

Dawley C of E Primary Academy



Enriching Learning, Enriching Life'

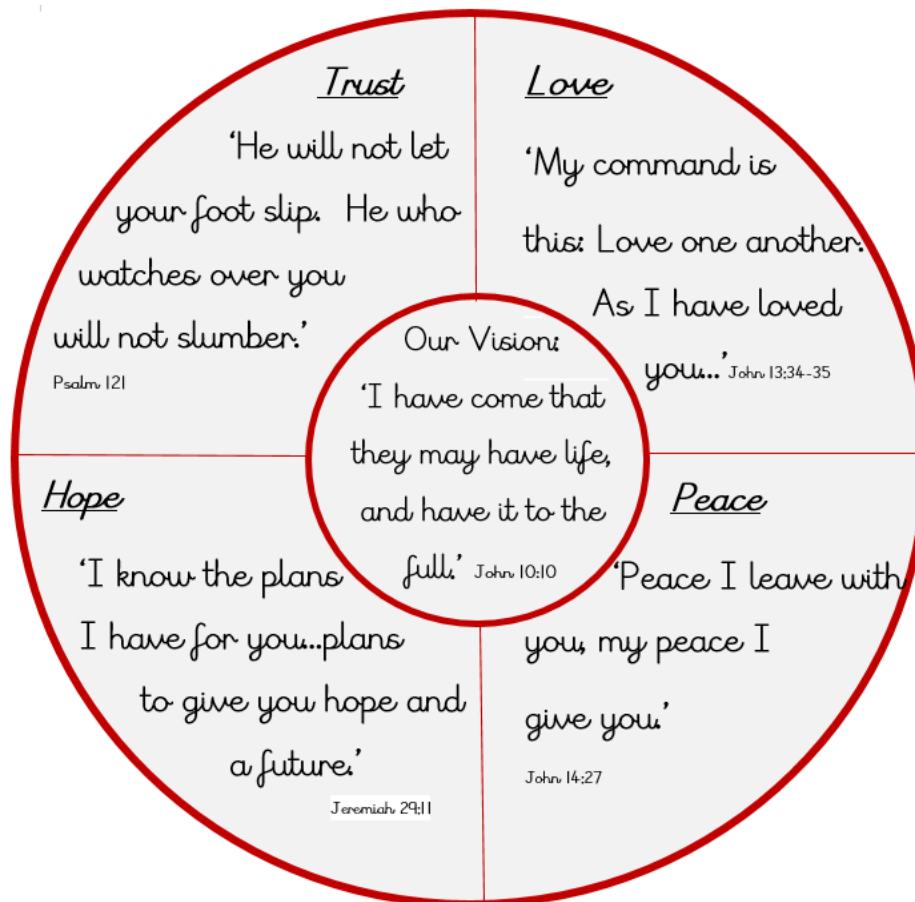
John 10:10 '...I have come that they may have life, and have it to the full.'

PSHE Policy (2021-2022)

Vision

'I have come that they may have life, and have it to the full. John 10:10

Our vision is to develop flourishing, caring children, equipping them with the skills to reach their potential. We believe in a curriculum that enriches lives, ignites interests, and engages children in real-life experience, as global citizens with an inclusive respect for others, readying them for their future, to live life to the full.



PSHE Intent

This policy aims to ensure that all children at Dawley C of E Primary Academy are offered a deep and engaging PSHE curriculum that meets the requirements of the National Curriculum allowing them to reach their full potential and apply their Personal, Social and Health skills across the curriculum. We link PSHE to SMSC too, endeavouring to give our children a deep and meaningful Spiritual, Moral and Cultural understanding too.

Throughout their time at Dawley Academy, children will experience a rich cross-curricular use of PSHE.

Statutory requirements

PSHE is a non-statutory subject, as stated by the DfE in 2019. However, while the DfE state that it is for schools to tailor their local PSHE programme to reflect the needs of pupils, they also expect schools to use their PSHE education programme to equip pupils with a sound understanding of risk and with the knowledge and skills necessary to make safe and informed decisions. The DfE states that Schools should seek to use PSHE education to build, where appropriate, on the statutory content already outlined in the national curriculum, the basic school curriculum and in statutory guidance on: drug education, financial education, sex and relationship education (SRE) and the importance of physical activity and diet for a healthy lifestyle. At Dawley Academy, we indeed tailor PSHE to the children's needs, whilst also creating a diverse cross-curricular PSHE enrichment programme based on the PSHE Life Online programme.

In the Early Years Foundation stage (Reception) children are given opportunities to:

- Develop their Dawley Mindset – incorporating resilience, reciprocity and reflectiveness.
- Keep healthy with regular physical and outdoor exercise and opportunities as well as healthy eating education and opportunities.
- Begin to understand Healthy Relationships, for example, using the NSPCC PANTS programme, and developing positive friendships through play.
- Begin to understand the need for online safety.
- Know who their trusted adults are
- Create a positive self-image and share positives about their peers.

By the End of Key Stage 1 children should be able to understand what bullying is and how to use strategies to help themselves and others, including what to do about bullying; unsafe secrets; inappropriate touch what to do if it happens. They learn about and can identify things that keep bodies and minds healthy (activity, rest, food); hygiene routines and healthy choices. Children learn to recognise what they are good at; set simple goals; growing; and changing and being more independent; naming body parts correctly. They can identify different kinds of feelings; strategies to manage feelings; change and loss; recognising how others are feeling and increase their confidence in sharing feelings. They also know rules for keeping safe in different places; including online; people who work in the community; asking for help; including in an emergency, as well as knowing group and class rules and why they are important; respecting own and others' rights and need; privacy and the importance of looking after the environment.

At Key Stage 2, children know what makes a healthy and happy relationship, identifying different relationships; what makes positive, healthy relationships; recognise when relationships are unhealthy and identify committed, loving relationships (including marriage and civil partnership). They learn about human rights, why and how laws are made; taking part in making and changing rules; the importance of human rights; rights of the child. They learn about their right to protect their bodies (including FGM or forced marriage); confidentiality and when to break a confidence, including how to recognise, respond to and report abuse online; illegal forms of sharing content and the consequences, and how to recognise online hate speech. Children know about money, finance and its role in people's lives; being a critical consumer; what is meant by interest, loan, debt, tax; how resources are allocated and how this affects individuals, communities and the environment; researching and debating health and wellbeing issues, including online scams, news, adverts, images and reviews. They know the differences between media manipulation and reality; pressure that online advertising/images may have on feelings and emotions regarding money. By the end of KS2, children know what positively and negatively affects health; know how to make informed choices; create a balanced lifestyle; and have experience the STAR project, to inform them how drugs can affect health and safety; the law and drugs; and who is responsible for their health and wellbeing. They are also aware of how to manage risk, showing increased independence and responsibility; having learned strategies for managing risk; an understanding of different influences; how to resist unhelpful pressure; manage their personal safety (including managing requests for images) and they know how anti-social behaviours affect wellbeing as well as how to handle anti-social or aggressive behaviours.

All children across the Academy should be able to identify their trusted adults, as well as understand how to seek help and support either by approaching trusted adults or using services such as Childline. Visitors will deliver these messages, as well as the Academy running the PANTS campaign.

Children will have opportunities for support with mental health. This might be when a child, or parent on behalf of their child, asks specifically for support, or if a staff member deems it appropriate, they will approach parents for permission to offer support. The Academy has a good link with local mental health professionals as well as support internally from trained staff. We encourage the application of mindfulness to self-reflect, increase focus and develop healthy life practices.

PSHE implementation

The Academy aims to:

- give PSHE a cross-curricular emphasis rather than treat it as a stand-alone lesson.
- develop the children's confidence as young citizens.
- help children see PSHE as a means to reaching their potential in life.
- develop an understanding of themselves and others, as well as the world in which they live, its laws and its risks.

Cross-curricular PSHE Opportunities

Teachers seek to take advantage of opportunities to make cross-curricular links. They plan for pupils to practice and apply the skills, knowledge and understanding acquired through

PSHE lessons in other areas of the curriculum. This is evidenced in books and PSHE should be observed throughout the curriculum.

Teachers should also approach PSHE when their children need it, tailoring it to their experiences and lives so that it is meaningful.

PSHE in context.

Contextual PSHE will occur when teachers feel there is a specific need, in order to address a specific topic. For example, should children experience friendship issues, specific lessons should occur which guide the children into making stronger friendships and good choices. Children will also receive visits and trips based on PSHE learning, for example, from charities, or trips to the local food bank.

PSHE during/following Covid-19.

Specific texts will be used to support children with emotions concerning the Covid-19 outbreak, and concerning their integration back into school following lockdown. These will enable teachers to approach feelings and anxieties from a child's perspective, using quality texts which have been chosen in order to address the global pandemic with empathy. Specific focus for this will be upon the return to school, however, this will be returned to as necessary throughout the year with updated resources as necessary depending on need.

PSHE Impact

Assessment

Assessment criteria for PSHE is through observation, discussion and work. It should be evident in the children's attitudes and coping strategies. Pupil voice will also be collected in order to ensure that children understand, value and progress in their PSHE learning.

Equal Opportunities

All children are provided with equal access to the PSHE curriculum. We aim to provide suitable learning opportunities regardless of gender, ethnicity or home background.

Conclusion

This policy also needs to be in line with other School Policies and therefore should be read in conjunction with the following School Policies:

- Staff Handbook
- Teaching and Learning Policy
- Marking policy
- Special Educational Needs Policy