learning in the topic of Relationships Education.
- Pupils will have the opportunity to ask any questions they have. If pupils have questions which are outside of the typical content for their age and stage of development, teachers will use their professional judgement to determine whether the question will be answered or whether the topic is deemed to be outside of the appropriate content for that student's age and development, in which case the question will not be answered and the student will receive feedback as to why.
- If any taught content leads to the disclosure of a child protection issue, staff have been made aware of how to deal with this, including consulting with the Designated Safeguarding Lead. Staff will feedback any potential safeguarding concerns to the Designated Safeguarding Lead on the same day. Pupils will be told (as part of the ground rules) that no information can be guaranteed to be kept confidential for this reason.
- Staff have received training on Relationships Education and PSHRE is visited in staff meetings and school INSET days as necessary.
- External agencies who visit the school to support the curriculum in this area will be informed of our safeguarding practice and will work under the close supervision of school teaching staff. This will ensure that content and delivery styles reflect St Peter's approach.
- The content delivered is age appropriate and progressive. For our Curriculum Content Overview see appendix 1, "Inside Out Planning Guide".

Withdrawal from RSE Lessons

Parents have the right to withdraw their child from any Sex Education content taught in St Peter's which falls outside of the National Curriculum Science requirements and outside of the Relationships Education guidance. Any requests to withdraw should be made to the Headteacher.

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The statutory guidance makes provision that parents will be consulted before the final year of St Peter's about the detailed content of what will be taught in terms of the non-statutory sex education element. Parents will be informed about this and will therefore have the opportunity to be fully aware of what is taught, to see a sample of resources used and to ask any questions they have.

Inclusion

We will ensure that teaching is inclusive, and differentiated where appropriate, to meet the needs of all students, including those with special educational needs and disabilities and those identified as living with a specific vulnerability or safeguarding concern. Our curriculum is designed to promote a *love of all people (Christian ethos)*, with our school values at the heart of everything we do; this is threaded through the curriculum rather than taught as a one-off event.

Resources will be differentiated for students with SEND as necessary, following liaison between classroom teachers and staff with responsibility for SEND provision at St Peter's. We believe the students with SEND have an entitlement to age and stage appropriate Relationships Education and so students will not be routinely removed from lessons for individual support away from their peers, but will be supported with a more personalised approach to lesson objectives and outcomes. Where it is known that a situation in a student's personal life may affect their engagement with a particular topic within Relationships Education (for example some specific safeguarding issues), staff will work with students in advance to prepare them for the topic area and give the student ownership of how much, if any, of the lesson content they wish to access with their peers.

Assessment and Recording

Teachers will be eager to ensure children are making progress with their learning. Children will routinely have the chance to assess their own learning and have a conversation with the teacher about the progress that they are making in developing skills, knowledge and understanding. In addition, children are encouraged to engage with self/peer assessment.

To support the teacher in tracking each child's learning progress throughout the year and understand and identify trends in a child's journey through the school we use a Pupil Tracking Grid. This sheet details the outcomes for each block of learning taught. After each block is completed, the teacher, using a best-fit approach, decides whether the child is working at, towards or beyond and inserts this descriptor for that child. There is also space for the teacher's comments, if additional comment is deemed necessary. This sheet gives a quick visual representation of how each child is progressing.

In our drive to create a whole-school culture of wellbeing we conduct a "Happiness Health Check" at the start and end of each school year to establish a wellbeing benchmark in order to develop an action plan and review the impact.

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Links to Other Policies and Curriculum Areas

This Relationships Education and Health Education policy is aligned to the following school policies:

- Safeguarding Policy
- E-Safety
- Behaviour Policy
- School Curriculum
- Teaching and Learning Policy
- Equality Policy

Monitoring and Evaluation


The PSHRE Lead Teacher and PSHRE Lead Governor, alongside the Headteacher, will monitor delivery of the programme through observation and discussion with teaching staff to ensure consistent and coherent curriculum provision. Evaluation of the programme's effectiveness will begin with pupil and teacher evaluation of the content and learning processes and staff meetings to review and share experience.

This policy will be reviewed within the time frame set by the Lead Teacher and responsible Governor alongside the Headteacher. The aim of the review will be to reflect on practice in the past review cycle, acknowledging both successes and areas to be improved, which will be reflected in any policy change. Checks will be made to ensure the policy follows the latest national guidance and advice and that it meets the needs of pupils and wider school community.

In response to schools asking for more detailed plans on how to embed the 5 Keys of Happiness we have developed the next stage of our Toolbox. This is the Toolbox Planning Guide. The Toolbox Planning Guide should be used in conjunction with the Toolbox Activity Guide.

INSIDE OUT’s Toolbox Planning Guide links the 5 Keys to Happiness to the new [DfE ‘Relationships Education and Health Education’ statutory guidance for primary schools from September 2020](#) to further help schools cover this statutory content.

The Toolbox Planning Guide is flexible enough for you to link your existing PSHE and any other schemes of work (e.g. E-Safety) to it.

<p>Relationships Education and Health Education Extracts from the Secretary of State’s Forward and the Introducing</p>	<p>INSIDE OUT  Vision and principles</p>
<p>‘We are determined that the subjects must be deliverable and give schools flexibility to shape their curriculum according to the needs of their pupils.’</p>	<p>INSIDE OUT’s <i>5 Keys to Happiness</i> framework is solid enough to have validity and flexible enough to be adapted for each school.</p>
<p>‘The knowledge and attributes gained will support their own, and others’, wellbeing and attainment and help young people to become successful and happy adults.’</p>	<p>INSIDE OUT helps children gain a ‘toolkit’ of life skills that they can use in their everyday lives to help themselves reduce stress, find focus, increase confidence and to help improve wellbeing.</p>
<p>‘High quality, evidence-based and age-appropriate teaching of these subjects can help prepare pupils for the opportunities, responsibilities and experiences of adult life.’</p>	<p>INSIDE OUT’s ‘5 Keys to Happiness’ is based on the New Economic Foundation’s 5 Ways to Wellbeing, a set of evidence-based actions to improve personal wellbeing.</p>

In the National Children’s Bureau, Wise Up report 2017, 81% of young people said that they would like their school to teach them more about how to look after their mental health. INSIDE OUT’s 5 Keys to Happiness is a proactive approach teaching children ways to look after their wellbeing and mental health.

‘Imagine a world where the happiness of children is as important as their academic achievement. Because happy children learn better.’

INSIDE OUT is developing six half termly plans related to the '5 Keys to Happiness'.

We suggest that you start with the 'Introducing the 5 Keys' termly planning and then the other Keys can be completed in any order that suits your school or the calendar. See the list of focus national and international events at the end of this document to help determine which term you may wish to cover a Key e.g. the Be Kind could be half term before December as it could include anti-bullying week in November and Christmas.



Each term consists of an overview of the Relationships and Health Education guidance objectives covered, a set of 5 assembly plans with corresponding slide presentations, newsletter articles that link to the assemblies and class planning ideas for each year group.



TOOLBOX PLANNING GUIDE

Below is an overview of the statutory Relationships Education and Health Education guidance objectives that pupils should know by the end of primary school and the Key that it is linked to in INSIDE OUT Planning. There is a column for schools to add links to their existing schemes of work, trips or visitors.

Physical Health and Mental Wellbeing linked to the 5 Keys to Happiness

Mental Wellbeing (MW)			
By the end of primary school: Pupils should know		KEY/S	SCHOOL LINKS
MW 1	that mental wellbeing is a normal part of daily life, in the same way as physical health.	Introducing the 5 Keys Look Inside	
MW 2	that there is a normal range of emotions (e.g. happiness, sadness, anger, fear, surprise, nervousness) and scale of emotions that all humans experience in relation to different experiences and situations.	Introducing the 5 Keys Look Inside	
MW 3	how to recognise and talk about their emotions, including having a varied vocabulary of words to use when talking about their own and others' feelings.	Introducing the 5 Keys Look Inside	
MW 4	how to judge whether what they are feeling and how they are behaving is appropriate and proportionate.	Look Inside	
MW 5	the benefits of physical exercise, time outdoors, community participation, voluntary and service-based activity on mental wellbeing and happiness.	Introducing the 5 Keys Move Outside	
MW 6	simple self-care techniques, including the importance of rest, time spent with friends and family and the benefits of hobbies and interests.	Introducing the 5 Keys Be Curious Be Kind	
MW 7	isolation and loneliness can affect children and that it is very important for children to discuss their feelings with an adult and seek support.	Introducing the 5 Keys Share More	
MW 8	that bullying (including cyberbullying) has a negative and often lasting impact on mental wellbeing.	Be Kind	

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MW 9	where and how to seek support (including recognising the triggers for seeking support), including whom in school they should speak to if they are worried about their own or someone else's mental wellbeing or ability to control their emotions (including issues arising online).	Introducing the 5 Keys Look Inside	
MW 10	it is common for people to experience mental ill health. For many people who do, the problems can be resolved if the right support is made available, especially if accessed early enough.	Look Inside	

Internet Safety and Harms (ISH)			
By the end of primary school: Pupils should know		KEY/S	SCHOOL LINKS
ISH 1	that for most people the internet is an integral part of life and has many benefits.	Be Curious	
ISH 2	about the benefits of rationing time spent online, the risks of excessive time spent on electronic devices and the impact of positive and negative content online on their own and others' mental and physical wellbeing.	Be Curious	
ISH 3	how to consider the effect of their online actions on others and know how to recognise and display respectful behaviour online and the importance of keeping personal information private.	<i>School to use own E-Safety Scheme</i>	
ISH 4	why social media, some computer games and online gaming, for example, are age restricted.	<i>School to use own E-Safety Scheme</i>	
ISH 5	that the internet can also be a negative place where online abuse, trolling, bullying and harassment can take place, which can have a negative impact on mental health	<i>School to use own E-Safety Scheme</i>	
ISH 6	how to be a discerning consumer of information online including understanding that information, including that from search engines, is ranked, selected and targeted.	<i>School to use own E-Safety Scheme</i>	
ISH 7	where and how to report concerns and get support with issues online.	<i>School to use own E-Safety Scheme</i>	

Physical Health and Fitness (PHF)			
By the end of primary school: Pupils should know		KEY/S	SCHOOL LINKS
PHF 1	the characteristics and mental and physical benefits of an active lifestyle.	Introducing the 5 Keys Move Outside	
PHF 2	the importance of building regular exercise into daily and weekly routines and how to achieve this; for example walking or cycling to school, a daily active mile or other forms of regular, vigorous exercise.	Move Outside	
PHF 3	the risks associated with an inactive lifestyle (including obesity).	Move Outside	
PHF 4	how and when to seek support including which adults to speak to in school if they are worried about their health.	Move Outside	

Healthy Eating (HE)			
By the end of primary school: Pupils should know		KEY/S	SCHOOL LINKS
HE 1	what constitutes a healthy diet (including understanding calories and other nutritional content).	Move Outside	
HE 2	the principles of planning and preparing a range of healthy meals.	Move Outside	
HE 3	the characteristics of a poor diet and risks associated with unhealthy eating (including, for example, obesity and tooth decay) and other behaviours (e.g. the impact of alcohol on diet or health).	Move Outside	

Drugs, alcohol and tobacco (DAT)			
By the end of primary school: Pupils should know		KEY/S	SCHOOL LINKS

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DAT 1	the facts about legal and illegal harmful substances and associated risks, including smoking, alcohol use and drug-taking.	Be Kind	
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Health and Prevention (HP)			
By the end of primary school: Pupils should know		KEY/S	SCHOOL LINKS
HP 1	how to recognise early signs of physical illness, such as weight loss, or unexplained changes to the body.	Be Kind	
HP 2	about safe and unsafe exposure to the sun, and how to reduce the risk of sun damage, including skin cancer.	Be Kind	
HP 3	the importance of sufficient good quality sleep for good health and that a lack of sleep can affect weight, mood and ability to learn.	Be Kind	
HP 4	about dental health and the benefits of good oral hygiene and dental flossing, including regular check-ups at the dentist.	Be Kind	
HP 5	about personal hygiene and germs including bacteria, viruses, how they are spread and treated, and the importance of handwashing.	Be Kind	
HP 6	the facts and science relating to immunisation and vaccination	Be Kind	

Basic First Aid (BFA)			
By the end of primary school: Pupils should know		KEY/S	SCHOOL LINKS
BFA 1	how to make a clear and efficient call to emergency services if necessary.	Move Outside	
BFA 2	concepts of basic first-aid, for example dealing with common injuries, including head injuries.	Move Outside	

Changing Adolescent Body (CAB)			
By the end of primary school: Pupils should know		KEY/S	SCHOOL LINKS
CAB 1	key facts about puberty and the changing adolescent body, particularly from age 9 through to age 11, including physical and emotional changes.	Be Kind	
CAB 2	about menstrual wellbeing including the key facts about the menstrual cycle.	Be Kind	

Relationships Education linked to the 5 Keys to Happiness

Families and People who care for me (FPC)			
By the end of primary school: Pupils should know		KEY/S	SCHOOL LINKS
FPC 1	that families are important for children growing up because they can give love, security and stability.	Share More	
FPC 2	the characteristics of healthy family life, commitment to each other, including in times of difficulty, protection and care for children and other family members, the importance of spending time together and sharing each other's lives.	Share More	
FPC 3	that others' families, either in school or in the wider world, sometimes look different from their family, but that they should respect those differences and know that other children's families are also characterised by love and care.	Share More	
FPC 4	that stable, caring relationships, which may be of different types, are at the heart of happy families, and are important for children's security as they grow up.	Share More	

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FPC 5	that marriage represents a formal and legally recognised commitment of two people to each other which is intended to be lifelong.	Share More	
FPC 6	how to recognise if family relationships are making them feel unhappy or unsafe, and how to seek help or advice from others if needed.	Share More	

Caring friendships (CR)

By the end of primary school: Pupils should know		KEY/S	SCHOOL LINKS
CR 1	how important friendships are in making us feel happy and secure, and how people choose and make friends.	Introducing the 5 Keys Share More	
CR 2	the characteristics of friendships, including mutual respect, truthfulness, trustworthiness, loyalty, kindness, generosity, trust, sharing interests and experiences and support with problems and difficulties.	Share More	
CR 3	that healthy friendships are positive and welcoming towards others, and do not make others feel lonely or excluded.	Introducing the 5 Keys Share More	
CR 4	that most friendships have ups and downs, and that these can often be worked through so that the friendship is repaired or even strengthened, and that resorting to violence is never right.	Share More	
CR 5	how to recognise who to trust and who not to trust, how to judge when a friendship is making them feel unhappy or uncomfortable, managing conflict, how to manage these situations and how to seek help or advice from others, if needed.	Share More	

Respectful Relationships (RR)

By the end of primary school: Pupils should know		KEY/S	SCHOOL LINKS
RR 1	the importance of respecting others, even when they are very different from them (for example,	Anti bullying	

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	physically, in character, personality or backgrounds), or make different choices or have different preferences or beliefs.		
RR 2	practical steps they can take in a range of different contexts to improve or support respectful relationships.	Look Inside	
RR 3	the conventions of courtesy and manners.	Look Inside	
RR 4	the importance of self-respect and how this links to their own happiness.	Look Inside	
RR 5	that in school and in wider society they can expect to be treated with respect by others, and that in turn they should show due respect to others, including those in positions of authority.	Look Inside	
RR 6	about different types of bullying (including cyberbullying), the impact of bullying, responsibilities of bystanders (primarily reporting bullying to an adult) and how to get help.	Look Inside	
RR 7	what a stereotype is, and how stereotypes can be unfair, negative or destructive.	Look Inside	
RR 8	the importance of permission-seeking and giving in relationships with friends, peers and adults.	Look Inside	

Online Relationships (OR)			
By the end of primary school: Pupils should know		KEY/S	SCHOOL LINKS
OR 1	that people sometimes behave differently online, including by pretending to be someone they are not.	<i>School to use own E-Safety Scheme</i>	
OR 2	that the same principles apply to online relationships as to face-to- face relationships, including the importance of respect for others online including when we are anonymous.	<i>School to use own E-Safety Scheme</i>	
OR 3	the rules and principles for keeping safe online, how to recognise risks, harmful content and contact, and how to report them.	<i>School to use own E-Safety Scheme</i>	
OR 4	how to critically consider their online friendships and sources of information, including awareness of the risks associated with people they have never met.	<i>School to use own E-Safety Scheme</i>	

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OR 5	how information and data is shared and used online.	<i>School to use own E-Safety Scheme</i>	
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Being Safe (BS)			
By the end of primary school: Pupils should know		KEY/S	SCHOOL LINKS
BS 1	what sorts of boundaries are appropriate in friendships with peers and others (including in a digital context).	Look Inside	
BS 2	about the concept of privacy and the implications of it for both children and adults; including that it is not always right to keep secrets if they relate to being safe.	Look Inside	
BS 3	that each person's body belongs to them, and the differences between appropriate and inappropriate or unsafe physical, and other, contact.	Look Inside	
BS 4	how to respond safely and appropriately to adults they may encounter (in all contexts, including online) whom they do not know.	Look Inside	
BS 5	how to recognise and report feelings of being unsafe or feeling bad about any adult.	Look Inside	
BS 6	how to ask for advice or help for themselves or others, and to keep trying until they are heard.	Look Inside	
BS 7	how to report concerns or abuse, and the vocabulary and confidence needed to do so.	Look Inside	
BS 8	where to get advice e.g. family, school and/or other sources.	Look Inside	

Dates that could help support the keys.

These could help deciding which term to deliver the overall key or could just be used to have a focus day for one Key.

AUTUMN TERM	National Teaching Assistant day Organic Sept World teachers day Grandparents day	ALL KEYS Intro - linked to who helps us ALL KEYS Intro - linked to healthy eating ALL KEYS Intro - linked to who helps us ALL KEYS Intro - linked to who helps us
	Anti-Bullying Week World Kindness Day or Kindness Day UK	SHARE MORE or BE KIND SHARE MORE or BE KIND
SPRING TERM	Safer Internet Day	BE CURIOUS
	Brain Awareness Week Mothers' Day	BE CURIOUS BE KIND
SUMMER TERM	Mental Health Awareness Week National Smile Month	ALL KEYS intro or LOOK INSIDE SHARE MORE or BE Kind to self
	Fathers' Day Friendship Day (aimed at KS 3 but the principle can be used in primary)	BE KIND SHARE MORE