



# PERSONAL, SOCIAL AND HEALTH EDUCATION (PSHE) POLICY

Approved and signed by the Board of Trustees

**26.09.22**

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**SEPTEMBER 2022**

**CHANGES**

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Policy implemented

## 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:** Long term overview

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

## **I. AIMS**

The aims of Personal, Social & Health Education 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 \(legislation.gov.uk\)](#) in line with the terms set out in the statutory guidance: [Relationships and sex education \(RSE\) and health education - GOV.UK \(www.gov.uk\)](#) 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 teaching and learning. PSHE themes are mapped onto 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. EYFS, PSHE also forms part of the Early Learning Goals learning and a more integrated approach to teaching this subject also occurs daily in the EYFS. Individual learning for PSHE is recorded in books, where appropriate, and 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.

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 internet safety is taught through Computing.

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 bias 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 Trustees will approve the PSHE Policy, and hold the Head of Schools to account for its implementation.

### **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 bias, 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, Relationships, Managing and Supporting Positive Behaviour, Safeguarding, Mental Health & Wellbeing, Relationship, SEND & Inclusion and Curriculum & Teaching & Learning.

## **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

### PRIMARY PSHE EDUCATION: LONG-TERM OVERVIEW – QUESTION-BASED MODEL

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Year 1	What is the same and different about us?	Who is special to us?	What helps us stay healthy?	What can we do with money?	Who helps to keep us safe?	How can we look after each other and the world?
Year 2	What makes a good friend?	What is bullying?	What jobs do people do?	What helps us to stay safe?	What helps us grow and stay healthy?	How do we recognise our feelings?
Year 3	How can we be a good friend?	What keeps us safe?	What are families like?	What makes a community?	Why should we eat well and look after our teeth?	Why should we keep active and sleep well?
Year 4	What strengths, skills and interests do we have?	How do we treat each other with respect?	How can we manage our feelings?	How will we grow and change?	How can our choices make a difference to others and the environment?	How can we manage risk in different places?
Year 5	What makes up a person's identity?	What decisions can people make with money?	How can we help in an accident or emergency?	How can friends communicate safely?	How can drugs common to everyday life affect health?	What jobs would we like?
Year 6	How can we keep healthy as we grow?		How can the media influence people?		What will change as we become more independent? How do friendships change as we grow?	

# 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

## Protection



You have a right to be treated well and not be hurt by anyone

<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>6</b> I should be supported to live and grow</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>12</b> I have the right to be listened to, and taken seriously</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>18</b> I have the right to be brought up by both parents if possible</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>24</b> I have the right to good quality health care, to clean water and good food</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 my personality, respect for others' rights and the environment</p>	<p><b>30</b> I have a right to speak my own language and to follow my family's way of life</p>
<p><b>31</b> I have a right to relax and play</p>	<p><b>32</b> I should not be made to do dangerous work</p>	<p><b>33</b> I should be protected from dangerous drugs</p>	<p><b>34</b> Nobody should touch me in ways that make me feel uncomfortable, unsafe or sad</p>	<p><b>35</b> I should not be abducted, sold or trafficked</p>	<p><b>36</b> I have the right to be kept safe from things that could harm my development</p>
<p><b>37</b> I have the right not to be punished in a cruel or hurtful way</p>	<p><b>38</b> I am not allowed to join the army until I am 15</p>	<p><b>39</b> I have the right to help if I have been hurt, neglected or badly treated</p>	<p><b>40</b> I have the right to legal help and to be treated fairly if I have been accused of breaking the law</p>	<p><b>41</b> Where our country treats us better than the UN does we should keep up the good work!</p>	<p><b>42</b> Everyone should know about the UNCRIC</p>

