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New Bewerley Community School

PSHE Policy

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PSHE can be broken into two statutory areas: Relationships Education and Health Education. Sex Education remains a non-statutory subject for primary schools but New Bewerley Community school will teach age-appropriate sex education to years 4, 5 and 6. Whilst being non-statutory it is an important part of all pupils' education and a necessary part of safeguarding (see separate policy)..

Relationships Education

The focus in primary schools is on the fundamental building blocks and characteristics of positive relationships, with particular reference to friendships, family relationships and relationships with other children and with adults. This starts with pupils being taught about what a relationship is, what friendship is, what family means and who the people are who can support them. From the beginning of primary school, building on early education, pupils should be taught how to take turns, how to treat each other with kindness, consideration and respect, the importance of honesty and truthfulness, permission seeking and giving, and the concept of personal privacy. Establishing personal space and boundaries, showing respect and understanding the differences between appropriate and inappropriate or unsafe physical, and other, contact – these are the forerunners of teaching about consent, which takes place at secondary. The principles of positive relationships also apply online especially as, by the end of primary school, many children will already be using the internet. Relationships Education also creates an opportunity to enable pupils to be taught about positive emotional and mental wellbeing, including how friendships can support mental wellbeing. Through Relationships Education (and Sex Education), schools should teach pupils the knowledge they need to recognise and to report abuse, including emotional, physical and sexual abuse. In primary schools, this can be delivered by focusing on boundaries and privacy, ensuring young people understand that they have rights over their own bodies. This should also include understanding boundaries in friendships with peers and also in families and with others, in all contexts, including online. Pupils should know how to report concerns and seek advice when they suspect or know that something is wrong.

Health Education

The aim of teaching pupils about physical health and mental wellbeing is to give them the information that they need to make good decisions about their own health and wellbeing. It should enable them to recognise what is normal and what is an issue in themselves and others and, when issues arise, know how to seek support as early as possible from appropriate sources. Puberty including menstruation will be covered as part of Health Education and will, as far as possible, be addressed before onset. This will ensure male and female pupils are prepared for changes they and their peers will experience.

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Intent

At New Bewerley Community School we develop our children to become well-rounded, open-minded and caring citizens that contribute positively to society. Through our key drivers of Include, Create and Perform, PSHE at New Bewerley Community School will consist of a robust, progressive and spiral delivery of key skills in areas ranging from self-confidence and self-awareness in Reception to keeping safe and managing risk in Year 6. We will use the Jigsaw scheme of work for 3-11 year olds. The curriculum will enable all children to learn to navigate their world and to develop positive relationships with themselves and others. As well as these, children will focus on their emotional literacy skills, building resilience and nurturing their mental and physical health. Children will also practice mindfulness allowing them to advance their emotional awareness, concentration and focus. Through this progressive, spiral and age-appropriate approach we will ensure children are prepared for each stage of their education, including secondary school, and they will learn and practise skills that they can use throughout their whole lives in future friendships and relationships, careers and hobbies.

Throughout our curriculum, school environment and school ethos we aim to:

- Reduce stigma attached to health issues, in particular those to do with mental wellbeing.
- Promote pupils' self-esteem and emotional wellbeing, helping them to form positive relationships based on a respect for themselves and others.
- Promote the spiritual, moral, cultural, mental and physical development and wellbeing of pupils in school and in society.
- Prepare pupils for the opportunities, responsibilities and experiences of life; including work.
- Develop key concepts, skills, strategies and understanding that enable pupils to make positive lifestyle choices and take responsibilities for their own actions now and in their future.
- Identify and support vulnerable and SEND pupils and promote safeguarding.
- To promote pupils' self-control and ability to self-regulate, and strategies for doing so.
- To teach children the fundamental building blocks and characteristics of positive relationships.

Implementation

The statutory guidance for Relationships and Health Education states that by the end of Primary school children should know the following:

Relationships Education:



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Families and people who care for me

Pupils should know:

- that families are important for children 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

Pupils should know:

- 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, and that these can often be worked through so that the friendship is repaired or even strengthened, and that resorting to violence is never right
- how to recognise who to trust and who not to trust, how to judge when a friendship is making them feel unhappy or uncomfortable, managing conflict, how to manage these situations and how to seek help or advice from others, if needed

Respectful relationships

Pupils should know:



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- the importance of respecting others, even when they are very different from them (for example, physically, in character, personality or backgrounds), or make different choices or have different preferences or beliefs
- 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 in wider society they can expect to be treated with respect by others, and that in turn they should show due respect to others, including those in positions of authority
- about different types of bullying (including cyberbullying), the impact of bullying, responsibilities of bystanders (primarily reporting bullying to an adult) and how to get help
- what a stereotype is, and how stereotypes can be unfair, negative or destructive
- the importance of permission-seeking and giving in relationships with friends, peers and adults

Online relationships

Pupils should know:

- that people sometimes behave differently online, including by 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 including when we are anonymous
- the rules and principles for keeping safe online, how to recognise 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

Pupils should know:

- 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; including 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) whom they do not know



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- how to recognise and report feelings of being unsafe or feeling bad about any adult
- how to ask for advice or help for themselves or 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 get advice, for example family, school or other sources

Health Education:

Mental wellbeing

Pupils should know:

- 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, nervousness) 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 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 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, including the importance of rest, time spent with friends and family and the benefits of hobbies and interests
- isolation and loneliness can affect children and that 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 school they should speak to 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 people who do, the problems can be resolved if the right support is made available, especially if accessed early enough

Internet safety and harms

Pupils should know:

- 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 and the impact of positive and negative content online on their own and others' mental and physical wellbeing



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- 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, for example, 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, including 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

Pupils should know:

- 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 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

Pupils should know:

- what constitutes a healthy diet (including understanding 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, for example, obesity and tooth decay) and other behaviours (e.g. the impact of alcohol on diet or health)

Drugs, alcohol and tobacco

Pupils should know:

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

Health and prevention

Pupils should know:

- 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



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- 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, 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

Pupils should know:

- 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

Pupils should know:

- 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 including the key facts about the menstrual cycle

Curriculum

The New Bewerley Community School PSHE curriculum follows the Jigsaw PSHE scheme to support knowledge, skills and understanding and to ensure coverage of the statutory guidance. (See Appendix for whole school overview) Differentiated year group objectives are taught through weekly discrete sessions where appropriate and throughout the wider curriculum.

The curriculum is divided into 6 main themes:

- Being Me in my World
- Celebrating Difference
- Dreams and Goals
- Healthy Me
- Relationships



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- Changing Me (which includes elements of Sex education for years 4, 5 and 6 – see separate policy)

Jigsaw covers all areas of PSHE for the primary phase including statutory Relationships and Health Education. The table below gives the learning theme of each of the six Puzzles (units) and these are taught across the school; the learning deepens and broadens every year.

Term	Puzzle (Unit)	Content
Autumn 1:	Being Me in My World	Includes understanding my own identity and how I fit well in the class, school and global community. Jigsaw Charter established.
Autumn 2:	Celebrating Difference	Includes anti-bullying (cyber and homophobic bullying included) and understanding
Spring 1:	Dreams and Goals	Includes goal-setting, aspirations, who do I want to become and what would I like to do for work and to contribute to society
Spring 2:	Healthy Me	Includes drugs and alcohol education, self-esteem and confidence as well as healthy lifestyle choices, sleep, nutrition, rest and exercise
Summer 1:	Relationships	Includes understanding friendship, family and other relationships, conflict resolution and communication skills, bereavement and loss
Summer 2:	Changing Me	Includes Relationships and Sex Education in the context of coping positively with change

Teaching and learning

- We allocate curriculum time to PSHE through set times on class timetables. All explicit teaching of PSHE should happen during these times and follows the plan set out in the Jigsaw scheme of work.
- All teachers will provide a safe and supportive learning environment where children can develop the confidence to ask questions, challenge and contribute from their own experience, views and opinions.
- The class charter will be made in consultation with the children and reinforced in each lesson, in each year group.
- Where information is provided it is realistic, current and relevant. Learning takes a positive approach which does not attempt to shock or guilt but focuses on what pupils can do to be healthy, enjoy and achieve, make a positive contribution and achieve economic wellbeing.

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- The programme will be taught through a range of teaching methods including role play, scenarios, stories, video clips, visitors, partner and whole class discussion and worksheets.
- Visiting speakers such as the NSPCC and health workers also contribute to the curriculum.
- Children will take part in weekly mindfulness as part of their PSHE lessons.
- Each new topic within the scheme will be 'launched' in assembly and will be followed by every year group at the same time.
- SEND and vulnerable children should be identified before the teaching of any new topic. Teaching should take into account the differences and the potential for discussion on a one-to-one basis or in small groups.

Impact

Assessment, Recording and Reporting

Each puzzle has a whole class outcome thus creating a sense of community and belonging which will raise self-esteem and the children's sense of identity within school. In each series of 6 Pieces (lessons) learning builds and develops and culminates in a suggested End of Puzzle Outcome, for example The Garden of Dreams and Goals, or the Tree of Change display. Within each Puzzle (unit) there are specific lessons and tasks that involve children in each class producing something for the End of Puzzle Outcome. These do not require extra time and are included in the lessons. The subject leader will consult with all teaching staff on the organisation of these whole school outcomes each year.

Each Jigsaw lesson contains a formative assessment activity for the children to complete called My Jigsaw Learning as part of the 'Help me reflect' section of the lesson. For younger age groups these recording sheets are called 'My Jigsaw Learning' and for older students, 'My Jigsaw Journey'. These are to be completed by the children and can be included in their Jigsaw Journals. For ages 6-7 there is also a comments box that can be used for setting formative targets or for children's general TINT (to improve next time) about the Piece (lesson). My Jigsaw Journey tasks for the older children follow the same approach with students ticking or colouring the appropriate box for each learning intention in a Piece (lesson). There is also a box for them to record if they were absent for a particular lesson, and a TINT (to improve next time) to record formative targets or comments.

The last Piece (lesson) in each Puzzle is also identified as an assessment opportunity for the whole Puzzle. At the end of each Puzzle, teachers will use the work in the children's Jigsaw Journals, their own observations throughout the unit (Puzzle), the children's formative assessments and Piece (lesson) 6 to make a Summative Assessment of the children's progress. In Piece (lesson) 6 there are also exemplifications to aid teacher judgement for the working towards/ working at/working beyond attainment descriptors. Teachers will report their assessment on the PSHE New Bewerley assessment

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proforma on which they will state whether a child is working towards the expected level, at the expected level, or above the expected level. Teacher will use the Jigsaw level descriptors to aid their assessment.

Monitoring and Review

- The senior leadership team and PSHE leader will be responsible for monitoring standards of the quality of learning and teaching in PSHE. The PSHE leader will monitor planning termly, and observations of teaching will take place in accordance with the schools monitoring cycle. Feedback will be given.
- The PSHE leader will carry out a book scrutiny once a term ensure coverage and pupil progress.
- The PSHE leader will carry out pupil interviews to gain an understanding of what they think to the teaching and learning of PSHE.
- The PSHE leader will support colleagues in the teaching of PSHE by giving information about current developments in the subject, providing relevant resources and evaluating the scheme of work.
- The leader will use assessment data to identify areas of need within in PSHE and provide targetted challenge and support for key groups.

Working with parents

- We recognise that parents are key partners in our delivery of a comprehensive PSHE programme for pupils at our school and support their role. If parents have any concerns about any of the content covered they are welcome to speak to the Leadership team.
- The PSHE policy will be available for Parents to access on the NBCS website. They will be notified about this policy through the school newsletter.
- We will consult with parents about changes to the PSHE curriculum where it goes beyond the statutory requirements.
- **Equal Opportunities**
- We promote the needs and interests of all pupils irrespective of gender, sexual orientation, culture, ability, religion or aptitude.
- Teaching strategies will take into account the ability, age, readiness and cultural and religious backgrounds of the pupils to ensure that all can access the full PSHE curriculum.
- We promote social learning and expect our pupils to show a high regard for the needs of others.
- We address multicultural, gender and sexuality issues throughout the curriculum ensuring equal opportunities for all.

Links

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- This policy has clear links with other school policies aimed at promoting pupil's Spiritual, Moral and Cultural development including our Behaviour policy, Safeguarding Policy, Anti bullying Policy, Equality Policy, Sex Education policy and Drugs policy.
- Due to the nature of topics covered in PSHE all teachers are aware of the school's guidelines on safeguarding, confidentiality and disclosure.

J Woolnough

Health and Wellbeing Leader