

# Alexandra Primary School



## Alexandra

Primary School

**Aspire, Perform, Succeed**

A Policy to support the teaching and Learning  
of Personal, Social and Health Education

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## Aims

At Alexandra Primary School, we aim to promote pupil's personal, social and health education, as well as their emotional literacy and well-being. Our aims is to provide pupils with a curriculum that is accessible to all and maximises the opportunities for every child to become healthy, independent and responsible members of society. Our intention is that learning supports children to understand how they are developing personally and socially and tackles many of the moral, social and cultural issues that are part of growing up. This enables the children to learn life skills to assist their personal and physical growth. We explore the changes that everyone undergoes to deal with today's society and give pupils an understanding of the rights and responsibilities that are part of being a responsible citizen.

Pupils are encouraged to take part in a wide range of activities and experiences across the curriculum, contributing fully to the life of their school and community. In doing so they learn to recognise their own worth, work well with others and become increasingly responsible for their own learning. Children reflect on their experiences and understand how they are developing

personally and socially, tackling many of the spiritual, moral, social and cultural issues that are part of growing up. They learn to understand and respect our common humanity; diversity and differences so that they can go on to form the effective, fulfilling relationships that are an essential part of life and learning.

## **Context**

Personal, Social, Health, Economic (PSHE) education provides the opportunity of children to discuss a number of important issues to help children at Alexandra Primary School to stay safe, healthy and prepared for life's challenges and opportunities. PSHE education is a curriculum area through which pupils develop the knowledge, skills and attributes they need to manage their lives, now and in the future. During our PSHE curriculum, children have opportunities to discuss, question and develop their opinions and receive information that can help pupils to stay healthy, safe and prepared for life and work in modern Britain. At APS, PSHE supports our school aims, helping to develop perspectives on culture and help to develop further children's character.

## **Legislation**

All schools must provide a curriculum that is broadly based, balanced and meets the needs of all pupils. Under section 78 of the Education Act 2002 and the Academies Act 2010, a PSHE curriculum:

- Promotes the spiritual, moral, cultural, mental and physical development of pupils at the school and of society, and
- Prepares pupils at the school for the opportunities, responsibilities and experiences of later life.

An amendment to the Children and Social Work Act 2017 made Relationships and Health Education at primary; and Relationships, Sex, and Health Education at secondary, statutory subjects.

At Alexandra Primary School, we aim to meet the needs and interests of all pupils irrespective of their age, gender, identity, sexuality, ethnicity, religion, disability or learning need and we believe it is important that the curriculum meets the need of every pupil under the Equality Act of 2010.

The Equality Act 2010 covers the way the curriculum is delivered as schools must ensure that issues are taught in a way that does not subject pupils to discrimination. Schools have a duty under the Equality Act to ensure that teaching is accessible to all children and young people, including those who are lesbian, gay, bisexual and transgender (LGBT).

The Department for Education has produced advice on The Equality Act 2010 and schools (DfE, 2014b). Schools have a legal duty to promote equality (Equality Act, 2010) and to combat bullying (Education Act, 2006) (which includes homophobic, sexist, sexual and transphobic bullying) and Section 4.2 of the national curriculum (2014) states "Teachers should take account of their duties under equal opportunities legislation that covers race, disability, sex, religion or belief, sexual orientation, pregnancy and maternity, and gender reassignment." "Schools should be alive to issues such as everyday sexism, misogyny, homophobia and gender stereotypes and take positive action to build a culture where these are not tolerated, and any occurrences are identified and tackled. Staff have an important role to play in modelling positive behaviours. School pastoral and behaviour policies should support all pupils." (DfE, 2019)

Furthermore, teaching at Alexandra Primary School considers the age, ability, SEND, readiness, and cultural backgrounds of all children to ensure that all can fully access our PSHE provision, which is delivered through a spiral curriculum that is age appropriate.

## **Links to the UN Convention on the Rights of the Child**

As a Gold Accredited Rights Respecting School, we uphold the articles from the United Nations Convention on the Rights of the Child in everything we do. The following articles underpin this policy:

Article 2: (non-discrimination): Every child has the right to be treated equally and with respect.

Article 13 (freedom of expression): Every child must be free to express their thoughts and opinions and to find out information.

Article 19: (Protection from violence, abuse and neglect): Every child has the right to be protected from harm.

Article 24: (health and health services): Every child has the right to education on health and well-being so that children can stay healthy.

Article 28: (right to education): Every child has the right to an education.

Article 29: (goals of education): Education must develop every child's personality, to encourage the child's respect for human rights, as well as respect for their parents, their own and other cultures, and the environment. In this way, children are able to develop their ideas, knowledge and skills gradually and appropriately in a non-threatening environment.

## **Objectives / Pupil learning intentions**

At Alexandra Primary School we use PSHE to support the development of the skills, attitudes, values and behaviour, which enable pupils to:

- Have a sense of purpose
- Value self and others
- Form relationships
- Make and act on informed decisions
- Communicate effectively
- Work with others
- Respond to challenge
- Be an active partner in their own learning
- Be active citizens within the local community
- Explore issues related to living in a democratic society
- Become healthy and fulfilled individuals

## **The curriculum**

The PSHE curriculum has been developed in conjunction with the Jigsaw scheme of work and has been enhanced to suit our pupil's needs using additional resources such as Kapow, PiXL, Christopher Winter, White Ribbon, STARS and other resources to provide the children with opportunities to learn about rights and responsibilities and appreciate what it means to be a member of a diverse society.

Jigsaw is a spiral curriculum that covers all areas of PSHE for the primary phase, as the table below shows:

Autumn 1:	Being Me in My World Includes understanding my place in the class, school and global community as well as devising Learning Charters
Autumn 2:	Celebrating Difference Includes anti-bullying (cyber and homophobic bullying included) and diversity work
Spring 1:	Dreams and Goals Includes goal-setting, aspirations and resilience building
Spring 2:	Healthy Me Includes drugs and alcohol education, self-esteem and confidence as well as healthy lifestyle choices (on and off line)
Summer 1:	Relationships Includes understanding friendship, family and other relationships, conflict resolution and communication skills
Summer 2:	Changing Me Includes Sex and Relationship Education in the context of looking at and managing change Relationship and Sex Education (Relationships, Sex and Health Education

## The Learning Environment

Establishing a safe, open and positive environment is vital to support successful PSHE engagement with children. To enable this, ground rules are agreed and owned at the beginning of the year and are reinforced regularly. Ground rules include the following:

- Taking turns to speak
- Using kind and positive words
- Listening and respecting each other
- The right to pass with no judgements
- Using names when giving compliments or when being positive
- Respecting each other's privacy (confidentiality)

## Teaching and learning

At Alexandra Primary School, we use a range of teaching and learning styles with an emphasis on active learning by including the children in discussions, investigations and problem-solving activities. PSHE is taught in a variety of ways, to reflect the age of the pupils and ensure a whole school approach to the subject:

- There are regular weekly specific curriculum sessions, in order to develop themes and share ideas. Teaching strategies are varied and are mindful of preferred learning styles and the need for differentiation. All year groups work on the same theme at the same time.
- Jigsaw includes six Puzzles designed to progress in sequence.
- During sessions, pupils regularly work with learning partners or in groups, facilitating respect, cooperation, fairness, sharing and negotiation.
- Through circle time and discussions, pupils are also encouraged to participate in discussion to resolve conflicts or discuss issues or scenarios.
- Much of the curriculum is delivered through oral and practical activities.

- Opportunities are found within other curriculum areas to include PSHE, for example. links with drama and role-play, debate and discussion in literacy, working together in pairs or small groups, improving health in PE, environmental, health and drug issues in science and beliefs, values and practices in RE.
- Additional learning which includes Wellbeing Week, White Ribbon, Road Safety, School Breathe compliment the weekly PSHE learning.
- We encourage the children to take part in a range of practical activities that promote active citizenship, e.g. charity fundraising, the planning of school special events such as involvement in an activity to help other individuals or groups less fortunate than themselves.
- We offer children the opportunity to hear from visiting speakers, such as health workers, police and the fire service, local member of parliament, whom we invite into the school to talk about their role in creating a positive and supportive community.
- At playtimes and lunchtimes opportunities exist for playing co-operatively using play equipment.
- Where appropriate pupils will record or investigate their work using a variety of mediums including books, internet research or questions to specific adults e.g. medical agencies, police service, fire service etc. This encourages children to develop their learning to enquiring skills and assists in equipping them for adult life.
- Throughout the PSHE curriculum, children will have opportunities to explore issues connected with living in a multi-cultural society.
- Our assemblies teach / reinforce PSHE and rights respecting themes and topics.
- Children also have the opportunity to be rewarded on a daily-basis using ClassDojo.

## **Roles and Responsibilities**

### The Governing Board

- will hold the Headteacher to account for the implementation of this policy.

### The Headteacher

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

### The PSHE subject leader is responsible for

- Training and support staff
- Monitoring of standards of PSHE teaching and learning
- Managing resources

### Staff are responsible for:

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

### Pupils are expected to:

- engage fully in PSHE, when discussing issues
- treat others with respect and sensitivity and follow PSHE lesson ground rules.

## **Early Years Foundation Stage**

The EYFS explores the foundations of the PSHE learning. In Early Years, PSED (Personal, Social and Emotional Development) is a prime area of learning and therefore an integral aspect of daily planning, teaching and learning. This comprises the following

- Self-confidence and self-awareness - Children are confident to try new activities, and say why they like some activities more than others. They are confident to speak in a familiar group, will talk about their ideas, and will choose the resources they need for their chosen activities. They say when they do or don't need help.
- Managing feelings and behaviour - Children talk about how they and others show feelings, talk about their own and others' behaviour, and its consequences, and know that some behaviour is unacceptable. They work as part of a group or class, and understand and follow the rules. They adjust their behaviour to different situations, and take changes of routine in their stride.
- Making relationships - Children play co-operatively, taking turns with others. They take account of one another's ideas about how to organise their activity. They show sensitivity to others' needs and feelings, and form positive relationships with adults and other children.

Children take part in circle time and discuss topics and themes that are at their level. Teachers look at core themes and take aspects of these to inform their planning. PSED is a fundamental building block in a child's development and vital for building the children's capacity to learn, form relationships and thrive.

PSED underpins the whole EYFS curriculum and PSHE from Year 1 to Year 6. Before children attend Nursery or Reception, staff meet the parents of the 'new to setting' children. This enables staff to form positive relationships with children and families before they start school and allows staff to access their PSED needs before they start school. This helps school build the relationship with home and have an understanding of each child / family.

## **Teaching and learning**

Inclusivity is part of our philosophy. Teachers tailor each lessons to meet the needs of the children in their classes. To support this differentiation, many lessons suggest creative learning activities that allow children to choose the media with which they work and give them scope to work to their full potential.

## **External contributors**

External contributors from the community, e.g. health promotion specialists, school nurses, social workers, and / or community police and fire officers, make a valuable contribution to the PSHE programme. Their input is planned and monitored so as to fit into and complement the teaching. Teachers are always be present during these sessions.

## **British values**

As a school we promote British values ensuring that our children leave school prepared for life in modern Britain. We support the values of democracy, rule of law, individual liberty, mutual

respect and tolerance of different faiths and beliefs. Through aspects of school life such as voting for school council members, assemblies and discrete PSHE lessons, these values are embedded within our curriculum. We plan assemblies and lessons to teach the children about our values, respecting similarities and differences, tackling stereotypes and understanding some discrimination. We aim to empower children to have a voice and to stand up against discrimination, valuing equality, tolerance, mutual respect and compassion.

### **Implementation through Professional Development and Training**

The PSHE subject leader ensures teachers are kept informed of relevant changes to aspects of PSHE by attending PSHE network meetings and accessing the PSHE Association and the Jigsaw websites. SLT and the subject leader support colleagues in the teaching of PSHE by giving them information about current developments in the subject and providing a strategic lead and direction for the subject in school.

Opportunities are provided for staff to identify individual training needs on a yearly basis and relevant support is provided. In addition to this, support for teaching and understanding PSHE issues is incorporated in our staff INSET programme.

### **Teaching Sensitive Issues and Safeguarding**

Sensitive issues can arise in learning from real-life experience. Teachers are trained to handle issues, to deal sensitively with these and to follow up appropriately disclosures made in a group or individual setting by following safeguarding policies. Issues that we address that are likely to be sensitive may often have a political, social or personal aspect, or deal with values and beliefs that may include: family lifestyles and values, physical and medical issues, financial issues and bullying. Teachers take all reasonable, practical steps to ensure that, where political or controversial issues are raised, they are offered a balanced presentation of opposing views. Teachers will demonstrate political impartiality – see February 2022 DfE guidance. Teachers adopt strategies that seek to avoid bias on their part and will teach pupils how to recognise bias and evaluate evidence. Teachers will seek to establish a classroom climate in which all pupils are able to express their opinions and views.

### **Answering Difficult Questions and Sensitive Issues**

Staff members are aware that views around PSHE-related issues are varied. However, while personal views are respected, all PSHE 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 that others have the right to a different opinion. Both formal and informal PSHE arising from pupils' questions are answered according to the age and maturity of the pupil(s) concerned. Questions do not have to be answered directly, and can be addressed individually later. Teachers refer to the Designated Safeguarding Lead if they are concerned. Our school believes that PSHE should meet the needs of all pupils, staff should answer appropriate questions and offer support if necessary or redirect the child to a parent or carer.

### **Involving parents and carers**

The school believes that it is important to have the support of parents, carers and the wider community for the teaching of PSHE. Policies are available via the school website: [www.alexandra.hounslow.sch.uk](http://www.alexandra.hounslow.sch.uk).



Hard copies of policies can be requested from the office. Parents and carers are notified about what their child will be learning each term on their child's year group curriculum overview as well as the weekly coverage on the weekly overviews on the website. Parents and carers receive information about their child's attainment in their end of year report and will be informed whether their child is working towards, working at or working above the age related expectations.

## **Confidentiality and Child Protection/Safeguarding Issues**

As a general rule a child's confidentiality is maintained by the teacher or member of staff concerned. If this person believes that the child is at risk or in danger, they must talk to the Designated Safeguarding Lead who take action according to the Safeguarding and Child Protection Policy. All staff members are familiar with the policy and know the identity of the members of staff with responsibility for Safeguarding and Child Protection issues – the DSL and DSL team. The child will be supported by the teacher throughout the process.

## **Assessment**

Teachers will assess progress through discussion and written work. Each unit of work has a built-in assessment task. This can also be in the form of a quiz and offers children the chance to assess their own learning and have a conversation with the teacher about their opinions. In addition, the 'Help me Reflect' section of every Jigsaw lesson can be used. Children can complete a self / peer assessment using the My Jigsaw Journey / Learning resource that accompanies each lesson.

## **End of Key Stage Statements for Relationships Education (September 2021):**

During their time at Alexandra Primary School, the children work towards attaining the end of Key Stage statements:

Content focus:	Pupils should know:
Families and people who care for me	<ul style="list-style-type: none"> <li>• that families are important for children growing up because they can give love, security and stability.</li> <li>• 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.</li> <li>• 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.</li> <li>• 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.</li> <li>• that marriage represents a formal and legally recognised commitment of two people to each other which is intended to be lifelong.</li> <li>• how to recognise if family relationships are making them feel unhappy or unsafe, and how to seek help or advice from others if needed.</li> </ul>
Caring friendships	<ul style="list-style-type: none"> <li>• how important friendships are in making us feel happy and secure, and how people choose and make friends.</li> </ul>

	<ul style="list-style-type: none"> <li>• the characteristics of friendships, including mutual respect, truthfulness, trustworthiness, loyalty, kindness, generosity, trust, sharing interests and experiences and support with problems and difficulties.</li> <li>• that healthy friendships are positive and welcoming towards others, and do not make others feel lonely or excluded.</li> <li>• 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.</li> <li>• 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.</li> </ul>
Respectful relationships	<ul style="list-style-type: none"> <li>• the importance of respecting others, even when they are very different from them (for example, physically, in character, personality or backgrounds), or make different choices or have different preferences or beliefs.</li> <li>• practical steps they can take in a range of different contexts to improve or support respectful relationships.</li> <li>• the conventions of courtesy and manners.</li> <li>• the importance of self-respect and how this links to their own happiness.</li> <li>• 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.</li> <li>• 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.</li> <li>• what a stereotype is, and how stereotypes can be unfair, negative or destructive.</li> <li>• the importance of permission-seeking and giving in relationships with friends, peers and adults.</li> </ul>
Online relationships	<ul style="list-style-type: none"> <li>• that people sometimes behave differently online, including by pretending to be someone they are not.</li> <li>• 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.</li> <li>• the rules and principles for keeping safe online, how to recognise risks, harmful content and contact, and how to report them.</li> <li>• how to critically consider their online friendships and sources of information including awareness of the risks associated with people they have never met.</li> <li>• how information and data is shared and used online.</li> </ul>
Being safe	<ul style="list-style-type: none"> <li>• what sorts of boundaries are appropriate in friendships with peers and others (including in a digital context).</li> <li>• 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.</li> <li>• that each person's body belongs to them, and the differences between appropriate and inappropriate or unsafe physical, and other, contact.</li> <li>• how to respond safely and appropriately to adults they may encounter (in all contexts, including online) whom they do not know.</li> </ul>

	<ul style="list-style-type: none"> <li>• how to recognise and report feelings of being unsafe or feeling bad about any adult.</li> <li>• how to ask for advice or help for themselves or others, and to keep trying until they are heard.</li> <li>• how to report concerns or abuse, and the vocabulary and confidence needed to do so.</li> <li>• where to get advice e.g. family, school and/or other sources.</li> </ul>
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Further information can be found here:

<https://www.gov.uk/government/publications/relationships-education-relationships-and-sex-education-rse-and-health-education>

## Monitoring and evaluation

The PSHE co-ordinator monitors the delivery of PSHE through lesson observations, learning walks, planning and discussion with teaching staff to ensure consistent and coherent curriculum provision. Evaluation of the programme's effectiveness will be conducted on the basis of:

- Pupil Voice and teacher evaluation
- Staff meetings to review and share experience
- Monitoring books / display work
- Analysis of attainment

## Links with other school policies

This policy should be read in conjunction with the following policies and statements:

- RSE Policy
- Anti-Bullying Policy
- Behaviour Policy
- Bereavement policy
- Child Protection and Safeguarding Policy
- Equality Policy
- Keeping Children safe in Education
- Online Safety Policy
- Safeguarding and Child Protection Policy
- SEND Policy
- Whole Happy Healthy
- Whole school food policy

## Websites to support PSHE:

Primary PSHE Key Websites - for children, teachers and parents

<https://pshe-association.org.uk/>

Healthy Eating/ Physical Activity

<https://www.schoolwellbeing.co.uk/healthy-eating>

<https://campaignresources.phe.gov.uk/schools/topics/healthy-eating/whole-school-ideas>

Puberty

[https://healthyschoolscp.org.uk/pshe/puberty/ Bullying/ Healthy Relationships](https://healthyschoolscp.org.uk/pshe/puberty/Bullying/Healthy%20Relationships)

## Anti-Bullying

<https://anti-bullyingalliance.org.uk/>

<https://www.familylives.org.uk/>

<https://diana-award.org.uk/about/>

<https://www.nspcc.org.uk/preventing-abuse/child-abuse-and-neglect/bullying-and-cyberbullying/>

<https://www.womensaid.org.uk/wp-content/uploads/2016/02/04.-Section-1-Introduction-to-the-Education-Toolkit.pdf>

<http://thehideout.org.uk/young-people/adults-young-people-and-domestic-abuse/resources/educational-toolkit/>

## Emotional Health

<https://childline.org.uk/>

## Financial Education

<https://www.pfeg.org/>

<https://www.young-enterprise.org.uk/>

## Citizenship

<https://www.youngcitizens.org/resources/>

<http://www.citizenshipfoundation.org.uk/main/page.php?427>

## Democracy

<https://learning.parliament.uk/en/>

## Substance Misuse

<http://mentor-adepis.org/>

## Internet Safety

<https://www.thinkuknow.co.uk/>

<https://nationalonlinesafety.com/>