

Mayflower



FEDERATION

Personal, Social, Health and Economic (PSHE) Education Policy

September 2020

Values & Ethos

Our federation recognises the potential of every individual to achieve excellence. We strive to positively address underachievement and have very high expectations for all members of our school community. We work very hard to creatively remove barriers to achievement and raise self-esteem. We are determined to create a true meaningful partnership with the whole school community.

Everyone works to provide a welcoming, calm, happy and purposeful atmosphere. Consideration, encouragement of positive role models, respect for others, their property and the environment are our priorities. We aim to deliver a broad, balanced and enriched curriculum in an optimum learning environment that is attractive, stimulating informative and instils a sense of pride.

The Federation's Objectives

From our stated aims, the whole school community works to achieve the following:

- A happy, calm and nurturing school community
- A highly stimulating learning environment
- Mutual respect and understanding
- An inclusive education free from discrimination
- Encouragement to make informed and responsible choices about how we behave and the impact of this on others
- Very high standards and expectations/ intolerance of underachievement
- Access to an exciting, progressive and varied curriculum
- Development of self-motivation, independence, independence, positive attitudes and confidence
- Provide positive and diverse role-models.

Aims

The aim of PSHE education at the Mayflower Federation is to ensure that pupils at our schools increase their knowledge of the world while maintaining the values, ethos and objectives of the federation.

Personal, social, health and economic (PSHE) education is an important and necessary part of all pupils' education (DfE 2020). PSHE is a non-statutory subject and allows teachers the flexibility to deliver high-quality PSHE encompassing many areas of study.

We have tailored our PSHE curriculum to reflect the needs of our pupils, to equip pupils with a sound understanding of risk and the knowledge and skills necessary to make safe and informed decisions. We also follow the statutory guidance on: drug education, financial education, relationships and sex education (RSE) and the importance of physical activity and diet for a healthy lifestyle.

Statutory requirements

PSHE is a non-statutory subject. However, there are aspects of it we are required to teach.

- We must teach relationships education under the Children and Social Work Act 2017 in line with the terms set out in statutory guidance
- We must teach health education under the same statutory guidance

*** Please see the separate RSE Policy for more details on this subject.**

*** For a full list of supporting documents used to create this policy, please see Appendix 1.**

What we teach

As stated above, we're required to cover the content for relationships and sex education, and health education, as set out in the statutory guidance. Refer to our relationships and sex education (RSE) policy for details about what we teach, and how we decide on what to teach, in this subject. This can also be found in the policies section of our website.

For other aspects of PSHE, including health education, we teach the following topics:

- Mental wellbeing
- Internet safety and harms
- Physical health and fitness
- Healthy eating
- Drugs, alcohol and tobacco
- Health and prevention
- Basic first aid
- Changing adolescent body

* For more details on the specific content of these topics, please see the breakdown of :

What pupils should know by the end of primary school located in **Appendix 2.**

* For more details about what we teach to each year group in each term, please see the:

PSHE curriculum map located in **Appendix 3.**

How we teach it

The Personal, Social, Health and Economic (PSHE) education programme will be led by the Keeping Healthy Faculty with support from the Senior Leadership Team (SLT). It will be taught by class teachers with support from a PSHE & RSE specialist consultant, June Fraser, using the school's PSHE scheme of work.

Some PSHE education will be taught explicitly in discrete lessons whereas other objectives will be embedded across the rest of the curriculum. PSHE education also informs our whole-school ethos and approach to whole school assemblies.

The scheme of work is delivered in a variety of ways using a range of teaching and learning styles to support pupil participation and the development of skills, knowledge and attitudes. We will ensure that learning starts from where pupils are by conducting needs assessments and consulting with class teachers about the needs of their class. We will ensure that PSHE lessons remain positive in tone by valuing pupils' contributions and correcting misconceptions in a sensitive and supportive manner. We encourage and support the partnership between home and school in supporting children's wellbeing and in helping children to develop and apply the knowledge, skills and strategies they learn in PSHE.

Personal, Social, Health and Economic Education is delivered through:

- The PSHE education curriculum (Appendix 3)
- Questions, discussions, stories and videos
- National Curriculum Science Programmes of Study for KS1 and KS2
- Timetabled lessons
- Assemblies
- Circle Time

PSHE education incorporates the development of skills that will support children's transition through to secondary school and their adult life: self-esteem, independence, responsibility, safety and protection. Learning opportunities do not only take place through the taught curriculum, they occur through all aspects of school life, including:

- Social interaction and development in the classroom, playground and dining hall
- Social interaction during extra-curricular activities and school trips
- Feedback given to pupils on their pastoral and academic achievements.
- ICT/Computing curriculum and when using ICT equipment in the classroom

Roles and responsibilities

The governing board

The governing board will approve the PSHE policy, and hold the headteacher to account for its implementation.

The headteacher

The headteacher is responsible for ensuring that PSHE is taught consistently across the school.

Staff

Staff are responsible for:

- Delivering PSHE in a sensitive way
- Modelling positive attitudes towards PSHE
- Monitoring pupil's progress
- Responding to the needs of individual pupils

Pupils

Pupils are expected to engage fully in PSHE and, when discussing issues related to PSHE, treat others with respect and sensitivity.

Monitoring arrangements

The delivery of PSHE is monitored by the Keeping Healthy faculty leaders through:

- Planning scrutiny
- Book looks
- Learning walks
- Lesson observations

PSHE Policy review date

September 2021

Appendix 1: Full list of guidance documents used to inform this policy

- The Children Act 2004
- The Education Act 1996
- The Education Act 2002
- The Equality Act 2010
- Science Programmes of Study KS1 and KS2 (DfE 2013)
- Sex & Relationship guidance DfEE 7/2000
- National Healthy School Standard Guidance (DfEE 1999)
- National Curriculum in England Key Stages 1 and 2 Framework Document (DfE 2013)
- Sex and Relationships Education (SRE) for the 21st Century (supplementary advice to the Sex and Relationships Education Guidance DfEE 2000) from Brook, the PSHE Association and the
- Sex Education Forum research evidence and guidance documents
- Current child protection guidance and our school's safeguarding policy including policies relating to e-safety
- Our school's behaviour and equalities policy
- Supplementary Guidance SRE for the 21st century (2014)
- Keeping children safe in education – Statutory safeguarding guidance (2016)
- Children and Social Work Act (2017)
- DfE Relationships, Relationships and Sex Education, and Health Education statutory guidance (2019)

Appendix 2: By the end of primary school pupils should know:

<p>Mental wellbeing</p>	<p>Pupils should know</p> <ul style="list-style-type: none"> • that mental wellbeing is a normal part of daily life, in the same way as physical health. • that there is a normal range of emotions (e.g. happiness, sadness, anger, fear, surprise, nervousness) and scale of emotions that all humans experience in relation to different experiences and situations. • how to recognise and talk about their emotions, including having a varied vocabulary of words to use when talking about their own and others' feelings. • how to judge whether what they are feeling and how they are behaving is appropriate and proportionate. • the benefits of physical exercise, time outdoors, community participation, voluntary and service-based activity on mental wellbeing and happiness. • simple self-care techniques, including the importance of rest, time spent with friends and family and the benefits of hobbies and interests. • isolation and loneliness can affect children and that it is very important for children to discuss their feelings with an adult and seek support. • that bullying (including cyberbullying) has a negative and often lasting impact on mental wellbeing. • where and how to seek support (including recognising the triggers for seeking support), including whom in school they should speak to if they are worried about their own or someone else's mental wellbeing or ability to control their emotions (including issues arising online). • it is common for people to experience mental ill health. For many people who do, the problems can be resolved if the right support is made available, especially if accessed early enough.
<p>Internet safety and harms</p>	<p>Pupils should know</p> <ul style="list-style-type: none"> • that for most people the internet is an integral part of life and has many benefits. • about the benefits of rationing time spent online, the risks of excessive time spent on electronic devices and the impact of positive and negative content online on their own and others' mental and physical wellbeing. • how to consider the effect of their online actions on others and know how to recognise and display respectful behaviour online and the importance of keeping personal information private. • why social media, some computer games and online gaming, for example, are age restricted.

	<ul style="list-style-type: none"> • that the internet can also be a negative place where online abuse, trolling, bullying and harassment can take place, which can have a negative impact on mental health. • how to be a discerning consumer of information online including understanding that information, including that from search engines, is ranked, selected and targeted. • where and how to report concerns and get support with issues online.
Physical health and fitness	<p>Pupils should know</p> <ul style="list-style-type: none"> • the characteristics and mental and physical benefits of an active lifestyle. • the importance of building regular exercise into daily and weekly routines and how to achieve this; for example walking or cycling to school, a daily active mile or other forms of regular, vigorous exercise. • the risks associated with an inactive lifestyle (including obesity). • how and when to seek support including which adults to speak to in school if they are worried about their health.
Healthy eating	<p>Pupils should know</p> <ul style="list-style-type: none"> • what constitutes a healthy diet (including understanding calories and other nutritional content). • the principles of planning and preparing a range of healthy meals. • the characteristics of a poor diet and risks associated with unhealthy eating (including, for example, obesity and tooth decay) and other behaviours (e.g. the impact of alcohol on diet or health).
Drugs, alcohol and tobacco	<p>Pupils should know</p> <ul style="list-style-type: none"> • the facts about legal and illegal harmful substances and associated risks, including smoking, alcohol use and drug-taking.
Health and prevention	<p>Pupils should know</p> <ul style="list-style-type: none"> • how to recognise early signs of physical illness, such as weight loss, or unexplained changes to the body. • about safe and unsafe exposure to the sun, and how to reduce the risk of sun damage, including skin cancer. • the importance of sufficient good quality sleep for good health and that a lack of sleep can affect weight, mood and ability to learn. • about dental health and the benefits of good oral hygiene and dental flossing, including regular check-ups at the dentist. • about personal hygiene and germs including bacteria, viruses, how they are spread and treated, and the importance of handwashing. • the facts and science relating to allergies, immunisation and vaccination.

Basic first aid	Pupils should know: <ul style="list-style-type: none">• how to make a clear and efficient call to emergency services if necessary.• concepts of basic first-aid, for example dealing with common injuries, including head injuries.
Changing adolescent body	Pupils should know: <ul style="list-style-type: none">• key facts about puberty and the changing adolescent body, particularly from age 9 through to age 11, including physical and emotional changes.• about menstrual wellbeing including the key facts about the menstrual cycle.

Appendix 3: Mayflower Federation PSHE Curriculum Overview

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Year 1	Healthy minds and healthy bodies	Anti-bullying Positive Friendships	Living and Growing	Managing Change Coping with Loss	Safety	Families & people who care for me
	<i>Awareness of feelings</i> <i>Keeping well and clean</i>	<i>Friendships</i> <i>Being yourself</i> <i>Celebrating difference</i>	<i>Parts of the body</i> <i>Growing and changing</i>	<i>Awareness of feelings</i> <i>Managing change – losing and finding</i>	<i>Drug Education: staying safe</i> <i>Feeling unsure and making choices</i> <i>Road safety</i>	<i>Growing Up</i> <i>How trusted adults help us</i> <i>Importance of family</i> <i>Characteristics of healthy family life</i> <i>What marriage is</i>
Year 2	Healthy minds and healthy Bodies	Anti-bullying Positive Friendships	Living and Growing	Managing Change Coping with Loss	Safety	Safety
	<i>Exercise and nutrition to look after our bodies and minds</i> <i>Hygiene</i>	<i>What is bullying?</i> <i>Turning bullying around</i> <i>Treating Others Fairly</i>	<i>Parts of the body</i> <i>Naming body parts: differences between boys and girls</i> <i>Keeping our minds and bodies fit and healthy</i>	<i>Making and breaking friendships</i> <i>Loss and bereavement</i>	<i>Drug Education: Staying safe</i> <i>Stranger Danger</i> <i>Road safety</i>	<i>Identity</i> <i>Feeling safe</i> <i>How trusted adults help us</i>

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Year 3	Healthy minds and healthy bodies	Anti-bullying Positive Friendships	Living and Growing	Different Families, Same Love	Safety	Safety
	<i>Emotions and feelings Coping with pressure Managing loss</i>	<i>Looking after others What makes a true friend? Healthy relationships: Secrets Staying safe on the internet</i>	<i>Understanding negative feelings (including feeling sad) Naming body parts: differences between male and female</i>	<i>Challenging stereotypes Understanding family differences</i>	<i>Accidents and prevention Drug Education: staying safe Keeping safe in the community</i>	<i>Identity Feeling safe How trusted adults help us Making safe decisions</i>
Year 4	Healthy minds and healthy bodies	Anti-bullying Positive Friendships	Different Families, Same Love	Living and Growing	Safety	Safety
	<i>Understanding and managing strong feelings Being assertive and positive decision-making</i>	<i>The role of the bystander in bullying Taking responsibility Feeling left out and feeling Included</i>	<i>Challenging stereotypes Understanding family differences Understanding feelings of loss and separation</i>	<i>Growing and changing Understanding changes that take place during puberty E-safety: being share aware</i>	<i>Feeling and Staying Safe Accidents and Prevention Drug Education: understanding the dangers of alcohol</i>	<i>Feeling safe How trusted adults help us Making safe decisions Peer Influence</i>

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Year 5	Healthy minds and healthy bodies	Anti-bullying Positive Friendships	Respectful relationships now and in the future	Different Families, Same Love	Living and Growing Staying Safe	Safety Friendships Managing change and loss
	<i>Hygiene Setting personal goals Healthy lifestyles: looking after one's body and mind</i>	<i>Our conscience and empathy in decision making Asking for help Cyberbullying</i>	<i>Gender differences and stereotypes Challenging prejudice and discrimination Respectful relationships</i>	<i>Challenging stereotypes and celebrating diversity Understanding family differences</i>	<i>Puberty Staying safe online: being share aware</i>	<i>Rights, responsibilities and respect in friendships Building good friendships Coping with change and loss</i>
Year 6	Healthy minds and healthy bodies	Anti-bullying Positive Friendships	Safety	Managing change	Living and Growing Staying Safe	Relationships Managing change and loss
	<i>Setting personal goals Developing positive self-confidence Respecting yourself and respecting others including those of a different gender, race, religion etc.</i>	<i>Making positive decisions Rights and responsibilities within our communities Understanding the consequences of bullying E-safety: cyberbullying and grooming</i>	<i>Staying safe Resisting temptation Drug Education</i>	<i>Managing strong feelings including disappointment</i>	<i>feelings including disappointment Puberty and reproduction</i>	<i>Coping with change and loss Rights, responsibilities and respect in friendships Asking for help</i>

PSHE Education Curriculum Additional Information:

There are lesson plans for approximately 2 – 3 hours of delivery per half-term. This can be organised across the timetable so as to best meet the needs of individual classes, as well as to allow opportunities for personalised extension activities within specific classes.

The final lesson of each half-term is a reflection/self-assessment activity.

- In Year 1 and 2 this will be carried out as a whole class and recorded in the class book.
- In Year 3 and 4 this will be carried out in small groups and fed back as a whole class.
- In Year 5 and 6 this will be carried out independently and fed back in small groups or as a whole class.

In each half-term there will also be a whole-school/key stage assembly linked to the theme

In addition to the above, there are also areas within the PSHE curriculum under 'living in the wider community' that will be covered through coverage across other curriculum areas as well as through whole school events and trip. There are also areas that will be covered through science lessons.

Key Stage One	Lower Key Stage Two	Upper Key Stage 2
<ul style="list-style-type: none">• Understanding the role of the emergency services.• Looking after our environment• Money awareness• Developing an understanding of community (school community)• Special days and celebrations across different communities, cultures and countries	<ul style="list-style-type: none">• Developing an understanding of democracy (school council, councillors, MPs)• Looking after our environment (recycling and understanding where things come from)• Developing an understanding of community (our role within our community; striving working towards ideals)• Charities and fundraising	<ul style="list-style-type: none">• Developing an understanding of democracy (understanding how decisions are made, debate)• Money awareness (saving and our relationship/responsibilities with money)• Developing an understanding of community (the global community; working together to end e.g. poverty, children not accessing education etc.)• What does it mean to be a citizen of the UK?

