



Christ Church Primary School, Moreton

Personal, Social, Health and Economic Policy (PSHE)

2023-2024

This policy is informed by the Christian values which are the basis for all of CDAT's work and any actions taken under this policy will reflect this.

'Blessed are those who act justly, who always do what is right'

Psalm 106:3

Our Mission Statement

Our mission is to love all children who are part of our community helping them develop respect, tolerance, self-confidence and to become the best they can be.

We will support our children to develop their God given gifts to the full and encourage a life-long passion for learning which will successfully lead them into secondary school and beyond.

As a church school at the heart of Moreton community, our work is underpinned by the Christian values of *peace, joy, forgiveness, love, hope and service* which Jesus helps us to achieve.

We are a welcoming, caring and inclusive school committed to working in partnership with parents, governors, Christ Church and Chester Diocese Academy Trust.

We strive to provide a rich and varied curriculum which reflects God's concern for the whole child; promoting spiritual, moral, cultural, physical and emotional wellbeing alongside academic excellence and independence.

As a school community, we all work together to provide the very best for our pupils and families; firmly believing that:

Together we can do all things through Christ who strengthens us.

Review- July 2024

1. Introduction and Intent

The PSHE policy is to aid the teaching of PSHE at Christ Church. It is guidance for staff, parents and the school community. Personal, social, health and economic (PSHE) education is an important and necessary part of all pupils' education. All schools should teach PSHE, drawing on good practice, and this expectation is outlined in the introduction to the proposed new national curriculum. Our PSHE curriculum links closely to our Christian ethos and values and serves to give children in our care the life skills they can use in their journey through life both in and out of school.

'So God created humankind in his image, in the image of God he created them'

Genesis 1:27

PSHE is broken down into three strands- Relationships, Health and Sex (Relationships and Sex Education). In addition to this, we also teach British Values. Our Relationships and Sex Education (RSE) is taught from Key Stage 2 and has a separate policy.

We strive to embed the skills of collaboration, listening, speaking and writing to enable children to use and apply the knowledge and confidence they have developed in their lessons. Staff lay the foundations for them to develop personally, socially and form healthy attitudes to life and in their relationships. The PSHE curriculum also provides children with the knowledge to help them navigate and contextualise the world around them.

Our curriculum is designed to show the children's progression through regularly taught lessons. Children link their learning to their topics or RE value for that half term.

We follow the 'Goodness and Mercy' and "Go Giver's schemes to ensure coverage and progression across the school. All our children have regular, weekly PSHE lessons that are timetabled. At Christchurch CE Primary, we approach the RSE and PSHE in a faith-sensitive and inclusive way, seeking to understand and appreciate the differences and afford dignity and worth to all pupils, families and the wider community

All pupils have a right to an education which enables them to flourish and is set in a learning community where differences of lifestyle and opinion (within that which is permissible under UK law) are treated with dignity and respect; bullying of all kinds is eliminated; and where they are free to be themselves and fulfil their potential without fear.

2. Implementation

The teaching of PSHE can be broken down into its three parts, with each aspect of PSHE having its own separate objectives.

In **Relationships Education**, the focus in primary school is on teaching the fundamental building blocks and characteristics of positive relationships, with particular reference to friendships, family relationships, and relationships with other children and with adults.

In **Health Education**, the focus in primary school should be on teaching the characteristics of good physical health and mental wellbeing. Teachers should be clear that mental wellbeing is a normal part of daily life, in the same way as physical health.

While **Sex Education** is not compulsory in primary schools, DfE guidance highlights its importance as part of older pupils' transition from primary to secondary school, and their readiness for the different challenges that they will face in secondary school. It is in this context that CDAT believes that primary schools should have a sex education programme tailored to the age and the physical and emotional maturity of the pupils. It should ensure that both boys and girls are prepared for the changes that adolescence brings and – drawing on knowledge of the human life cycle set out in the national curriculum for science - how a baby is conceived and born.

Each school within CDAT has developed its own scheme of work for PSHE, drawing on appropriate published materials and resources, and on expertise, materials and resources available within its own local authority. These schemes of work set out what will be taught to pupils in each year group within the context of RSHE, including ensuring that such teaching will be made accessible to all pupils including those with special educational needs and disabilities (SEND).

3. Impact

Successful PSHE in primary schools will ensure that our pupils develop the knowledge, understanding and attitudes they need to:

- Respect themselves and others as being unique, wonderfully made and loved by God,
- Recognise and form healthy relationships, and equally to recognise unhealthy and/or unequal relationships
- Keep themselves and others safe and healthy, both physically and mentally
- Become happy, resilient and productive members of society
- Be prepared for the future challenges they will face as they grow and move on from primary school

Throughout EYFS, Key Stage 1 and 2, PSHE is delivered through a clear and comprehensive scheme of work in line with the National Curriculum and the expectations. Health, Relationships and Sex is planned for using the 'Goodness and Mercy' and 'Go Givers' schemes of work, which cover the statutory Health Education and Relationships Education guidance.

Teaching staff use the PSHE curriculum overview that has been created by the PSHE leads and staff then link this to their Year group topics and themes, so that the curriculum is interlinked for the best possible coverage and outcomes. Weekly timetabled sessions result in progression across all year groups, covering all aspects of PSHE and therefore preparing children for life, helping them understand themselves and to be respectful of others, how they fit in with Modern Britain and encouraging them to have healthy habits and relationships.

4. Role of Parents and Carers

The approach that we take in our schools recognises the important, central role that parents too have to play in the areas covered by PSHE. Government guidance says: "We are clear that parents and carers are the prime educators for children on many of these matters. Schools complement and reinforce this role and have told us that they see building on what pupils learn at home as an important part of delivering a good education."

CDAT schools will endeavour to ensure that PSHE is taught in an open and transparent way, and that parents are fully informed at all stages. Schemes of work for PSHE will be published on the school website. Schools will ensure that there are opportunities for parents to look at and discuss any materials being used for the teaching of PSHE; such opportunities will often take the form of parental meetings/drop-in sessions.

5. Links

<https://www.gov.uk/government/publications/personal-social-health-and-economic-education-pshe/personal-social-health-and-economic-pshe-education#personal-social-health-and-economic-education>

<https://pshe-association.org.uk/>

<https://www.youngcitizens.org/resources/> (Go Givers)

<https://goodnessandmercy.co.uk/>

Appendix A

End of Key Stage 2 Expectations for Relationships Education and Health Education

Relationships Education:

Families and people who care for me	<p>Pupils should know</p> <ul style="list-style-type: none">• that families are important for children growing up because they can give 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, either in school or in the wider world, sometimes look different from their family, but that they should respect those differences 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 as they grow up.• that marriage represents a formal and legally recognised commitment of two people to each other which is intended 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	<p>Pupils should know</p> <ul style="list-style-type: none">• how important friendships are in making us feel happy and secure, and how people choose and make friends.• the characteristics of friendships, including 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 or excluded.• that most friendships have ups and downs, and that these can often be worked through so that the friendship is repaired or even strengthened, and that resorting to violence is never right.• how to recognise who to trust and who not to trust, how to judge when a friendship is making them feel unhappy or uncomfortable, managing conflict, how to manage these situations and how to seek help or advice from others, if needed.

Respectful relationships	<p>Pupils should know</p> <ul style="list-style-type: none"> • the importance of respecting others, even when they are very different 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 or support respectful relationships. • the conventions of courtesy and manners. • the importance of self-respect and how this links to their own happiness. • that in school and in wider society they can expect to be treated with respect by others, and that in turn they should show due respect to others, including those in positions of authority. • about different types of bullying (including cyberbullying), the impact of bullying, responsibilities of bystanders (primarily reporting bullying to an adult) and how to get help. • what a stereotype is, and how stereotypes can be unfair, negative or destructive. • the importance of permission-seeking and giving in relationships with friends, peers and adults.
Online relationships	<p>Pupils should know</p> <ul style="list-style-type: none"> • that people sometimes behave differently online, including by pretending to be someone they are not.



	<ul style="list-style-type: none"> • that the same principles apply to online relationships as to face-to-face relationships, including the importance of respect for others online including when we are anonymous. • the rules and principles for keeping safe online, how to recognise 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	<p>Pupils should know</p> <ul style="list-style-type: none"> • what sorts of boundaries are appropriate in friendships with peers and others (including in a digital context). • about the concept of privacy and the implications of it for both children and adults; including that it is not always right to keep secrets if they relate to being safe. • that each person's body belongs to them, and the differences between appropriate and inappropriate or unsafe physical, and other, contact. • how to respond safely and appropriately to adults they may encounter (in all contexts, including online) whom they do not know. • how to recognise and report feelings of being unsafe or feeling bad about any adult. • how to ask for advice or help for themselves or others, and to keep trying until they are heard. • how to report concerns or abuse, and the vocabulary and confidence needed to do so. • where to get advice e.g. family, school and/or other sources

Mental wellbeing	<p>Pupils should know</p> <ul style="list-style-type: none"> • that mental wellbeing is a normal part of daily life, in the same way as physical health. • that there is a normal range of emotions (e.g. happiness, sadness, anger, fear, surprise, nervousness) 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 a 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, including the importance of rest, time spent with friends and family and the benefits of hobbies and interests. • isolation and loneliness can affect children and that 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 school they should speak to 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 people who do, the problems can be resolved if the right support is made available, especially if accessed early enough.
Internet safety and harms	<p>Pupils should know</p> <ul style="list-style-type: none"> • that for most people the internet is an integral part of life and has many benefits. • about the benefits of rationing time spent online, the risks of excessive time spent 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.

	<ul style="list-style-type: none"> • why social media, some computer games and online gaming, for example, 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 including understanding that information, including that from search engines, is ranked, selected and targeted. • where and how to report concerns and get support with issues online.
Physical health and fitness	<p>Pupils should know</p> <ul style="list-style-type: none"> • the characteristics and mental and physical benefits of an active lifestyle. • the importance of building 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 an inactive lifestyle (including obesity). • how and when to seek support including which adults to speak to in school if they are worried about their health.

Healthy eating	<p>Pupils should know</p> <ul style="list-style-type: none"> • what constitutes a healthy diet (including understanding calories and other nutritional content). • the principles of planning and preparing a range of healthy meals. • the characteristics of a poor diet and risks associated with unhealthy eating (including, for example, obesity and tooth decay) and other behaviours (e.g. the impact of alcohol on diet or health).
Drugs, alcohol and tobacco	<p>Pupils should know</p> <ul style="list-style-type: none"> • the facts about legal and illegal harmful substances and associated risks, including smoking, alcohol use and drug-taking.
Health and prevention	<p>Pupils should know</p> <ul style="list-style-type: none"> • how to recognise early signs of physical illness, such as weight loss, or unexplained changes to the body. • about safe and 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 affect weight, mood and ability to learn. • about dental health and the benefits of good oral hygiene and dental flossing, including regular check-ups at the dentist. • about personal hygiene and germs including bacteria, viruses, how they are spread and treated, and the importance of handwashing. • the facts and science relating to allergies, immunisation and vaccination
Basic first aid	<p>Pupils should know:</p> <ul style="list-style-type: none"> • 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	<p>Pupils should know:</p> <ul style="list-style-type: none"> • 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 including the key facts about the menstrual cycle.