



Treloeweth Primary School

PSHE Policy

Date Agreed:	Chair of Governors: Mrs K Monk	Headteacher: Mrs L May
Date For Review:	January 2023	

It will be reviewed annually or in light of new developments.

Overview

Our school aim is to provide a detailed and comprehensive PSHE curriculum that enables the children to play a key role in the school and wider community, now and in the future.

As PSHE often tackles personal and sensitive issues, the upmost thought and care is taken when planning and delivering lessons. Additional support might be gained from other senior teachers and/or outside agencies. We promote the needs of all pupil's irrespective of gender, religion or age. Teaching will take account the ability, age, readiness and cultural background of children to ensure that they can access the PSHE curriculum. We will ensure that pupils with SEND receive access to the PSHE curriculum best suited to their needs and stage of understanding.

Through a detailed curriculum, children are taught about keeping safe, keeping healthy and rights and responsibilities. Fundamental British Values are fully integrated into the PSHE curriculum and lessons. In addition to this, they are modelled and discussed through assemblies.

Statutory Relationships and Health Education

"The Relationships Education, Relationships and Sex Education and Health Education (England) Regulations 2019, made under sections 34 and 35 of the Children and Social Work Act 2017, make Relationships Education compulsory for all pupils receiving primary education. They also make Health Education compulsory in all schools except independent schools. Personal, Social, Health and Economic Education(PSHE) continues to be compulsory in independent schools."

DfE Guidance p.8

We include the statutory Relationships and Health Education within our whole-school PSHE Programme.

- Families and people who care for me
- Caring friendships
- Respectful relationships
- Online relationships
- Being safe
- Mental well-being
- Internet safety and harms
- Physical health and fitness
- Healthy eating
- Drugs, alcohol and tobacco
- Health and prevention
- Basic first aid
- Changing adolescent body

When discussing PSHE topics a child or an adult might identify a child with poor mental health. We recognise the effect and impact that poor mental health can have on the happiness, self-esteem and overall life of a young person. There are several members of staff who are trained in the most recent developments and practises in mental health and emotional support. These members of staff will be deployed effectively to support children when a need has been identified.

Curriculum

At Treloweth, we follow the Lifewise program. Below is the timeline for when the units are taught.

A SUGGESTED SEQUENCE OF TEACHING TOPICS ACROSS KS 1 AND KS 2						
	AUTUMN 1	AUTUMN 2	SPRING 1	SPRING 2	SUMMER 1	SUMMER 2
YEAR 1	BRAVING THE WEATHER ROAD SAFETY EMERGENCY SERVICES	COMMUNICATION TRUST FIREWORK SAFETY	SAFETY SYMBOLS FOOD AND WHAT NOT TO EAT WATER SAFETY	MY BODY BELONGS TO ME CARING FOR ANIMALS ANIMALS AND OUR LIVES	CARING FOR NATURE SIGNALLING AND SIGN LANGUAGE SAVE OUR EARTH!	GROW YOUR OWN! RUNNING OUT OF RESOURCES RECYCLING AND WASTE
YEAR 2 FOREST SURVIVAL NAVIGATION	HAPPINESS IT'S OKAY NOT TO BE OKAY ANGER - DIFFICULT FEELINGS AND BEHAVIOUR	FEELING SAD A PROBLEM SHARED IS A PROBLEM HALVED DEALING WITH LOSS	PERSONAL GOAL SETTING THE ART OF FAILURE RELAXATION	MY BODY IS GROWING FIRE SAFETY FIRST AID/CPR	FIGHT OR FLIGHT DESERT ISLAND MEDICINES AND DRUGS	ENVIRONMENT WILDLIFE CYBER SAFETY
YEAR 3	RELATIONSHIPS WITH OTHERS HELPING OTHERS TO GET HELP GROWTH MINDSET	MINDFULNESS SELF-IMAGE ANXIETY	STRESS PROBLEM SOLVING AND TIME MANAGEMENT SELF-WORTH	MY BODY, YOUR BODY RENEWABLE ENERGY LIVING WITH LITTLE	PLAYING OUTSIDE DARES AND CRAZES BULLYING AND TEASING	SAFETY AT HOME HONESTY YOUNG CARERS
YEAR 4	RESPECT PROBLEM SOLVING AND RESOURCEFULNESS LEADERSHIP	A BALANCED DIET HEALTHY EATING THE IMPORTANCE OF PHYSICAL ACTIVITY	WHERE DOES MY FOOD COME FROM? SLEEP SCREEN TIME	KEEPING MY BODY SAFE VACCINATIONS AND DISEASE FOOD ALLERGIES	FOOD HYGIENE DRINKING AND DRIVING PANIC ATTACKS	TAKING CARE OF OUR ELDERLY ALZHEIMER'S AND DEMENTIA GOING INTO HOSPITAL
YEAR 5 *FGM RESOURCES AVAILABLE	LEARNING RESILIENCE TEAMWORK	DEALING WITH ADVERSITY RESPONSIBILITY AND INSPIRATION BODY LANGUAGE AND COMMUNICATION	YOU GET OUT WHAT YOU PUT INTO LIFE COMMUNICATING EFFECTIVELY THE DIGITAL WORLD	RESPECTING OTHERS - BOUNDARIES AND BELIEFS MY BODY CHANGES THE NHS	SUPPORTING THE COMMUNITY SAVING MONEY BORROWING MONEY	JUNK FOOD NUTRITIONAL VALUES THE HUMAN BODY
YEAR 6	FROM LEARNING TO WORKING HOW TO WRITE A CV ENTREPRENEURSHIP/ ENTERPRISE AND BUSINESS	THE POWER OF NEGOTIATION THE GOVERNMENT THE LAW	THE ORGANISATION OF LIFE TAX BANKS	PENSIONS MY AMAZING BODY DRUGS, ALCOHOL AND SMOKING	SPORT AND RACISM RADICALISATION TERRORISM AND KEEPING SAFE	CARRYING WEAPONS GAMBLING AND DEBT PUBLIC TRANSPORT
* SURVIVAL * WELL-BEING * LIFESTYLE * LIFE PREP * SEX EDUCATION * DRUGS AWARENESS * FGM YEAR 5 RESOURCES * * TOPICS IN ITALICS = COMING SOON *						

Units are organised in this order to reflect the wider curriculum themes the children learn through eg My Identity and My Cornish heritage. Learning objectives in the Lifewise topic lesson plans are introduced, developed, revised and consolidated throughout KS1 and KS2 to meet the End of Primary Key Stage Goals set out in the Government Document. Lesson plans for Sex, Drugs and FGM education reference the relevant year group learning objectives in the Science National Curriculum. More information can be seen below.

In KS1, the learning objectives for the Lifewise topics focus on areas within the pupil's own personal experience eg: their family life, sense of safety and immediate relationships such as friends and family. In KS2, the learning objectives for the Lifewise topics build on KS1 learning. They further develop pupils' understanding of personal experiences, helping them to apply this learning to situations in every-day life, the wider world and their future health and well-being.

The Lifewise lesson plans indicate knowledge expectations prior to teaching new learning objectives, allowing for assessment, revision, consolidation and development of previous knowledge and skills. Skills and knowledge are introduced, assessed, revisited and consolidated in each year group.

PSHE will be taught weekly by the class teacher. However, there might be times or themes that it might be best to block the lessons together.

SEND

The class teacher will be responsible for ensuring that the content of the lesson meets the needs of all the children in their class. Support and guidance can be gained through the SENDco and PSHE coordinator, and if necessary the school will seek specialist advice.

The school has decided to implement the non-statutory guidance for sex education. More information can be found Relationship and Sex Education policy. Before the learning starts on these units, a letter will be sent to parents and carers to inform them that the RSE units are going to start.

Right to be removed

"Parents have the right to request that their child be withdrawn from some or all of sex education delivered as part of statutory Relationships and Sex Education" DfE Guidance p. 17

At Treloweth, puberty is taught as a statutory requirement of Health Education and covered by our PSHE Programme and we conclude from the DfE Guidance that sex education refers to Human Reproduction. In order to teach this in a scientific context, and knowing that National Curriculum Science requires children to know how mammals reproduce, we have opted to teach this within our Science curriculum, not within PSHE or Relationships and Sex Education as we believe this is most appropriate for our children. Therefore, the parent right to withdraw their child is not applicable. We are of course happy to discuss the content of the curriculum and invite parents to contact the school to arrange a meeting.

Equality

This policy will inform the school's Equalities Plan.

The DfE Guidance 2019 (p. 15) states, " Schools should ensure that the needs of all pupils are appropriately met, and that all pupils understand the importance of equality and respect. Schools must ensure they comply with the relevant provisions of the Equality Act 2010 under which sexual orientation and gender reassignment are amongst the protected characteristics.

At the point at which schools consider it appropriate to teach their pupils about LGBT (Lesbian, Gay, Bisexual, Transgender), they should ensure this content is fully integrated into their programmes of study for this area of the curriculum rather than delivered as a stand-alone unit or lesson. Schools are free to determine how they do this, and we expect all pupils to have been taught LGBT content at a timely point as part of this area of the curriculum".

Monitoring and evaluation

The PSHE coordinator will monitor and evaluate the delivery and understanding of the learning through lesson observations, book sweeps and teacher/pupil conferencing. When necessary, the PSHE coordinator will prepare reports/presentations for the Head teacher and the Governing Body.

Assessment

Assessment will take place during the lesson and/or a piece of work. Below are some ways that teachers might assess children but this is not extensive list and assessment might take place in different ways:

- Mindmap- before and after
- Questioning
- A piece of work
- Presentations

Links to other policies

Safe Guarding

Sex and relationship education (SRE)