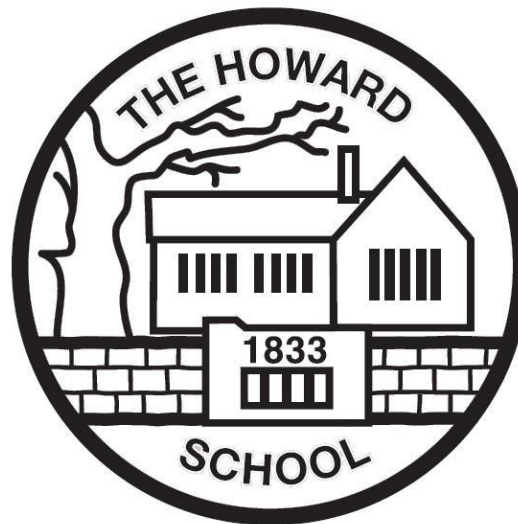


Ackworth Howard C of E School

Educating for 'life in all its fullness.'



PSHE (including RSE) Policy



ACKWORTH HOWARD POLICY PSHE



'Providing opportunities for growth
in mind, body and spirit.'

PSHE Policy

Date	Review Date	Subject Leader
January 2024	January 2025	Sarah McConnell

INTENT

At Ackworth Howard J&I School, we believe that our PSHE curriculum is at the centre of developing the mind body and spirit. Through quality, interweaved concepts we create global citizens, ready and prepared for any future path they choose. We believe our PSHE curriculum should develop: the mind (aspirational expectations of themselves and others, well-prepared learners and purposeful relationships in the community), the body (emotionally intelligent, tolerant and respectful citizens) and spirit (empowered with ability to lead by example, ambassadors of change, with a prophetic voice and radical hospitality)



Mind

Through engaging and cross-curricular lessons, pupils will develop high expectations of themselves and others in all aspects of school life, including how they apply their knowledge to become excellent learners. They will continue to build and foster purposeful relationships in the classroom, school and community through understanding their role in themselves, their school, the community and the wider world.



Body

Through exploring a range of complex and broad values and issues, the pupils will develop emotional intelligence, gaining a wider view of themselves, others and the wider world. Across discrete PSHE lessons and other subjects they will encounter a diverse and varied selection of people and cultures, embedding complete tolerance for all and enabling them to become aspirational and respectful citizens.



Spirit

They will encounter opportunities to develop their leadership skills and strive to obtain the attributes needed for greatness, including radical hospitality, enabling them to become the leaders of the future. Through an enlightened understanding they will become the ambassadors of change to achieve the visionary goals they set for themselves and others.

Christian Distinctiveness

Within each of our discrete PSHE sessions we make links to specific bible references that reflect the content we are exploring. The PSHE curriculum works hand-in-hand with our Christian values and promotes these explicitly and through making purposeful links to Worship, lessons and in everyday school life, we establish a deep understanding of how PSHE is at the centre of developing the mind, body and spirit.



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Strategic Aim

To build a PSHE curriculum which develops learning and results in the acquisition of knowledge and skills. Children will know more, remember more and understand more.

To design a PSHE curriculum with appropriate subject knowledge, skills and understanding as set out in the PSHE Association programme of study, to fulfil the duties of the National Curriculum whereby schools must provide a balanced and broadly-based curriculum which promotes the spiritual, moral, cultural, mental and physical development of pupils and prepares them for the opportunities and responsibilities and experiences for later life.

To ensure children are equipped the knowledge and understanding to lead safe, fulfilling and mentally/physically healthy lives, now and in the future.

Research Link

PSHE Association Research and Evidence Briefings – We use the briefings that are short but comprehensive summaries of evidence on key aspects of PSHE education to inform policy and planning. These keep us informed of the latest evidence, and reinforce the positive impact of PSHE education.

Government Briefings on PSHE - PSHE education supports a wide range of government initiatives in addressing key societal issues. We keep up to date with briefings and reports from stakeholders across a multitude of governmental departments which testify to the impact of effective PSHE education on pupil attainment and positive outcomes.

Wider Research – for example, Public Health England - Research evidence shows that education and health are closely linked so promoting the health and wellbeing of pupils and students within schools and colleges has the potential to improve their educational outcomes and their health and wellbeing outcomes.

School: questionnaires (parents and pupils) indicate that children positively engage in discussions and working with their peers to understand and develop positive relationships.

Training and links to local schools: RSHE Lancashire and West Yorkshire Hub Training Modules completed by the PSHE Lead. Network meetings within local authority attended. Partnerships with CAMHS Yorkshire.

Senior Mental Health Lead training - research completed to successfully complete qualification.



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Essentials for PSHE

PSHE is the heartbeat of our curriculum and the salient vehicle for fulfilling our vision of 'educating for life in all its fullness'. It provides the platform for pupils to develop the knowledge, skills and attributes they need to manage their lives, now and in the future. It helps children and young people to stay healthy and safe, while preparing them to make the most of life and work. We believe that in making PSHE and personal development a priority, we equip the children with the tools for life-long learning.

During key stages 1 and 2, our PSHE education offers both explicit and implicit learning opportunities and experiences which reflect pupils' increasing independence and physical and social awareness, as they move through the primary phase. It builds on the skills that pupils started to acquire during the Early Years Foundation stage (EYFS) to develop effective relationships, assume greater personal responsibility and manage personal safety, including online. PSHE education helps pupils to manage the physical and emotional changes at puberty, introduces them to a wider world and enables them to make an active contribution to their communities. We put in place the key building blocks of healthy, respectful relationships, focusing on family and friendships, in all contexts, including online. This sits alongside the essential understanding of how to be healthy.

Teaching about mental wellbeing is central to our PSHE curriculum, especially as a priority for parents is their children's happiness. We know that children and young people are increasingly experiencing challenges, and that young people are at particular risk of feeling lonely. The HeartSmart and Global Citizen threads take this in to account gives children the knowledge and capability to take care of themselves and receive support if problems arise.

All of this content supports the wider work of our school in helping to foster pupil wellbeing and develop resilience and character that we know are fundamental to pupils being happy, successful and productive members of society. Central to this is pupils' ability to believe that they can achieve goals, both academic and personal; to stick to tasks that will help them achieve those goals, even when the reward may be distant or uncertain; and to recover from knocks and challenging periods in their lives. This is complemented by development of our core Christian values including friendship, trust, compassion, and forgiveness.



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Essentials for PSHE

- All pupils have opportunities to develop and understand the concept of **identity** (their personal qualities, attitudes, skills, attributes and achievements and what influences these; understanding and maintaining boundaries around their personal privacy, including online).
- Access to a progressive curriculum that puts in place the key building blocks of healthy, respectful **relationships**, focusing on family and friendships, in all contexts, including online.
- Understand how to live a **healthy** (including physically, emotionally and socially), **balanced lifestyle** (including within relationships, work-life, exercise and rest, spending and saving and lifestyle choices)
- Explore and understand different **risks** (identification, assessment and how to manage risk, rather than simply the avoidance of risk for self and others) and **safety** (including behaviour and strategies to employ in different settings, including online in an increasingly connected world)
- Explore and understand **diversity** and **equality** (in all its forms, with due regard to the protected characteristics set out in the Equality Act 2010)
- Understand and explain **rights** (including the notion of universal human rights), **responsibilities** (including fairness and justice) and **consent** (in different contexts)
- Explore and understand **change** (as something to be managed) and **resilience** (the skills, strategies and 'inner resources' we can draw on when faced with challenging change or circumstance)
- Understand the concept of **power** (how it is used and encountered in a variety of contexts including online; how it manifests through behaviours including bullying, persuasion, coercion and how it can be challenged or managed through negotiation and 'win-win' outcomes)
- Exploration of **careers** (including enterprise, employability and economic understanding)



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Essentials for PSHE

Pupils will explore:

DIVERSITY – Exploring the importance of others and how to love them well – TOO MUCH SELFIE ISN'T HEALTHY!

Empathy. Exploring the importance of others and how to love them well. Too Much Selfie isn't Healthy is about working well with others, about being a good listener and understanding that life is more about we than me. Love without action isn't love, it's a thought. Love requires an out; love does. By contributing to the lives of others we find fulfilment for ourselves and learn that Too Much Selfie isn't Healthy!

VALUES AND PERCEPTIONS – Understanding how to process negative emotion and choose forgiveness to restore relationships – DON'T RUB IT IN, RUB IT OUT!

Forgiveness. Learn how to process negative emotions, disappointment and hurt. Don't Rub it in, Rub it Out! means choosing to forgive, leaving the pointing finger in our pocket and accepting that we too need grace just as much as we give it away. Everyone makes mistakes. Don't demand perfection, instead celebrate progress, that's what love does.

SOCIAL JUSTICE - Unpicking how to bravely communicate truth and be proud of who we are – FAKE IS A MISTAKE!

Identity. Learn how to be authentically you and how to communicate truth well. Fake is a Mistake is about having the courage to tell the truth when we need to but it's also about knowing that we're enough as we are, that the whispers of shame are lies to be ignored. We don't have to pretend to be something or someone that we're not because we're enough as we are. Right now.

HEALTH AND WELLBEING - Understanding the power of looking after our mind, body and spirit to stay physically and emotionally healthy - HEARTSMART

Wholeheartedness. Learn what it is to be HeartSmart and how we can Power ON to love ourselves and others well. The life of our heart affects the whole of our life. What we put into our hearts will affect what we put our hearts into. Our lives will be greater or worse, more courageous or more fearful as a result of what's in our heart. Therefore, learning how and when to lead and guard our hearts is essential for resilient living.

RESILIENCE - Knowing there is a way through every situation no matter how impossible it may seem NO WAY THROUGH ISN'T TRUE

Grit. Learn how to develop and maintain a growth mindset. The British explorer Shackleton famously adjusted his South Pole mission towards survival but President Lincoln remained constant with his goal towards the presidency. One adapted and one remained but both persevered, both saw a hope hidden to most and both knew that 'No Way Through' isn't True!"

ASPIRATIONS - Learning how important, valued and loved we are – DON'T FORGET TO LET LOVE IN!

Self-worth. Learn how to love and value yourself well. You're important, you matter, you're one in a million and above all you're loved. These are messages that we all need to hear, believe and remember – because sometimes we forget. The healthier our internal dialogue, the greater our sense of worth which is the cornerstone of character and resilience. How kind are the thoughts we listen to? How patient are we with ourselves? How often do we find ourselves listening to the Scrapman?



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IMPLEMENTATION

- Clear and comprehensive 'knowledge essentials' provide a road map to rigor and inform a progressive and aspirational scheme of work. The PSHE National Curriculum and EYFS is planned for and covered in full within the EYFS, KS1 and KS2 school curriculum. Whilst the EYFS and National Curriculum forms the foundation of our curriculum, we ensure that learning goes deeper, and within a local context where possible.
- The promotion of a language rich PSHE curriculum is essential to the successful acquisition of knowledge and understanding in PSHE. The promotion and use of an accurate, progressive and rich vocabulary throughout school is planned in PSHE within the knowledge essentials document.
- The subject leader has a clear overview of the PSHE teaching taking place and is responsible for structuring the PSHE curriculum and ensuring its planning, delivery, content and assessment is of the highest quality. The lead will oversee the distribution and use of resources, liaisons with external agencies and the monitoring of teaching and learning in PSHE across the school.
- The subject leader produces medium term plans utilising the PSHE knowledge essentials. This ensures continuity and progression throughout school.
- Alongside medium term plans, knowledge organisers are also developed for each unit of work. Children have access to these and they are used in a variety of ways within the classroom and at home where appropriate. They include key knowledge, language and definitions to understand PSHE and key questions to encourage deeper thinking.
- Utilising the documents produced by the subject leaders ensures that teachers have the required information they need in order to develop their year group long term plans and deliver an aspirational curriculum. This is monitored by the subject leader. Activities include:
 - Activities in which children engage in discussion and debate around a particular theme, question or topic.
 - Carrying out scenarios or engaging in role play activities to encourage empathetic views.
 - Games and physical activities to demonstrate team work and interpersonal skills.
 - Written activities where children respond to a question or discussion topic related to their current learning.
- PSHE lessons provide children with the opportunities to experience practical activities and games to support their learning; develop their reasoning, questioning and problem solving skills in a variety of contexts; take part in class, group, partner and independent learning and activities; learn, use and apply a range of strategies to their everyday life and relationships.
- PSHE is weaved in to school displays and links back to the school vision, enabling pupils to utilise resources to assist in their understanding and provide challenge for their thinking. School displays include aspects of our linked PSHE, Christian and Global Citizen threads to promote the explicit link and underpinning of PSHE in everything that we do.
- Enhancement – Regular enrichment is planned throughout the academic year and can include, visits, visitors and involvement in community activity to provide first-hand experiences for the children to support and develop their learning. This can be linked to PSHE. We involve our parents and communities in our children's learning when appropriate. Through whole school worship linked to PSHE, we support their knowledge of the school's ethos and principles in our PSHE approach and enable parents to promote these values at home.
- Local Issues - We utilise a number of sources, including the West Yorkshire Police Partnership Intelligence Portal (PIP) Quarterly information, to inform half-termly specific focus sessions to address current issues facing our children in their locality or nationally - such as consent, boundaries, specific online concerns, mental health etc.



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Foundation Stage

The EYFS is underpinned by four overarching principles which acknowledge that each child is a unique and constant learner and needs to grow and develop through forming positive relationships in an enabling environment. The PSHE curriculum provides a platform for the rich enabling of EYFS pupils to develop their personal, social, and emotional capabilities.

Teaching and Learning Strategies

The school uses a variety of teaching and learning styles in PSHE sessions. The principal aim is to develop children's knowledge, skills and understanding in PSHE and demonstrate how these skills are transferrable to other areas of learning and life. Teachers ensure that the children apply their knowledge and understanding when completing tasks. We do this through a mixture of whole-class teaching and individual/group activities. Within lessons, we give children the opportunity both to work on their own and to collaborate with others, listening to other children's ideas and treating these with respect. Children are developed to be independent learners, through self-evaluation and reflections, and to challenge others' ideas. They have the opportunity to discuss a wide range of questions related to their current topic. In all classes there are children of differing ability and we recognise this, providing suitable learning opportunities for all children by matching the challenge of the task to the ability of the child.

Teaching PSHE to children with special educational needs

At Ackworth Howard we teach PSHE to all children, whatever their ability. Through our PSHE teaching we provide learning opportunities that enable all pupils to make progress, for example, explicitly teaching how to foster positive relationships ensures that all children feel comfortable in working together and asking for help when it is needed. We ensure progression for all by setting suitable learning challenges and responding to each child's different needs. Assessment against the statutory framework allows us to consider each child's attainment and progress against age related expectations. We try to enable pupils to have access to the full range of activities involved in learning PSHE. All enrichment activities are inclusive, for example through the use of the NSPCC Makaton 'Pants' resource.



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Reasonable Adjustments in PSHE

The curriculum leader in PSHE recognises the importance of ensuring that children with identified Special Educational Needs and/or Disabilities have access to an ambitious PSHE curriculum. Within the curriculum area of PSHE, SEND children will be provided with reasonable adjustments through their tasks and level of challenge provided. Advice can be sought from the school's SENDCO where applicable.

Resources

Our school has a wide range of resources to support the teaching of PSHE across the school. The Heart Smart scheme offers a comprehensive bank of purposeful activities and tools to utilise in PSHE lessons. We have developed a library of literature that closely links to each half-termly focus for PSHE, with age-appropriate books available for the use in lessons and for children to access in the School library. We utilise the resources on offer through the PSHE association and use the RS Wellbeing survey to supplement support for pupils in securing PSHE understanding. A comprehensive library that links closely to the 'Global Citizenship' threads and PSHE has been established, with children regularly accessing throughout school.

Equal Opportunities

- All pupils should have equal access to the PSHE curriculum irrespective of race, gender or ability. Examples of PSHE from other cultures can be a rich resource in the curriculum.
- Pupils with special needs should be considered when planning units of work and opportunities for differentiation should be considered for both more able and less able pupils.
- PSHE provides opportunities to address some of the gender stereotypes children may have. Steps should be taken in classroom organisation to ensure that all pupils experience all activities, tools and materials.



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Statutory Guidance

Department for Education statutory guidance states that from September 2020, all primary schools must deliver relationships and health education whereby parents cannot withdraw their child from this. The following outlines what must be taught through relationships and health education:

Relationships Education

- Families and people who care for me
- Caring friendships
- Respectful relationships
- Online relationships
- Being safe

Health Education

- Mental wellbeing
- Internet safety and harms
- Physical health and fitness
- Healthy eating
- Drugs, alcohol and tobacco
- Health and prevention
- Basic first aid
- Changing adolescent body

As a school, we meet all of the statutory guidance and criteria as set out in the DfE guidance and the PSHE Association programme of study – we have each area planned throughout our curriculum.

Rationale for relationships and health education

Relationships and Health education are the areas of the curriculum where all children are safeguarded. It is preventative work to support all children to be able to be strong and healthy both now and in the future. By helping children to know about things such as privacy, the rights they have over their own bodies, name their body parts, understand emergency first aid and to develop skills and attitudes that help them to reduce risk and make the right decisions. By doing this within the curriculum, we are ensuring the safety and health of our children and it is a key part of our safeguarding.



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Sex Education

Within the Summer term of Year 6, there are a series of lessons that teach aspects of Sex education other than that covered in the science curriculum. Parents do have the right to ask for their child to be excused from the **last** of these lessons which include:

- Puberty recap (Describe physical and emotional changes that occur during puberty and suggest how to manage them; identify what is important for young people to know about puberty; explain where to get help for puberty issues or worries).
- Puberty: change and becoming independent (describe some of the changes that happen as someone grows up; identify the range of feelings associated with change, transition to secondary school, and becoming more independent; describe practical strategies to cope with growing up, becoming more independent and taking on new responsibilities).
- Positive, healthy relationships (different kinds of loving relationships; describe the qualities that enable these relationships to flourish; explain the importance of mutual respect in close relationships; recognise how relationships may change or end and what can help to manage this)
- How a baby is made (describe some features of a loving relationship, explain what is meant by consent in a relationship, describe how a baby is made, explain what pregnancy means, how long it lasts and where it occurs).

Right to withdraw

You cannot withdraw your child from Relationships Education because it is important that all children receive this content, covering topics such as friendships and how to stay safe. You can request to withdraw from lessons that cover content of sex education, that is not included within the Science curriculum. If you do not want your child to take part in some or all of the lessons on Sex Education, you can ask that they are withdrawn. At primary level, the head teacher must grant this request. The science curriculum in all maintained schools also includes content on human development, including reproduction, which there is no right to withdraw from.



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Pedagogy

In PSHE, like all other subjects, we recognise the importance of the methods and practice of teaching (the pedagogy) we choose to use in enabling pupils to know more, understand more and remember more. In PSHE, the following approaches will be used, and be evident in pupils' books, in order to ensure that the PSHE learning opportunities are as effective as possible and that pupils progress throughout the year and across year groups during their PSHE experiences in school.

Teaching Sequence in PSHE

- Big picture: Linking of the PSHE concept being studied in the context of similar past learning in the subject.
- Daily review (Mainly discussion form): Brief review of learning covered in previous lesson/s.
- Lesson title: Labelling the lesson to allow clear understanding of the concepts being covered.
- Knowledge Organiser: Referral and use throughout a lesson / unit of work.
- Key questions: Key learning is explored through key questions that build the knowledge in manageable steps.
- Opportunity to apply learning: Tasks / questions / activities / role play / discussion to show their understanding and apply their PSHE knowledge.
- Evaluation / Feedback: Ongoing throughout a lesson and unit, in many forms including peer, self and teacher feedback and evaluation.
- Final reflection: At the end of a unit, pupils will reflect on the learning in some way, through a practical activity / art inspired creation / formal discussion or another appropriate form of reflection.

Possible pedagogical approaches used in PSHE

- Behaviourism - Direct teacher instruction; modelling of skills and techniques; demonstration.
- Constructivism - Inquiry-based learning; outdoor learning.
- Social Constructivism - Teacher modelling; questioning; mix of individual, paired and group instruction.
- Liberationism - Pupil-led learning; opportunities to showcase learning.

All teaching approaches currently being developed in school are based on evidenced based research. All developments in teaching and learning identified with the School Development Plan and Delivering the Curriculum Policy should be applied to the teaching and learning of PSHE also.



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Contribution to other areas of the Curriculum

As our PSHE curriculum is the heartbeat of our curriculum and the salient vehicle for fulfilling our vision of 'educating for life in all its fullness', it provides the platform for pupils to develop the knowledge, skills and attributes they need to manage their lives, now and in the future. This includes equipping them with the strategies and tools to manage learning across the curriculum. Therefore PSHE underpins each area of the curriculum and it weaves through all of our subjects. From making explicit links to online safety in computing, to reminding children of positive relationships and team work in Physical Education.

Here are some of the explicit links that can be made across all subjects:

English: The knowledge and skills acquired through PSHE continue to develop speaking and listening skills, opportunities for debate, developing balanced arguments and discussion. Children have plenty of opportunities to improve their oracy.

Maths: The opportunities to develop thinking and communication skills through PSHE and resilience have a direct impact on the efficacy of children's work in lessons such as Mathematics and their problem solving skills.

R.E: The PSHE, Global Citizenship threads and Core Christian Values have been planned to link together throughout the curriculum.

Science: Specific learning for PSHE is, at times, taught through Science – such as changing bodies, body parts and changing/growing.

Computing and E-Safety: Online safety forms a key aspect of the PSHE curriculum therefore children have the opportunity to apply this understanding to a real-life context during computing and PSHE lessons.

Humanities: PSHE is a part of humanities lessons as it allows us to put the tools we are equipped with from PSHE, in to real-life contexts and explore the impact of history / geographical elements on society and personal impact.

Spiritual, moral, social and cultural development: The teaching of PSHE enables the strategies to support the social development of our children through the way we expect them to work with each other in lessons. Our groupings allow children to work together, and give them the chance to discuss their ideas and feelings about their own work and the work of others. Through their collaborative and cooperative work across a range of activities and experiences in PSHE, the children develop respect for the abilities of other children and a better understanding of themselves. They develop their cultural awareness and understanding, and they learn to appreciate the value of differences and similarities. A variety of experiences teaches them to appreciate that all people are equally important, and that the needs of individuals are not the same as the needs of groups.

Cross Curricular links are made wherever possible.



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Community Links

Opportunities to use the community as a resource for lessons are encouraged. Parents are welcomed into the school to talk to children about aspects of this subject. Links are made with local high school's PSHE departments (including professional networking meetings) to offer opportunities to enrich children's PSHE experiences. Links with the Local Authority and Futures in Mind organisation contribute to children's PSHE development. Many local departments are used to enrich PSHE offer - including Cycle North (Bikeability), Diana Award (Anti-bullying), Police (Cycle Safety, Online Awareness - Parenting, County Lines Training), Fire Service (Staff training, Pupil information sessions), School Nursing Team (Dental Hygiene, Puberty).

Assessment and Recording

Teachers assess children's work in PSHE by making assessments as they observe them working during lessons, through the work they produce, using discussion tasks and from application in everyday life at school. They record the progress that children make by assessing the children's work against the knowledge essentials. Attainment against the knowledge essentials is continually added into our Insight Tracking system to ensure ongoing formative assessment and teacher judgements are made on summative attainment at each data collection point.

Professional Development

The PSHE leader shares key information from PSHE networking and current research with staff and uses this to inform the curriculum design and implementation. Staff training is given updates provided through staff meetings and other communication. The PSHE leader has an ongoing subscription to PSHE Association to keep up-to-date with the latest developments. Senior Mental Health Lead training completed by PSHE subject leader.

Policy and Curriculum Development

The policy and scheme of work will be reviewed by the staff and adjustments made in response to staff evaluations. The monitoring of the standards of children's work and of the quality of teaching in PSHE is the responsibility of the PSHE subject leader. The work of the subject leader also involves supporting colleagues in the teaching of PSHE, being informed about current developments in the subject, and providing a strategic lead and direction for the subject in the school.



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IMPACT

We ensure that children:

- Will know more, remember more and understand more about PSHE.
- Will understand the concept of identity and how to maintain boundaries around their personal privacy, including online.
- Access examples of healthy, respectful relationships, focusing on family and friendships, in all contexts, including online.
- Understand how to live a healthy (including physically, emotionally and socially), balanced lifestyle (including within relationships, work-life, exercise and rest, spending and saving and lifestyle choices)
- Understand different risks and safety in an increasingly connected world
- Understand diversity and equality (in all its forms, with due regard to the protected characteristics set out in the Equality Act 2010)
- Understand and explain rights (including the notion of universal human rights), responsibilities (including fairness and justice) and consent (in different contexts)
- Understand change (as something to be managed) and resilience (the skills, strategies and 'inner resources' we can draw on when faced with challenging change or circumstance)
- Understand the concept of power (how it is used and encountered in a variety of contexts including online; how it manifests through behaviours including bullying, persuasion, coercion and how it can be challenged or managed through negotiation and 'win-win' outcomes)
- Understand the concept of careers (including enterprise, employability and economic understanding)