



# Holy Cross Primary CVA



## PSHE Policy

## **Mission Statement**

### **Loved**

We love one another as Jesus taught us - our friends, our families and those who we may never meet.

### **Valued**

We value everyone - everyone is important; pupils, staff, parents, governors and members of the community– no matter their race, religion ability or need. We try to live like Jesus taught us.

### **Challenged**

We challenge each other - not only with our learning but challenge each other to be more merciful to others, have a little more understanding of others' needs and challenge each other to be better people.

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## Statement of intent

Holy Cross Primary CVA believes that a strong PSHE education is important to help our pupils develop into well-rounded members of society, who can make a positive contribution to their community. Our PSHE curriculum is strongly tied to our RSHE, relationships, health education and pastoral care programme.

The vision for pupils, staff and others linked to our school is to always look to achieve our personal best in every aspect of school life.

- Our school is one where everyone is encouraged and supported to achieve their personal best.
- Our school is welcoming, inclusive, has a real community feel and is a place where everyone is valued.
- Our pupils and staff treat each other equitably, fairly, with kindness and with mutual respect. At all times, staff and pupils are encouraged to show a high regard for the needs and feelings of others through their actions and words.
- Our pupils and staff are enterprising and approach challenges with a 'can-do' attitude.
- The needs and interests of all pupils, irrespective of gender, culture, ability or aptitude, will be promoted through an inclusive and varied PSHE curriculum at our school.
- Our environment is safe and clean with everyone sharing responsibility for it.
- Our culture is one of continuous improvement, creativity and enthusiasm.
- Parents will be informed about the policy via the school's website where it, and the PSHE curriculum, will be available to read and download.

Signed by:

Tammie McNamara Headteacher

Date: Nov 2021

Maria Williams Chair of governors

Date: Nov 2021

## 1. Legal framework

- 1.1. This policy has due regard to legislation and statutory guidance, including, but not limited to the following:

Education Act 1996

Education Act 2002

Children and Social Work Act 2017

DfE (2021) 'Keeping children safe in education' (KCSIE)

DfE (2021) 'Relationships Education, Relationships and Sex Education (RSE) and Health Education'

DfE (2019) 'School and college security'

- 1.2. This policy will be followed in conjunction with the following school policies and procedures:

Complaints Procedures Policy

Primary Relationships and Health Education Policy

Child Protection and Safeguarding Policy

Relationships and Sex Education (RSE) policy

## 2. Key roles and responsibilities

- 2.1. The governing board has overall responsibility for the implementation of the school's PSHE Policy.
- 2.2. The governing board has overall responsibility for ensuring that the PSHE Policy, as written, does not discriminate on any grounds, including but not limited to age, disability, gender reassignment, marriage and civil partnership, race, religion or belief, sex, or sexual orientation.
- 2.3. The headteacher has overall responsibility for reviewing the PSHE Policy annually.
- 2.4. The headteacher has responsibility for handling complaints regarding this policy, as outlined in the school's [Complaints Procedures Policy](#).
- 2.5. The headteacher will be responsible for the day-to-day implementation and management of the PSHE Policy.
- 2.6. The PSHE co-ordinator is responsible for liaising with other staff and professional agencies to devise a suitable scheme of work to ensure a comprehensive PSHE education that achieves the aims laid out in this policy.
- 2.7. The school will consult with parents to ensure that the RSE and relationships education elements of the PSHE curriculum reflect the needs and sensibilities of the wider school community.

- 2.8. The school will work with parents throughout the year and will ensure that parents are routinely kept informed about their right to withdraw their children from sex education (but not relationships or health education).
- 2.9. The school ensures that pupils are also involved in the creation of this policy through feedback and class discussions.

## **Implementation**

At Holy Cross, PSHE is taught through the clear and comprehensive scheme of work: PSHE Matters. The PSHE Matters scheme of work is split into modules based on the three core themes: Health and Well Being, Relationships and Living in the Wider World.

The RSHE statutory aspects of the PSHE curriculum are taught through the Ten:Ten Life to the Full scheme of work.

PSHE and RSHE are taught in discrete curriculum time once every two weeks, delivered by class teachers or teaching assistants.

There is an element of PSHE in pastoral care and the school will ensure that the PSHE and mental health lead work together to ensure that pupils feel comfortable indicating that they may be vulnerable and at risk.

## **External Agency provision**

Year 2 pupils access the 10 week CASE programme of study focusing on safety.

Year 6 pupils access the 10 week DARE programme of study to provide our pupils with a range of knowledge and skills which they can use as they transition to secondary school and beyond.

## **School Council**

The School Council is made up of two pupils from each class. The pupils are selected through a democratic process where the pupils put themselves forward as candidates and are then voted for by their peers. The School Council is a vehicle for pupil voice and provides a platform where this can be expressed in a meaningful and structured way to ensure that opinions, views and ideas of all pupils can have an impact on the decisions made in school.

## **Positions of responsibility**

At the beginning of the academic year pupils are encouraged to apply for the variety of roles and responsibilities on offer like Eco Warriors, librarians and looking after the school pets. Pupils in Year 6 are encouraged to apply for important leadership role positions.

## **3. Aims of the PSHE curriculum**

- 3.1. Pupils will learn to do the following:

Understand what constitutes a healthy lifestyle.

Understand how to stay safe and behave online.

Understand the dangers they may face, both in and around school and beyond, and be provided with the means to keep themselves safe.

Understand the law and consequences of risky behaviours (Year 6).

Develop responsibility and independence within school which they will take forward into society in their working lives.

Respect other people, in particular, learning to respect the different cultural/ethnic/religious/gendered viewpoints of others in our school community and the wider world.

Understand what constitutes 'socially acceptable' behaviour at school and in society.

Be a constructive member of society.

Understand democracy.

Develop good relationships with peers and adults.

Develop self-confidence, self-esteem and self-worth.

Make positive, informed choices as they make their way through life.

Understand that they have a right to speak up about issues or events, and to respect other's right to do the same.

#### **4. Safeguarding, reports of abuse and confidentiality**

- 4.1. All staff are aware of what constitutes peer-on-peer abuse. This is likely to include, but may not be limited to, the following:

Bullying (including cyberbullying).

Physical abuse, e.g. hitting, kicking, hair pulling.

Sexual violence, e.g. rape, assault by penetration and sexual assault.

Sexual harassment, e.g. sexual comments, online sexual harassment, jokes. These may be stand-alone or part of a broader pattern of abuse.

Up skirting (taking a picture under a person's clothes without their awareness, with the intention of viewing their genitals or buttocks to obtain sexual gratification, or cause humiliation, distress or harm).

Sexting

Initiation/hazing type violence and rituals.

- 4.2. All staff are aware of indicators, which may signal that children are at risk from, or are involved with serious violent crime. These may include:

- Increased absence from school, changes in friendships/relationships with older individuals or groups, a significant decline in performance.
- Signs of self-harm or a significant change in wellbeing.
- Signs of assault or unexplained injuries.

- New possessions or unexplained gifts could indicate that children have been approached by, or are involved with, individuals associated with criminal networks or gangs.
- 4.3. All staff are aware of the associated risks surrounding pupils' involvement in serious crime, and understand measures in place to manage these.
  - 4.4. If staff have concerns regarding a child who may be at risk of or suffering from 'honour-based' violence (HBV) including forced marriage, they will speak to the DSL (or deputy). Where appropriate, they will activate local safeguarding procedures. As highlighted with section 74 of the Serious Crime Act 2015, in cases where FGM appears to have been carried out, teachers must personally report this to the police.
  - 4.5. Staff are aware of KCSIE advice concerning what to do if a pupil informs them that they are being abused or neglected or are witnessing abuse. Staff are also aware of the appropriate levels of confidentiality. This means only involving those deemed necessary, such as the DSL (or deputy) and children's social care. Staff must never promise a child that they will not tell anyone about a report of abuse, as this ultimately may not be in the best interests of the child.
  - 4.6. The school will involve the DSL (or deputy) in anything related to safeguarding. They can potentially provide knowledge of trusted, high quality local resources, links to the police and other agencies, and the knowledge of local issues that may be appropriate to address in lessons.
  - 4.7. Every lesson reinforces that, if pupils have any sensitive/personal issues or wish to talk about any of the issues raised in the lesson; they are aware of how to raise concerns or make reports to their PSHE teacher or another member of staff about this, and how this will be handled. This also includes processes when they have concerns about a friend or peer.
  - 4.8. The school invites external agencies to support the teaching of safeguarding-related subjects – they must agree in advance of the session how the external visitor will deal with safeguarding reports.

## **5. Tailoring PSHE**

- 5.1. The school uses discussions and other activities during initial PSHE lessons to ascertain 'where pupils are' in terms of their knowledge and understanding of various subjects. The teaching programme will then be adjusted to reflect the composition of the class.
- 5.2. Teaching considers the ability, age, readiness and cultural backgrounds of all young people in the class and will be tailored accordingly.
- 5.3. Adaptations are made for those for whom English is a second language to ensure that all pupils can fully access PSHE educational provision.
- 5.4. All pupils with SEND receive PSHE education, with content and delivery tailored to meet their individual needs.

5.5. The school will deliver relationships and health education as part of its timetabled PSHE programme, having due regard to the school's Primary Relationships and Health Education Policy.

## **6. Programmes of study**

The PSHE programme of study will cover the following topics:

### **Families and people who care for me**

6.1. Pupils will be taught the following:

The importance of families for children when growing up, as they can provide 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 within the school or in the wider world may look different from their own, but those differences should be respected, 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 growing up

That marriage represents a formal and legally recognised commitment between two people which is meant 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**

6.2. Pupils will be taught the following:

The importance of friendships in making us feel happy and secure, and how people choose and make friends

The characteristics of friendships, such as 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 and excluded

That most friendships have ups and downs, which can often be worked through so that the friendship can be repaired or even strengthened, and that resorting to violence is never right

How to recognise who to trust and not to trust, how to judge when a friendship causes them to feel unhappy or uncomfortable, managing conflict, how to manage these situations and how to seek help or advice from others if needed



## **Respectful relationships**

6.3. Pupils will be taught the following:

The importance of respecting others, even when they differ 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/support respectful relationships

The conventions of courtesy and manners

The importance of self-respect and how this links to their own happiness

That in schools and in wider society they can expect to be treated with respect by others, and should show this respect to others in return, including those in positions of authority

About different types of bullying (including cyberbullying), the impacts of bullying, responsibilities of bystanders (primarily reporting bullying to an adult) and how to get help

What a stereotype is, and how these can be unfair, negative or destructive

The importance of permission-seeking and giving in relationships with friends, peers and adults

## **Online relationships**

6.4. Pupils will be taught the following:

That sometimes people behave differently online or pretend to be someone they are not

That the same principles apply to online relationships as face-to-face relationships, including the importance of respect for others online (including when anonymous)

The rules and principles for keeping safe online, recognising 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**

6.5. Pupils will be taught the following:

What sorts of boundaries are appropriate in friendships with peers and others (including online contexts)

About the concept of privacy and the implications of it from both children and adults; including that it is not always right to keep secrets in relation to being safe

That each person's body belongs to them, and the differences between appropriate and inappropriate/unsafe physical, and other forms of, contact

How to respond safely and appropriately to adults they encounter (in all contexts, including online) whom they do not know

How to recognise and report feeling bad or unsafe around an adult

How to ask for advice or help for themselves or others, and to persist until heard

How to report concerns or abuse, and the vocabulary needed to do so

About the dangers they may face, both in and around school and beyond, and how they can keep themselves safe.

Where to get advice, e.g. family, school, other sources

### **Mental wellbeing**

6.6. Pupils will be taught the following:

That mental wellbeing is a normal aspect of daily life, in the same way as physical health

That there is a normal range of emotions (e.g. happiness, sadness, anger, fear, nervousness, surprise) 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 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, such as the importance of rest, spending time with family and friends and the benefits of hobbies and interests

Isolation and loneliness can affect children and so 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 the school they should contact 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 of these people, the problems can be resolved if the right support is made available, especially if accessed early enough

### **Internet safety and harms**

6.7. Pupils will be taught the following:

How the internet acts as an integral part of life for most people, with many benefits

About the benefits of rationing time spent online, the risks of spending excessive time on electronic devices and the impact of positive and negative content online on their own and others' mental and physical wellbeing

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, etc. 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, recognising that information (including that from search engines) is ranked, selected and targeted

Where and how to report concerns and get support concerning issues online

### **Physical health and fitness**

6.8. Pupils will be taught the following:

The characteristics and mental/physical benefits of leading an active lifestyle

The importance of including 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 leading an inactive lifestyle (including obesity)

How and when to seek support, such as which adults to speak to in school if they have health concerns

### **Healthy eating**

6.9. Pupils will be taught the following:

What constitutes a healthy diet (including understanding calories and other nutritional content)

The principles of planning/preparing a range of healthy meals

The characteristics of a poor diet and risks associated with unhealthy eating (such as obesity and tooth decay) and other behaviours (such as the impact of alcohol on diet or health)

### **Drugs, alcohol and tobacco**

6.10. Pupils will be taught the following:

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

### **Health and prevention**

6.11. Pupils will be taught the following:

How to recognise early signs of physical illness, such as weight loss or unexplained changes to the body

About safe/unsafe exposure to the sun, and how to reduce the risk of sun damage, including skin cancer

The importance of sufficient good quality sleep for good health and that a lack of sleep can influence weight, mood and ability to learn

About dental health and the benefits of good oral hygiene and dental flossing, such as regular check-ups at the dentist

About personal hygiene and germs including bacteria, viruses, how they are spread and treated, and the importance of hand washing

The facts and science relating to allergies, immunisation and vaccination

### **Basic first aid**

6.12. Pupils will be taught the following:

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**

6.13. Pupils will be taught the following:

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 and key facts concerning the menstrual cycle

### **Economic wellbeing and being a responsible citizen**

6.14. Pupils will be taught the following:

- How to contribute to the life of the classroom, and how to help create and follow group and class rules
- That everyone has individual needs and the responsibilities to meet them (such as being able to take turns, share, and understand the need to return things that have been borrowed)
- That they belong to various groups and communities such as family and school
- What improves and harms their local, natural and built environments and about some of the ways people look after them
- The different purposes for using money, including concepts of spending and saving, managing money, being a critical consumer and how money comes from different sources
- The role money plays in their lives including how to manage money, keep it safe, make informed choices about spending money and what influences those choices
- How to research, discuss and debate topical issues, problems and events relating to health and wellbeing and offer their recommendations to appropriate people
- Why and how rules and laws that protect themselves and others are made and enforced, why different rules are needed in different situations and how to take part in making and changing rules

- To understand that human rights apply to everyone, and that children have their own special rights set out in the United Nations Declaration of the Rights of the Child
- That 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
- To realise the consequences of anti-social and aggressive behaviours such as bullying and discrimination of individuals and communities
- That there are different kinds of responsibilities, rights and duties differ at home, school, in the community and towards the environment
- To resolve differences by considering alternatives, seeing and respecting others' points of view, making decisions and explaining choices
- Recognising 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
- To appreciate the range of national, regional, religious and ethnic identities in the UK
- To consider the lives of people living in other places, and people with different values and customs
- An initial understanding of the concepts of 'interest', 'loan', 'debt', and 'tax' (e.g. their contribution to society through the payment of VAT)
- That resources can be allocated in different ways and that these economic choices affect individuals, communities and the sustainability of the environment
- About enterprise and the skills that make someone 'enterprising'
- To explore and critique how the media present information

## **7. Assessment**

- 7.1. The school sets the same high expectations of the quality of pupils' work in PSHE as for other areas of the curriculum. A strong curriculum will build on knowledge pupils have previously acquired, including from other subjects, with regular feedback on their progress.
- 7.2. Lessons are planned to ensure pupils of differing abilities, including the most able, are suitably challenged. Teaching is assessed, identifying where pupils need extra support or intervention.

- 7.3. Pupils' knowledge and understanding is assessed through formative assessment methods such as tests, written assignments, discussion groups and quizzes, in order to monitor progress.

## **8. Monitoring and review**

- 8.1. This policy will be reviewed by the headteacher and PSHE co-ordinator on an annual basis.
- 8.2. Any changes to this policy will be communicated to all staff and other interested parties.
- 8.3. The next scheduled review date for this policy is December 2022.

## **Impact**

Pupils at Holy Cross are confident, polite and considerate both to those familiar to them and those who are not. They have a good understanding of our school values and the essential requirements for effective communication and the development of positive relationships.

By the time our children leave Holy Cross they will:

- Be on their way to becoming healthy, open minded, respectful, socially and morally responsible, active members of society
- Be able to approach a range of real life situations and apply their skills and attributes to help navigate themselves through modern life
- Appreciate difference and diversity
- Be able to understand and manage their emotions
- Understand who they can rely on and ask for support
- Be able to look after their mental health and well-being and ask for support where necessary
- Be able to develop positive, healthy relationships with their peers now and in the future
- Understand the physical aspects of RSE at an age appropriate level
- Have respect for themselves and others
- Have positive self-esteem
- Recognise and apply the British Values of Democracy, Tolerance, Mutual Respect, Rule of Law and Order
- Have the courage and ability to try new things, challenge themselves and persevere.