

 **NOOK LANE JUNIOR SCHOOL**

**Personal Development Policy**

**2023**

**Statement of intent**

***What is Personal Development at Nook Lane Junior School?***

At Nook Lane, we define Personal Development **as a process that engages the entire world of our pupils to help them improve their life opportunities both now and in preparation for adulthood, and through which our school can play a significant part**. It involves building confidence and resilience through attitudes, skills, relationships and behaviour that can be developed, delivered and utilised equally **both inside and outside of the classroom**.

We aim to provide explicit opportunities, through RE, RSHE and other lessons, to promote pupils’ sense of self and self-confidence, an understanding of their strengths and weaknesses, their responsibilities as members of different groups within school, home and their community and an understanding of the needs of others. We further aim to promote equality of opportunity so that all pupils can thrive together, understanding that difference is a positive, not a negative, and that individual characteristics make people unique. An acknowledgement of a gain in Cultural Capital and **entitlement for all** is in-built into every opportunity wherever possible. Over time, there is equality and inclusion in our personal development provision. This matches our ethos as we work towards developing our children to be holistic individuals, and so the w hole curriculum is important to us.

 Our **personal development** experience for learners reflects the ever-evolving need for preparation for adult life through our RSHE programme.

Our PSHE programme is mainly taught through the local authority’s developed RSHE programme.

The **RSHE** chart demonstrates how this personal development programme is structured and underpins everything that is occurring in and around the pupils’ time in school. Further measures are in place to reflect the changing priorities of the Pupils’ learning, through the personal development section in the end of year reportto monitor and highlight areas of achievement or progress that individual pupils are making outside of lessons. We guide pupils to find and begin to define what makes them unique individuals, and where their strengths and talents lie. We consistently promote a wide and rich set of opportunities of a high quality.



**Implementation**

The delivery of Personal Development is intertwined across the entirety of pupils’ lives in school. The ***Overview of Provision*** model on the next page demonstrates at least how the significant elements of personal development have been integrated within pupils’ time at Nook Lane.

We provide a curriculum that extends beyond solely national, academic and vocational standards for the primary age.

Using connecting strands of the PSHE, RSHE, RE, core, and wider curriculum, staff monitor, evaluate and address the needs of pupils in their personal development, both on an individual and cohort level. The aim is to help them improve themselves and grow into responsible, respectful and active citizens who are able to play their part and become actively involved in public life as adults.

**What does KS2 Personal Development look like at Nook Lane Junior School?**

|  |  |
| --- | --- |
| **Transition**  | **Other**  |
| SENDCo meetings  | SMSC development  |
| KS1 to KS2 and KS2 to KS3 transition work  | Citizenship awards |
| Extra transition for SEND pupils  | Running Club |
| Y2’s coming in to Nook Lane – Reading Buddies, playtime experience, sports day.  | Young Voices.  |
| Sharing of safeguarding information from KS1 to Nook Lane and Nook Lane to KS3.  | Singing assembly |
| Crucial Crew for Year 6.  | Bikeability/Cycle training  |
| **Curriculum**  | Sports Day |
| PSHE lessons  | British Red Cross lessons – Year 6 |
| Themed days/weeks – Anti-Bullying, International Women’s Day, Mental health Week, Safeguarding Week.  | Road safety assembly |
| Zones of Regulation | Art competitions – Christmas card, Easter competition. Art days with families – Easter and Christmas.  |
| Green and red thoughts – a CBT approach.  | Protected Characteristic – age, gender and relationships (PSHE curriculum)  |
| Classroom rules  | Walk to School week |
| Assemblies about difference and diversity  | Year 6 end of year performance, Year 3 Christmas performance. |
| Personal development assemblies  | Easter and Christmas celebrations at the local church.  |
| Random Acts of Kindness | Visits to places of worship.  |
| Sports clubs | Football tournaments and matches |
| Trips and residentials | **Student responsibility** |
| RE lessons | Protected characteristics – RSHE lessons. |
| Trauma informed school approach | Sports Leaders |
| Music lessons with performance.  | Playground Friends  |
| Wet play time  | Librarians  |
| Behaviour policy/Relationships Policy | Reading Buddies Y2 and Y5.  |
| Science lessons (Keeping healthy) | Green Team  |
| PE lessons | Curriculum Councils Student Voice assembly.  |

|  |  |
| --- | --- |
| **SEMH** | **After school clubs**  |
| Zones of regulation | PE events |
| Mindful Minutes | Music lessons – peripatetic guitar and piano teachers – also during the school day.  |
| MAST support and signposting | **British Values**  |
| Trauma Informed school strategies.  | Assemblies about diversity, inclusion and British values. |
| Reflection time and support  |  |
| Small group work  |  |
| School base care plans  |  |
| 1:1 work  |  |
| FRIENDs, LEGO therapy.  |  |
| Red and green thoughts |  |
| Named Lunch supervisor/team around the child.  |  |

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**The delivery of personal development**

***1a. Personal Development through the Personal, Social & Health education PSHE/RSHE***

At Nook Lane Junior School, we promote equality of opportunity so that all pupils can thrive together, understanding that difference is a positive, not a negative, and that individual characteristics make people unique. We provide an inclusive environment that meets the needs of all pupils, irrespective of age, disability, gender reassignment, race, religion or belief, sex or sexual orientation. This is achieved through the delivery of a well-balanced and delivered RSHE Curriculum, much of the taught personal development study occurs within this curriculum area and often takes place in the classroom during set lessons or specific events.

**1b. Personal development through the Relationships Sexual and Health Education (RSHE) Curriculum**

RSHE is lifelong learning about personal, physical, moral and emotional development and is pivotal within the area of personal development. It teaches children and young people to develop and form positive values, attitudes, personal and social skills, and increase their knowledge and understanding of how to make informed decisions and life choices.

RSHE is taught within the Personal, Social, Health and Economic (PSHE) education curriculum and at specific intervals throughout the year, such as Anti-Bullying Week and Mental Health Week.  In addition, some aspects of the RSE programme will be covered through:

* Delivery of the Science curriculum
* Computing (online safety)
* Circle times/P4C
* Assemblies
* Zones of regulation session
* PE in the context of health and hygiene

The aims of Relationships, Sex and Health education (RSHE) at our school are to:

* Provide a consistent standard of relations, sex and health education across the school
* Help pupils develop feelings of self-respect, confidence and empathy
* Promote responsible behaviour
* Create a positive culture of communication around issues of relationships
* To understand and build healthy relationships that combat exploitation.
* Provide a framework in which sensitive discussions can take place
* To provide all pupils with knowledge, skills, and attitudes that will enable them to make positive and healthy choices concerning relationships as they grow up and deal with risk.
* Teach pupils the correct vocabulary to describe themselves and their bodies
* Prepare pupils for puberty, and give them an understanding of sexual development and the importance of health and hygiene
* Give pupils an understanding of reproduction and sexual development
* Ensure that all pupils, by the time they reach secondary school age, are well equipped and on an equal footing, to deal with the secondary RSE curriculum.

**1c. Personal development through Computing and Online Safety**

Computing is an essential part of our everyday lives as technology is now entwined throughout it. Therefore, it is crucial that children master the skills from an early age and are taught about the importance of being digitally literate in our technologically dependent world. Children are encouraged to be inquisitive and use problem solving skills, so that they are ready for the next stage in their lives. We want our children to be creators and not just consumers when it comes to digital technology, and children have the opportunity to create in a variety of digital contexts during their time at Nook Lane Junior School.

We believe online safety is paramount, and children are afforded opportunities to discuss and build awareness of potential risks online. As part of our school’s personal development programme, we ensure the following is covered:

· Children know that the internet is full of risks, know how to take reasonable precautions to minimise risk (particularly in the areas of personal data and exposure to content), and know how to deal with problems when they do arise, despite reasonable precautions being taken.

· Children are taught to have a varied ‘digital diet’, and about the benefits of rationing time spent online. They are taught 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.

· Children are encouraged to consider the effect of their online actions on others and know how to recognise and display respectful behaviour online.

· Children are taught that not everyone is always respectful online and that the internet can sometimes be a negative place where online abuse, trolling, bullying, harassment and manipulation can take place, all of which can have a negative impact on mental health.

· Children are taught about the concept of consent, especially when it comes to personal data and the importance of keeping personal information private.

· Children are taught why social media, some computer games and online gaming, for example, are age restricted, and why this is important.

· Children are taught to be discerning consumers of information online including understanding that information, including that from search engines, is ranked, selected and targeted. In KS2, we challenge the concept of ‘news and trusted news sources’, awakening children to the idea that not everything is true on the internet and how to look for true sources and the presence of echo chambers.

· Children are taught to be confident about what to do when they have issues online, and where and how to report concerns and get support.

 This content is often delivered specifically within allocated RSHE and Computing curriculum time in class, but is also covered through assemblies, Online Safety Week (including Safer Internet Day), and Anti-Bullying Week, in addition to any required time due to an emerging situation. Staff focus on the 4 C’s in their teaching of online safety from ‘Keeping Children Safe in Education’– Content, Contact, Commerce and Conduct.

**1d. Personal development through the wider curriculum**

Nook Lane Junior School’s approach to learning allows for pupils to experience a rich, deep and broad curriculum for all pupils – **with no barriers to learning** put in place. Our bespoke learning package from Year 3 to Year 6, as evidenced in each subject’s individual conceptual progression grids, concept wheels, long term plans, medium term plans and most importantly in pupils’ learning itself, shows that the school follows a systemic delivery of this. Emphasis is placed firmly on allowing pupils to find and develop their own strengths and talents as they progress, and to furthermore enable them to extend this through the wider Curriculum, or even the school’s *extra-curricular* activities, if available.

The wider curriculum at Nook Lane, aims to allow pupils opportunities within the classroom to develop new skills and knowledge that will motivate, engage and inspire our learners. Each year group participates annually in whole-school events such as International Women’s Day, Anti-Bullying Week, Mental Health Week, Autism Week, Safeguarding Week, Online Safety Day, Black History Month to better develop their understanding of the world and its culture, whilst individual lessons or unit of studies further deepen pupils’ grounding in a given subject.

We aim for all pupils to learn a tuned instrument, and share an active love of music at all times in the school, whether it be singing in assemblies or at a school celebration, class music learning ukeleles and glockenspiel or simply reflecting on a piece in an individual lesson.

1. **The Wider Personal Development Offer**

*We believe that all pupils are entitled to the right to a holistic education to achieve the best version of themselves, not just an academic one.* This is through the inclusion of enriching activities both in formal and informal settings as standard, and not just as a one-off event.

1. **Universal**

Through a bespoke package at Nook Lane, we hope to give pupils the chance to find and experience activities and skills which they will take with them through life. This may be in the formal sense of key skills in Literacy or Numeracy, such as a passion for Art, Music or even a niche area in which to excel.

Our *extra-curricular activities* seek to meet the need and change termly. After-school clubs and lunchtime clubs run regularly for all year groups from Year 3 upwards and are very well attended: the diverse nature of these activities means that pupils experience a huge range of opportunities throughout their time at the school.

1. **Targeted Interventions**

On occasions, the needs of an individual, small group, or even cohort may require additional support to help their personal development, and on these occasions a more focused and direct approach is established.

These interventions are often used with specific outcomes and intentions established from the offset. This includes the FRIENDs programme, LEGO Therapy, Wishes and Feelings work, support from MAST including support for parents, 1:1 with children/siblings and signposting courses for parents. Nook Lane’s aim to support all pupils’ needs, means that we take a targeted approach to interventions that specifically address and help pupils needs. This includes the school’s *safeguarding* support system by to identity and support individuals who are beginning to have difficulties at home, SEND or SEMH needs.

1. **Personal Development through Outdoor Adventurous Activities and Residential Visits**

As a school, we pride ourselves on the opportunities provided to pupils through a varied and enjoyable provision of Outdoor Adventurous Activities (OAA) and Residential Visits.  OAA are regularly provided as an enhancement of our PE curriculum, but are not limited to this.  As part of our extra-curricular PE offer, children are able to participate in regular Cross Country and football and climbing events throughout the school year.  Further selected events are offered to children across school through our School Sports Partnership (currently LINKS), and include activities such as Bikeability.  This is a sector that we are keen to promote and develop, and is regularly reflected in the school's Sports Premium Action Plan, which has an annual intent to "Provide and enhance opportunities for children to be active at Nook Lane Junior School".

The enhanced provision offered in curricular and extra-curricular time is built upon on through an annual residential experience in Year 5 and in Year 6, in which personal development is central to the needs of individuals.  Programmes, which are facilitated by skilled providers, are developed yearly based on the needs of cohorts.  Children attend residentials for:

∙         Year 3: 1 night per class, a sleepover in school.

∙         Year 5: 2 nights

∙         Year 6: 2 nights

1. **British Values**

A fundamental part to the successful achievement of personal development is to be found in the ethos of the British Values statement for school:

* The Rule of Law
* Democracy
* Individual Liberty
* Mutual Respect
* Tolerance for those of different faiths and beliefs

To do this our children will develop many skills:

* An understanding of how citizens can influence decision-making through the democratic process, specifically utilising activities such as class council elections and representatives
* An understanding that the freedom to hold other faiths and beliefs is protected in law, delivered through our RE curriculum
* An acceptance that people having different faiths and beliefs to oneself (or having none) should be accepted and tolerated, and should not be the cause of discriminatory behaviour
* An understanding of the importance or identifying and combating discrimination
1. **Readiness for the next stage of Education & Transition**

Our approach to personal development is always mindful that pupils need to be acquiring and engaging with new skills and knowledge, as well as developing an existing positive attitude. We hope that all Nook Lane pupils will be confident and resilient learners, who are caring and active citizens, in their community.

Much of the holistic work achieved by the school throughout a pupil’s time with us comes from an understanding that we are helping to improve their life chances in the future as much as we are teaching them today. We aim for all Nook Lane learners to leave Year 6 with a secure grounding in all curriculum areas (not just Core subjects) that will allow them to feel ready for learning at Key Stage 3 and beyond. More significantly we hope that they will leave us prepared socially, emotionally and mentally for their journey ahead.

As a school, we retain positive links with the Secondary schools that our pupils are likely to attend and build in opportunities for them to begin to establish links that will ease transition. These often include visits from secondary staff to talk about life as a pupil at their school; link visits made during Year 5 and 6 as part of the transition process; visits from former pupils who return to help out in annual events, such as Sports Day, or work experience. There are also occasions when sporting clubs, events and competitions will allow for use of a secondary school’s facilities on-site during the year. Each year, a well-established transition programme is completed both by staff at Nook Lane and also by staff at the infant school and secondary school that will best prepare the majority of our learners.

For those pupils who can struggle with this process, such as those with SEND or SEMH needs, we offer additional support in whatever way best suits them. This may involve additional visits with Nook Lane staff, extra activities in and out of school to help them become more used to their surroundings, transition booklets made or additional sessions in school with resources provided by the autism team, educational psychology service or MAST or sometimes just a ‘Check In’ to let them talk through how they are feeling and their concerns. These interventions are often coordinated by the school’s SENDCO in conjunction with the sending and receiving schools and also the parents of the individual in question.

1. **SMHC (and mental and physical wellbeing)**
2. **Personal Development through Spiritual, Moral, Health and Cultural Dimensions to learning**

Spiritual, Moral, Social and Cultural development of the children in our school is another element within our delivery of Personal Development. It is, again, not a discreet subject that is taught explicitly, but an aspect of learning that is present in lessons and behaviour in school. Some lessons lend themselves more easily to direct SMSC development such as RSHE and RE. We also aim to develop SMSC through assemblies high behavioural expectations found in the Nook Lane Positive Behaviour policy, and our values and attitudes in school. It also links directly into our core and wider curriculum offers to pupils as well as extra-curricular activities. In planning and delivering lessons, staff are aware of the following statements:

Spiritual development for pupils at Nook Lane is shown through:

* beliefs, religious or otherwise, which inform perspective on life and their interest in, and respect for, different people’s feelings and values
* a sense of enjoyment and fascination in pupils learning about themselves, others and the world around them, including the intangible
* the use of imagination and creativity at every opportunity in learning
* a willingness to reflect on their experiences.

Moral development for pupils at Nook Lane is shown by:

* the ability to recognise the difference between right and wrong and a readiness to apply this understanding in their own lives
* an understanding of the consequences of their actions
* an interest in investigating, and offering reasoned views about, moral and ethical issues.

Social development for pupils at Nook Lane is shown through many ways:

* the use of a range of social skills in different contexts, including working and socialising with others from different religious, ethnic and socio-economic backgrounds
* a willingness to participate in a variety of social settings, cooperating well with others and being able to resolve conflicts effectively
* an interest in, and understanding of, the way communities and societies function at a variety of levels.

Cultural development for pupils at Nook Lane is shown by:

* an understanding and appreciation of the wide range of cultural influences that have shaped their own heritage
* a willingness to participate in, and respond to, for example, artistic, musical, sporting, mathematical, technological, scientific and cultural opportunities
* an interest in exploring, understanding of, and respect for cultural diversity and the extent to which they understand, accept, respect and celebrate diversity, as shown by their attitudes towards different religious, ethnic and socio-economic groups in the local, national and global communities.
1. **Personal Development aspects of Mental and Physical well-being**

At Nook Lane, pupils discuss that mental well-being is a normal part of daily life, in the same way as physical health, and that there is a normal range of emotions (e.g. happiness, sadness, anger, fear, surprise, nervousness). This scale of emotions in relation to different experiences and situations can be expressed in different ways, both positive and negative. Pupils are taught how to recognise their emotions and use Zone of Regulation. Also, how to talk about emotions, including having a varied vocabulary of words to use when talking about their own and others’ feelings. Also, through Zones of Regulation lessons and RSHE lessons, pupils learn how to judge whether what they are feeling and how they are behaving is appropriate and proportionate.

As part of their personal development, pupils are explicitly taught about the benefits of physical exercise, time outdoors, community participation, voluntary and service-based activity on mental wellbeing and happiness. This is sometimes covered through specific assemblies, but also within class in discreet or as required circle time activities. Pupils also learn about simple self-care techniques, including the importance of rest, time spent with friends and family and the benefits of hobbies and interests.

1. **Equal opportunities**

We recognise and celebrate the variety of achievements and life experiences of people from a wide range of cultures and backgrounds. We encourage pupils to use empathy and recognise bias in order that children can see how knowledge has been interpreted in the past and how these interpretations have been favourable/unfavourable to different groups of people. We learn about a variety of people from around the world to support the concept in PSHE making sure there is a rich representation of gender and culture.

One way in which we encourage children to look at aspects of personal development in an unbiased way are through enquiry questions. Examples of these are: Are all families the same? Is it possible to be happy all the time? How can I stay safe? We also allow for exploration and challenge:

* Challenging ideas of what feelings are and when we should feel them. Through the Zones of Regulation children begin to understand what triggers certain emotions for them and they may be different to the person next to them.
* Challenging ideas of gender representation by beginning to learn about different gender preferences and gender stereotypes we see in society through advertising, jobs and clothes.
* Challenging ideas of families and looking at how families can look different due to number of parents the gender of parents, the number of children and living situations.
* Challenging ideas of disability and inclusion and what barriers are and how people can overcome.

In KS2 we challenge the concept of ‘news and trusted news sources’ in Computing, awakening children to the idea of not everything is true on the internet and how to look for true sources and the presence of echo chambers.

1. **Disadvantaged and SEND**

We are keen to remove as many barriers as possible to provide an accessible curriculum for our pupils with SEND. Teachers endeavour to make personal development as inclusive as possible by anticipating and minimising problems by making modifications or adjustments to activities. Sometimes this may be by providing a parallel activity for students so that they can work towards the same objective as their peers or working in a smaller group. Often extra dedicated time is put aside to children with Disadvantage or SEND, for example targeted intervention groups, to make sure children are as well supported and cared for as they possible can be. In some instances, 1:1 time will be dedicated to children we have recognised have significant needs in terms of emotional development.

As stated in our pupil premium statement, our focus is on enabling disadvantaged pupils to have maximum benefit from the rich and broad curriculum we have at Nook Lane focussing most on learning which is most likely to offer life changing opportunities. The ability to appreciate the world around us and all the people in it. It is a fundamental priority to enable disadvantaged pupils to have a high level of success compared to

their peers. We believe that a strong pupil engagement across all areas of school life is an excellent way of helping disadvantaged pupils achieve high levels of success.

**Impact**

**Desired Outcomes for Pupils**

By the end of a pupils’ time at Nook Lane Junior School we hope that pupils leave us with:

* a sense of self and self-confidence
* an understanding of their strengths and weaknesses, their responsibilities as members of different groups within school, home and their community
* an understanding of the needs of others
* the ability to relate to others in a positive and supportive way
* the ability to know how to promote equality of opportunity so that all can thrive together, understanding that difference is a positive, not a negative, and that individual characteristics make people unique
* increased levels of Cultural Capital through **entitlement for all**, more so than if they had not attended the school
* the recognition of finding something that they are passionate about, and are engaged to become actively involved with, or learn about, in or out of the classroom

**Monitoring and Review**

Personal development is not measured at Nook Lane as an assessable subject; although there are instances where percentages or attendance at a specific event, activity or club can provide some useful insight as to its popularity. We believe that the best indicators of success come from the pupils themselves, articulating where they feel they have improved, and how they feel over a period of time they have moved forwards in themselves.

The school includes personal development in the end of year report to record individual participation in the school’s provision. Within this section of the report, teachers record pupil activities, clubs, visits and any area of life which is beyond the normal national expectations in a given class. Sometimes this will be part of a cohort, but more likely it will reflect a personal journey showing what an individual has achieved over the course of an extended period of time.

At the end of each theme taught in RSHE, children evaluate and reflect on their own personal development and understanding in the theme, in both the shorter and longer term. It is hoped that through this we, and pupils, are able to see the impact of an effective personal development programme throughout Nook Lane Junior School.

**PSHE Policy (Includes RSHE focus).**

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# **Statement of intent**

Nook Lane Junior School believes that a strong Personal, Social, Health and Economic (PSHE) education is important to help our pupils develop into well-rounded members of society, who can make a positive contribution to their community. Our PSHE curriculum is strongly tied to our Relationships and Sex Education (RSE) and pastoral care programme and our main focus areas are Relationships, Living in the Wider World and Health and Wellbeing

The vision for pupils, staff and others linked to our school is to always look to achieve our personal best in every aspect of school life**.**

· Our school is one where everyone is encouraged and supported to achieve their personal best.

· Our school is welcoming, inclusive, has a real community feel and is a place where everyone is valued.

· Our pupils and staff treat each other equitably, fairly, with kindness and with mutual respect. At all times, staff and pupils are encouraged to show a high regard for the needs and feelings of others through their actions and words.

· Our pupils and staff are enterprising and approach challenges with a ‘can-do’ attitude.

· The needs and interests of all pupils, irrespective of gender, culture, ability or aptitude, will be promoted through an inclusive and varied PSHE curriculum at our school.

· Our environment is safe and clean with everyone sharing responsibility for it.

· Our culture is one of continuous improvement, creativity and enthusiasm.

· Parents will be informed about the school’s approach to PSHE via the school’s website where the overview of the PSHE curriculum and the long term PSHE plan [AL2] will be available to read and download.

· **Family –** What does ‘family’ mean to different people?

· **Friends –** What makes a positive friendship?

· **Community –** What responsibilities do we have to our community and beyond?

· **Mental Wellbeing –** What can people do to be mentally healthy and how do these choices affect them?

· **Physical Health –** What can people do to be physically healthy and how do these choices affect them?

· **Growing up –** How do people change as they get older?

# **1.** **Legal framework**

1.1. This policy has due regard to legislation and statutory guidance, including, but not limited to the following:

· Education Act 1996

· Education Act 2002

· Children and Social Work Act 2017

· DfE (2021) ‘Keeping Children Safe in Education’ (KCSIE)

· DfE (2019) ‘Relationships Education, Relationships and Sex Education (RSE) and Health Education’

· DfE (2019) ‘School and College Security’

1.2. This policy will be followed in conjunction with the following school policies and procedures:

· School Complaints Procedure

· Safeguarding and Child Protection Policy

# **2.** **Key roles and responsibilities**

2.1. The governing board has overall responsibility for the implementation of the school’s PSHE Policy.

2.2. The governing board has overall responsibility for ensuring that the PSHE Policy, as written, does not discriminate on any grounds, including but not limited to age, disability, gender reassignment, marriage and civil partnership, race, religion or belief, sex, or sexual orientation.

2.3. The PSHE Lead and the Headteacher has overall responsibility for reviewing the PSHE Policy annually.

2.4. The Headteacher has responsibility for handling complaints regarding this policy, as outlined in the School Complaints Procedure.

2.5. The Headteacher will be responsible for the day-to-day implementation and management of the PSHE Policy.

2.6. The PSHE co-ordinator is responsible for liaising with other staff and professional agencies to devise a suitable scheme of work to ensure a comprehensive PSHE education that achieves the aims laid out in this policy.

2.7. The school have consulted with parents to ensure that the RSE and relationships education elements of the PSHE curriculum reflect the needs and sensibilities of the wider school community.

2.8. The school will work with parents throughout the year and will ensure that parents are routinely kept informed about their right to withdraw their children from sex education (but not relationships or health education).

#  **3.**  **Aims of the PSHE curriculum**

3.1. Pupils will learn to do the following:

· Understand what constitutes a healthy lifestyle.

· Understand how to stay safe and behave online.

· Understand the dangers they may face, both in and around school and beyond, and be provided with the means to keep themselves safe.

· Understand the law and consequences of risky behaviours.

· Develop responsibility and independence within school which they will take forward into society in their working lives.

· Respect other people, in particular, learning to respect the different cultural/ethnic/religious/gendered viewpoints of others in our school community and the wider world.

· Understand what constitutes ‘socially acceptable’ behaviour at school and in society.

· Be a constructive member of society.

· Understand democracy.

· Develop good relationships with peers and adults.

· Develop self-confidence, self-esteem and self-worth.

· Make positive, informed choices as they make their way through life.

· Understand that they have a right to speak up about issues or events, and to respect other’s right to do the same.

#  **4.** **Teaching methods and learning style**

4.1. A range of teaching and learning styles are used to teach PSHE.

4.2. Teaching is pupil-led with an emphasis on active learning techniques such as discussion and group work.

4.3. ‘Ice-breaker’ activities and clear ground rules regarding discussions are put in place to ensure a safe, supportive and positive learning environment. Examples of discussion guidelines include rules such as:

· No crude language.

· No raised voices/shouting.

· No talking over people.

· Show respect for another’s views, even when disagreeing with them.

· Keep comments subject-specific, as opposed to personal.

4.4. The school uses visiting speakers, such as health workers and the police, to broaden the curriculum and share their real-life experiences. Any such speakers are closely monitored by the class teacher who will use their professional judgement to end a speech if they consider it to contravene any of the aims of this policy or the values of our school.

4.5. The school consults with the local community on matters related to PSHE to ensure that local issues are covered in lessons.

4.6. Pupils’ questions, unless inappropriate, are answered respectfully by teachers.

**5.** **Timetabling**

5.1. The school uses direct teaching via timetabled lessons.

5.2. PSHE is taught in discrete curriculum time, delivered by teachers.

5.3. The school ensures cross-curricular learning.

#  **6.** **Safeguarding, reports of abuse and confidentiality**

6.1. All staff are aware of what constitutes peer-on-peer abuse. This is likely to include, but may not be limited to, the following:

· Bullying (including cyberbullying).

· Physical abuse, e.g. hitting, kicking, hair pulling.

· Sexual violence, e.g. rape, assault by penetration and sexual assault.

· Sexual harassment, e.g. sexual comments, online sexual harassment, jokes. These may be stand-alone or part of a broader pattern of abuse.

· Up skirting (taking a picture under a person’s clothes without their awareness, with the intention of viewing their genitals or buttocks to obtain sexual gratification, or cause humiliation, distress or harm.

· Sexting

· Initiation/hazing type violence and rituals.

6.2. All staff are aware of indicators, which may signal that children are at risk from, or are involved with serious violent crime. These may include:

· Increased absence from school, changes in friendships/relationships with older individuals or groups, a significant decline in performance.

· Signs of self-harm or a significant change in wellbeing.

· Signs of assault or unexplained injuries.

· New possessions or unexplained gifts could indicate that children have been approached by, or are involved with, individuals associated with criminal networks or gangs.

6.3. All staff are aware of the associated risks surrounding pupils’ involvement in serious crime, and understand measures in place to manage these.

6.4. If staff have concerns regarding a child who may be at risk of or suffering from ‘honour-based’ violence (HBV) including forced marriage, they will speak to the Safeguarding Lead (or deputy). Where appropriate, they will activate local safeguarding procedures. As highlighted with section 74 of the Serious Crime Act 2015, in cases where FGM appears to have been carried out, teachers must personally report this to the police.

6.5. Staff are aware of KCSIE advice concerning what to do if a pupil informs them that they are being abused or neglected or are witnessing abuse. Staff are also aware of the appropriate levels of confidentiality. This means only involving those deemed necessary, such as Safeguarding Lead (or deputy) and children’s Social Care. Staff must never promise a child that they will not tell anyone about a report of abuse, as this ultimately may not be in the best interests of the child.

6.6. The school will involve the Safeguarding Lead (or deputy) in anything related to safeguarding. They can potentially provide knowledge of trusted, high quality local resources, links to the police and other agencies, and the knowledge of local issues that may be appropriate to address in lessons.

6.7. Every lesson reinforces that, if pupils have any sensitive/personal issues or wish to talk about any of the issues raised in the lesson; they are aware of how to raise concerns or make reports to their PSHE teacher or another member of staff about this, and how this will be handled. This also includes processes when they have concerns about a friend or peer.

6.8. When visitors are in school (e.g. supply staff, volunteers, students), they are made aware of the Safeguarding team and the process to follow if they have a safeguarding concern.

**7.** **Tailoring PSHE**

7.1. The school uses discussions and other activities during initial PSHE lessons to ascertain ‘where pupils are’ in terms of their knowledge and understanding of various subjects. The teaching programme will then be adjusted to reflect the composition of the class with regards to this.

7.2. Teaching considers the ability, age, readiness and cultural backgrounds of all young people in the class and will be tailored accordingly.

7.3. Adaptations are made for those for whom English is a second language to ensure that all pupils can fully access PSHE educational provision.

7.4. All pupils with SEND receive PSHE education, with content and delivery tailored to meet their individual needs.

7.5. The school will deliver relationships and health education as part of its timetabled PSHE programme.

**8.** **KS2 Programme of Study**

**The following statements are from the DfE guidance for PSHE.**

**Families and people who care for me**

8.1. Pupils will be taught the following:

· The importance of families for children when growing up, as they can provide love, security and stability

· 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

· That others’ families within the school or in the wider world may look different from their own, but those differences should be respected, and know that other children’s families are also characterised by love and care

· That stable, caring relationships, which may be of different types, are at the heart of happy families, and are important for children’s security growing up

· That marriage represents a formal and legally recognised commitment between two people which is meant to be lifelong

· How to recognise if family relationships are making them feel unhappy or unsafe, and how to seek help or advice from others if needed

**Caring friendships**

8.2. Pupils will be taught the following:

· The importance of friendships in making us feel happy and secure, and how people choose and make friends

· The characteristics of friendships, such as mutual respect, truthfulness, trustworthiness, loyalty, kindness, generosity, trust, sharing interests and experiences, and support with problems and difficulties

· That healthy friendships are positive and welcoming towards others, and do not make others feel lonely and excluded

· That most friendships have ups and downs, which can often be worked through so that the friendship can be repaired or even strengthened, and that resorting to violence is never right

· How to recognise who to trust and not to trust, how to judge when a friendship causes them to feel unhappy or uncomfortable, managing conflict, how to manage these situations and how to seek help or advice from others if needed

**Respectful relationships**

8.3. Pupils will be taught the following:

· The importance of respecting others, even when they differ from them (for example, physically, in character, personality or backgrounds), or make different choices or have different preferences or beliefs

· Practical steps they can take in a range of different contexts to improve/support respectful relationships

· The conventions of courtesy and manners

· The importance of self-respect and how this links to their own happiness

· That in schools and in wider society they can expect to be treated with respect by others, and should show this respect to others in return, including those in positions of authority

· About different types of bullying (including cyberbullying), the impacts of bullying, responsibilities of bystanders (primarily reporting bullying to an adult) and how to get help

· What a stereotype is, and how these can be unfair, negative or destructive

· The importance of permission-seeking and giving in relationships with friends, peers and adults

**Online relationships**

8.4. Pupils will be taught the following:

· That sometimes people behave differently online or pretend to be someone they are not

· That the same principles apply to online relationships as face-to-face relationships, including the importance of respect for others online (including when anonymous)

· The rules and principles for keeping safe online, recognising risks, harmful content and contact, and how to report them

· How to critically consider their online friendships and sources of information including awareness of the risks associated with people they have never met

· How information and data is shared and used online

**Being safe**

8.5. Pupils will be taught the following:

· What sorts of boundaries are appropriate in friendships with peers and others (including online contexts)

· About the concept of privacy and the implications of it from both children and adults; including that it is not always right to keep secrets in relation to being safe

· That each person’s body belongs to them, and the differences between appropriate and inappropriate/unsafe physical, and other forms of, contact

· How to respond safely and appropriately to adults they encounter (in all contexts, including online) whom they do not know

· How to recognise and report feeling bad or unsafe around an adult

· How to ask for advice or help for themselves or others, and to persist until heard

· How to report concerns or abuse, and the vocabulary needed to do so

· [New] About the dangers they may face, both in and around school and beyond, and how they can keep themselves safe.

· Where to get advice, e.g. family, school, other sources

**Mental wellbeing**

8.6. Pupils will be taught the following:

· That mental wellbeing is a normal aspect of daily life, in the same way as physical health

· That there is a normal range of emotions (e.g. happiness, sadness, anger, fear, nervousness, surprise) 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 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, such as the importance of rest, spending time with family and friends and the benefits of hobbies and interests

· Isolation and loneliness can affect children and so 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 the school they should contact 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 of these people, the problems can be resolved if the right support is made available, especially if accessed early enough

**Internet safety and harms**

8.7. Pupils will be taught the following:

· How the internet acts as an integral part of life for most people, with many benefits

· About the benefits of rationing time spent online, the risks of spending excessive time 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, etc. are age restricted

· 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, recognising that information (including that from search engines) is ranked, selected and targeted

· Where and how to report concerns and get support concerning issues online

**Physical health and fitness**

8.8. Pupils will be taught the following:

· The characteristics and mental/physical benefits of leading an active lifestyle

· The importance of including 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 leading an inactive lifestyle (including obesity)

· How and when to seek support, such as which adults to speak to in school if they have health concerns

**Healthy eating**

8.9. Pupils will be taught the following:

· What constitutes a healthy diet (including understanding calories and other nutritional content)

· The principles of planning/preparing a range of healthy meals

· The characteristics of a poor diet and risks associated with unhealthy eating (such as obesity and tooth decay) and other behaviours (such as the impact of alcohol on diet or health)

# **Drugs, alcohol and tobacco**

8.10. Pupils will be taught the following:

· The facts about legal/illegal harmful substances and associated risks, including smoking, alcohol use and drug-taking

# **Health and prevention**

8.11. Pupils will be taught the following:

· How to recognise early signs of physical illness, such as weight loss or unexplained changes to the body

· About safe/unsafe exposure to the sun, and how to reduce the risk of sun damage

· The importance of sufficient good quality sleep for good health and that a lack of sleep can influence weight, mood and ability to learn

· About dental health and the benefits of good oral hygiene and dental flossing, such as 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**

8.12. Pupils will be taught the following:

· 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

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# **Changing adolescent body**

8.13. Pupils will be taught the following:

· 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 and key facts concerning the menstrual cycle

Economic wellbeing and being a responsible citizen

8.14. Pupils will be taught the following:

· How to contribute to the life of the classroom, and how to help create and follow group and class rules.

· That everyone has individual needs and the responsibilities to meet them (such as being able to take turns, share, and understand the need to return things that have been borrowed).

· That they belong to various groups and communities such as family and school.

· What improves and harms their local, natural and built environments and about some of the ways people look after them.

· The different purposes for using money, including concepts of spending and saving, managing money, being a critical consumer and how money comes from different sources.

· The role money plays in their lives including how to manage money, keep it safe, make informed choices about spending money and what influences those choices.

· How to research, discuss and debate topical issues, problems and events relating to health and wellbeing and offer their recommendations to appropriate people.

· Why and how rules and laws that protect themselves and others are made and enforced, why different rules are needed in different situations and how to take part in making and changing rules.

· To understand that human rights apply to everyone, and that children have their own special rights set out in the United Nations Declaration of the Rights of the Child.

· That universal rights are there to protect everyone and have primacy both over national law and family and community practices.

· To know that there are some cultural practices which are against British Law and universal human rights, such as FGM.

· To realise the consequences of anti-social and aggressive behaviours such as bullying and discrimination of individuals and communities.

· That there are different kinds of responsibilities, rights and duties and they differ at home, school, in the community and towards the environment.

· To resolve differences by considering alternatives, seeing and respecting others’ points of view, making decisions and explaining choices.

· Recognising what being part of a community means, and about the varied institutions that support communities locally and nationally.

· To recognise the role of voluntary, community and pressure groups, especially in relation to health and wellbeing.

· To appreciate the range of national, regional, religious and ethnic identities in the UK.

· To consider the lives of people living in other places, and people with different values and customs.

· An initial understanding of the concepts of ‘interest’, ‘loan’, ‘debt’, and ‘tax’ (e.g. their contribution to society through the payment of VAT).

· That resources can be allocated in different ways and that these economic choices affect individuals, communities and the sustainability of the environment.

· About enterprise and the skills that make someone ‘enterprising’.

· To explore and critique how the media present information.

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| **Lower Key Stage 2 Curriculum Sections Overview** |
| **Relationship** | **Living in the Wider World** |
| **Family** | **Friends** | **Community**  |
| **What makes a family?** Fa1) Do families always stay the same?Fa2) Are all families like mine? Fa3) Are boys and girls the same? | **Keeping friendships healthy** Fr1) What makes a good friend?Fr2) Are all friends the same?Fr3) Are friendships always fun? | **Our communities** C1) How do we make the world fair?C2) Where do you feel like you belong?C3) How can we help the people around us? **Online safety**Os1) Online strangers Os2) Sharing OnlineOs3) Friendship OnlineOs4) Personal Information Os5) Digital MediaOs6) Verifying content and echo chambers  |
| **Health and Wellbeing** |
| **Mental wellbeing** | **Physical Health** | **Growing up** |
| **Understanding my feelings**M1) How do I manage my feelings?M2) Are we happy all the me? | **Staying healthy**P1) How do I keep my body healthy?P2) How do I get a healthy diet?P3) How do I stop getting ill? | **Menstruation** G1) What is a period? |

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| **Upper Key Stage 2 PSHE Curriculum Sections Overview** |
| **Relationships** | **Living in the Wider World** |
| **Family** | **Friends** | **Community** |
| **What makes a family?** Fa1) Why do some people get married?Fa2) Are families ever perfect?Fa3) Is there such a thing as a ‘normal’ family?   | **Keeping friendships healthy** Fr1) What makes a close friend?Fr2) Can we be different and still be friends?Fr3) Should friends tell us what to do?Fr4) Why are some people unkind?Fr5) What are stereotypes? Fr6) How do I accept my friends for who they are? | **Our community** C1) What is prejudice?C2) What is the history of prejudice?C3) What should I do if I encounter prejudice?C4) How can I be a great citizen?C5a) Why is money important?C5b) How should I spend my money?C6) What makes us feel like we belong?C7) What does it mean to be British?**Online safety** Os1) Control and consent Os2) Protecting our identity Os3) Meeting strangers onlineOs4) Personal Information, terms and conditionsOs5) Analysing Digital MediaOs6) BiasOs7) Echo ChambersOs8) Does the internet make us happy |
| **Health and Wellbeing** |
| **Mental Wellbeing** | **Physical Health** | **Growing up** |
| **Understanding My Feelings** M1) Does everybody have the same feelings?M2) Should we be happy all the me?M3) Why do we argue?M4) Who am I?     | **Staying healthy** P1) Is there such a thing as the perfect body? P2) How can I stay fit and healthy? P3) Can I avoid getting ill? P4) Why do some people take drugs?P5) Where should I get my health information?P6) How do I save a life? | **Puberty** G1) How will my body change as I get older?G2) How will my feelings change as I get older?G3) How will I stay clean during puberty?G4) What is Menstruation? **Sexual reproduction**Sx1) How do plants and animals reproduce? (Taught through science) (N.B. does not include sexual intercourse)Sx2) Optional unit on sexual reproduction (N.B. Not statutory) |

 **9.** **Assessment**

9.1. The school sets the same high expectations of the quality of pupils’ work in PSHE as for other areas of the curriculum. A strong curriculum will build on knowledge pupils have previously acquired, including from other subjects, with regular feedback on their progress.

9.2. Lessons are planned to ensure pupils of differing abilities, including the most confident, are suitably challenged. Teaching is assessed, identifying where pupils need extra support or intervention.

9.3. Pupils’ knowledge and understanding is assessed through formative assessment methods such as tests, written assignments, discussion groups and quizzes, in order to monitor progress.

**10.** **Monitoring and review**

 10.1. This policy will be reviewed by the PSHE Lead and the Headteacher on an annual basis.

 10.2. Any changes to this policy will be communicated to all staff and other interested parties.

**Summer term 2023**

**To be reviewed:**

**Summer term 2024**