

# PSHE (Personal, Social and Health Education) Policy

(including Relationships and Health Education statutory from September 2020, and our position on Sex Education)



'Proud to shine'

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**Approved by:** Richard Thorpe

**Next review due by:** July 2022

## Context

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

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

## The Importance of PSHE at Grange Park

Our children are at the centre of everything.

At Grange Park Primary School, Personal Social and Health Education (PSHE) runs through everything that we do and who we are. We strongly believe that PSHE underpins all aspects of everyday school life. Their safety, happiness and self-worth is paramount.

We pride ourselves in being an open, supportive community school. We strive to create positive relationships with families, the local community, outside agencies, and other local schools.

As educators, we promote the desire for our children to:

Be kind,

Be honest,

To show resilience,

To cooperate,

To respect,

To have aspirations,

To be positive;

and ultimately to become members of society who make a positive contribution to their community and the world they live in.

The teaching of PSHE helps to meet the national outcomes set out in The Education Act and Inspectors Act 2006 placed a requirement on schools to promote pupils' wellbeing (as identified in The Children's Act 2004) as well as their academic achievement. We are committed to promoting the health and wellbeing of pupils, and of the whole school community and fully recognise the important cyclical relationship between wellbeing and learning.

The National Curriculum Framework 2013 states specifically that 'all schools should make provision for PSHE, drawing on good practice.'

## The Delivery of PSHE

As a school, we have chosen to follow the 'Jigsaw' Programme. This offers a comprehensive, carefully thought-through Scheme of Work which brings consistency and progression to our children's learning in this vital curriculum area. An overview of the Jigsaw programme can be seen later in this document.

The Jigsaw Programme also supports the 'Personal Development' and 'Behaviour and Attitude' aspects required under the Ofsted Inspection Framework, as well as significantly contributing to the school's Safeguarding and Equality Duties, the Government's British Values agenda and the SMSC (Spiritual, Moral, Social and Cultural) development opportunities provided for our children.

Prior to teaching discreet PSHE lessons, staff ensure that all pupils are aware of the clear ground rules and confidentiality expectations due to the nature of discussions that may take place, particularly when they are working with real-life experiences that may affect pupils within the school.

We will ensure that, where pupils indicate they may be vulnerable or at risk, staff will follow school procedures, which include;

- Support from the Class Teacher or Adult
- Recording of incident in CPOMs
- Inform Designated Safeguard Lead's (DSL)
- Referral to the Emotional Literacy Support Assistant
- Contact Family Connect

We promote the needs and interests of all pupils irrespective of gender, culture, ability or aptitude by ensuring that pupils actively participate in PSHE lessons and have opportunities to discuss and clarify their feelings and beliefs in a supportive, non-judgemental environment.

Teaching will take into account the ability, age, readiness, and cultural backgrounds of our pupils and those with English as a second language to ensure that all can fully access PSHE education provision. In order to provide access to learning and to meet pupils' diverse needs, specific action will be taken by staff to:

- Create effective learning environments, providing for all pupils, including SEND, PPG and EAL.
- Differentiate tasks and materials as appropriate
- Use termly formative assessment to inform future learning.

Our PSHE programme promotes the values of kindness, honesty, resilience, cooperation, respect, positivity and aspiration. This is underpinned through the everyday ethos of school life. The programme aims to fulfil the requirements of the national curriculum whilst also addressing the social and cultural contexts of pupils in our school environment,

giving an understanding of diversity and equality; equipping them with the tools they will need to become positive members of their community.

### **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.

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 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, focussing of 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 sizes and communicated clearly to pupils, in a carefully sequenced way, within a planned programme of lessons."

DfE Guidance 2019 p.8

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

DfE Guidance p.11

Here at Grange Park Primary School, we value PSHE as one way to support children's development as human beings, to enable them to understand and respect who they are to empower them with a voice and equip them for life and learning.

We include the statutory Relationships and Health Education within our whole-school PSHE Programme.

To ensure progression and a spiral curriculum, we use Jigsaw, the mindful approach to PSHE, as our chosen teaching and learning programme. The mapping document: Jigsaw 3-11 and statutory Relationships and Health Education, shows exactly how Jigsaw, and therefore our school, meets the statutory Relationships and Health Education requirements.

Our PSHE policy is informed by existing DfE guidance:

- Keeping Children Safe in Education (statutory guidance)
- Respectful School Communities: Self Review and Signposting Tool
- Behaviour and Discipline in Schools
- Equality Act 2010
- 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
- Promoting Fundamental British Values as part of SMSC in schools

## What do we teach, who teaches it and when?

### Whole-school Approach

Jigsaw covers all areas of PSHE for the primary phase including statutory Relationships and Health Education. The table below gives the learning theme of each of the six puzzles (units) which are taught across the school; the learning deepens and broadens each year.

<b>Term</b>	<b>Puzzle (unit)</b>	<b>Content</b>
<b>Autumn 1:</b>	Being Me in My World	Includes understanding my own identity and how I fit well in the class, school and global community. Jigsaw Charter established.
<b>Autumn 2:</b>	Celebrating Difference	Includes anti-bullying (cyber and homophobic bullying included) and understanding difference.
<b>Spring 1:</b>	Dreams and Goals	Includes goal-setting, aspirations, what do I want to become and what I could like to do for work and to contribute to society.
<b>Spring 2:</b>	Healthy Me	Includes drugs and alcohol education, self-esteem and confidence as well as healthy lifestyle choices, sleep, nutrition, rest and exercise.
<b>Summer 1:</b>	Relationships	Includes understanding friendship. Family and other relationships, conflict resolution and communication skills, bereavement and loss.
<b>Summer 2:</b>	Changing Me	Includes Relationships and Sex Education in the context of coping positively with change.

At Grange Park Primary School, we allocate one lesson (one hour) to PSHE each week in order to teach the PSHE knowledge and skills in a developmental and age-appropriate way. Class teachers deliver the weekly lessons to their own classes.

These explicit lessons are enhanced in many ways:

Assemblies, a whole-school praise and reward system, the Jigsaw Learning Charter, through focussing on building positive and meaningful relationships child to child, adult to child and adult to adult across the school. We aim to 'live' what is learnt and apply it to everyday situations in the school community.

Grange Park Primary Schools PSHE content overview (including Summative Assessment Statements - 'working at' level)

Age Group	Being Me in My World	Celebrating Difference	Dreams and Goals	Healthy Me	Relationships	Changing Me
<b>Ages 3-5 (Nursery and Reception)</b>	Self-identity Understanding feelings Being in a classroom Being gentle Rights and responsibilities	Identifying talents Being special Families Where we live Making friends Standing up for yourself	Challenges Perseverance Goal-setting Overcoming obstacles Seeking help Jobs Achieving goals	Exercising bodies Physical activity Healthy food Sleep Keeping clean Safety	Family life Friendships Breaking friendships Falling out Dealing with bullying Being a good friend	Bodies Respecting my body Growing up Growth and change Fun and fears Celebrations
<b>Ages 5-6 (Year 1)</b>	Feeling special and safe Being part of a class Rights and responsibilities Rewards and feeling proud Consequences Owning the Learning Charter  I can explain why my class is a happy and safe place to learn.  I can give different examples where I or others	Similarities and differences Understanding bullying and knowing how to deal with it Making new friends Celebrating the differences in everyone  I can tell you some ways that I am different and similar to other people in my class, and why this makes us all special.  I can explain what bullying is and how	Setting goals Identifying successes and achievements Learning styles Working well and celebrating achievement with a partner Tackling new challenges Identifying and overcoming obstacles  I can explain how I feel when I am successful and how this can be celebrated positively.	Keeping myself healthy Healthier lifestyle choices Keeping clean Being safe Medicine safety/safety with household items Road safety Linking health and happiness  I can explain why I think my body is amazing and can identify a range of ways to keep it safe and healthy.	Belonging to a family Making friends/being a good friend Physical contact preferences People who help us Qualities as a friend and person Self-acknowledgement Being a good friend to myself Celebrating special relationships  I can explain why I have special relationships with some people and how these	Life cycles - animal and human Changes in me Changes since being a baby Differences between male and female bodies (correct terminology) Linking growing and learning Coping with change Transition  I can compare how I am now to when I was a baby and explain some of the changes that will

	<p>make my class happy and safe.</p>	<p>being bullied might make somebody feel.</p>	<p>I can say why my internal treasure chest is an important place to store positive feelings.</p>	<p>I can give examples of when being healthy can help me feel happy.</p>	<p>relationships help me feel safe and good about myself.</p> <p>I can also explain how my qualities help these relationships.</p> <p>I can give examples of behaviour in other people they I appreciate and behaviours that I don't like.</p>	<p>happen to me as I get older.</p> <p>I can use the correct names for penis, testicles, anus, vagina, vulva, and give reasons why they are private.</p> <p>I can explain why some changes I might experience might feel better than others.</p>
<p><b>Ages 6-7 (Year 2)</b></p>	<p>Hopes and fears for the year Rights and responsibilities Rewards and consequences Safe and fair learning environment Valuing contributions Choices Recognising feelings</p> <p>I can explain why my behaviour can</p>	<p>Assumptions and stereotypes about gender Understanding bullying Stand up for self and others Making new friends Gender diversity Celebrating difference and remaining friends</p> <p>I can explain that sometimes people get bullied because they are seen to be</p>	<p>Achieving realistic goals Perseverance Learning strengths Learning with others Group co-operation Contributing to and sharing success</p> <p>I can explain how I played my part in a group and the parts other people played to create an end product.</p>	<p>Motivation Healthier choices Relaxation Healthy eating and nutrition Healthier snacks and sharing food</p> <p>I can explain why foods and medicines can be good for my body comparing my ideas with less healthy/unsafe choices.</p>	<p>Different types of family Physical contact boundaries Friendship and conflict Secrets Trust and appreciation Expressing appreciation for special relationships</p> <p>I can explain why some things might make me feel</p>	<p>Lifecycles in nature Growing from young to old Increasing independence Differences in female and male bodies (correct terminology) Assertiveness Preparing for transition</p> <p>I can use the correct terms to describe penis, testicles, anus,</p>

	<p>impact on other people in my class.</p> <p>I can compare my own and my friends' choices and can express why some choices are better than others.</p>	<p>different; this might include people who do not conform to gender stereotypes</p> <p>I can explain how it feels to have a friend and be a friend. I can also explain why it is OK to be different from my friends.</p>	<p>I can explain how our skills complement each other.</p> <p>I can explain how it felt to be part of a group and can identify a range of feelings about group work.</p>	<p>I can compare my own and my friends' choices and can express how it feels to make healthy and safe choices.</p>	<p>uncomfortable in a relationship and compare this with relationships that make me feel safe and special.</p> <p>I can give examples of some different problem-solving techniques and explain how I might use them in certain situations in my relationships.</p>	<p>vagina, vulva and explain why they are private.</p> <p>I can explain why some types of touches feel OK and others don't.</p> <p>I can tell you what I like and don't like about being a boy/girl and getting older and recognise that other people might feel differently to me.</p>
<p><b>Ages 7-8 (Year 3)</b></p>	<p>Setting personal goals Self-identity and worth Positivity in challenges Rules, rights and responsibilities Rewards and consequences Responsible choices Seeing things from others' perspectives</p>	<p>Families and their differences Family conflict and how to manage it (child-centred) Witnessing bullying and how to solve it Recognising how words can be hurtful Giving and receiving compliments</p> <p>I can describe different conflicts that might happen</p>	<p>Difficult challenges and achieving success Dreams and ambitions New challenges Motivation and enthusiasm Recognising and trying to overcome obstacles Evaluating learning processes Managing feelings Simple budgeting</p>	<p>Exercise Fitness challenges Food labelling and healthy swaps Attitudes towards drugs Keeping safe and why it's important - online and offline scenarios Respect for myself and others Healthy and safe choices</p>	<p>Family roles and responsibilities Friendship and negotiation Keeping safe online and who to go to for help Being a global citizen Being aware of how my choices affect others Awareness of how other children have different lives</p>	<p>How babies grow Understanding a baby's needs Outside body changes Inside body changes Family stereotypes Challenging my ideas Preparing for transition</p> <p>I can explain how boys' and girls' bodies change on</p>

	<p>I can explain how my behaviour can affect how others feel and behave.</p> <p>I can explain why it is important to have rules and how that helps me and others in my class learn.</p> <p>I can explain why it is important to feel valued.</p>	<p>in family or friendship groups and how words can be used in hurtful or kind ways when conflicts happen.</p> <p>I can tell you how being involved with a conflict makes me feel and can offer strategies to help the situation e.g. Solve it Together or asking for help.</p>	<p>I can explain the different ways that help me learn and what I need to do to improve.</p> <p>I am confident and positive when I share my success with others.</p> <p>I can explain how these feelings can be stored in my internal treasure chest and why this is important.</p>	<p>I can identify things, people and places that I need to keep safe from and can tell you some strategies for keeping myself safe and healthy including who to go to for help and how to call emergency services.</p> <p>I can express how being anxious/ scared and unwell feels.</p>	<p>Expressing appreciation for family and friends</p> <p>I can explain how my life is influenced positively by people I know and also people from other countries.</p> <p>I can explain why my choices might affect my family, friendships and people around the world who I don't know.</p>	<p>the inside/ outside during the growing up process and can tell you why these changes are necessary so that their bodies can make babies when they grow up.</p> <p>I recognise how I feel about these changes happening to me and can suggest some ideas to cope with these feelings.</p>
<p><b>Ages 8-9 (Year 4)</b></p>	<p>Being part of a class team Being a school citizen Rights, responsibilities and democracy (school council) Rewards and consequences Group decision-making Having a voice</p>	<p>Challenging assumptions Judging by appearance Accepting self and others Understanding influences Understanding bullying Problem-solving Identifying how special and unique everyone is</p>	<p>Hopes and dreams Overcoming disappointment Creating new, realistic dreams Achieving goals Working in a group Celebrating contributions Resilience Positive attitudes</p> <p>I can plan and set new goals even</p>	<p>Healthier friendships Group dynamics Smoking Alcohol Assertiveness Peer pressure Celebrating inner strength</p> <p>I can recognise when people are putting me under pressure and can</p>	<p>Jealousy Love and loss Memories of loved ones Getting on and falling out Girlfriends and boyfriends Showing appreciation to people and animals</p> <p>I can recognise how people are feeling</p>	<p>Being unique Having a baby Girls and puberty Confidence in change Accepting change Preparing for transition Environmental change</p> <p>I can summarise the changes that happen to boys' and</p>

	<p>What motivates behaviour</p> <p>I can explain why being listened to and listening to others is important in my school community.</p> <p>I can explain why being democratic is important and can help me and others feel valued.</p>	<p>First impressions</p> <p>I can tell you a time when my first impression of someone changed as I got to know them.</p> <p>I can also explain why bullying might be difficult to spot and what to do about it if I'm not sure.</p> <p>I can explain why it is good to accept myself and others for who we are.</p>	<p>after a disappointment.</p> <p>I can explain what it means to be resilient and have a positive attitude.</p>	<p>explain ways to resist this when I want to.</p> <p>I can identify feelings of anxiety and fear associated with peer pressure.</p>	<p>when they miss a special person or animal.</p> <p>I can give ways that might help me manage my feelings when missing a special person or animal.</p>	<p>girls' bodies that prepare them for making a baby when they are older.</p> <p>I can explain some of the choices I might make in the future and some of the choices that I have no control over.</p> <p>I can offer some suggestions about how I might manage my feelings when changes happen.</p>
<p><b>Ages 9-10 (Year 5)</b></p>	<p>Planning the forthcoming year</p> <p>Being a citizen</p> <p>Rights and responsibilities</p> <p>Rewards and consequences</p> <p>How behaviour affects groups</p> <p>Democracy, having a voice, participating</p>	<p>Cultural differences and how they can cause conflict</p> <p>Racism</p> <p>Rumours and name-calling</p> <p>Types of bullying</p> <p>Material wealth and happiness</p> <p>Enjoying and respecting other cultures</p>	<p>Future dreams</p> <p>The importance of money</p> <p>Jobs and careers</p> <p>Dream job and how to get there</p> <p>Goals in different cultures</p> <p>Supporting others (charity)</p> <p>Motivation</p>	<p>Smoking, including vaping</p> <p>Alcohol</p> <p>Alcohol and anti-social behaviour</p> <p>Emergency aid</p> <p>Body image</p> <p>Relationships with food</p> <p>Healthy choices</p> <p>Motivation and behaviour</p>	<p>Self-recognition and self-worth</p> <p>Building self-esteem</p> <p>Safer online communities</p> <p>Rights and responsibilities online</p> <p>Online gaming and gambling</p> <p>Reducing screen time</p>	<p>Self- and body image</p> <p>Influence of online and media on body image</p> <p>Puberty for girls</p> <p>Puberty for boys</p> <p>Conception (including IVF)</p> <p>Growing responsibility</p> <p>Coping with change</p>

	<p>I can compare my life with other people in my country and explain why we have rules, rights and responsibilities to try and make the school and wider community a fair place.</p> <p>I can explain how the actions of one person can affect another and five examples of this from school and a wider context.</p>	<p>I can explain the differences between direct and indirect types of bullying and can offer a range of strategies to help myself and others if we become involved (directly or indirectly) in a bullying situation.</p> <p>I can explain why racism and other forms of discrimination are unkind.</p> <p>I can express how I feel about discriminatory behaviour.</p>	<p>I can compare my hopes and dreams with those of young people from different cultures.</p> <p>I can reflect on the hopes and dreams of young people from another culture and explain how this makes me feel.</p>	<p>I can explain different roles that food and substances can play in people's lives,</p> <p>I can also explain how people can develop eating problems (disorders) relating to body image pressures and how alcohol misuse in unhealthy.</p> <p>I can summarise different ways that I respect and value my body.</p>	<p>Dangers on online grooming SMARRT internet safety rules</p> <p>I can compare different types of friendships and the feelings associated with them.</p> <p>I can also explain how to stay safe when using technology to communicate with my friends, including how to stand up for myself, negotiate and to resist peer pressure.</p> <p>I can apply strategies to manage my feelings and the pressures I may face to use technology in ways that may be risky or cause harm to myself or others.</p>	<p>Preparing for transition</p> <p>I can explain how boys and girls change during puberty and why looking after myself physically and emotionally is important.</p> <p>I can also summarise the process of conception.</p> <p>I can express how I feel about the changes that will happen to me during puberty, and that I accept these changes might happen at different times to my friends.</p>
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<p style="text-align: center;"><b>Ages 10-11 (Year 6)</b></p>	<p>Identifying goals for the year Global citizenship Children's universal rights Feeling welcome and valued Choices, consequences and rewards Group dynamics Democracy, having a voice Anti-social behaviour Role-modelling</p> <p>I can explain how my choices can have an impact on people in my immediate community and globally.</p> <p>I can empathise with others in my community and globally and explain how this can influence the choices I make.</p>	<p>Perceptions of normality Understanding disability Power struggles Understanding bullying Inclusion/exclusion Difference as a conflict Difference as a celebration Empathy</p> <p>I can explain ways in which difference can be a source of conflict or a cause for celebration.</p> <p>I can show empathy with people in situations where their difference is a source of conflict or a cause for celebration.</p>	<p>Personal learning goals, in and out of school Success criteria Emotions in success Making a difference in the world Motivation Recognising achievements Compliments</p> <p>I can explain different ways to work with others to help make the world a better place.</p> <p>I can explain what motivates me to make the world a better place.</p>	<p>Taking personal responsibility How substances affect the body Exploitation, including 'county lines' and gang culture Emotional and mental health Managing stress</p> <p>I can explain when substances including alcohol are being used anti-socially or being misused and the impact this can have on an individual and others.</p> <p>I can identify and apply skills to keep myself emotionally healthy and to manage stress and pressure.</p>	<p>Mental health Identifying mental health worries and sources of support Love and loss Managing feelings Power and control Assertiveness Technology safety Taking responsibility with technology use</p> <p>I can identify when people may be experiencing feelings associated with loss and also recognise when people are trying to gain power or control.</p> <p>I can explain the feelings I might experience if I lose somebody special and when I need to stand up for myself and my friends in real or online situations.</p>	<p>Self-image Body image Puberty and feelings Conception to birth Reflections about change Physical attraction Respect and consent Boyfriends/girlfriends Sexting Transition</p> <p>I can describe how a baby develops from conception through the nine months of pregnancy, and how it is born.</p> <p>I recognise how I feel when I reflect on becoming a teenager and how I feel about the development and birth of a baby.</p>
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					I can offer strategies to help me manage these feelings and situations.	
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PSHE objective

Social and Emotional Development Objective

## **Sex Education**

The DfE Guidance 2019 (p.23) recommends that all primary schools 'have a sex education programme tailored to the age and physical and emotional maturity of the pupils.' However, "Sex Education is not compulsory in primary schools" (p.23).

At Grange Park Primary School, we believe children should understand the facts about human reproduction before they leave primary school.

We define Sex Education as including physical and sexual development, growth and change, puberty, human reproduction, pregnancy and childbirth and child development and parenting.

We intend to teach this through different aspects of the curriculum and carry out the main RSE teaching in our PSHE curriculum. We also teach RSE through other subject areas (e.g. Science, P.E. and R.E.), where we feel that they contribute significantly to a child's knowledge and understanding of his or her own body, and how it is changing and developing. Linked with R.E. children reflect on family relationships, different family groups and friendship. They learn about rituals and traditions associated with birth, marriage and death and talk about the emotions involved.

Teachers can choose to teach RSE following the usual weekly format or, if felt more beneficial, as a block of sequential lessons over a week.

### **Parents' right to request their child be excused from Sex Education**

"Parents have the right to request that their child be withdrawn from some or all of sex education delivered as part of statutory Relationships and Sex Education" DfE Guidance (p.17)

At Grange Park Primary School, puberty is taught as a statutory requirement of Health Education and covered by our Jigsaw PSHE programme in the 'Changing Me' puzzle (unit). We conclude that sex education refers to Human Reproduction and therefore inform parents of their right to request their child be withdrawn from the PSHE lessons that explicitly teach this, for example:

Year 4, Changing Me, Lesson 2 - Having a baby

Year 5, Changing Me, Lesson 4 - Conception

Year 6, Changing Me, Lesson 4 - Conception and birth

The school will inform parents of this right by letter.

## Additional PSHE taught throughout school

### Additional PSHE to Jigsaw

#### EYFS

<u>Nursery</u>	<u>Reception</u>
	<ul style="list-style-type: none"> <li>• People who help us</li> <li>• Personal hygiene- healthy eating, brushing teeth, exercise</li> </ul>

#### KS1

<u>Year 1</u>	<u>Year 2</u>
<ul style="list-style-type: none"> <li>• Real life superheroes - learning about their roles in our lives</li> <li>• PANTS (underwear rule) - NSPCC</li> </ul>	<ul style="list-style-type: none"> <li>• RNLI visit - water and beach safety</li> </ul>

#### KS2

<u>Year 3</u>	<u>Year 4</u>	<u>Year 5</u>	<u>Year 6</u>
Parliament Loan Box	Road Safety Training	Loudmouth - Helping Hands	<ul style="list-style-type: none"> <li>• Crucial crew</li> <li>• Children in Need - focusing on problems faced by children in the world and enterprise when running CIN fundraising day.</li> <li>• STAR</li> </ul>
		NSPCC Speak out. Stay safe. online programme	

KS2 - Trespassing on Railway Lines Near You

#### Generic for whole school

- E-safety x 2 per half term (usually before holidays)
- Daily check-ins with all children by class teacher and additional with ELSA
- Anti-Bullying Week - Odd Socks Day
- Mental Health -Wear Yellow- day
- Children in Need
- Red Nose Day
- Black History Month
- Each year group to focus on a key individual from history (TBC)
- LGBTQ+
- NSPCC Speak Out. Stay Safe Week (January) online assemblies for KS1 and KS2 and class based activities linked to safeguarding and knowing who to speak to if they have a worry.
- Road Safety Week (November)
- Promotion of healthy lifestyles and a healthy mindset

Mental health awareness and the promotion of good mental health is a major part of the PSHE curriculum at Grange Park. It is addressed as part of the curriculum in each year

group, with a focus on well being themes such as being different, resilience, perseverance, loneliness and growth mindset. Opportunities are regularly taken to highlight links between healthy lifestyle and a healthy mindset. These themes form the core values promoted and celebrated at Grange Park.

### **Assessment, Monitoring and Review**

Assessment, recording and reporting in PSHE is based on:

- Termly recording of progress and attainment using professional teacher judgement
- Planning and discussion with teachers to ensure continuity and progression.
- Talking to children.
- A sample of books from across the Key Stages will be monitored by the PSHE Co-ordinators, in-line with the school Monitoring Policy.
- An annual report to parents, indicating individual progress made
- Governors and SLT scrutinise and ratify teaching materials to check they are in accordance with the school's ethos.

### **Home Involvement**

We are committed to working alongside parents and carers. We will offer support by making our policy available on our school website, ensuring that parents are encouraged to raise questions regarding PSHE with staff members, and that staff are approachable.

**This policy is reviewed annually.**