

Buckstones Primary School

PSHE Policy

Written and agreed by staff: 20th. January 2020

Agreed by Governors: 28th. January 2020

1. Rationale

The aim of PSHE education is to assist our children and young people in acquiring the knowledge, understanding and skills they need to manage their lives; both whilst they are at school and in the future. Personal, Social, Health and Economic education, including Citizenship, has a place in all aspects of learning here at Buckstones and is intrinsic to every single lesson of the curriculum. It contributes to the development of a child's individual identity, sense of self-esteem, direction in life, and the ability to be resilient whilst helping to widen a pupil's emotional development and maturity. Throughout the pupil's PSHE education here at Buckstones they will consider themselves as individuals, family members and members of a community and the wider society in the world in which they live, thus valuing and respecting their contributions to each setting.

PSHE education can make "a significant contribution to pupils' spiritual, moral, social and cultural (SMSC) development, their behaviour, their safety and their wellbeing" (PSHE Association, 2014).

Our PSHE programme takes into consideration that pupils will be at very different stages of personal development when they enter the school, according to different life experiences at home and therefore, our programme of study has three core themes:

- Health and wellbeing
- Relationships
- Living in the wider world, economic wellbeing and being a responsible citizen

It is understood that these are not three unrelated themes but rather three themes that are clearly interlinked and taught as such throughout the entire curriculum taking into account the spiritual, moral, social and cultural understanding and development of the children.

2. Aims

To enable all children to achieve their full potential, the overarching aim for the PSHE education and curriculum at Buckstones is to provide all pupils with:

- Accurate and relevant knowledge
- Opportunities to turn that knowledge into a personal understanding relating it to personal experiences at every level

- A development of a personal identity and high levels of motivation, engagement and enthusiasm
- The development of positive social interaction and the skills to live with, work with and respect others in their local community and the wider world context
- Opportunities to explore, clarify and challenge their own and others' values, attitudes, beliefs, rights and responsibilities
- The skills and strategies they need in order to live healthy, safe, fulfilling, responsible and balanced lives

3. Objectives

To enable all children to achieve their full potential, the overarching objectives for the PSHE education and curriculum at Buckstones is to provide all pupils with: the opportunity to:

- develop their own identity and self (including their personal qualities, attitudes, skills, attributes and achievements)
- develop their personal relationships with others
- enhance their own self-esteem and self-belief
- develop their motivation, engagement and passion for learning
- develop a responsibility for one's own actions with an understanding of consequences
- develop a high level of independence with the ability to make informed choices and decisions
- develop team work and collaboration skills with an ability to listen, respond and support in a positive manner
- develop a healthy balanced life-style (including physically, emotionally and socially) with an understanding of relationships, exercise, nutritional balanced diet, saving and spending
- develop a sense of taking risks within a safe context using informed and reasoned choices
- develop an understanding for diversity and equality in all forms
- develop an understanding of rights and responsibilities in a variety of contexts (including fairness and justice)
- develop the ability to recognise and deal with change and transition, developing a sense of resilience
- develop spiritually within the wider world context taking into consideration their spiritual, moral, social and cultural influences and understanding
- develop the ability to recognise theirs and others feelings and manage the impact of their behaviour

- develop an understanding of enterprise and economic well-being to ensure they develop positive strategies when dealing with their own financial issues
- develop the ability to play an active role in a democratic society and be an active citizen

4. Planning and the Curriculum

At Buckstones, we believe that PSHE and Citizenship are intrinsic to every single lesson of the Primary Curriculum. The aims of the PSHE policy underpin the ethos of the school.

Every class has PSHE themes planned; to be covered throughout each academic year and these are progressive and sequential.

The PSHE Curriculum Map is in line with the National Curriculum 2014 it also reflects the 2020 RSE statutory requirements. The curriculum map also provides opportunity for pupils to develop an understanding of themselves in local and global contexts. Pupils also have the opportunity to develop their understanding of what British Values are and sense of economic awareness. In the Foundation Stage the children carry out activities related to the Early Learning Goals and follow similar themes to that can be found in Key stage 1 and 2. In addition pupils will also celebrate special days and events.

A range of teaching and learning strategies are utilized throughout the PSHE and Citizenship learning to maximize the children's opportunities to develop their understanding, including:

- circle time,
- role-play,
- discussion and in class debates - whole class, small group, 1:1,
- visitors e.g. PCSO, Fire Brigade, School Health Advisor etc.,
- stories e.g. exploring behaviour of characters,
- creative activities,
- pupil initiated activities,
- time for independent reflection,
- use of IT,
- assemblies.

There are timetabled PSHE lessons in KS1 and KS2, and specific events and activities, as well as through other subjects. There will also be opportunities during collective worship e.g. stories and discussion, Celebration Assembly.

In the Foundation Stage, it is taught throughout the whole curriculum and in circle time sessions.

Teachers will choose the method most appropriate for their whole class to meet the objectives of the lesson.

Our School Council, Sports leaders and Year 6 Buddies promote the aims of our PSHE policy through the activities they carry out in school.

5. Subject Content

See Appendix 1 for the PSHE long term overview.

Cross Curricular links: Links are made with PSHE and Citizenship in other curriculum areas as appropriate e.g. R.E., P.E., science, geography and in topic planning. Links are also made in whole school events such as anti-bullying week, healthy schools week (which incorporate sports days), e-safety week and science day.

6. Inclusion and Equal Opportunities

At Buckstones, every single child counts and equal opportunities are given to all children, whatever their age, gender, ethnicity, attainment and background. Quality first, teaching and learning ensures that the achievements, attitudes and well-being of every single child matters, taking into account their varied life experiences and needs. All pupils at Buckstones has access to all areas of the curriculum to develop their understanding of the world in which we live.

7. Assessment

Pupils' understanding, knowledge and skills are assessed through observation, discussion and questioning and participation in groups. Assessments give children positive reinforcement that celebrates their achievements.

8. The Wider Community

At Buckstones, we believe that to maximise the children's learning within PSHE and Citizenship they need the opportunity to experience a wide variety of outside agencies within their curriculum. We welcome links with e.g.:

- Oldham Police and PSCO
- Fire Service
- Reverend Burdan
- Health Authority
- Local Organisations e.g. Asda
- Shore Edge Church
- Friends of Buckstones
- Oldham mosque
- Governors
- Prison Service - Actions Have Consequences
- NSPCC
- Oldham Mayor
- Crompton House
- Parents are invited into school to join events including workshops. Parents are regularly informed of these events through the school newsletter.

9. Data Protection - Managing and Storing Information

The procedures and practice created by this policy have been reviewed in the light of our Data Protection Policy.

All documents stored are in accordance with legal requirements where appropriate, and guidance from the Records Management Toolkit for Schools.

a) Any disclosures are kept confidentially on CPOMS. Such records are retained for the length of time that the child remains at the school (plus one year) and then removed.

This policy:

| Has Few / No Data Compliance Requirements | Has A Moderate Level of Data Compliance Requirements | Has a High Level of Data Compliance Requirements |
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P.S.H.E. Long term plan including RSE and Health Education and the Wider World

Core themes:

- 1. Health and Wellbeing**
- 2. Relationships**
- 3. Wider World Includes:**
 - **British Values**
 - **Global Citizenship**
 - **Economic Awareness**

| | Autumn 1 | Autumn 2 | Spring 1 | Spring 2 | Summer 1 | Summer 2 |
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| Reception | Getting to know each other/School Values | Bonfire night safety Preparing for Christmas/Eid and other celebrations. Selecting and initiating activities independently. Conflict resolution | Looking after nature | Looking after animals Thinking of others (mothers) and different types of families. | Team Work - sharing ideas. Organising group activities. | Exploring feelings and working as a class as we prepare to move up to year 1. |
| | Rule Of Law: <i>Following Rules and routines</i> Tolerance of Different Faiths and beliefs: <i>Look at the features of the Hindu festival of Diwali</i> Mutual respect: <i>Sharing and turn taking</i> | | Tolerance of Different Faiths and beliefs: <i>Chinese New Year</i> Individual Liberty: <i>Develop self-confidence and self-esteem in their own ability through taking risks on an obstacle course, mixing colours and discuss why different people have different opinions.</i> | | Democracy: <i>Vote for a person who has been the most helpful/supportive during sports day etc.</i> <i>Pupil survey-understanding their voice and opinion counts.</i> | |
| Year 1 | Getting on with each other <i>Kind/Unkind and that our behaviour can affect others</i> <i>Courtesy and manners</i> <i>Respecting each other even when they are different e.g. physically, character, personality, background</i> Feelings/Mental Well-Being <i>Managing feelings,</i> <i>communicating feelings,</i> <i>hurt feelings</i> | | Relationships <i>Respecting similarities and differences between ourselves and other people's families</i> <i>Special people in our lives i.e. families and friends and how we should care for one another</i> <i>The importance of spending time together and</i> | | Healthy Lifestyle <i>Diet / exercise /healthy lifestyle/ dental health / sun safe</i> <i>Self-care</i> | |

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| | | commitment to each other | |
| | <p>Rule Of Law: <i>Following Rules Fair/Unfair, Right/Wrong</i></p> <p>Tolerance of Different Faiths and beliefs: <i>Introduction to Islam</i></p> <p>Democracy: <i>Agree class rules and School Council elections</i></p> | <p>Mutual Respect: <i>Respecting similarities and differences between ourselves and other people's families. Respecting each other even when they are different e.g. physically, character, personality and background.</i></p> <p>Tolerance of Different Faiths and beliefs: <i>Christian festival of Easter</i></p> | <p>Individual Liberty: <i>Making healthy choices</i></p> <p>Tolerance of Different Faiths and beliefs: <i>How Christian people worship - churches.</i></p> |
| | | Money Matters - Save or Spend (Twinkl) | |
| Year 2 | <p>Respecting One Another <i>Co-operation / Treat each other with respect, including those in authority no matter what their faith or belief or background is</i></p> <p><i>Negotiation with our friends</i></p> <p>Bullying/mental Well-Being <i>Different types of teasing / bullying, strategies to resist, where/how to get help worried or unhappy and how you would make yourself heard</i></p> | <p>Staying Safe <i>Responsible ICT use / online safety, including online relationships</i></p> <p><i>Rationing time spent online and the risks of excessive time spent on electronic devices and how it affects our mental health and well-being</i></p> <p><i>Road/cycle safety</i></p> <p><i>Environmental / rail / water and fire safety</i></p> <p><i>First Aid</i></p> | <p>Our Healthy Bodies <i>Names of the main parts of the body</i></p> <p><i>Similarities/differences between boys and girls</i></p> <p><i>Harmful household products</i></p> <p><i>Privacy - rights/ responsibilities and respecting others' privacy</i></p> <p><i>Secrets / Surprises</i></p> |
| | <p>Democracy: <i>Election of School Council</i></p> <p>Tolerance of Different Beliefs and Faiths: <i>What it means to belong to the Christian religion.</i></p> <p>Rule of Law: <i>Bullying is wrong</i></p> | <p>Individual Liberty: <i>Making the correct while online and how to stay safe.</i></p> <p>Tolerance of Different Beliefs and Faiths: <i>Religious celebrations.</i></p> <p>Mutual Respect: <i>Co-operation / Treat each other with respect, including those in authority</i></p> | <p>Mutual respect: <i>Respect other people's privacy</i></p> <p>Tolerance of Different Faiths and beliefs: <i>Where do people of other faiths worship - visiting a mosque?</i></p> |

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| | | | One World - Families, the Environment and Caring for our Planet |
| Year 3 | Healthy Body/Healthy Mind <i>Physical, mental and emotional health are all part normal daily life</i> <i>Choices and consequences</i> <i>Balanced lifestyle including diet, safe sun, dental health</i> | Staying Safe <i>Online benefits</i> <i>Physical, mental and emotional health are all part normal daily life</i> <i>Choices and consequences of online actions</i> <i>Reporting concerns</i> <i>Balanced lifestyle including time spent online</i> | Friendships/Relationships <i>Acceptable / unacceptable physical contact</i> <i>Personal boundaries</i> <i>Secrets / When it is right to break a confidence and seeking permission</i> <i>Recognise peoples' feelings and realising that most friendships have ups and downs</i> <i>Show, respect, constructively challenge different points of view</i> |
| | Rule of Law: <i>How/why rules and laws are made and enforced, including school rules?</i> Democracy: <i>Election of School Council</i> Individual Liberty: <i>Making the correct, healthy choices</i> Tolerance of Different Faiths and beliefs: <i>Different religious signs and symbols. How do Hindus celebrate Diwali?</i> | Tolerance of Different Faiths and beliefs: <i>Creation stories</i> | Mutual Respect: <i>Recognise peoples' feelings and realising that most friendships have ups and downs R2.4</i> <i>Show, respect, constructively challenge different points of view R3.5</i> <i>Personal boundaries R5.3</i> Tolerance of Different Faiths and beliefs: <i>Christian faith - Bible.</i> |
| | | Money Matters - Where does money come from? Borrowing and Lending. Budgeting. | |
| Year 4 | Respecting One Another/Bullying and Stereotypes <i>Discrimination, teasing, bullying and aggressive behaviours (inc. cyber-bullying, prejudice-based language and 'trolling')</i> <i>Stereotypes</i> <i>How to recognise bullying/abuse</i> <i>Consequences of bullying and harmful behaviours including discrimination</i> <i>Strategies for getting support</i> | Staying safe Health and Safety / E-Safety <i>School health and safety rules</i> <i>Basic emergency aid</i> <i>Road / Cycle Safety (Bikeability) and safety in the environment (inc. rail, water and fire safety)</i> <i>Online safety, including how to keep personal information safe and how to</i> | Keeping mentally Healthy <i>Personal feelings</i> <i>Conflicting emotions</i> <i>Strategies to resolve disputes / differences within friendships</i> |

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| | | <i>report concerns</i> | |
| | <p>Democracy: <i>Election of School Council</i></p> <p>Mutual Respect: <i>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></p> <p>Tolerance of Different Faiths and beliefs: <i>Hinduism</i></p> | <p>Rule of Law: <i>How/why rules and laws are made and enforced, including health and Safety rules</i></p> | <p>Individual Liberty: <i>Debates on topical issues which allow children to reflect upon their differences and understand everyone is free to have different opinions.</i></p> |
| | | <p>One World - Climate change Urban and Rural Inequality Organisations</p> | |
| Year 5 | <p>Relationships <i>Different types of stable caring relationships</i> <i>Civil Partnerships / Marriage</i> <i>Forced marriage</i> <i>Cultural practices that are against British law and universal human rights</i> <i>Similarities and differences (family, culture, ethnicity, racial./religious diversity, age, sex, gender identity, sexual orientation and disability)</i></p> | <p>Assessing Risk / Staying Safe <i>Difference between a risk, danger and hazard</i> <i>How to manage risks / dares</i> <i>Independence - Responsibility</i> <i>Safe mobile phone use and internet use to have strategies for keeping themselves safe e.g. not sharing images, passwords, personal information</i> <i>Effect of actions on others including online</i></p> | <p>Healthy Body/Healthy Mind <i>How bodies change during puberty including personal hygiene</i> <i>Human reproduction</i></p> |
| | <p>Democracy: <i>Election of School Council</i></p> <p>Mutual Respect <i>Similarities and differences (family, culture, ethnicity, racial./religious diversity, age, sex, gender identity, sexual orientation and disability)</i></p> | <p>Individual Liberty: <i>choices we make to stay safe and taking risks when at Robinwood</i></p> <p>Rule of Law: <i>link to Anglo Saxon topic</i></p> | <p>Tolerance of Different Faiths and beliefs: <i>Why is Muhammed (pbuh) important to Muslims? How do Muslims express their beliefs through their practices?</i></p> |
| | <p>Money Matters - Borrowing and Saving Value for Money Money in the Wider World/Profit and Loss</p> | | |
| Year 6 | <p>Mental Well-Being/Pressure of Media <i>Media images - effect on young</i></p> | <p>Physical Wellbeing <i>How to achieve a healthy lifestyle and</i></p> | <p>Healthy Relationships <i>Taking care of our bodies</i> <i>Recognise unhealthy</i></p> |

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| | <p>people Sources of peer pressure Resisting pressure / asking for help and having the vocab. to do so Research/discuss/debate topical issues, problems and events How the media presents information Social Media and false information online and why age restrictions are applied and why Where to find help if experiencing mental health issues Managing requests for images of ourselves/others</p> | <p>who to speak to if they need support H8.3 H8.4 How to spot early signs of physical illness and know the facts relating to allergies, immunisation and vaccination Effect of drugs, alcohol, tobacco and 'energy drinks' on our health Legal / illegal drugs Where to find help if experiencing mental health issues</p> | <p>relationships, including within a family and a friendship and online, which makes us feel unhappy or unsafe and where to seek help</p> |
| | <p>Democracy: Election of School Council and House captains Individual Liberty: Resisting pressure / asking for help and having the vocab. to do so Mutual Respect Media images - effect on young people R4 Respecting ourselves and each other and our uniqueness Viewpoints - debate topical issues, problems and events Tolerance of Different Faiths and beliefs: How do different religions worship?</p> | <p>Mutual Respect: for self and keeping a healthy lifestyle Individual Liberty: choices we make to stay safe when taking part in orienteering at Castleshaw and Dovestones. Tolerance of Different Faiths and beliefs: The Qur'an Rule of Law: Age limits and restrictions.</p> | <p>Tolerance of Different Faiths and beliefs: Islam</p> |
| | | | <p>Our World- Global warming Use of water and energy Biodiversity</p> |