



# **PERSONAL, SOCIAL AND HEALTH EDUCATION (PSHE) POLICY**

**Autumn Term 2024**

**DUE FOR RENEWAL: Autumn Term 2025**

## **CHANGES**

**September 2022**

Policy implemented

**September 2023**

Policy reviewed and changes made to Appendix A which now includes the Christopher Winter Project 'Relationships and Sex Education' lessons

**September 2024**

Policy reviewed and minor changes made, including to Appendix A which now includes the NSPCC recommended PANTS lessons.

## CONTENTS

1. Aims .....	4
2 Statutory requirements.....	4
3 Content and delivery.....	4
3.1 What we teach. ....	4
3.2 How we teach it.....	4
4 Roles and responsibilities. ....	6
5 Monitoring arrangements.....	6
6 Links with other policies.....	6
7 The UNCRC. ....	7

**APPENDIX A:** *PSHE curriculum, including Relationships and Health Education Map (PSHE Association Question-Based model), the Christopher Winter Project ‘Relationships and Sex Education’ lessons and the NSPCC recommended PANTS lessons.*

**APPENDIX B:** UN convention on the rights of the child

## **I. AIMS**

The aims of Personal, Social & Health Education (PSHE) at Discovery Multi-Academy Trust are:

- To develop the knowledge, skills and attributes our pupils need to manage their lives, now and in the future. These skills and attributes help pupils to stay healthy, safe and prepare them for life and work in modern Britain. When taught well, PSHE education helps pupils to achieve their academic potential, and leave school equipped with skills which they will need throughout later life.
- To build a PSHE curriculum which develops learning and results in the acquisition of knowledge and skills which enables children to access the wider curriculum, and to prepare children to be global citizens now and in their future roles within the global community.
- To design a curriculum with appropriate subject knowledge, skills and understanding to fulfill the new PSHE strands: health and wellbeing, relationships and living in the wider world. See the Relationship and Sex Education Policy.
- To provide children with accurate and relevant knowledge of PSHE.
- To provide children with opportunities to create personal understanding.
- To provide children with opportunities to explore and challenge a range of values, attitudes, beliefs, rights and responsibilities. Children will develop a range of skills and strategies to live a healthy, safe, fulfilling, responsible and balanced life.

PSHE is an essential part of our everyday learning across the Trust. It is incorporated into everything that we do and relates closely to our vision of ensuring that every child is able to thrive and achieve their full potential, through quality learning experiences. We also ensure that our children are safe, secure and happy during their time with us and endeavour to fully prepare them for their secondary school education and beyond. We also enjoy working with and amongst our community and strongly believe that this supports our pupils' moral values.

## **2. STATUTORY REQUIREMENTS**

PSHE is a non-statutory subject. However, there are aspects of it which we are required to teach.

- We must teach Relationships and Sex Education (RSE) under the [Children and Social Work Act 2017 \(legislation.gov.uk\)](https://www.legislation.gov.uk/ukpga/2017/125) in line with the terms set out in the statutory guidance: [Relationships and sex education \(RSE\) and health education - GOV.UK \(www.gov.uk\)](https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/612222/Relationships_and_Sex_Education_-_RSE_and_Health_Education_-_GOV.UK.pdf)
- We must teach Health Education under the same statutory guidance.

## **3. CONTENT AND DELIVERY**

### **3.1 WHAT WE TEACH**

As stated above, we're required to cover the content for Relationships and Sex Education, and Health Education, as set out in the statutory guidance (linked to above).

Refer to our Relationships and Sex Education Policy for details about what we teach, and how we decide on what to teach, in this subject. This can be found on each of our school's websites, or through our school offices.

For other aspects of PSHE, including Health Education, see the attached curriculum map (**See APPENDIX A**) for more details about what we teach in each Year/Key Stage.

### **3.2 HOW WE TEACH IT**

The Trust uses the PSHE Association Question-Based model to support the teaching and learning of PSHE. All pupils are included in PSHE learning, regardless of any barriers or need, and lessons are adapted to meet the needs of all pupils. PSHE themes are mapped onto a curriculum progression map and long terms plans for each year group from EYFS – to Year 6 and lessons may be taught weekly, or blocked into a series of lessons.

In EYFS, PSHE is also integrated within one of the Prime areas of learning and development – ‘Personal, Social and Emotional Development’ (PSED). Children’s Personal, Social and Emotional Development (PSED) is crucial for them to lead healthy and happy lives, and is fundamental to their cognitive development.

The NSPCC PANTS lessons are also included on the PSHE curriculum progression map for each year group throughout the year, along with an annual whole-school PANTS assembly every September. The NSPCC PANTS rules are designed to teach pupils how to stay safe from sexual abuse without exposing pupils to explicit information.

Individual learning for PSHE is recorded in either individual pupil books, where appropriate, and/or whole class work may be recorded and shared in a class PSHE book e.g. whole class mind-mapping/annotations from discussions. Other evidence of curriculum learning for PSHE (and SMSC) is recorded in whole school/year group/class portfolios e.g. visitor experiences, trips, charity work/events.

Pupils are assessed against the lesson learning objectives using the school online assessment system and teachers use these judgements to inform future teaching and learning. Parents are informed of their child’s progress in PSHE through informal conversations (if needed throughout the year), at parent meetings and in annual school reports.

PSHE is also taught in a cross curricular way and links with other subjects e.g. focusing in PE on how exercise makes us feel mentally as well as our bodies, promoting healthy lifestyles in Science and online safety is also taught through Computing.

Through our schools’ culture, along with the PSHE curriculum, we value the personal development and individuality of all our children and by focusing on an environment of inclusion we hope to create a culture in which the gifts and talents of all will be fostered, and in which our most able children will feel supported and challenged. We believe diversity is a strength which should be respected and celebrated. We believe that all children should be equally valued in school. We will strive to eliminate prejudice and discrimination, and to develop an environment where all children can flourish and feel safe. We are proud to have been awarded the Equality, Diversity, and Inclusion (EDI) Quality Mark in March 2024 for our commitment towards embedding EDI throughout our Trust.

Through the teaching of PSHE we are able to develop and actively promote the Fundamental British Values of: democracy, the rule of law, individual liberty and mutual respect and tolerance of those with different faiths and beliefs. This is supported by the spiritual, moral, social and cultural (SMSC) aspects of school life.

Any trips taking place over the school year always make the most of any teaching and learning opportunities, so that pupils are able to develop many aspects of their lives. Throughout the year, we may arrange visits into the schools across the Trust from health care professionals or local community members who support our children in making safe and healthy choices. We also work with charities including the NSPCC and more locally with Junior Life Skills.

RSHE and PSHE should be accessible for all pupils. As a Trust we promote inclusion for all and celebrate difference. Every child and family have a right to feel included and valued in our school community. Under the Equality Act 2010 we have a duty not to discriminate against people on the

basis of their age, disability, gender, gender identify, pregnancy or maternity, race, religion or belief and sexual orientation. The Act allows schools to take a positive action to deal with particular disadvantages affecting one group because of one of the characteristics listed above. An example of this in relation to RSE and PSHE in our school is that we may need to provide additional learning opportunities for children with special educational needs and/or disabilities. Our Managing and Supporting Behaviour Policy also prioritises restorative practice to ensure social skills are developed at every opportunity.

All staff across the Trust teach pupils, and are aware, of both conscious and unconscious basis and how their attitudes and personal beliefs could affect the pupils in their care. Controversial and difficult questions are always dealt with rather than avoided. As part of being a Mentally Healthy Organisation (TISUK) relationships and social interactions are key as well as acting with empathy and compassion. We have worry boxes/'I wish my teacher knew' boxes set up around the schools/classes in the Trust, which children can use to put any concerns in. Our Helping Us Thrive (HUT) team empty these daily and provide support to pupils, or groups of pupils, with any worries or concerns. The HUT also offers interventions for children struggling with their SEMH.

Anything beyond the knowledge taught as part of our PSHE school or RSHE scheme is referred back to parents, so that we are not influencing pupils in any way.

The children across the Trust contribute to well-being surveys and pupil voice interviews. Assessment is also on-going, through feedback from the children. As with all of our learning in school, progress is reported to parent's day-day through formal and informal meetings, through written reports, emails and telephone conversations and scheduled annual parents' meetings.

## **4. ROLES AND RESPONSIBILITIES**

### **THE TRUSTEES**

The Central Leadership Team will approve the PSHE Policy.

### **THE HEAD OF SCHOOL**

The Head of School is responsible for ensuring that PSHE is taught consistently across the school.

### **STAFF**

There is a PSHE Coordinator in each of the schools, along with a PSHE Coordinator who oversees the subject across the Trust. Staff are responsible for:

- Delivering PSHE in a sensitive way
- Modelling positive attitudes to PSHE
- Monitoring progress
- Responding to the needs of individual pupils
- Ensuring that they are non-discriminatory, and are aware of both conscious and unconscious basis, and how their attitudes and personal beliefs could affect the pupils in their care.

### **PUPILS**

Pupils are expected to engage fully in PSHE and, when discussing issues related to PSHE, treat others with respect and sensitivity.

## **5. MONITORING ARRANGEMENTS**

Discovery Multi-Academy Trust will review this policy every year and assess its implementation and effectiveness. The policy will be promoted and implemented throughout each of the schools. The Trustees, Senior Leadership Team (SLT) and PSHE Coordinators will monitor PSHE through BAE audit, planning/book scrutinies, learning walks, pupil voice. Outcome Star is also used for those children receiving intervention regarding their SEMH.

## **6. LINKS WITH OTHER POLICIES**

This policy should be read and followed in conjunction with the following policies:

- Relationships & Sex Education Policy
- SMSC Policy
- Managing and Supporting Positive Behaviour Policy
- Safeguarding Policy
- Mental Health & Wellbeing, Relationship Policy
- SEND & Inclusion Policy
- Curriculum & Teaching & Learning Policy

## **7. THE UNCRC**

The United Nations Convention on the Rights of the Child (UNCRC) has 54 articles that cover all aspects of a child's life and set out the civil, political, economic, social and cultural rights that all children everywhere are entitled to. It also explains how adults and governments must work together to make sure all children can enjoy all their rights. Every child has rights, whatever their ethnicity, gender, religion, language, abilities or any other status. **SEE APPENDIX B.**

At Discovery MAT we work with these rights to guide everything we do. The following rights are particularly pertinent to this policy:

### **Article 16 (right to privacy)**

Children have a right to privacy. The law should protect them from attacks against their way of life, their good name, their families and their homes.

### **Article 17 (access to information; mass media)**

Children have the right to get information that is important to their health and well-being.

### **Article 24 (health and health services)**

Children have the right to good quality health care – the best health care possible – to safe drinking water, nutritious food, a clean and safe environment, and information to help them stay healthy.

### **Article 29 (goals of education)**

Education must develop every child's personality, talents and abilities to the full. It must encourage the child's respect for human rights, as well as respect for their parents, their own and other cultures, and the environment.

### **Article 34 (sexual exploitation)**

Governments should protect children from all forms of sexual exploitation and abuse.

**APPENDIX A** PSHE curriculum , including Relationships and Health Education Map (PSHE Association Question-Based model), the Christopher Winter Project 'Relationships and Sex Education' lessons and the NSPCC PANTS lessons.

PSHE - Curriculum Topic Overview						
	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
EYFS	<i>(All About Me)</i> What is a community?	<i>(Woodland Explorers)</i> How can I show I am a good listener? <b>CWP: Family &amp; Friendship 1</b>	<i>(To Infinity and Beyond)</i> Can I share and celebrate differences between each other?	<i>(Things that Grow)</i> How can I look after my body? <b>CWP: Family &amp; Friendship 2</b> PANTS age 4-5	<i>(Trains, Planes and Cars)</i> Can I name and explain my emotions?	<i>(On the Seven Seas)</i> What makes a good friend? <b>CWP: Family &amp; Friendship 3</b>
Y1	<i>(Amazing Me)</i> What is the same and different about us?	<i>(Weather Watchers)</i> Who is special to us? <b>CWP: Growing &amp; Caring for Ourselves 1</b>	<i>(What's in the Toy Box?)</i> What helps us stay healthy?	<i>(Our Local Area)</i> What can we do with money? <b>CWP: Growing &amp; Caring for Ourselves 2</b>	<i>(Women in History)</i> Who helps to keep us safe? PANTS age 5-7	<i>(Kenya: Too Hot to Handle!)</i> How can we look after each other and the world? <b>CWP: Growing &amp; Caring for Ourselves 3</b>
Y2	<i>(Our Great Britain)</i> What makes a good friend?	<i>(British Bridges)</i> What is bullying? <b>CWP: Differences 1</b>	<i>(Greenland: Below Zero)</i> What jobs do people do?	<i>(UK Climate)</i> What helps us to stay safe? <b>CWP: Differences 2</b>	<i>(World Explorers)</i> What helps us grow and stay healthy?	<i>(Commotion in the Ocean)</i> How do we recognise our feelings? <b>CWP: Differences 3</b> PANTS age 5-7
Y3	<i>(Prehistoric Britain)</i> How can we be a good friend?	<i>(Master of Disaster)</i> What keeps us safe? <b>CWP: Valuing &amp; Difference and Keeping Safe 1</b> PANTS age 7-9	<i>(Dinosaurs and Fossils)</i> What are families like?	<i>(Food and Farming)</i> What makes a community? <b>CWP: Valuing &amp; Difference and Keeping Safe 2</b>	<i>(Egyptians)</i> Why should we eat well and look after our teeth?	<i>(Plymouth Hoe: Our City!)</i> Why should we keep active and sleep well? <b>CWP: Valuing &amp; Difference and Keeping Safe 3</b>
Y4	<i>(Shang Dynasty)</i> What strengths, skills and interests do we have?	<i>(Journey Through North America)</i> How do we treat each other with respect? <b>CWP: Growing Up! 1</b> PANTS age 7-9	<i>(Ancient Greece)</i> How can we manage our feelings?	<i>(Australia)</i> How will we grow and <u>change</u> ? <b>CWP: Growing Up! 2</b>	<i>(Ancient Rome)</i> How can our choices make a difference to others and the environment?	<i>(Inventions Which Changed the World)</i> How can we manage risk in different places? <b>CWP: Growing Up! 3</b>
Y5	<i>(Romans in Britain/ Anglo Saxons)</i> What makes up a person's identity?	<i>(Space: Out of this World)</i> What decision can people make with money? <b>CWP: Puberty 1</b>	<i>(Vikings)</i> How can we help in an accident or emergency?	<i>(Our Changing World)</i> How can friends communicate safely? <b>CWP: Puberty 2</b> PANTS age 9-11	<i>(Ancient Maya)</i> How can drugs common to everyday life affect health?	<i>(Amazon Rainforest)</i> What jobs would we like? <b>CWP: Puberty 3</b>
Y6	<i>(Dartmoor)</i> How can we keep healthy as we grow?  PANTS age 9-11	<i>(Tudors: Port of Plymouth)</i> How can we keep healthy as we grow? <b>CWP: Puberty, Relationships &amp; Reproduction 1 &amp; 2</b>	<i>(British Empire &amp; Industrial)</i> How can the media influence people?	<i>(Biomes of the World)</i> How can the media influence people?	<i>(20<sup>th</sup> Century Conflict)</i> What will change as we become more independent? How do friendships change as we grow? <b>CWP: Puberty, Relationships &amp; Reproduction 3 &amp; 4</b>	

Key – Overriding Theme	
	Relationships
	Health and wellbeing
	Living in the wider world



# APPENDIX B



# UN Convention on the Rights of the Child



## Survival



You have a right to life, good food, water, and to grow up healthy

## Development



You have a right to an education and time to relax and play

## Participation



You have a right to say how you feel, be listened to, and taken seriously

<p><b>1</b> Everyone under 18 has these rights</p>	<p><b>2</b> All children have these rights</p>	<p><b>3</b> Adults must do what's best for me</p>	<p><b>4</b> The Government should make sure my rights are respected</p>	<p><b>5</b> The Government should respect the right of my family to help me know about my rights</p>
<p><b>7</b> I have a right to a name and to belong to a country</p>	<p><b>8</b> I have a right to an identity</p>	<p><b>9</b> I have a right to live with a family who cares for me</p>	<p><b>10</b> I have the right to see my family if they live in another country</p>	<p><b>11</b> I have the right not to be taken out of the country illegally</p>
<p><b>13</b> I have the right to find out and share information</p>	<p><b>14</b> I have the right to have my own thoughts and beliefs and to choose my religion, with my parents' guidance</p>	<p><b>15</b> I have the right to meet with friends and to join groups</p>	<p><b>16</b> I have the right to keep some things private</p>	<p><b>17</b> I have the right to get information in lots of ways, so long as it's safe</p>
<p><b>19</b> I have the right to be protected from being hurt or badly treated</p>	<p><b>20</b> I have the right to special protection and help if I can't live with my own family</p>	<p><b>21</b> I have the right to have the best care if I am adopted</p>	<p><b>22</b> If I am a refugee, I have the same rights as children born in that country</p>	<p><b>23</b> If I have a disability, I have the right to special care and education</p>
<p><b>25</b> If I am not living with my family, people should keep checking I am safe and happy</p>	<p><b>26</b> My family should get the money they need to help bring me up</p>	<p><b>27</b> I have the right to have a proper house, food and clothing</p>	<p><b>28</b> I have the right to an education</p>	<p><b>29</b> I have the right to an education which develops personality, respect for rights and the environment</p>

