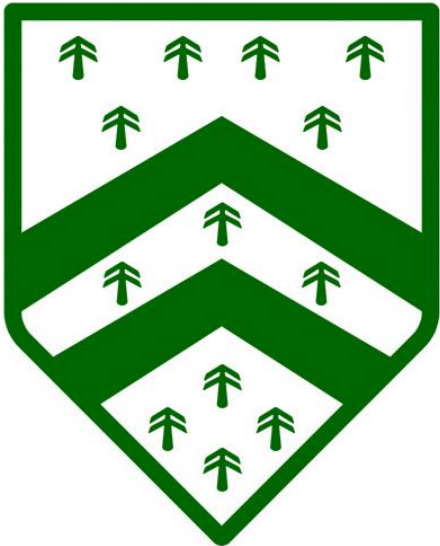


# Personal, social, health education and citizenship policy

Bishop’s Tachbrook CE Primary School



Our Vision Statement:

At Bishop’s Tachbrook CE Primary School, everything we do, we do with love, always staying true to our IDEALS:

We **inquire** about the wonderful world God has created to **discover** and develop the gifts God has given us. We **encourage** each other and build each other up to **achieve** our full potential. We stay true to what is right: **loving** our neighbour as ourselves. We walk out into the world **shining** as a light for other people, knowing that God gives us the strength to make all things possible and create a positive difference in our community.

Approved by:	Date:
Last reviewed on:	Sept 2022
Next review due by:	Sept 2025

## Introduction

The personal, social and health education (PSHE) programme at Bishop's Tachbrook CE Primary aims to promote children's personal, social and economic development, as well as their health and wellbeing. It helps to give children the knowledge, skills and understanding they need to lead confident, healthy, independent lives in order to become informed, active, responsible citizens. Children's wellbeing, happiness and safety are a key priority and PSHE is regarded as an important, integral part of the whole curriculum; it is at the core of our ethos and promoted through our school values.

## Aims

This policy complements and supports the school's policies on behaviour, inclusion, equality & diversity, bullying and safeguarding. It reflects our school's ethos for our pupils to develop socially, morally, spiritually and culturally, enabling them to develop their resilience and character, whilst showing respect for themselves and others.

Our PSHE curriculum is designed to be broad and balanced, ensuring that it:

- promotes the spiritual, moral, cultural, social, mental and physical development of our children in today's society;
- prepares our children for the opportunities, responsibilities and experiences they already face and for adult life;
- provides information about keeping healthy and safe, both emotionally and physically;
- provides knowledge, skills and attitudes they need in order to reach their full potential as individuals and within the wider community.

Through the teaching of PSHE and citizenship, we aim for all of our children:

- to know and understand what is meant by a healthy lifestyle;
- to an awareness of own and other people's rights and responsibilities
- to understand what makes positive & healthy relationships and know how to recognise unsafe or negative relationships, including all forms of bullying and abuse;
- know how to recognise and manage emotions within a range of relationships;
- to value and show respect for themselves and others;
- to know how to respect equality and diversity in relationships;
- to be thoughtful, responsible and independent members of their community and their school;
- to become positive and active members of our democratic society;
- to develop self-confidence and self-esteem;
- to make informed choices regarding personal and social issues;
- to recognise and live Christian values in our daily life;
- to understand fundamental British values of democracy, the rule of law, individual liberty, mutual respect of all faiths, beliefs, cultures and traditions;
- to develop the ability to reflect upon situations and circumstances;
- to know about where money comes from and have an understanding of keeping it safe and managing it effectively.
- to have a basic understanding of enterprise.

## Curriculum

At Bishop's Tachbrook CE Primary School, we deliver PSHE through a whole-school approach using two core schemes:

[Protective Behaviours : Take Care Programme](#) (as recommended by Warwickshire Safeguarding Children's Board)

[Discovery Education Health & Relationships](#) Scheme

For further information about our PSHE curriculum see Appendix 1 & 2

Both schemes are explicit, structured, whole-curriculum frameworks and resources for teaching personal, social & emotional skills and relationships to children, to aid our delivery of Relationships, Sex and Health Education (also see RSHE policy). The frameworks ensure progression throughout the school and support the "Personal Development" and "Behaviour and Attitude" aspects required under the Ofsted Inspection Framework, as well as significantly contributing to the school's Safeguarding and Equality Duties, the Government's British Values agenda and the SMSC (Spiritual, Moral, Social, Cultural) development opportunities provided for our children.

## Delivery of RSHE

Both our Protective Behaviours and Discovery Education Health & Relationship schemes are delivered by the classroom teachers, meaning children are taught in a familiar and comfortable environment. Staff will be aware of any additional needs, support or particularly sensitive topics or circumstances when delivering the content, whilst being trained to deal with age-appropriate questions or concerns as required.

The six themes of our **Health and Relationships** scheme are:

- Happy and Healthy Friendships
- Caring and Responsibility
- Healthy Bodies and Healthy Minds
- Similarities and Differences
- Families and Community Relationships
- Coping with Change

These themes are taught within the context of family life and relationships, taking care to ensure there is no stigmatisation of children based on their home circumstances (families can include for example, single parent families, heterosexual couples, LGBT parents, families headed by grandparents, adoptive parents, foster parents/carers amongst other structures.) Delivery of content also needs to reflect sensitively that some children may have a different structure of support around them (e.g. looked after children or young carers).

We encourage and emphasise active learning by including the children in discussions, investigations and problem-solving activities. The children take part in a range of tasks that promote active citizenship, e.g. charity fundraising, the planning of special school events, or involvement in helping other individuals or groups in the school or wider community. Our class student council representatives meet regularly to discuss school matters and we organise classes in such a way that pupils are able, through discussion, to set agreed classroom rules of behaviour, and resolve any conflicts. We offer children the opportunity to hear visiting speakers, such as health workers, police and local clergy, whom we invite into the school to talk about their role in creating a positive and supportive local community.

## **Roles and Responsibilities**

### **The Governing Body**

The governing body ratifies and approves this policy.

### **The Headteacher**

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

### **Staff**

Class Teachers are responsible for:

- Delivering PSHE in a sensitive and purposeful way
- Modelling positive attitudes to PSHE
- Monitoring progress
- Responding to the needs of individual pupils, including those with additional special education needs

Class teachers do not have the right to opt out of teaching PSHE. Staff who have concerns about teaching PSHE are encouraged to discuss this with the Subject Leader and Headteacher.

All Staff are responsible for:

- Modelling positive attitudes to PSHE
- 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.

## **Partnership with Parents and Carers**

Partnership with parents plays a key role in enabling children to achieve their potential and develop their understanding of the world around them. Successful teaching of PSHE is strengthened when parents and school work in partnership to ensure children are equipped with the knowledge, skills and understanding to enable them to form healthy relationships and grow in a safe and happy environment.

When parents have any questions, special circumstances school should be made aware of, or would like further information, either the class teacher or school office should be contacted. Information regarding PSHE can also be found on the school website.

## **Monitoring Arrangements**

Delivery of PSHE is monitored by the Subject Leader and SLT through:

- Learning walks
- Pupil interviews
- Work monitoring

Children's development in PSHE is monitored by class teachers as part of their internal assessment and monitoring systems.

Work carried out in PSHE is often through meaningful discussion and practical activities. Any written work will be recorded in PSHE folders and books, alongside Protective Behaviour work and activities. This shows evidence of both lesson content and the curriculum delivered.

Our policy is informed by associated DfE Guidance:

- Keeping Children Safe in Education (statutory guidance)
- Equality Act 2010
- SEND code of practice: 0 to 25 years (statutory guidance)
- Preventing and Tackling Bullying (advice for schools, including advice on cyberbullying)
- Mental Health and Behaviour in Schools (advice for schools)
- Sexual violence and sexual harassment between children in schools (advice for schools)
- Promoting Fundamental British Values as part of SMSC in schools (guidance for maintained schools on promoting basic important British values as part of pupils' spiritual, moral, social and cultural (SMSC)

It should in conjunction with other Bishop's Tachbrook CE Primary School policies, including **Relationships Sex and Health Education Policy**

**This policy will be reviewed annually by the Subject Lead and Headteacher. It will be approved annually by the Governing Body.**

## Appendix 1: Protective Behaviours Programme

### Key Themes:

Theme 1: **We all have the right to feel safe**

Theme 2: **We can talk with someone about anything, even if it feels awful or small**

Protective Behaviours Taking Care Programme – A Personal Safety Curriculum				
EYFS and Key Stage One				
<b>Reception</b>	<b>Feelings</b>  <b>Theme 1</b> There are no such things as good or bad feelings	<b>Body Awareness</b>  Naming private body parts (penis, vulva and anus)  Mouths are private too	<b>Early Warning Signs</b> <b>Scary body feelings</b>  Identifying children's EWS	<b>Telling Secrets</b>  <b>Theme 2</b> Children construct own support network hands
<b>Year 1</b>	<b>Feelings</b>  <b>Theme 1</b> Feelings are feelings, not good or bad; it is how we behave when we have feelings that matters	<b>Unsafe Feelings &amp; Body Awareness</b>  Our bodies warn us when we feel unsafe – we call these EWS	<b>Body Privacy &amp; Secrets</b>  Naming private body parts (penis, vulva & anus)  Mouths are private too  Safe and Unsafe secrets	<b>Telling &amp; Networks</b>  <b>Theme 2</b> Children construct own support network hands
<b>Year 2</b>	<b>Feelings, Rights &amp; Responsibilities</b>  <b>Theme 1</b> What are rights and responsibilities?	<b>Unsafe Feelings; Problem Solving</b>  Recognising EWS  Is my fun, fun for everyone?	<b>Body Privacy &amp; Secrets</b>  <b>Theme 2</b> My body belongs to me  Noone has the right to touch me in a way I don't like	<b>Networks &amp; Using Them</b>  <b>Theme 2</b> Children construct own support network hands

## Protective Behaviours Taking Care Programme – A Personal Safety Curriculum

### Key Stage Two

<b>Year 3</b>	<p><b>Feelings, Rights &amp; Responsibilities</b></p> <p><b>Theme 1</b> A feelings is a feeling, not good or bad, right or wrong</p> <p>What are rights and responsibilities?</p>	<p><b>Unsafe Feelings</b></p> <p>Identifying children's EWS; strategies as to what to do when experiencing their EWS</p>	<p><b>Body Awareness &amp; Telling</b></p> <p>My rules for safety and my body; my body belongs to me</p>	<p><b>Networks &amp; Using Them</b></p> <p><b>Theme 2</b></p> <p>Children construct own support network hands</p>
<b>Year 4</b>	<p><b>Feelings, Rights &amp; Responsibilities</b></p> <p><b>Theme 1</b> Exploring children's rights &amp; responsibilities that come with them</p>	<p><b>Safe &amp; Unsafe Feelings</b></p> <p>Exploring situations when it feels fun to feel scared</p> <p>Recognising EWS</p>	<p><b>Theme 2; Secrets</b></p> <p><b>Theme 2</b></p> <p>Safe &amp; unsafe secrets</p>	<p><b>Networks &amp; Using Them</b></p> <p><b>Theme 2</b></p> <p>Children construct own support network hands</p>
<b>Year 5</b>	<p><b>Feelings, Rights &amp; Responsibilities</b></p> <p><b>Theme 1</b> Exploring the 'Rights of the child'</p>	<p><b>Safe Feelings; Fun to Feel Scared &amp; EWS</b></p> <p>Exploring &amp; creating safe places; situations when it feels fun to feel scared</p> <p>Recognising EWS</p>	<p><b>Theme 2; Secrets &amp; Networks</b></p> <p>Safe &amp; unsafe secrets.</p> <p>Exploring <b>Theme 2</b> &amp; creating support network hands</p>	<p><b>Using Networks</b></p> <p><b>Theme 2</b></p> <p>Network review – Who makes a good network person? Keep telling.</p>
<b>Year 6</b>	<p><b>Feelings, Rights &amp; Responsibilities</b></p> <p><b>Theme 1</b> Exploring the 'Rights of the child'; emotions</p>	<p><b>Safe Feelings; Fun to Feel Scared &amp; EWS</b></p> <p><b>Theme 1</b> Is my fun, fun for everyone? Recognising EWS</p>	<p><b>Theme 2; Secrets &amp; Networks</b></p> <p>Safe &amp; unsafe secrets.</p> <p>Exploring <b>Theme 2</b> &amp; creating support network hands</p>	<p><b>Using Networks</b></p> <p><b>Theme 2</b></p> <p>Network review – Who makes a good network person? Keep telling.</p>

# Appendix 2: Discovery Education Health & Relationships Scheme

## Content Overview

	Healthy and happy friendships	Similarities and differences	Caring and responsibility	Families and committed relationships	Healthy bodies, healthy minds	Coping with change
Y1	Forming friendships and how kind or unkind behaviours impact other people.	Similarities and differences between people and how to respect and celebrate these.	Identifying who our special people are and how they keep us safe.	What a family is (including difference and diversity between families), and why families are important and special.	Our bodies and the amazing things they can do. Learning the correct names for different body parts.	Growing from young to old and how we have changed since we were born.
Y2	Understanding what makes a happy friendship. Recognising personal boundaries and safe/unsafe situations.	Exploring different strengths and abilities. Understanding and challenging stereotypes.	The different communities and groups we belong to and how we help and support one another within these.	The different people in our families, and how families vary.	Ways to stay healthy, including safe and unsafe use of household products and medicines.	Exploring how our bodies and needs change as we grow older. Aspirations and goal setting.
Y3	Being a good friend and respecting personal space. Strategies for resilience.	Respecting and valuing differences. Shared values of communities.	Our responsibilities and ways we can care and show respect for others.	Different types of committed relationships and the basic characteristics of these.	Maintaining physical and mental wellbeing, through healthy eating, sleep and keeping clean.	Coping with feelings around the changes in our lives.
Y4	Solving friendship difficulties. How to act if someone invades your privacy or personal boundaries.	Identity and diversity. Seeing different perspectives and not making judgements based on appearance.	Rights and responsibilities within families and wider society, including the UN Convention on the Rights of the Child.	The range of relationships we experience in our everyday lives. How to understand the differences between types of relationships we encounter.	Influences on our health and wellbeing, including friends, family and media, and awareness of how these can affect personal health choices.	How our bodies change as we enter puberty, including hygiene needs and menstruation.
Y5	Identity and peer pressure off- and online. Positive emotional health and wellbeing.	Celebrating strengths, setting goals and keeping ourselves safe online.	How our care needs change and the effects of loneliness and isolation. Ways in which we can show care in the community.	The characteristics of healthy, positive and committed relationships, and how these develop as people grow older.	Our unique bodies and self-acceptance - valuing our bodies and minds; lifestyle habits (including alcohol, tobacco and drugs) and their effects on wellbeing.	How puberty changes can affect our emotions and ways to manage this; questions about puberty and change.
Y6	How relationships evolve as we grow, including when transitioning to secondary school. How to cope with a wider range of emotions.	Identity and behaviour online and offline. Reflecting on how people feel when they don't 'fit in'.	How we can take more responsibility for self-care and who cares for us as we grow older, including at secondary school.	Human reproduction, including different ways to start a family. *	Being the healthiest me: ongoing self-care of bodies and minds, including ways to prevent and manage mental ill-health.	Ways to manage the increasing responsibilities and emotional effects of life changes.