



PSHE Policy

Introduction

At Baydon St Nicholas we believe that PSHE and citizenship should enable children to become healthier, more independent and more responsible members of society. We encourage our children to play a positive role in contributing to the life of the school and the wider community. In so doing, we help develop their sense of self-worth. We teach them how society is organised and governed. We ensure that the children experience the process of democracy through participation as School Council members, House captains and Worship Committee members. We teach children both about their rights and about their responsibilities. They learn to appreciate what it means to be a positive member of a diverse and multicultural society.

Our personal, social and health education (PSHE) programme runs alongside our Relationships and Sex Education (RSE) Policy. It promotes pupil's personal, social and economic development, as well as their health and wellbeing. It helps to give pupils the knowledge, skills and understanding they need to lead confident, healthy, independent lives and to become informed, active, responsible citizens. Pupils are encouraged to take part in a wide range of activities and experiences across and beyond the curriculum, contributing fully to the life of our school and community.

Through sessions pupils learn to recognise their own worth, work well with others and become increasingly responsible for their own learning. They reflect on their experiences and understand how they are developing personally and socially, tackling many of the spiritual, moral, social and cultural issues that are part of growing up. It also gives pupils an understanding of the rights and responsibilities that are part of being a good citizen and introduces them to some of the principles of prudent financial planning and understanding. They learn to understand and respect our common humanity, diversity and differences so that they can go on to form the effective, fulfilling relationships that are an essential part of life-long learning.

As a Church of England school, our PSHE and RSE school policies also adhere to the Church of England 'Valuing All God's Children' document (September 2019). This states that:

One of the four strands of the Church of England Vision for Education is dignity and respect. Part of this vision is to create a culture where children can grow to be content, living well in their own skin, and happy for others for the skin they're in. This happens best in a culture of love that accepts, forgives and keeps faith with children and young people as they explore questions of identity and selfhood.

In creating a school environment that promotes dignity for all and a call to live fulfilled lives as uniquely gifted individuals, pupils will be equipped to accept difference of all varieties and be supported to accept their own gender identity or sexual orientation and that of others. In order to do this, it will be essential to provide curriculum opportunities where difference is explored, same-sex relationships, same-sex parenting and transgender issues may be mentioned as a fact in some people's lives. For children of same-sex or transgender parents or with close LGBT relatives this will be a signal of recognition that will encourage self-esteem and belonging.

In the early years' context and throughout primary school, play should be a hallmark of creative exploration. Pupils need to be able to play with the many cloaks of identity (sometimes quite literally with the dressing up box). Children should be at liberty to explore the possibilities of who they might be without judgement or derision. For example, a child may choose the tutu, princess's tiara and heels and/or the firefighter's helmet, tool belt and superhero cloak without expectation or comment. Childhood has a sacred space for creative self-imagining. Childhood needs to be a period where we can make mistakes, try things

out, explore projects and identities, without having to be bound by the consequences.

At Baydon we regard PSHE as an important, integral component of the whole curriculum and we strongly promote our values through our day to day dealings with children and adults. We provide a broad and balanced curriculum, ensuring that it:

- Promotes the spiritual, moral, cultural, mental and physical development of our children and of society.
- Prepares our children for the opportunities, responsibilities and experiences they already face and for adult life.
- Provides information about keeping healthy and safe, mentally, emotionally and physically.
- Encourages our children to understand how all actions have consequences and how they can make informed choices to help themselves, others and the environment.

Aims

The aims of PSHE and Citizenship fall into 3 core themes: **Health & Wellbeing, Relationships and Living in the Wider World.**

Health & Wellbeing

- Know and understand what constitutes a healthy lifestyle.
- Know how to maintain physical, mental and emotional health and wellbeing.
- Be aware of safety issues, including how to respond in an emergency.
- Know how to manage change, including puberty, transition and loss.
- Know how to promote and maintain good mental health.

Relationships

- Develop and maintain a variety of healthy relationships within a range of social and cultural contexts.
- Know how to recognise and manage emotions within a range of relationships.
- Know how to recognise risky or negative relationships, including all forms of bullying and abuse, and ask for help.
- Know how to respect equality and diversity in relationships.

Living in the Wider World

- Know the importance of responsible behaviours and actions.
- Be responsible and independent members of the school community.
- Be positive and active members of a democratic society.
- Know about the importance of respecting and protecting the environment.
- Develop self-confidence and self-esteem and make informed choices regarding personal and social issues.
- Develop good relationships with other members of the school and the wider and global community.
- Know about where money comes from, keeping it safe and the importance of managing it effectively.
- Have a basic understanding of enterprise.

PSHE and citizenship Curriculum Planning

At Baydon the curriculum is based around Twinkl Life's PSHE scheme of work to support teaching although this can be adapted as necessary. Twinkl Life's PSHE scheme of work aims to equip children with essential skills for life. It aims to develop the whole child through lessons that develop the knowledge, skills and attributes children need to protect and enhance their wellbeing. Through these lessons, children will learn how to stay safe and healthy, build and maintain suc-

cessful relationships and become active citizens, responsibly participating in society around them

Twinkl Life's PSHE and Citizenship resources are fully in line with the Learning Outcomes and Core Themes provided by the PSHE Association Programme of Study which is widely used by schools in England and is recommended and referred to by the DfE in all key documentation relating to PSHE provision in schools. This scheme of work covers all of the required objectives and follows the three core areas of Health and Wellbeing, Relationships and Living in the Wider World.

As well as teaching PSHE discretely, we also introduce PSHE topics through teaching in other subjects. There is a large overlap between the programme of study for religious education and the aims of PSHE so we deliver a considerable amount of the PSHE curriculum through our religious education lessons as well as science, computing and Worship. We also develop PSHE through various activities and whole-school events, for example the school council representatives from each class meet regularly to discuss school matters; we offer residential visits in Key Stage 2, where there is a particular focus on developing pupils' self-esteem, and giving them opportunities to develop leadership skills and positive group work'; and Forest School provides many opportunities for work around health and wellbeing as well as relationships.

	KEY STAGE 1	KEY STAGE 2
Health and well-being	what constitutes, and how to maintain, a healthy lifestyle including the benefits of physical activity, rest, healthy eating and dental health	what positively and negatively affects their physical, mental and emotional health how to make informed choices (including recognising that choices can have positive, neutral and negative consequences) and to begin to understand the concept of a 'balanced lifestyle' to recognise opportunities and develop the skills to make their own choices about food, understanding what might influence their choices and the benefits of eating a balanced diet
	to recognise what they like and dislike, how to make real, informed choices that improve their physical and emotional health, to recognise that choices can have good and not so good consequences	to recognise how images in the media (and online) do not always reflect reality and can affect how people feel about themselves
	to think about themselves, to learn from their experiences, to recognise and celebrate their strengths and set simple but challenging goals	to reflect on and celebrate their achievements, identify their strengths and areas for improvement, set high aspirations and goals
	about good and not so good feelings, a vocabulary to describe their feelings to others and to develop simple strategies for managing feelings	to recognise that they may experience conflicting emotions and when they might need to listen to, or overcome these to deepen their understanding of good and not so good feelings, to extend their vocabulary to enable them to explain both the range and intensity of their feelings to others
	about change and loss and the associated feelings (including moving home, losing toys, pets or friends)	about change, including transitions (between key stages and schools), loss, separation, divorce and bereavement
	the importance of, and how to, maintain personal hygiene	
	how some diseases are spread and can be controlled; the responsibilities they have for their own health and that of others; to develop simple skills to help prevent diseases spreading	that bacteria and viruses can affect health and that following simple routines can reduce their spread
	about the process of growing from young to old and how people's needs change	how their body will, and their emotions may, change as they approach and move through puberty
	about growing and changing and new opportunities and responsibilities that increasing independence may bring	to recognise how their increasing independence brings increased responsibility to keep themselves and others safe

	KEY STAGE 1	KEY STAGE 2
	the names for the main parts of the body (including external genitalia) and the bodily similarities and differences between boys and girls	about human reproduction
	that household products, including medicines, can be harmful if not used properly	what is meant by the term 'habit' and why habits can be hard to change which, why and how, commonly available substances and drugs (including alcohol, tobacco and 'energy drinks') can damage their immediate and future health and safety; that some are restricted and some are illegal to own, use and give to others
	rules for and ways of keeping physically and emotionally safe including responsible ICT use and online safety, road safety, cycle safety and safety in the environment, rail, water and fire safety	to differentiate between the terms, 'risk', 'danger' and 'hazard' to recognise, predict and assess risks in different situations and decide how to manage them responsibly (including sensible road use and risks in their local environment) and to use this as an opportunity to build resilience how pressure to behave in unacceptable, unhealthy or risky ways can come from a variety of sources, including people they know and the media about taking care of their body, understanding that they have the right to protect their body from inappropriate and unwanted contact; understanding that actions such as female genital mutilation (FGM) constitute abuse and are a crime, and develop the skills and strategies required to get support if they have fears for themselves or their peers strategies for keeping physically and emotionally safe including road safety (including cycle safety – the Bikeability programme), and safety in the environment (including rail, water and fire safety) strategies for keeping safe online; the importance of protecting personal information, including passwords, addresses and the distribution of images of themselves and others about people who are responsible for helping them stay healthy and safe; how they can help these people to keep them healthy and safe the responsible use of mobile phones: safe keeping (looking after it) and safe user habits (time limits, use of passcode, turning it off at night etc.)
	about people who look after them, their family networks, who to go to if they are worried and how to attract their attention	
	about the ways that pupils can help the people who look after them to more easily protect them	school rules about health and safety, basic emergency aid procedures, where and how to get help
	to recognise that they share a responsibility for keeping themselves and others safe, when to say, 'yes', 'no', 'I'll ask' and 'I'll tell' including knowing that they do not need to keep secrets	to recognise when they need help and to develop the skills to ask for help; to use basic techniques for resisting pressure to do something dangerous, unhealthy, that makes them uncomfortable or anxious or that they think is wrong
	what is meant by 'privacy'; their right to keep things 'private'; the importance of respecting others' privacy	how to manage requests for images of themselves or others; what is and is not appropriate to ask for or share; who to talk to if they feel uncomfortable or are concerned by such a request
Relationships	to communicate their feelings to others, to recognise how others show feelings and how to respond	to recognise and respond appropriately to a wider range of feelings in others
	to recognise that their behaviour can affect other people	to recognise what constitutes a positive, healthy relationship and develop the skills to form and maintain positive and healthy relationships that their actions affect themselves and others
	the difference between secrets and nice surprises (that everyone will find out about eventually) and the importance of not keeping any secret that makes them feel uncomfortable, anxious or afraid	the concept of 'keeping something confidential or secret', when they should or should not agree to this and when it is right to 'break a confidence' or 'share a secret'
	to recognise what is fair and unfair, kind and unkind, what is right and wrong	to develop strategies to resolve disputes and conflict through negotiation and appropriate compromise and to give rich and constructive feedback and support to benefit others as well as themselves

	KEY STAGE 1	KEY STAGE 2
	to share their opinions on things that matter to them and explain their views through discussions with one other person and the whole class	to listen and respond respectfully to a wide range of people, to feel confident to raise their own concerns, to recognise and care about other people's feelings and to try to see, respect and if necessary constructively challenge others' points of view
	to listen to other people and play and work cooperatively (including strategies to resolve simple arguments through negotiation)	to work collaboratively towards shared goals
	to offer constructive support and feedback to others	
	to identify and respect the differences and similarities between people	that differences and similarities between people arise from a number of factors, including family, cultural, ethnic, racial and religious diversity, age, sex, gender identity, sexual orientation, and disability (see 'protected characteristics' in the Equality Act 2010) to recognise and challenge stereotypes
	to identify their special people (family, friends, carers), what makes them special and how special people should care for one another	to recognise different types of relationship, including those between acquaintances, friends, relatives and families
	to judge what kind of physical contact is acceptable, comfortable, unacceptable and uncomfortable and how to respond (including who to tell and how to tell them)	to judge what kind of physical contact is acceptable or unacceptable and how to respond
	that people's bodies and feelings can be hurt (including what makes them feel comfortable and uncomfortable)	to understand personal boundaries; to identify what they are willing to share with their most special people; friends; classmates and others; and that we all have rights to privacy
	to recognise when people are being unkind either to them or others, how to respond, who to tell and what to say	to recognise ways in which a relationship can be unhealthy and whom to talk to if they need support
	to recognise different types of teasing and bullying, to understand that these are wrong and unacceptable strategies to resist teasing or bullying, if they experience or witness it, whom to go to and how to get help	to realise the nature and consequences of discrimination, teasing, bullying and aggressive behaviours (including cyber bullying, use of prejudice-based language, 'trolling', how to respond and ask for help) how to recognise bullying and abuse in all its forms (including prejudice-based bullying both in person, online and through social media)
		that civil partnerships and marriage are examples of a public demonstration of the commitment made between two people who love and care for each other and want to spend their lives together and who are of the legal age to make that commitment that marriage is a commitment freely entered into by both people, that no one should marry if they don't absolutely want to do so or are not making this decision freely for themselves that two people who love and care for one another can be in a committed relationship and not be married or in a civil partnership
		to recognise and manage 'dares'

	KEY STAGE 1	KEY STAGE 2
		about the difference between, and the terms associated with, sex, gender identity and sexual orientation
		that forcing anyone to marry is a crime; that support is available to protect and prevent people from being forced into marriage and to know how to get support for themselves or others
Living in the Wider World	how they can contribute to the life of the classroom and school	to resolve differences by looking at alternatives, seeing and respecting others' points of view, making decisions and explaining choices
	to help construct, and agree to follow, group, class and school rules and to understand how these rules help them	why and how rules and laws that protect them and others are made and enforced, why different rules are needed in different situations and how to take part in making and changing rules
	that people and other living things have rights and that everyone has responsibilities to protect those rights (including protecting others' bodies and feelings; being able to take turns, share and understand the need to return things that have been borrowed)	to understand that there are basic human rights shared by all peoples and all societies and that children have their own special rights set out in the United Nations Declaration of the Rights of the Child that these 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 female genital mutilation (FGM) to realise the consequences of anti-social, aggressive and harmful behaviours such as bullying and discrimination of individuals and communities; to develop strategies for getting support for themselves or for others at risk
	that they belong to different groups and communities such as family and school	that they have different kinds of responsibilities, rights and duties at home, at school, in the community and towards the environment; to continue to develop the skills to exercise these responsibilities 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
	what improves and harms their local, natural and built environments and develop strategies and skills needed to care for these (including conserving energy)	
	that money comes from different sources and can be used for different purposes, including the concepts of spending and saving about the role money plays in their lives including how to keep it safe, choices about spending or saving money and what influences those choices	about the role money plays in their own and others' lives, including how to manage their money and about being a critical consumer to develop an initial understanding of the concepts of 'interest', 'loan', 'debt', and 'tax' (e.g. their contribution to society through the payment of VAT)
	ways in which they are all unique; understand that there has never been and will never be another 'them'	
	ways in which we are the same as all other people; what we have in common with everyone else	to appreciate the range of national, regional, religious and ethnic identities in the United Kingdom to consider the lives of people living in other places, and people with different values and customs

	KEY STAGE 1	KEY STAGE 2
	about the 'special people' who work in their community and who are responsible for looking after them and protecting them; how people contact those special people when they need their help, including dialling 999 in an emergency	
		to research, discuss and debate topical issues, problems and events that are of concern to them and offer their recommendations to appropriate people
		that resources can be allocated in different ways and that these economic choices affect individuals, communities and the sustainability of the environment across the world
		what is meant by enterprise and begin to develop enterprise skills
		to explore and critique how the media present information to critically examine what is presented to them in social media and why it is important to do so; understand how information contained in social media can misrepresent or mislead; the importance of being careful what they forward to others

Learning Outcomes within the Core Themes

The Early Years Foundation Stage

We teach PSHE and citizenship in Reception as an integral part of the curriculum. As the reception class is part of the EYFS, we relate the PSHE aspects of the children's work to the objectives set out in the Early Learning Goals (ELGs). Our teaching in PSHE matches the aim of developing a child's personal, emotional and social development as set out in the ELGs. We also support citizenship education in Reception classes, when we teach 'Understanding the World'.

SEND

We teach PSHE and citizenship to all children, regardless of their ability. Our teachers provide learning opportunities matched to the individual needs of children with learning difficulties. We believe that PSHE must be accessible for all our pupils. This is particularly important when planning teaching for pupils with special educational needs and disabilities.

We provide quality teaching that is differentiated and personalised which will be the starting point to ensure accessibility. We are also mindful of preparing children for adulthood outcomes, as set out in the SEND code of practice, when teaching these subjects to those with SEND.

At Baydon we are aware that some pupils are more vulnerable to exploitation, bullying and other issues due to the nature of their SEND. Relationships Education and RSE can also be particularly important subjects for some pupils; for example, those with Social, Emotional and Mental Health needs or learning disabilities. These factors will be taken into consideration when teaching these subjects.

PSHE and Computing

Computing contributes to the teaching of PSHE in that children in computing classes learn to work together in a collaborative manner. They also develop a sense of global citizenship by using the internet and email. With continuing advances in the use of technology in our society, we ensure that our children are fully equipped with the latest advice on how to stay safe online. This is taught explicitly through our PSHE sessions along with addressing specific safeguarding issues as they arise. This advice and teaching continually evolves to take account of current changes and updates. (See E-Safety Policy)

Teaching Strategies

A wide range of teaching and learning styles are evident in lessons and an emphasis is placed upon active learning. We emphasise active learning by including the children in discussions, investigations and problem-solving activities. Children are encouraged to take part in a range of practical activities that promote active citizenship, e.g. charity fundraising, the planning of school special events such as Worship, or involvement in an activity to help other individuals or groups less fortunate than themselves. Classes are organised in such a way that children are able to participate in an open friendly forum where agreed classroom expectations of behaviour have been agreed. We offer children the opportunity to hear visiting speakers, whom we invite into the school to talk about their role in creating a positive and supportive local community.

Relationships Within School

Relationships at Baydon are based on an atmosphere of trust and respect for everyone. Our School behaviour policy is underpinned by Christian values with a particular focus on Kindness, Respect and Perseverance. Children are supported to develop good relationships with their peers and all staff and to take responsibility for their own behaviour. All staff are very good role models for children and work hard to promote a safe, happy environment. The children have an active School Council, and Worship Committee where at least two children from each year groups are elected to represent the class' views in each of these areas.

Equal Opportunities

All children have the opportunity to take part in our PSHE programme. As PSHE has been planned to cover all areas recommended by the National Curriculum, then issues can be met and discussed which may otherwise not arise informally. It is intended that PSHE supports the personal and social development of children at home.

Assessment, Recording and Reporting

Children are informally assessed by staff throughout their work and the feedback given to parents will reflect this. Recording of work will be in a form appropriate to the planned focus. The very nature of PSHE means that careful consideration should be given to the best means of recording. Written work may not always be appropriate and staff will use their professional judgment in this.

Monitoring, Evaluation and Review

The PSHE Lead and head teacher are responsible for monitoring the standards of children's work and the quality of teaching and learning. The PSHE Lead supports colleagues in their teaching by giving them information about current developments in the subject, and by providing a stra-

tegic lead and direction for the subject in the school. The PSHE Lead is also responsible for giving the head teacher an informal annual summary report, evaluating strengths and weaknesses in the subject, and indicating areas for further improvement. The school will review this policy annually and assess its implementation and effectiveness regularly.

Prevent Duty

Since July 2015, schools and a range of other public bodies have a legal responsibility to give due regard to the need to prevent children and young people from being drawn into terrorism. This is known as the Prevent duty and is part of the schools wider safeguarding.

Statutory Requirements

From 2020 all areas of Health Education and Relationships Education are statutory. Areas of the curriculum which relate to Science teaching are also statutory. As a school, we also provide Sex Education sessions during the programme of study. Parents do have a right to withdraw their children from this.

Parents' right to Withdraw

Parents have the legal right to withdraw their children from the non-statutory/non-science components of sex education within RSE. Any questions or concerns are invited. Requests for withdrawal should be firstly addressed to the head teacher.

Alternative arrangements will be given to pupils who are withdrawn from sex education during these lessons.

Parents do not have the right to withdraw their children from relationships and health education which forms part of the PSHE curriculum.

Safeguarding

Teachers' conduct RSE lessons in a sensitive manner, and in confidence. However, if a child makes a reference to being involved (or being likely to be involved) in sexual activity, then the teacher will take the reference seriously, and deal with it as a matter of child protection. Teachers will respond in a similar way if a child indicates that they may have been a victim of abuse. They will not try to investigate, but will immediately inform the named person for Child Protection issues (DSL - Mrs Caroline Knighton, Headteacher, DDSL - Mrs Emma Gilbert, Deputy Headteacher) about their concerns. They will then deal with the matter following safeguarding procedures. School staff cannot promise absolute confidentiality if approached by a child for help. Staff must make this clear to children. Child protection procedures must be followed when any disclosures about abuse are made.