



# Personal, Social & Health Education (PSHE) Policy

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## **Vision & Values**

### **Vision Statement**

Let your light shine.

Access and ambition for all to enjoy life in all its fullness.

### **Foundational Scripture**

Matthew 5: 16 In the same way, let your light shine before others, that they may see your good deeds and glorify your Father in heaven.

Our school values are rooted in the Sermon on the Mount and are the basis of all relationships, decisions and direction of our school.

### **School Values**

Our school values are at the heart of our everything we do in school. We aim to provide high quality learning opportunities which help foster these values within children. Our values are:

Friendship  
Thankfulness  
Hope  
Unity  
Compassion  
Forgiveness  
Justice  
Endurance  
Trust

**At Hoole Church of England Primary School, we aim to help children become:**

- **Enthusiastic, curious, independent thinkers – motivated, reflective and resilient learners** who persevere when faced with challenges and who celebrate their achievements and those of their friends;

- **Respectful, compassionate and kind friends** who are able to work with others, forgive, trust, support and communicate with others;
- **Confident, thankful individuals** who understand their own worth; how to stay safe and healthy and how to manage feelings and relationships;
- **Tolerant and responsible citizens** who show respect for others, and a commitment to appreciate and contribute positively to the world around them.

### **Statement of intent**

**“I have come so that they may have life – life in all its fullness.”**

#### **John 10:10**

At Hoole Church of England Primary School, we endeavour to provide a safe, happy, caring community rooted in Christian values where everyone is valued, flourishes and grows to their full potential.

We are committed to providing a broad and balanced curriculum that promotes pupils’ spiritual, moral, cultural, mental, and physical development, and prepares them for the opportunities, responsibilities, and experiences of later life.

We believe that a strong PSHE education is important to help our pupils develop into well-rounded members of society, who can make a positive contribution to their community.

The vision for pupils, staff and other members of the school community is to always look to achieve our personal best in every aspect of school life.

### **Relationships & Health Education**

Relationships and Health Education is an integral part of our school’s PSHE curriculum.

**This policy should be read in conjunction with the school’s Relationships and Health Education Policy.**

The school’s policy has been formulated with due regard to statutory guidance relating to relationships and health education in primary schools.

## **1. Legal framework**

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

- Education Act 1996
- Education Act 2002
- Children and Social Work Act 2017
- DfE (2014) 'National curriculum in England: framework for key stages 1 to 4'
- DfE (2022) 'Personal, social, health and economic (PSHE) education'
- DfE (2021) DfE (2019) 'Relationships Education, Relationships and Sex Education (RSE) and Health Education'
- DfE (2023) 'Keeping children safe in education 2023' (KCSIE)

This policy operates in conjunction with the following school policies:

- Relationships and Health Education Policy
- Safeguarding Policy

## **2. Roles and responsibilities**

The governing board is responsible for:

- Ensuring the school's PSHE Policy is implemented effectively.
- Ensuring that the PSHE Policy, as written, does not discriminate on any grounds or protected characteristics.

The headteacher is responsible for:

- Knowing, understanding, and acting within the statutory frameworks which set out their professional duties and responsibilities.
- Showing tolerance of and respect for the rights of others, recognising differences and respecting cultural diversity within contemporary Britain.
- Upholding fundamental British values including democracy, the rule of law, individual liberty and mutual respect, and tolerance of those with different faiths and beliefs.

- Ensuring a broad, structured and coherent curriculum entitlement which sets out the knowledge, skills and values that will be taught.
- Ensuring that PSHE teaching is underpinned by high levels of subject expertise and approaches which respect the distinct nature of the subject.
- Facilitating the day-to-day implementation and management of the PSHE Policy.
- Reviewing the PSHE Policy annually.
- Handling complaints regarding this policy, as outlined in the school's Complaints Procedures Policy.

The PSHE leader is responsible for:

- Leading, managing and developing the school's provision in the subject area.
- Promoting and implementing the school's Equality, Equity, Diversity and Inclusion Policy at all times.
- Promoting and safeguarding the welfare of all pupils at all times.
- Liaising with other staff and professional agencies to devise a suitable scheme of work to ensure the PSHE curriculum is comprehensive and extensive.
- Ensuring the curriculum is inclusive and enables all pupils to achieve their full potential.

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

The school will seek to use PSHE to build, where appropriate, on the statutory content outlined in curriculum guidance documents on:

- Drug education.
- Financial education.
- Sex and relationship education (SRE).
- The importance of physical activity and diet for a healthy lifestyle.

The school recognises that it is now a statutory requirement to teach much of PSHE education via the statutory content – often referred to as RSHE – covering relationships education at key stages 1 and 2 and health education from key stages 1 to 4.

The PSHE subject leader will work closely with their colleagues in these curriculum areas and ensure that content is planned and taught in line with the school's Relationships and Health Education Policy.

PSHE complements several other curriculum subjects; therefore, where appropriate, the school will look for opportunities to make links between the subjects to reinforce learning.

### **Curriculum organisation**

PSHE education will address both pupils' current experiences and preparation for their future.

Through effective organisation and delivery of PSHE, the school will ensure that:

- Core knowledge is sectioned into units of a manageable size.
- The required content is communicated to pupils clearly, in a carefully sequenced way, within a planned scheme of work.
- Teaching includes sufficient and well-chosen opportunities and contexts for pupils to embed new knowledge so that it can be used confidently in real-life situations.

The PSHE programme will be delivered by appropriately trained members of staff through a variety of opportunities including:

- Designated PSHE sessions
- Circle time
- Use of external agencies and services
- Cross-curricular links
- Assemblies/worship sessions

The school will use direct teaching via timetabled lessons to teach PSHE. Pupils will be taught PSHE through a range of teaching and learning styles, including active techniques such as discussion and group work. Pupils' opinions and questions, unless inappropriate, will be responded to respectfully by teachers.

PSHE lessons will be tailored to the pupils being taught, with consideration of:

- Pupils' ability.
- Pupils' age.
- Pupils' current knowledge on and readiness to learn about the topic being covered.
- Pupils' cultural backgrounds.
- Pupils with EAL.
- Pupils with SEND or other needs.

The school will deliver relationships and health education as part of its timetabled PSHE programme, with due regard to the school's Primary Relationships and Health Education Policy.

#### **4. Curriculum for PSHE including Relationships & Health Education**

Every primary school is required to deliver statutory relationships education and health education. The delivery of the relationships education and of health education are delivered as part of the school's PSHE curriculum.

For the purpose of this policy:

- **'Relationships education'** focusses on giving pupils the knowledge they need to make informed decisions about their wellbeing, health and relationships, and ensures can talk to a trusted adult if there is anything worrying them.
- **'Health education'** focusses on equipping pupils with the knowledge they need to make informed decisions about their own physical health and mental wellbeing and ensures they receive factual information about the changes they will experience emotionally and physically during puberty.

The relationships and health curriculum has been organised in line with the statutory requirements outlined in the DfE (2019) 'Relationships, Education, Relationships and Sex Education (RSE) and Health Education' guidance. The relationships and health curriculum takes into account the views of teachers, pupils and parents/carers.

The school has organised a curriculum that is appropriate for the age and developmental stages of pupils within each year group. When organising the curriculum, the religious backgrounds of all pupils will be considered, so that the topics that are covered are taught appropriately.



We are dedicated to ensuring our curriculum meets the needs of the whole-school community; therefore, the curriculum is informed by issues in the school and wider community to ensure it is tailored to pupils' needs.

The school will permit parents/carers access to all curriculum materials and will consult closely with parents/carers when reviewing the content of the school's RHE curriculum and will give them regular opportunities to voice their opinions. Parents/carers will be provided with the following information:

- The content of the relationships and health curriculum
- The delivery of the relationships and health curriculum, including what is taught in each year group
- The legalities surrounding withdrawing their child from the subjects
- The resources that will be used to support the curriculum

The school will work closely with parents/carers in reviewing the sex education curriculum and will consult with them annually with regard to what is covered.

The school aims to build positive relationships with parents/carers by inviting them into school to discuss what will be taught, address any concerns, and help parents/carers in managing conversations with their children on the issues covered by the curriculum. Parents/carers will also be consulted in the review of this policy and encouraged to provide their views at any time.

The following sections outline our PSHE curriculum across the areas of:

- Relationships education
- Health Education
- SCARF
- My Happy Mind
- Sex Education

At Hoole, PSHE is delivered using the Coram Education SCARF programme and the My Happy Mind programme. Delivery of sex education is supported by the Christopher Winter Project resources.

## Relationships Curriculum Content

By the end of primary school, pupils will know:

### **Families and People Who Care For Me:**

- That families are important for them growing up because they can give 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, 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.
- 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.
- That marriage represents a formal and legally recognised commitment of two people to each other which is intended 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**

- How important friendships are in making us feel happy and secure, and how people choose and make friends.
- The characteristics of friendships, including 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 or excluded.
- That most friendships have ups and downs, but that these can often be worked through so that the friendship is repaired or even strengthened, and that resorting to violence is never right.
- How to recognise who to trust and who not to trust.
- How to judge when a friendship is making them feel unhappy or uncomfortable.
- How to manage conflict.
- How to manage different situations and how to seek help from others if needed.

## **Respectful Relationships**

- The importance of respecting others, even when they are very different from them (for example, physically, in character, personality or backgrounds), make different choices, or have different preferences or beliefs.
- Which practical steps they can take in a range of different contexts to improve or support respectful relationships.
- The conventions of courtesy and manners.
- The importance of self-respect and how this links to their own happiness.
- That in school and 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.
- About the different types of bullying (including cyberbullying), the impact of bullying, responsibilities of bystanders to report bullying to an adult, and how to seek help.
- What a stereotype is, and how they can be unfair, negative or destructive.
- The importance of permission-seeking and giving in relationships with friends, peers and adults.

## **Online Relationships**

- That people sometimes behave differently online, including pretending to be someone they are not.
- That the same principles apply to online relationships as to face-to-face relationships, including the importance of respect for others online, even when we are anonymous.
- The rules and principles for keeping safe online.
- How to recognise harmful content and contact online, and how to report these.
- How to critically consider their online friendships and sources of information.
- The risks associated with people they have never met.
- How information and data is shared and used online.

## **Being Safe**

- What sorts of boundaries are appropriate in friendships with peers and others – including in a digital context.
- About the concept of privacy and the implications of it for both children and adults.
- That it is not always right to keep secrets if they relate to being safe.
- That each person's body belongs to them, and the differences between appropriate and inappropriate or unsafe physical, and other, contact.

- How to respond safely and appropriately to adults they may encounter (in all contexts, including online) who they do not know.
- How to recognise and report feelings of being unsafe or feeling bad about any adult.
- How to ask for advice or help for themselves and others, and to keep trying until they are heard.
- How to report concerns or abuse, and the vocabulary and confidence needed to do so.
- Where to seek advice, for example, from their family, their school and other sources.

### **Health Education Curriculum Content**

The focus at primary level is teaching the characteristics of good physical health and mental wellbeing. By the end of primary school, pupils will know:

#### **Mental Wellbeing**

- That mental wellbeing is a normal part of daily life, in the same way as physical health.
- That there is a normal range of emotions, e.g. happiness, sadness, anger, fear, surprise and nervousness.
- The scale of emotions that humans experience in response to different experiences and situations.
- How to recognise and talk about their emotions, including having a 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 are appropriate and proportionate.
- The benefits of physical exercise, time outdoors, community participation, and voluntary and service-based activity on mental wellbeing and happiness.
- Simple self-care techniques, including the importance of rest, time spent with friends and family, and the benefits of hobbies and interests.
- How isolation and loneliness can affect children, and that it is very important they seek support and discuss their feelings with an adult.
- 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), extending to who in school they should speak to if they are worried about themselves or others.

- That it is common to experience mental ill health and, for the many people who do, the problems can be resolved if the right support is made available, especially if accessed early enough.

### **Internet Safety and Harms**

- That for most people, the internet is an integral part of life and has many benefits.
- About the benefits of rationing time spent online.
- The risks of excessive time spent on electronic devices.
- 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.
- How to recognise and display respectful behaviour online.
- The importance of keeping personal information private.
- Why some social media, some computer games and online gaming 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, including understanding that information, inclusive of that from search engines, is ranked, selected and targeted.
- Where and how to report concerns and get support with issues online.

### **Physical Health and Fitness**

- The characteristics and mental and physical benefits of an active lifestyle.
- The importance of building regular exercise into daily and weekly routines and how to achieve this, for example by walking or cycling to school, a daily active mile, or other forms of regular, vigorous exercise.
- The risks associated with an inactive lifestyle, including obesity.
- How and when to seek support, including which adults to speak to in school, if they are worried about their health.

## **Healthy Eating**

- What constitutes a healthy diet, including an understanding of calories and other nutritional content.
- The principles of planning and preparing a range of healthy meals.
- The characteristics of a poor diet and risks associated with unhealthy eating, including obesity, and other behaviours, e.g. the impact of alcohol on health.

## **Drugs, Alcohol and Tobacco**

By the end of primary school, pupils will know the facts about legal and illegal harmful substances and associated risks, including smoking, alcohol use and drug-taking.

## **Health and Prevention**

- How to recognise early signs of physical illness, such as weight loss or unexplained changes to the body.
- About safe and unsafe exposure to the sun, and how to reduce the risk of sun damage, including skin cancer.
- The importance of sufficient good-quality sleep for good health, and that a lack of sleep can affect weight, mood and ability to learn.
- About dental health and the benefits of good oral hygiene and dental flossing, including regular check-ups at the dentist.
- About personal hygiene and germs, including bacteria and viruses, how they are spread and treated, and the importance of hand washing.
- The facts and science relating to immunisation and vaccination.

## **Basic First Aid:**

- 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.

### **Changing Adolescent Body**

- 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 relating to the menstrual cycle.

### **Relationships and Health Education Curriculum Overview**

The school always considers the age and development of pupils when deciding what will be taught in each year group. The school implements a progressive curriculum, in which topics are built upon prior knowledge taught in previous years as pupils progress through school, with a view to providing a smooth transition to secondary school.

The overview table on the following pages shows how learning is organised to be progressive as children move through the school.

Year /Half-termly unit	1 Me and my Relationships	2 Valuing Difference	3 Keeping Myself Safe	4 Rights and Respect	5 Being my Best	6 Growing and Changing
<b>EYFS</b>	What makes me special People close to me Getting help	Similarities and difference Celebrating difference Showing kindness	Keeping my body safe Safe secrets and touches People who help to keep us safe	Looking after things: friends, environment, money	Keeping by body healthy – food, exercise, sleep Growth Mindset	<b>Mental Wellbeing</b> Families and people who care for me Respectful relationships Caring Friendships, Families, Being kind
<b>Y1</b>	Feelings Getting help Classroom rules Special people Being a good friend	Recognising, valuing and celebrating difference Developing respect and accepting others Bullying and getting help	How our feelings can keep us safe – including online safety Safe and unsafe touches Medicine Safety Sleep	Taking care of things: Myself My money My environment	Growth Mindset Healthy eating Hygiene and health Cooperation	<b>Growing and caring for ourselves</b> Different Friends Growing and Changing Families and Care
<b>Y2</b>	Bullying and teasing Our school rules about bullying Being a good friend Feelings/self-regulation	Being kind and helping others Celebrating difference People who help us Listening Skills	Safe and unsafe secrets Appropriate touch Medicine safety	Cooperation Self-regulation Online safety Looking after money – saving and spending	Growth Mindset Looking after my body Hygiene and health Exercise and sleep	<b>Differences</b> Differences Male and Female Animals Naming Body Parts



<b>Y3</b>	Rules and their purpose Cooperation Friendship (including respectful relationships) Coping with loss	Recognising and respecting diversity Being respectful and tolerant My community	Managing risk Decision-making skills Drugs and their risks Staying safe online	Skills we need to develop as we grow up Helping and being helped Looking after the environment Managing money	Keeping myself healthy and well Celebrating and developing my skills Developing empathy	<b>Valuing Difference and Keeping Safe</b> Body Differences Personal Space Help and Support
<b>Y4</b>	Healthy relationships Listening to feelings Bullying Assertive skills	Recognising and celebrating difference (including religions and cultural difference) Understanding and challenging stereotypes	Managing risk Understanding the norms of drug use (cigarette and alcohol use) Influences Online safety	Making a difference (different ways of helping others or the environment) Media influence Decisions about spending money	Having choices and making decisions about my health Taking care of my environment My skills and interests	<b>Growing Up</b> Changes What is Puberty? Healthy Relationships
<b>Y5</b>	Feelings Friendship skills, including compromise Assertive skills Cooperation Recognising emotional needs	Recognising and celebrating difference, including religions and cultural Influence and pressure of social media	Managing risk, including online safety Norms around use of legal drugs (tobacco, alcohol) Decision-making skills	Rights and responsibilities Rights and responsibilities relating to my health Making a difference Decisions about lending, borrowing and spending	Growing independence and taking responsibility Keeping myself healthy Media awareness and safety My community	<b>Puberty</b> Talking about Puberty The Reproduction System Puberty Help and Support
<b>Y6</b>	Assertiveness Cooperation	Recognising and celebrating difference Recognising and	Understanding emotional needs Staying safe online	Understanding media bias, including social media	Aspirations and goal setting Managing risk	<b>Puberty, Relationships and Reproduction</b>

	Safe/unsafe touches Positive relationships	reflecting on prejudice-based bullying Understanding Bystander behaviour Gender stereotyping	Drugs: norms and risks (including the law)	Caring: communities and the environment Earning and saving money Understanding democracy	looking after my mental health	Puberty and Reproduction Communication in Relationships Families, Conception and Pregnancy Online Relationships
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### **Sex Education Curriculum**

As a Church School we promote the Christian concept of loving sexual relations within the sanctity of marriage but respect that many of our pupils will come from different family structures.

We have based our school's sex and relationship education policy on the Government Department for Education guidance.

Sex and relationship education is defined as 'learning about physical, moral and emotional development. It is about understanding the importance of marriage for family life, stable and loving relationships, respect, love and care. It is also about the teaching of sex, sexuality, and sexual health.

Sex and relationship education is part of the personal, social and health education curriculum in our school. While we use sex and relationship education to inform children about sexual issues, we do this with regard to matters of morality and individual responsibility, and in a way that allows children to ask and explore moral questions. We do not use sex and relationship education as a means of promoting any form of sexual orientation.

Through the teaching of sex and relationships we aim to help, support and prepare children through their physical, emotional and moral development. Using the Christopher Winter Project resources, we teach children about:

- the physical development of their bodies as they grow into adults;

- the way humans reproduce;
- respect for their own bodies and the importance of sexual activity as part of a committed, long-term, and loving relationship;
- the importance of family life;
- moral questions;
- relationship issues;
- respect for the views of other people;
- sexual abuse and what they should do if they are worried about any sexual matters.

<p><b><u>EYFS:</u></b></p> <p><b>Family and Friendship</b></p> <p>Lesson 1: Caring Friendships</p> <p>Lesson 2: Being Kind</p> <p>Lesson 3: Families</p>	<p><b><u>Year 4:</u></b></p> <p><b>Growing Up</b></p> <p>Lesson 1: Changes</p> <p>Lesson 2: What is Puberty?</p> <p>Lesson 3: Healthy Relationships</p>
<p><b><u>Year 1:</u></b></p> <p><b>Growing and Caring for Ourselves</b></p> <p>Lesson 1: Different Friends</p> <p>Lesson 2: Growing and Changing</p> <p>Lesson 3: Families and Care</p>	<p><b><u>Year 5:</u></b></p> <p><b>Puberty</b></p> <p>Lesson 1: Talking about Puberty</p> <p>Lesson 2: The Reproductive System</p> <p>Lesson 3: Help and Support</p>

<p><b><u>Year 2:</u></b></p> <p><b>Differences</b></p> <p>Lesson 1: Differences</p> <p>Lesson 2: Male and Female Animals</p> <p>Lesson 3: Naming Body Part</p>	<p><b><u>Year 6:</u></b></p> <p><b>Puberty, Relationships &amp; Reproduction</b></p> <p>Lesson 1: Puberty and Reproduction</p> <p>Lesson 2: Communication in Relationships</p> <p>Lesson 3: Families, Conception and Pregnancy</p> <p>Lesson 4: Online Relationships</p>
<p><b><u>Year 3:</u></b></p> <p><b>Valuing Difference and Keeping Safe</b></p> <p>Lesson 1: Body Differences</p> <p>Lesson 2: Personal Space</p> <p>Lesson 3: Help and Support</p>	

### **SCARF**

Our school's PSHE provision supports our school's aims of developing confident citizens and successful learners who are creative, resourceful and able to identify and solve problems. The social and emotional development of pupils is embedded throughout the entire school's curriculum and culture. At Hoole Church of England Primary School, we use SCARF, a comprehensive scheme of work for PSHE and Wellbeing education.

SCARF lesson materials are available for review by parents/carers on request.

The SCARF programme divides the year into 5 themed units:

Me and My Relationships	Includes content on feelings, emotions, conflict resolution and friendships
Valuing Difference	A focus on respectful relationships and British values
Keeping Myself Safe	Looking at keeping ourselves healthy and safe
Rights and Respect	Learning about money, living the wider world and the environment;
Being My Best	Developing skills in keeping healthy, developing a growth mindset (resilience), goal setting and achievement

### **My Happy Mind:**

Alongside SCARF, at Hoole Church of England Primary School, we follow the My Happy Mind programme across school. We enable our children to understand the science behind their thoughts and behaviour processes. We aim to give them the skills and knowledge to support their mental wellbeing and self-regulation. It teaches preventative habits that support positive mental health, resilience and self-esteem. All of the concepts taught are based on science and research and grounded in neuroscience and positive psychology.

Learning is progressive with the My Happy Mind programme in a spiral curriculum model.

My Happy Mind lesson materials are available for review by parents/carers on request.

The key concepts:

- Meet Your Brain:
  - This module helps children to understand how their brain works and how to look after it when they are feeling sad, scared or worried. They will learn all about neuroplasticity.
- Celebrate:
  - This module is all focussed on building children's self-esteem. Children will learn about five character strengths that make them unique and special and will spot these in themselves and others.
- Appreciate:
  - This module is all about children showing gratitude and how this can make us feel amazing.
- Relate:
  - This module supports children with friendships and teaches them how to be a good friend. They will learn the key skills of active listening and how to see things from a different perspective.
- Engage:
  - This module is all focussed on children setting Big Dream Goals. They will learn the three steps of how to set a goal and how this will support their happiness and achievement. This module builds the skills of perseverance.

My Happy Mind helps children to:

- Feel happier;
- Know what to do when they feel worried or stressed;
- Improve their focus and learn more;
- Achieve more of the goals that they set for themselves;
- Develop better relationships with friends and families;
- Feel great about who they are and have positive self-esteem.

### Meet Your Brain

This Module helps children to understand how their brain works and how to look after it when they are feeling sad, scared or worried. They will learn all about Neuroplasticity.



### Engage

This Module is all focused on children setting Big Dream Goals. They will learn the 3 steps of how to set a goal and how this will support their happiness and achievements. This module builds the skills of perseverance.



### Celebrate

This Module is all focussed on building children's self-esteem. Children will learn about 5 Character Strengths that make them unique and special and will spot these in themselves and others.



### Relate

This Module supports children with friendships and teaches them how to be a good friend. They will learn the key skills of Active Listening and how to see things from a different perspective.



### Appreciate

This Module is all about children showing gratitude and how this can make us feel amazing!



## **5. Equality and accessibility**

The school will comply with the relevant requirements of the Equality Act 2010 and will ensure the curriculum does not discriminate against pupils because of any of the protected characteristics.

The school will consider the backgrounds, gender, age range and needs of its pupils and determine whether it is necessary to put in place additional support for some pupils based on their protected characteristics.

The school will design the PSHE curriculum to be inclusive of all pupils. The school will be aware that some pupils are more vulnerable to exploitation, bullying and other issues due to their personal characteristics or circumstances.

Teachers will understand that they may need to liaise with the SENCO and adapt their planning or work to appropriately deliver the curriculum to pupils with SEND.

Where there is a need to tailor content and teaching to meet the needs of pupils at different developmental stages, the school will ensure the teaching remains sensitive, age-appropriate and developmentally appropriate, and is delivered with reference to the law.

## **6. Withdrawal from lessons**

The school will always recognise that parents have the right to request that their child is withdrawn from some or all of sex education delivered as part of statutory RSHE.

The school will uphold that parents do not have a right to withdraw their child from the relationships or health elements of the programme.

Sex education is taught across school at the same time during the academic year across one blocked week. Parents/carers are informed of well in advance of the date when this unit of work will be covered so they have opportunity to review materials being used and discuss any concerns with staff.

Parents/carers are also informed in advance of the right of withdrawal.



Requests to withdraw a child from sex education will be made in writing to the headteacher.

Before granting a withdrawal request, the headteacher will discuss the request with the parents/carers and, as appropriate, the pupil, to ensure their wishes are understood and to clarify the nature and purpose of the curriculum. The headteacher will inform parents/carers of the benefits of their child receiving sex education and any detrimental effects that withdrawal might have. All discussions with parents/carers will be documented. Records will be maintained on the school CPOMS recording system.

Following discussions with parents/carers, the school will respect the parents'/carers' request to withdraw their child.

Pupils who are withdrawn from sex education will receive appropriate, purposeful education during the full period of withdrawal.

For requests concerning the withdrawal of a pupil with SEND, the headteacher will take the pupils' specific needs into account when making her decision.

## **7. Safeguarding**

The school recognises the role it plays in preventative education and will ensure that pupils are taught about how to keep themselves and others safe, including online.

The school will implement a whole-school approach to PSHE that prepares pupils for life in modern Britain and creates a culture of zero tolerance for prejudice and harassment.

Teaching will be tailored to the specific needs and vulnerabilities of individual pupils, including pupils who are victims of abuse and pupils with SEND.

Due to the nature of the matters discussed in PSHE, there may be a higher likelihood for safeguarding concerns to arise or be disclosed by pupils. In line with the school's Child Protection and Safeguarding Policy, all staff will be aware of the indicators and risks of a range of safeguarding issues, including child-on-child abuse, and will follow the appropriate procedures should a safeguarding concern be disclosed.

PSHE teachers will encourage pupils to discuss the issues raised in the lesson with a member of staff if they wish to do so.

The Designated Safeguarding Lead (DSL) or deputy DSL will be involved in the development of safeguarding-related elements of the PSHE curriculum.

### **8. Monitoring and review**

This policy will be reviewed by the headteacher and PSHE leader on an annual basis. Any changes to this policy will be communicated to all staff and other relevant parties.

The next scheduled review date for this policy is November 2025.