



## **Marshlands School Policy for PSHE (Personal, Social, Health and Economic Education) including Relationship and Health Education and Citizenship**

### **The School Aims**

- Maintain a caring and affectionate atmosphere where children can feel safe and are given the stability to achieve.
- Treat every child with respect and dignity and respond to every attempt to communicate, to ensure a greater understanding of need.
- Have realistic but challenging expectations for our children, using clear goals and a consistent approach; help them to develop life skills and appropriate behaviour so that they can participate fully in family life.
- Work closely with parents of the children at Marshlands School to ensure a deep understanding of each child and to plan for the future.
- Work with colleagues from other services to ensure the emotional, physical, spiritual and educational well-being of each child.
- Continue to develop links with local schools, nurseries and businesses to ensure our children are valued members of their local community.
- Further develop an environment where the achievements of our children and staff are valued and celebrated.

### **Introduction**

Relationships and Health Education, Personal, Social, Health and Economic Education and Citizenship will be referred to collectively as PSHE in this document. PSHE permeates the whole ethos of the school. At Marshlands we believe that pupils should be encouraged to become as independent as possible, to prepare them for a role as active participants in society. Through PSHE pupils develop awareness and understanding of themselves physically, emotionally and socially.

There are 6 main topics covered as part of the PSHE curriculum:

1. **Self-Awareness** (Me, who I am, my likes, dislikes, strengths and interests)
2. **Self-care, Support and Safety** (looking after myself and keeping safe; aspects of Relationship Education)
3. **Managing Feelings** (understanding feelings and how I feel and how others feel affects choices and behaviour; aspects of Relationships Education)
4. **Changing and Growing** (How I and others are changing; new opportunities and responsibilities; aspects of Relationships Education)
5. **Healthy Lifestyles** (Being and keeping healthy, physically and mentally)
6. **The world we live in** (Living in the wider world)

These topics are revisited on a 2 year cycle to allow pupils to revisit and build on knowledge/skills already developed.

Other related policies and documents include the Food Policy, Online Safety Policy, Science Policy, Anti-Bullying Policy, Drug Education Policy, Emotional health and Wellbeing Policy, Child Protection Policy and Physical Education Policy.

### **Principles**

- PSHE is taught to all pupils throughout the school.
- All pupils have equal access to the PSHE curriculum regardless of age, ability, religion, culture or ethnicity.
- Each class has the school rules displayed to remind children of expected behaviour, class Dojo points and other reward systems, to encourage positive behaviour and a 'Feelings Chart' to allow pupils to express without saying how they feel, allowing opportunities for discussion at appropriate times.
- PSHE is taught as a separate subject, across the curriculum; including the science and computing lessons and discrete 1 to 1 or small group sessions are provided as needed.
- PSHE includes opportunities for learning within and outside the normal school day and so the pupil's home life plays an important role in supporting the development of skills and understanding.
- Relationships and Health Education is an integral part of PSHE and incorporates all aspects highlighted by the statutory guidance from the Department for Education 2020.
- Online safety is incorporated in the Computing and PSHE curriculum following the framework 'Education for a connected World - 2020 Edition'.
- Drugs Education is addressed through learning about personal safety, as appropriate. (refer to Drugs and Alcohol policy)

### **Aims of PSHE**

- To develop self-awareness and a sense of belonging.
- To develop self-confidence and self-esteem.
- To provide opportunities for making choices.
- To encourage responsibility for one's own behaviour and understand the consequences of one's own actions.
- To help and support young people through their physical, emotional and moral development.
- To encourage pupils to make, maintain and enjoy positive relationships with different people.
- To receive information appropriate for their age, understanding, needs and sexual orientation so that they can safeguard themselves and enjoy good sexual health in the future.
- To respect themselves and others and move with confidence from childhood through adolescence onto adulthood.
- To encourage acceptance and enjoyment of change in different aspects of life.
- To promote personal autonomy, by having some degree of responsibility and control over their lives.
- To encourage pupils to recognise and celebrate their own achievements.
- To encourage awareness and consideration for the needs of others.
- To develop awareness of one's own body, including physical differences.
- To promote independent self-care (as far as possible) and understand the need for personal hygiene.
- To promote some awareness of healthy lifestyles and encourage healthy choices.
- To develop awareness of personal safety, including online safety.
- To be aware of the environment and take some responsibility for caring for it.

- To share in the life of the community and develop an awareness of the world we live in.
- To leave Marshlands school ready for secondary education.

### Equal Opportunities Statement

The school is committed to the provision of PSHE to all of our pupils. Our programme aims to respond to the diversity of children's cultures, faiths and family backgrounds.

### How will PSHE be taught?

We provide opportunities for teaching and learning in PSHE throughout the day, linked to routines and curriculum areas experienced by all pupils. PSHE is taught weekly as a stand-alone lesson and is normally delivered by class teachers/leaders in mixed gender groups other than when it is deemed more appropriate for topics to be covered in single sex groups. Active learning methods which involve children's full participation are used.

### The PSHE curriculum comprises of:

1. PSHE skills taught through core topics,
2. Assembly/circle time SEAL
3. Online safety is covered through computing and PSHE sessions
4. Discrete sessions to give the children opportunity to discuss and understand situations and reactions as they arise, throughout the school day.

### Long Term Plan for PSHE

PSHE 2 year plan	Year 1			Year 2		
	Autumn	Spring	Summer	Autumn	Spring	Summer
<b>PSHE, Relationship and Health Education and Citizenship.</b>  <i>Respecting differences between people</i>  <i>Jobs people do</i>  <i>Rules and laws</i>  <i>Taking care of the environment</i>  <i>Belonging to a community</i>  <i>Money</i>	<b>The World I live in.</b>  <i>Identifying and expressing feelings</i>  <i>Managing strong feelings</i>	<b>Managing Feelings</b>  <i>Identifying and expressing feelings</i>  <i>Managing strong feelings</i>	<b>Healthy lifestyles</b>  (Y6 Mini topic on growing and changing inc. transition)  <i>Healthy Eating</i>  <i>Taking care of physical health</i>  <i>Keeping well</i>	<b>Self- Awareness</b>  <i>Things we are good at</i>  <i>Kind and unkind behaviours</i>  <i>Playing and working together</i>  <i>People who are special to us</i>  <i>Getting on with others</i>	<b>Self- care, support and Safety</b>  <i>Taking care of ourselves</i>  <i>Keeping safe</i>  <i>Trust</i>  <i>Keeping safe online</i>  <i>Public and Private</i>	<b>Growing and Changing</b>  <i>Baby to adult</i>  <i>Changes at puberty</i>  <i>Dealing with touch</i>  <i>Different types of relationships</i>
<b>Online Safety - Education for a Connected World</b>	Online reputation  Managing online information	Online Bullying	Health, well- being and lifestyle	Online Relationships	Self-image and identity	Privacy and security  Copyright and ownership

### **Planning, Recording and Assessment**

Medium term plans are provided by the subject coordinator with suggested objectives and activities, these are adapted/differentiated for Short term plans by the class teachers. All medium term plans are stored on the school server in the allocated shared area or on the One Drive.

A base line assessment is carried out before starting a new topic, with ongoing assessment to ensure lessons are at an appropriate level and differentiated for the pupils. A PSHE class scrap book is kept to show example of work covered and progress made by pupils.

Twice a year teachers mark off pupil Personal and Social Development progress on DC-Pro. Progress made in PSHE will be monitored by class teachers and the PSHE lead.

### **British Values**

British Values of democracy, the rule of law, individual liberty, and mutual respect and tolerance of those with different faiths and beliefs are incorporated into class and whole school assemblies and Circle Time. They are also included in PSHE lessons as appropriate.

### **SEAL - Social and Emotional Aspects of Learning**

This is an umbrella term that covers many of the skills children need to learn. There are five main areas that fall under the SEAL banner: self-awareness, managing feelings, motivation, empathy, social skills. These skills all underpin effective learning and can have lifelong benefits. SEAL isn't a standalone subject, but is embedded throughout the curriculum and in school life. It encompasses areas such as emotional literacy, social skills and personal development, all of which is included in our PSHE curriculum, across other subjects and during assemblies and circle time.

### **Social, Moral, Spiritual and Cultural (SMSC)**

This is an integral part of our school curriculum.

*The spiritual development of pupils is shown by their:*

- *ability to be reflective about their own beliefs (religious or otherwise) and perspective on life*
- *knowledge of, and respect for, different people's faiths, feelings and values*
- *sense of enjoyment and fascination in learning about themselves, others and the world around them*
- *use of imagination and creativity in their learning*
- *willingness to reflect on their experiences*

*The moral development of pupils is shown by their:*

- *ability to recognise the difference between right and wrong and to readily apply this understanding in their own lives, recognise legal boundaries and, in so doing, respect the civil and criminal law of England*
- *understanding of the consequences of their behaviour and actions*
- *interest in investigating and offering reasoned views about moral and ethical issues and ability to understand and appreciate the viewpoints of others on these issues.*

*The social development of pupils is shown by their:*

- *use of a range of social skills in different contexts, for example working and socialising with other pupils, including those from different religious, ethnic and socio-economic backgrounds*
- *willingness to participate in a variety of communities and social settings, including by volunteering (e.g. fund raising, singing at a care home), cooperating well with others and being able to resolve conflicts effectively*
- *acceptance and engagement with the fundamental British values of democracy, the rule of law, individual liberty and mutual respect and tolerance of those with different faiths and beliefs; they develop and demonstrate skills and attitudes that will allow them to participate fully in and contribute positively to life in modern Britain.*

*The cultural development of pupils is shown by their:*

- *understanding and appreciation of the wide range of cultural influences that have shaped their own heritage and that of others*
- *understanding and appreciation of the range of different cultures in the school and further afield as an essential element of their preparation for life in modern Britain*
- *ability to recognise, and value, the things we share in common across cultural, religious, ethnic and socio-economic communities*
- *knowledge of Britain's democratic parliamentary system and its central role in shaping our history and values, and in continuing to develop Britain*
- *willingness to participate in and respond positively to artistic, musical, sporting and cultural opportunities*
- *interest in exploring, improving understanding of and showing respect for different faiths and cultural diversity and the extent to which they understand, accept and respect diversity. This is shown by their respect and attitudes towards different religious, ethnic and socio-economic groups in the local, national and global communities*

*Spiritual, Moral, Social and Cultural (SMSC) development is the over-arching umbrella that encompasses personal development across the whole curriculum.*

(Taken from Ofsted School inspection handbook November 2019)

### **Pupil Voice**

Pupils are consulted on what they would like to learn about during PSHE and other issues affecting them in school through the Student Council. Each class has a representative who is elected by their class. The agenda is given out in advance and this is discussed in class prior to the meeting. For classes with pupils who are not able to put forwards their own points of view a Year 5 or 6 pupil is chosen to represent them.

### **Confidentiality**

Teachers and other adults involved in PSHE will sometimes hear personal disclosures. It is essential that all are aware of the school's child Safeguarding policy. A copy of this is available on our school website or from the school's designated teacher for child protection. Where an adult believes a child may be at risk the designated teacher must be consulted before any further action is taken. Children must be made aware that it is necessary for the school to act upon certain disclosures, such as illegal or harmful activities. 'Ground-rules' will be agreed before tackling sensitive or controversial issues.

### **Controversial and Sensitive Issues**

Staff are aware that views around Relationships Education (RE) are varied. However, while personal views are respected, all RE issues are taught without bias. Topics are presented using a variety of views and beliefs so that pupils are able to form their own, informed opinions but also respect others that may have different opinions.

### **Dealing with Questions**

Questions from pupils are answered according to the age and maturity of the pupil concerned. Questions do not have to be answered directly, and can be addressed individually later. The school believes that individual teachers must use their skill and discretion in this area and refer to the Child Protection Coordinator if they are concerned.

### **Sexual Identity and Sexual Orientation**

At Marshlands we believe that PSHE should meet the needs of all pupils regardless of their developing sexuality and be able to deal honestly and sensitively with sexual orientation, answer appropriate questions and offer support. Bullying is dealt with strongly yet sensitively. The school liaises with parents on this issue to reassure them of the content and context.

### **Working with Parents and Carers**

Our school seeks to work in partnership with parents and carers to provide effective PSHE. The PSHE provided in school complements and supports the role parents play in their child upbringing. Parents/Carers will be included by:

- Information linked to our core theme for PSHE being will be posted onto the main school Dojo page at the beginning of each term, together with the topics that will be covered. If Parents/Carers would like to know more about the content, they will be encouraged to initially contact their child's class teacher, if they feel they would still like to know more then they will be directed to the PSHE lead.
- Parents/Carers will be updated through the class Dojo page on current work being covered. Progress and content could also be discussed at Parent evening, Annual Reviews and included in the pupil's school report.
- Support to help parents/carers talk to their children about relationships education and how to link this to what they will be learning about in school will be offered
- Parents/carers of Years 5 and 6 pupils will be encouraged to discuss issues their child might be struggling with at home e.g. relationships and self-help concerns, so that where possible this can be addressed in school during 1 to 1 sessions, social stories, class lessons
- Parents and carers will be invited to appropriate staff training, policy/curriculum development working parties, workshops/events/activities in school as well as the community.

When pupils in Years 5 and 6 are learning about growing and changing they may ask questions linked to aspects not covered by the Primary PSHE and Science Curriculum e.g. how conception takes place/sex. These questions will be answered sensitively as they arise with the pupils for whom the information is relevant. Parents will have advance information about the topics they will be covering and asked to let their child's class teacher know in advance if they would not like their child to take part in these discussions. Parents do not have the right to withdraw their children from PSHE or Science lessons that cover the statutory content for Key stage 1 and 2 however if lessons fall outside these guidelines parents are entitled to do this. Parents do not have to give their reasons for withdrawing their children,

but will be made aware of the implications of removing children. Withdrawn pupils will be able to join another class on such occasions.

### **Reporting Progress to Parents**

Progress in PSHE is reported to parents in End of Year reports, Annual Reviews, and discussed at Parent Consultation evenings.

### **The Role of the PSHE Subject Leader**

The current Subject Leader for PSHE is Miriam Walker.

The PSHE Subject leader is responsible for:

- Regularly monitoring and evaluating the effectiveness of the PSHE curriculum. This means inviting comment from staff and addressing any issues that arise in PSHE regarding teaching, learning or resourcing. It also involves observing PSHE lessons, regularly monitoring planning, looking at evidenced work and monitoring pupil progress.
- To keep up with national initiatives in the development of PSHE and identify training opportunities for staff.
- Planning with the school nurse for our annual 'Smile week' etc. as part of a continuing commitment to being a healthy school.
- Locating and purchasing suitable resources to support the PSHE curriculum. This includes; places to visit and visitors to school.

### **Resources**

Resources are purchased for individual classes or kept in the resource room. Additional items for PSHE can be requested from PSHE leader using the PSHE budget, as far as funding will allow.

### **Citizenship -Contributing to Society**

All pupils at Marshlands are encouraged to contribute to activities that involve the whole school and wider community. The pupils, families and staff participate in fund-raising activities. These opportunities help pupils to develop an awareness of the needs of others and promote a sense of caring. Regular fund-raising includes non-uniform days and sponsored events for Children in Need.

### **Emotional Health and Wellbeing**

See Emotional health and Wellbeing Policy

### **Annual 'Smile Week'**

Marshlands is a Healthy School (has achieved the Healthy School Award and Healthy School: healthy Futures Status in the past and is currently working on achieving 'Ways to Wellbeing Status') and aims to promote healthy eating and a positive attitude to leading a healthy lifestyle. As part of this, Marshlands has an annual 'Smile Week'. This is for the whole school and involves all staff, pupils and parents. Linked with this is an ongoing effort to promote healthy eating through healthy school meals and healthy choices offered during snack time. Pupils are encouraged to make healthy choices for themselves.

### **Visitors**

Visitors can make an important contribution to teaching and learning at Marshlands. It is a valuable two-way exchange of ideas and expertise as well as encouraging interaction between pupils and the wider community. (See Visitor policy) Visitors to Marshlands include: Volunteers, Health professionals, dancers, musicians, Animal Man/Lady and entertainers.

Visitors are invited into school to encourage the children to become aware of and responsible for their own safety and to become familiar with who they can ask for help. Visitors have included Community Police Officers to talk about people who help us and personal safety, Fire Fighters to introduce the pupils to a fire engine and their role in the community, St John representatives to teach basic first aid, Road Safety officers to teach road crossing and the importance of wearing a seat belt.

### **Off-Site and Extended Schools Education**

Off-site educational visits provide further opportunities to develop social skills and self-confidence. Each teacher plans class trips often linked to the current topic. Year 5 and 6 pupils are offered the opportunity to take part in a residential trip. *Refer to separate policy statement for Off-Site Activities.*

### **Transition**

For pupils in Year 6, there is a transition programme involving several visits to their new secondary school. For most, this will be Walton Hall or Hednesford Valley High. A transition programme is also put into place when new pupils start at Marshlands and at the end of the school year when pupils are preparing to move onto a new class.

### **Annual Celebration Assembly and School Prom**

Each year there is a Celebration Assembly for pupils. Specific achievements are recognised and celebrated; parents and family are invited to attend. A school Prom is also organised for Year 6 Pupils and their families to celebrate the conclusion of school life at Marshland

### **Dissemination**

The PSHE Policy is stored on the school server, the OneDrive and school website in the area allocated for policy documents and is available from the PSHE Coordinator on request for parents.

### **Policy Development**

Co-ordinator at Marshlands is: Miriam Walker  
Governor responsible for PSHE is: Rachel Kite

### **Policy Review**

The policy will be reviewed and updated regularly.

Policy updated: October 2020

Policy approved by staff:

**This Policy was adopted by the school Governors**

Date: \_\_\_\_\_

By: \_\_\_\_\_