



Kernow Learning
Building Excellent Schools Together

Personal, Social and Health Education (PSHE) Policy

Version number:	V1
Date adopted by Trustees:	June 2023
Scheduled review date:	June 2024
Statutory or Best Practice policy:	Statutory
Appendices:	Yes
School or Trust policy:	Statutory

Meeting your communication needs:

We want to ensure that your needs are met. If you would like this information in any other format, please contact us on 01637 880272 or email scmajor@kernowlearning.co.uk



Personal, Social and Health Education (PSHE) Policy



Meeting your communication needs:

We want to ensure that your needs are met, if you would like this information in Braille, large print, any other format or interpreted in a language other than English, please contact the school, telephone: 01637 880272 or email: scmajor@kernowlearning.co.uk

Introduction

At St Columb Major ACE Academy, personal, social and health education (PSHE) enables our children to become healthy, independent and responsible members of society. It aims to help them understand how they are developing personally and socially, and tackles many of the moral, social, and cultural issues that are part of growing up. We provide our children with opportunities for them to learn about rights and responsibilities and appreciate what it means to be a member of a diverse society. Our children are encouraged to develop their sense of self-worth by playing a positive role in contributing to school life and the wider community which is led by our school ethos of everyone person matters, every person helps, and every person succeeds.

Context

All schools must provide a curriculum that is broadly based, balanced, and meets the needs of all pupils. Under section 78 of the Education Act 2002 and the Academies Act 2010, a PSHE curriculum:

- Promotes the spiritual, moral, cultural, mental, and physical development of pupils at the school and of society, and
- Prepares pupils at the school for the opportunities, responsibilities, and experiences of later life.





Statutory Relationships and Health Education

“The Relationships Education, Relationships and Sex Education and Health Education (England) Regulations 2019, made under sections 34 and 35 of the Children and Social Work Act 2017, make Relationships Education compulsory for all pupils receiving primary education...They also make Health Education compulsory in all schools except independent schools. Personal, Social, Health and Economic Education (PSHE) continues to be compulsory in independent schools.”

DfE Guidance p.8

“Today’s children and young people are growing up in an increasingly complex world and living their lives seamlessly on and offline. This presents many positive and exciting opportunities, but also challenges and risks. In this environment, children and young people need to know how to be safe and healthy, and how to manage their academic, personal and social lives in a positive way.”

“This is why we have made Relationships Education compulsory in all primary schools in England...as well as making Health Education compulsory in all state-funded schools.”

“In primary schools, we want the subjects to put in place the key building blocks of healthy, respectful relationships, focusing on family and friendships, in all contexts, including online. This will sit alongside the essential understanding of how to be healthy.”

“These subjects represent a huge opportunity to help our children and young people develop. The knowledge and attributes gained will support their own, and others’ wellbeing and attainment and help young people to become successful and happy adults who make a meaningful contribution to society.”

Secretary of State Foreword DfE Guidance 2019 p.4-5

“Schools are free to determine how to deliver the content set out in the DfE guidance 2019 in the context of a broad and balanced curriculum. Effective teaching in these subjects will ensure that core knowledge is broken down into units of manageable size and communicated clearly to pupils, in a carefully sequenced way, within a planned programme of lessons.”

DfE Guidance p.8

“All schools must have in place a written policy for Relationships Education and RSE.”

DfE Guidance p.11





Our PSHE policy is informed by existing DfE guidance:

- [Keeping Children Safe in Education](#) (statutory guidance)
- [Respectful School Communities: Self Review and Signposting Tool](#) (a tool to support a whole school approach that promotes respect and discipline)
- [Behaviour and Discipline in Schools](#) (advice for schools, including advice for appropriate behaviour between pupils)
- [Equality Act 2010 and schools](#)
- [SEND code of practice: 0 to 25 years](#) (statutory guidance)
- [Alternative Provision](#) (statutory guidance)
- [Mental Health and Behaviour in Schools](#) (advice for schools)
- [Preventing and Tackling Bullying](#) (advice for schools, including advice on [cyberbullying](#))
- [Sexual violence and sexual harassment between children in schools](#) (advice for schools)
- [The Equality and Human Rights Commission Advice and Guidance](#) (provides advice on avoiding discrimination in a variety of educational contexts)
- [Promoting Fundamental British Values as part of SMSC in schools](#) (guidance for maintained schools on promoting basic important British values as part of pupils' spiritual, moral, social and cultural (SMSC))
- [SMSC requirements for independent schools](#) (guidance for independent schools on how they should support pupils' spiritual, moral, social and cultural development).

Teaching and Learning of PSHE

At St Columb Major ACE Academy, well-being is at the heart of all teaching and learning. Our school ethos places the highest importance on recognising the development of the whole child and our strong pastoral care underpins this belief supporting our children to flourish. Our curriculum prepares

children for the next stage of their education and to be 21st century world citizens.

We believe it is vital that pupils enjoy and are motivated by their learning and have the requisite skills to be successful learners with high aspirations.

Through a range of contexts and approaches, including working collaboratively and providing opportunities for exploration, children are inspired to be creative, inquisitive, imaginative, and independent. These approaches enable children to feel safe to try new things thus building confidence and resilience.

On a weekly basis PSHE is, delivered both discreetly and also interwoven and delivered through the arts, working on all aspects of SMSC.





Spiritually – using their imagination and creativity, enjoying learning about oneself and others, exploring feelings and values as well as reflecting on their own experiences, building confidence and self-esteem. (CREATE)

Morally and culturally - participating in cultural opportunities: understanding, accepting, respecting and celebrating diversity (through learning about and appreciating cultural influences). (INSPIRE)

Socially - Using a wide range of social skills, mixing and co-operating with each other to share ideas and appreciate other viewpoints, being able to resolve conflict and develop their tolerance of one another and learn to work alongside each other to achieve a joint goal. (BE ACTIVE AND NURTURE)

Lessons are based on the P.S.H.E Association’s ‘Primary program builder – Thematic based model,’ which sets out learning opportunities in 3 core themes: Health and wellbeing; Relationships; And Living in the wider world, also building in opportunities to link British Values and SMSC. Plans utilise components of the published PSHE association materials and accredited resources and the curriculum is reviewed and updated in accordance with the Governments statutory and non-statutory guidance.

	Autumn: Relationships			Spring: Living in the wider world			Summer: Health and Wellbeing		
	Families and friendships	Safe relationships	Respecting ourselves and others	Belonging to a community	Media literacy and digital resilience	Money and work	Physical health and Mental wellbeing	Growing and changing	Keeping safe
E Y F S	All about me – talking about own lives and family. Family traditions. Teamwork (SP2) Working and playing cooperatively including taking in turns. (SU2)	Forming new relationships. Staying safe with an adult. Stranger danger. (SU1)	Settling in and following rules. Respecting people’s belongings. (SP2) Following instructions. (SU1)	How we celebrate Christmas here and around the world. (Aut 2) Local traditions - Hurling	ICT – e safety (AT 2 and SP 2)	Different careers– Vets (SP 2) Farming/ fishing (SU 2) Lifeguards (SU2) Teach money across the year.	Take others feelings into account. (SU2) Cleaning up after ourselves. (SU2)	RSE	Firework Safety (Aut2) Safety on roads. (SP2) Park safety. (SP2) Beach safety (SU2)





<p>Y e a r 1</p>	<p>Roles of different people; families; feeling cared for</p>	<p>Recognising privacy; staying safe; seeking permission</p>	<p>How behaviour affects others; being polite and respectful</p>	<p>What rules are; caring for others' needs, looking after the environment</p>	<p>Using the internet and digital devices; communicating online</p>	<p>Strengths and interests; jobs in the community</p>	<p>Keeping healthy; food and exercise, hygiene routines; sun safety</p>	<p>Recognising what makes them unique and special; feelings; managing when things go wrong</p>	<p>How rules and age restrictions help us; keeping safe online</p>
<p>Y e a r 2</p>	<p>Making friends; feeling lonely and getting help</p>	<p>Managing secrets; resisting pressure and getting help; recognising hurtful behaviour</p>	<p>Recognising things in common and differences; playing and working cooperatively; sharing opinions</p>	<p>Belonging to a group; roles and responsibilities; being the same and different in the community</p>	<p>The internet in everyday life; online content and information</p>	<p>What money is; needs and wants; looking after money</p>	<p>Why sleep is important; medicines and keeping healthy; keeping teeth healthy; managing feelings and asking for help</p>	<p>Growing older; naming body parts; moving class or year</p>	<p>Safety in different environments; risk and safety at home; emergencies</p>





Y e a r 3	What makes a family; features of family life	Personal boundaries- safely responding to others; the impact of hurtful	Recognising re-respectful behaviour; the importance of self-respect; courte-	The value of rules and laws; rights, freedoms and re-responsibilities	How the internet is used, assessing information online	Different jobs and skills; job stereotypes; setting personal goals	Health choices and habits: what affects feelings; expressing feelings	Personal strengths and achievements; managing and re-framing setbacks	Risks and hazards; safety in the local environment and unfamiliar places
-----------------------	--	---	--	---	--	--	---	---	--

	Autumn: Relationships			Spring: Living in the wider world			Summer Term: Health & Wellbeing		
	Families and friendships	Safe relationships	Respecting ourselves and others	Belonging to a community	Media literacy and digital resilience	Money and work	Physical health and Mental wellbeing	Growing and changing	Keeping safe
Y e a r 4	Positive friendships, including online	Responding to hurtful behaviour; managing confidentiality; recognising risks online	Respecting differences and similarities; discussing difference sensitively	What makes a community; shared responsibilities	How data is shared and used	Making decisions about money; using and keeping money safe	Maintaining a balanced lifestyle; oral hygiene and dental care	Physical and emotional changes in puberty; external genitalia; personal hygiene routines; support with puberty	Medicines and household products; drugs common to everyday life





<p>Y e a r 5</p>	<p>Managing friend- ships and peer influence</p>	<p>Physical contact and feeling safe</p>	<p>Responding respect- fully to a wide range of people; recognis- ing prejudice and discrimination</p>	<p>Protecting the envi- ronment; compas- sion towards others</p>	<p>How information online is targeted; different media types, their role and impact</p>	<p>Identifying job inter- ests and aspirations; what influences career choices; workplace stereo- types</p>	<p>Healthy sleep habits; sun safety; medicines, vaccina- tions, immunisations and allergies</p>	<p>Personal identity; recognising individ- uality and different qualities; mental wellbeing</p>	<p>Keeping safe in different situations, including responding in emergencies, first aid and FGM</p>
<p>Y e a r 6</p>	<p>Attraction to others; romantic relation- ships; civil partner- ship and marriage</p>	<p>Recognising and managing pressure; consent in different situations</p>	<p>Expressing opin- ions and respecting other points of view, including discussing topical issues</p>	<p>Valuing diversity; challenging discrim- ination and stereo- types</p>	<p>Evaluating media sources; sharing things online</p>	<p>Influences and attitudes to money; money and financial risks</p>	<p>What affects mental health and ways to take care of it; managing change, loss and bereave- ment; managing time online</p>	<p>Human reproduc- tion and birth; increasing indepen- dence; managing transition</p>	<p>Keeping personal information safe; regulations and choices; drug use and the law; drug use and the media</p>





Focused PSHE lessons are taught weekly for all children in years 1-6. In the EYFS, PSHE is woven into the daily curriculum with focused activities & discussion time timetabled across the years. It is taught using a range of teaching and learning styles, including activities such as discussion, drama, games, group work, problem-solving activities, creative opportunities, film, stories and music. Children have the freedom to share ideas if they would like to but can also choose to pass if they need to which has been included due to feedback from the pupil voice in conferencing.

Our children are encouraged to develop their sense of self-worth by playing a positive role in contributing to school life and the wider community through opportunities such as becoming well-being champions and mentors, stay safe mentors and we run a buddy system where children in Upper Key Stage 2 act as mentors to our children in Reception, KS1/Lower KS2. Playground buddies and stay safe mentors also set up and play games or crafts with the children in EYFS, KS1 and KS2 during lunchtimes. Stay Safe mentors are Year 5 pupils trained to become the schools Superheroes who provide support to pupils, teachers and everyone across your school community with topics such as bullying and keeping stay.

The children are able to express their opinions and views through a variety of mediums including questionnaires, discussions, elections, 'I wish my teacher knew' boxes and worry monsters, as well as comments on various correspondence throughout the year e.g. reports, SEND support profiles, work and home learning. Across the wider curriculum, children have the opportunities to meet with various members of the community, both in and out of school such as health workers, firefighters, police, and representatives from the local church and community.

We also develop PSHE and SMSC through activities and whole-school events e.g., shows, Rock Steady music festivals; representatives from classes leading pupil voice and running their own groups to benefit their peers. We offer residential trips to all year groups from Yr 1-6, where there is a particular focus on developing pupils' self-esteem, self-confidence, self-belief and giving them opportunities to develop leadership and co-operation skills through team building.





PSHE CURRICULUM INTENT, IMPLEMENTATION AND IMPACT OVERVIEW BASED ON THE PSHE PROGRAMME OF STUDY		
<p>INTENT</p> <p>Children will be happy, hardworking and successful - they will have knowledge to support them in the wider world including the wider community, their own health including mental health and wellbeing, how to keep safe, how to look after and use money and to understand healthy and safe relationships throughout their lives.</p> <p>It will support and contribute to personal development by helping pupils to build their confidence, resilience and self-esteem, and to identify and manage risk, make informed choices and understand what influences their decisions.</p> <p>To enable children to recognise, accept and shape their identities, to understand and accommodate difference and change, to manage emotions and to communicate constructively in a variety of settings.</p> <p>To develop an understanding of themselves, empathy and the ability to work with others to help pupils to form and maintain good relationships, develop the essential skills for future employability and better enjoy and manage their lives.</p>	<p>IMPLEMENTATION</p> <p>To follow the PSHE Association Programme of Study which is based on three core themes:</p> <ul style="list-style-type: none"> • Health and Wellbeing • Relationships • Living in the Wider World <p>We create a safe and supportive learning environment by establishing ground rules and with our knowledge from our whole school T.I.S approach of our most vulnerable pupils</p>	<p>IMPACT</p> <p>Children are resilient learners and excellent communicators and are able to discuss personal matters with appropriate adults, as well as sharing in emotional literacy and discussion. Children demonstrate and apply the British Values of Democracy, Tolerance, and Mutual respect, Rule of law and Liberty. All of our children demonstrate a healthy outlook towards themselves at school and all behaviours are good enabling children to achieve their age- related expectations across the wider curriculum.</p> <p>They will have:</p> <p>An increase in knowledge (Before I only knew ..., now I also know ...)</p> <p>An increase in understanding (I always knew ... but now I can see how it connects to ... and now I can see how I could use this in my life)</p> <p>A change or reconfirmation of a belief (I used to feel ... but I now feel ...)</p> <p>A richer vocabulary (Before I would have said ... but now I can say ...)</p> <p>An increased competence in skills (Before I didn't how to ... but now I know how to ...) New strategies acquired (Before I wouldn't have known how to ... but now I know new/more effective ways to ...)</p> <p>An increased confidence (Before I could/would say and do ... but now I feel I am able to say and do ...)</p> <p>Changed and challenged assumptions (Before I thought that ... but now I realise that was just a myth or a stereotype).</p>





Essential Skills and Attributes	OVERARCHING CONCEPTS DEVELOPED THROUGH THE CURRICULUM	MANAGING RISK AND DECISION MAKING
<p>Personal effectiveness</p> <ol style="list-style-type: none">1. Self-improvement (including through constructive self-reflection, seeking and utilising constructive feedback and effective goal setting)2. Identifying unhelpful ‘thinking traps’ (e.g., generalisation and stereotyping)3. Resilience (including self-motivation, perseverance and adaptability)4. Self-regulation (including promotion of a positive, growth mind-set¹ and managing strong emotions and impulses)5. Recognising and managing peer influence and the need for peer approval, including evaluating perceived social norms6. Self-organisation (including time management)7. Strategies for identifying and accessing appropriate help and support8. Clarifying own values (including reflection on the origins of personal values and beliefs) and re-evaluating values and beliefs in the light of new learning, experiences and evidence9. Recalling and applying knowledge creatively and in new situations10. Developing and maintaining a healthy self-concept (including self-confidence, realistic self-image, self-worth, assertiveness, self-advocacy and self-respect)	<ol style="list-style-type: none">1. Identity (their personal qualities, attitudes, skills, attributes and achievements and what influences these; understanding and maintaining boundaries around their personal privacy, including online)2. Relationships (including different types and in different settings, including online)3. A healthy (including physically, emotionally and socially), balanced lifestyle (including within relationships, work-life, exercise and rest, spending and saving and lifestyle choices)4. Risk (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)5. Diversity and equality (in all its forms, with due regard to the protected characteristics)	<ol style="list-style-type: none">1. Identification, assessment (including prediction) and management of positive and negative risk to self and others2. Formulating questions (as part of an enquiring approach to learning and to assess the value of information)3. Analysis (including separating fact and reasoned argument from rumour, speculation and opinion)4. Assessing the validity and reliability of information5. Identify links between values and beliefs, decisions and actions6. Making decisions





<p><u>Interpersonal and social effectiveness</u></p> <ol style="list-style-type: none">1. Empathy and compassion (including impact on decision-making and behaviour)2. Respect for others' right to their own beliefs, values and opinions3. Discernment in evaluating the arguments and opinions of others (including challenging 'group think')4. Skills for employability, including Active listening and communication (including assertiveness skills) Team working Negotiation (including flexibility, self-advocacy and compromise within an awareness of personal boundaries) Leadership skills Presentation skills5. Enterprise skills and attributes (e.g. aspiration, creativity, goal setting, identifying opportunities, taking positive risks)6. Recognising, evaluating and utilising strategies for managing influence7. Valuing and respecting diversity Using these skills and attributes to build and maintain healthy relationships of all kinds	<p>set out in the Equality Act 2010)</p> <ol style="list-style-type: none">6. Rights (including the notion of universal human rights), responsibilities (including fairness and justice) and consent (in different contexts)7. 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)8. 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)9. Career (including enterprise, employability and economic understanding)	
---	---	--





<p>Legislation (statutory regulations and guidance)</p>	<p>Revised Department for Education statutory guidance states that from September 2020, all schools must deliver relationships and health education in primary schools</p>	<p>YOUR RIGHTS AS A PARENT</p> <p>The important lessons you teach your child about healthy relationships, looking after themselves and staying safe, are respected and valued under this new curriculum. Teaching at school will complement and reinforce the lessons you teach your child as they grow up.</p> <p>Right to withdraw your child</p> <p>You cannot withdraw your child from Relationships Education because it is important that all children receive this content. You can request to see the lesson plans and content being taught to your child and meet with your child’s class teacher before lessons take place.</p> <p>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</p>
--	--	---





<p>Roles and responsibilities</p> <p>As St Columb Major ACE Academy, we encourage pupils to learn good moral values. As part of the whole curriculum the school seeks to explore issues of right and wrong. The school recognises that RSE is fraught with certain difficulties and whilst it acknowledges different lifestyle choices it promotes a view that stable loving relationships are the best context for sexual relationships and the bringing-up of children</p>	<p>The Headteacher is responsible for:</p> <ul style="list-style-type: none">• informing all parties about the policy and making sure the policy is implemented effectively• providing training opportunities for staff, to enable them to teach effectively and sensitively.• Monitoring this policy on a regular basis. <p>The PSHE Co-Ordinator is responsible for:</p> <ul style="list-style-type: none">• Delivering and monitoring the teaching and learning of PSHE and to ensure that children know more, remember more, and understand more about PSHE related issues.• Overseeing and implementing the policy.• Writing an action plan for The School Improvement Plan and evaluating progress throughout the year.• Attending INSET and providing staff with appropriate feedback.	<p>Much of the general work in school is based on good relationships and in this regard RSE is supported by the school's behaviour management policy.</p> <p>St Columb Major ACE Academy also has a wider responsibility under the Equalities Act 2010 and ensures that we strive to do the best for all of the pupils, irrespective of disability, educational needs, race, nationality, ethnic or national origin, pregnancy, maternity, sex, gender identity, religion or sexual orientation or whether they are looked after children as these are protected characteristics. The School's Safeguarding Policy fully support these principles.</p> <p>The school will always respect how pupils choose to identify themselves, understanding that depending on their age and maturity, their sexual</p>
---	--	---





	<ul style="list-style-type: none"> Attending regular courses to keep knowledge up to date and feedback to staff upon return. <p>Teachers are responsible for teaching about and modelling good relationships within school.</p> <p>Teachers need to be sure that they are aware of dealing with sensitive issues that may arise out of teaching and learning about RSE.</p> <p>The following are protocols for discussion-based lessons with pupils:</p> <ul style="list-style-type: none"> no one (teacher or pupil) will have to answer a personal question. no one will be forced to take part in a discussion. meanings of words will be explained in a sensible and factual way. teachers may use their discretion in responding to questions and may say that the appropriate person to answer that question is the parent. 	<p>orientation and gender identity may be 'emerging'.</p> <p>This means that sex and relationships education must be sensitive to the different needs of individual pupils and may need to evolve and adapt over time as the pupil population changes.</p> <p>It is also crucial for lessons to help children to realise the nature and consequences of discrimination, teasing, bullying and aggressive behaviours (including cyber bullying), use of prejudice-based language and how to respond and ask for help. The Schools Bullying and Behaviour Policies fully support this.</p>
<p>Policies and Cross curriculum coverage</p>	<p>In the course of PSHE education lessons, pupils may indicate in some way that they are vulnerable or 'at risk'. Then we refer to the school's safeguarding/ child protection policy to ensure clarity about what is required in such circumstances.</p>	<p>The Education Act 2002/Academies Act 2010 all schools must provide a balanced and broadly-based curriculum which: promotes the spiritual, moral, cultural, mental and physical development of pupils at the school and of society, and prepares pupils at the school for the</p>





	<p>RSE Relationship and Sex Education forms an integral and important part of the PSHE curriculum. School adheres to the D.F.E requirements for teaching RSE (2019) in order to address the future needs of our children. (Please see the schools RSE Policy)</p> <p>Equality, diversity and inclusion run through the life of the school therefore will not just be taught as a standalone topic in PSHE. These policies also enable all pupils to access the learning as they consider pupils' ability, age, readiness and cultural backgrounds. Other related policies to the teaching of PSHE include bullying and behaviour, safeguarding and online safety. Cross curriculum subjects will also touch on elements of PSHE, for example: in science, religious education and in literacy through story and character.</p>	<p>opportunities, responsibilities and experiences of later life.</p> <p>The 2006 Education and Inspections Act placed a duty on Governing Bodies 'to promote the wellbeing of pupils at the school'. Academies are required to do the same through their funding agreements. New government guidelines will require all LA-funded schools to teach relationships education at primary school</p>
<p>Safe and effective practice and safeguarding</p>	<p>REFER TO THE R.S.E POLICY</p>	

