

Personal, Social, Health and Economic Policy (PSHE)

(Including RSE)



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Prepared by	Miss Katie Blenkiron
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Belong, Believe, Become.

Mandale Mill Primary School

Personal, Social, Health and Economic (PSHE) Policy

This policy should be read in conjunction with the Teaching and Learning Policy, the Curriculum Policy and the PSHE Long Term Plan.

PSHE Intent Statement

At Mandale Mill, the PSHE curriculum is designed to ensure a relevant and enriching experience which encourages our children to celebrate their individuality. Within PSHE we recognise the elements of: academic success, problem-solving, life skills, healthy lifestyles, safety, eco-awareness, wellbeing and mental health as key. We encourage all our pupils to play a positive role in contributing to the life of the school and the wider community. In doing so, we help pupils develop their sense of self-worth and aim to teach, through excellent teaching, how society is organised and governed. By working with our families, we celebrate diversity and utilise the skills, knowledge and values of the community to create an environment in which everyone is valued and all successes are celebrated. Pupils additionally learn to appreciate what it means to be a positive member of a diverse multicultural society and become well prepared for life in modern Britain.

Aims

Mandale Mill believes that PSHE is a developmental subject and provides children with a foundation for all subjects. PSHE promotes the spiritual, moral, cultural, mental and physical development of pupils at the school, readying them for life in a wider society. It is also the belief of the school that PSHE prepares pupils for opportunities, responsibilities and experiences which come with adult life. PSHE has a range of threads through which it is taught, detailed further in the Skills and Knowledge Grid 2019 (appendix one). The Knowledge and Skills Grid shows the progression of each area and the endpoint expectations from Early Years to Year Six. These threads are: Confidence & Responsibility; Views & Opinions; Health & Hygiene; Relationships & Respect and Personal Safety. As a response to the context of the school, a range of further units have been designed to create awareness of and tackle incidents linked to Sex and Relationships Education (SRE) and living in the wider world. The school aims to deliver this through Unicef's Rights Respecting Schools award, putting the 'United Nation's Convention on the Rights of the Child' at the heart of everything we do. The PSHE curriculum is sequenced from Year One to Year Six, directly leading from the Early Years Foundation Stage (EYFS) and a pupils experience within the nursery/school setting.

Implementation

Curriculum Planning and Organisation

At Mandale Mill a Long Term Plan (LTP) for PSHE has been put into place, following the updated statutory guidance in February 2020 from the Department for Education. The LTP is a cohesive document which builds on prior knowledge of the child, ensuring by completion of the primary school journey they can know more, remember more and do more with regard to PSHE curriculum threads. The LTP also allows for cross-curricular work in relation to the whole child, ensuring children are 'wider-world ready'. Teaching staff are responsible for the appropriate implementation of PSHE at Medium Term and Short Term planning levels, under the guidance and support of the PSHE lead. Each term has a curriculum theme, which is cohesive from Year One – Year Six, ensuring continuity of provision. These are: Autumn Term – Living in the Wider World; Spring Term – Relationships; Summer Term – Health and Wellbeing.

Teaching and Learning Style

The PSHE programme reflects the school ethos, demonstrating and encouraging the values of:

- respect for self;
- respect the rights of others;

- responsibility for their own actions;
- responsibility for their family, friends, school and wider community.

At all times PSHE is designed to provide information which is relevant and appropriate to the age and maturity of the children. It is also intrinsic that PSHE develops social skills, including communication, and encourages the exploration and values of an individual's attitude. Part of the PSHE curriculum is Relationships and Sex Education, which is taught to children of appropriate age, development and maturity level using a range of resources – all of which are accredited by the PSHE Association in line with government guidelines. Parents have the chance to discuss and opt-out of some of these elements of the PSHE curriculum, which is further detailed in the 'Specific Issues' section of this policy.

Answering Difficult Questions

Sometimes an individual child will ask an explicit or difficult question in the classroom. Questions do not have to be answered directly. Mandale Mill believes that individual teachers must use their skill and discretion in these situations and refer to the Subject Leader (Katie Blenkiron) or Head Teacher (Leanne Moore) if they are concerned. Strategies such as an 'Ask it basket' can also be incorporated into teaching. Referring back to adults at home may also be used. At all times school staff can expect to be fully supported by the PSHE Lead or other appropriate members of the Senior Leadership Team (SLT).

Assessment and Inclusion

As PSHE is a subject with statutory guidance, but a flexibility in objectives taught, there are limited resources with which to assess against and PSHE is not yet assessed on Target Tracker, the schools preferred method of assessing other subjects. However, it is expected that each child (with allowances for those with SEND needs) is assessed at the outcomes for their individual learning point. Each lesson a sample of the work produced is to be recorded by the class teacher in the cohort Floorbook. These books move through school with the children, providing a cohesive journey of their learning from Year One to Year Six. It is the expectation of teaching staff that a range of work from a range of learners is provided within the Floorbook, to ensure for inclusion of those who are identified as disadvantaged, SEND, EAL, more able or lower prior attainers. The children who are educated in the schools Learning and Behaviour (LAB) setting will engage in PSHE education at an ability related level after discussion between school staff, parents and carers and any relevant professionals. It is the expectation that this will then be assessed in an appropriate format, specific to their individual need.

Specific Issues

Mandale Mill Primary School is committed to working with parents. Since the legislation change following the Children and Social Work Act 2017, parents are no longer permitted to remove their child from any aspect of Relationships Education in primary schools. Parents will be able to withdraw their child from primary school classes which address Sex Education - i.e. those that do not sit within the Relationships Education curriculum. Maintained primary schools are required to teach National Curriculum Science, which includes some elements of Sex Education. Parents do not have a right to withdraw from this. This guidance was updated on the gov.uk website in June 2019 and became statutory in September 2020, following a July 2020 update. Parents wanting to exercise their right with withdraw are invited to speak to the Subject Leader on an annual basis. He/she will discuss the concerns with parents and look at the possibility of adjusting the programme or approach but will also discuss the impact that withdrawal from the programme might have on the child. The range of material used to teach Sex and Relationships Education can be available on request to the Head Teacher or PSHE lead (Katie Blenkiron). Material used will also be available for parents to see at Parent Consultation. Details of any/all conversations will be recorded on CPOMs and made available to all of the year group teaching team for the duration of the academic year.

Resources

For some of the PSHE topic areas, an FPA resource is in place to aid with planning, teaching and appropriate delivery of a range of themes such as 'life cycles', 'relationships' and 'my body'. The resource follows two characters, Yasmine and Tom, as they meet and tackle age related issues. Children will engage in a range of activities through their journey with Yasmine and Tom as they progress and grow with the pupils, from the ages of five to eleven. Other areas of the PSHE curriculum will be taught using a range of resources and teaching practises, detailed below, under guidance from

PSHE lead and, where required, taking support from the PSHE Association. PSHE should always be taught with PSHE Association approved resources, or through the use of teacher-generated resources. PSHE is always delivered in a whole-class setting. The following shows where PSHE links across the whole class setting, within curriculum and the school day.

- Cross curricular following the Cornerstones scheme of work;
- Science;
- Pastoral time (circle time, carpet time);
- Rights Respecting linked themes and ideas;
- Assembly themes;
- Story;
- Planned Visits from those with appropriate skills set and knowledge;
- Interactive and creative methods;
- Steering Group.

Specialist resources will be stored on SharePoint and the Yasmine and Tom resources are accessible to all staff through a web login.

Impact and Evaluation

Outcomes

As detailed above, PSHE is assessed against a range of end of year outcomes, detailed on the Knowledge and Skills Grid (appendix one). This policy sets out to ensure children have access to the appropriate areas of the PSHE curriculum, as designed by Mandale Mill under guidance from the Department for Education. This includes lessons around: drug education, financial education, SRE and the importance of physical activity and diet within a healthy lifestyle. It is a whole-school expectation, therefore, that children leave Mandale Mill prepared for life in the wider community and are aware of the challenges in which they may face. Through a programme of monitoring, which may include lesson visits, book looks, pupil voice and staff voice, the subject leader and other relevant leaders can create a picture of the PSHE teaching and learning at Mandale Mill and triangulate the outcomes which are being presented from teacher assessment.

Roles and Responsibilities

Subject Leader

The current PSHE subject leader is Katie Blenkiron (in her absence during Maternity Leave, the subject will be overseen by Vicky Green). The role and responsibilities for the subject leader are as follows:

- Showing a passion for the subject;
- Instil confidence and enthusiasm within others towards PSHE;
- Adapt the curriculum to meet the changing needs and priorities of our pupils, community and society;
- Ensure excellent subject knowledge;
- Adapt the curriculum, where required, to ensure inclusion;
- Ensure a deep understanding of PSHE and its relevant pedagogy to ensure safe delivery of all areas of the PSHE curriculum, including those with sensitive information;
- Formulating, reviewing and updating policy document and guidelines;
- Overseeing delivery of PSHE curriculum;
- Meeting with parents to discuss coverage and cultural preferences;
- Producing an action plan;
- Monitoring standards of teaching and learning in accordance with the monitoring schedule;
- Keeping up to date with the latest developments and informing staff;
- Acting as a consultant to other members of staff;
- Liaising with outside agencies;
- Organising and maintaining resources;

- Liaising with Governors and other stakeholders.

Governing Body

The Governing Body works in close partnership with the Headteacher, staff and Local Authority. It is the Governing Body's responsibility to ensure the high standard of education within PSHE and the wider curriculum. They are also responsible for overseeing monitoring, approving the PSHE policy and ensuring the curriculum which Mandale Mill has adapted is broadly balanced and responsive to the needs of the pupils. They are also responsible for ensuring the PSHE curriculum is written in such a way as provides for all pupils, including those who are disadvantaged, SEND, EAL, SEMH learners, more able or lower prior attainers.

Teachers

The role of the teacher within PSHE is to deliver classroom instruction that helps students learn. To accomplish this, teachers must prepare effective lessons, offer feedback and collaborate with other staff. It is considered that for the most part the class teaching assistant and class teacher are best equipped to deliver the programme. However, he/she will be supported by other staff and by the use of visitors as/when appropriate. Teachers will ensure that pupils are presented with the contexts and experiences involving gender and a variety of ethnic backgrounds. Materials should be presented in a context suitable to the pupil's age. FPA resource Yasmine and Tom have this as an intrinsic part of their delivery and visual resourcing. Children's work will be recorded by the Class Teacher and accumulated into the Floorbook under a long date and 'I can...' lesson objective. Notes of conversation and relevant Rights Respecting articles should also be included. Class teachers will always plan appropriate work, keeping short assessment records of each child's progress.

Dissemination of the Policy

All staff members and governors will receive a copy of the policy as agreed by Governing Body.



Article 13 – Every child must be free to say what they think and to seek and receive all kinds of information as long as it is within the law.

Article 14 – Every child has the right to think and believe what they want and also to practise their religion, as long as they are not stopping other people from accessing their rights.

Article 27 – Every child has the right to a standard of living that is good enough to meet their physical, social and mental needs.

Article 28 – Every child has the right to an education. Primary education must be free. Secondary education must be available to every child.

Appendix One- PSHE skills and progression

Confidence and Responsibility	Early Years		Year 1		Year 2		Year 3		Year 4		Year 5		Year 6	
	Nursery	Reception	Skill	Knowledge	Skill	Knowledge	Skill	Knowledge	Skill	Knowledge	Skill	Knowledge	Skill	Knowledge
	Expresses own preferences and interests. Can select and use activities and resources with help. Welcomes and values praise for what they have done.	Children are confident to try new activities, and say why they like some activities more than others. They are confident to speak in a familiar group, will talk about their ideas, and will choose the resources they need for their chosen activities. They say when they do or don't need help.	Take part in group play or conversations, recognising what they like/dislike. Demonstrate growing independence and responsibility when carrying out everyday tasks, such as getting changed for PE and tidying up.		Recognise what is fair/unfair, right/wrong, kind/unkind and utilise this in planning and deciding.	Know that all living things have needs and we share a responsibility to meet them.	Make positive comments about themselves and others.	Listen actively and show empathy.		Identify positive ways to face new challenges, applying knowledge creatively.		Show responsibility in managing daily tasks and learning, individually and in a team.	Review their progress against objectives and when making decisions.	Take responsibility for a range of tasks, in a range of scenarios, with growing independence.

Views and Opinions	Confident to talk to other children when playing, and will communicate freely about own home and community .	Confident to speak to others about own needs, wants, interests and opinions.	Begin to give simple reasons for their own views/opinions.		Share their views and opinions on things which matter to them, providing some evidence to support, such as gathered relevant information and data.		Present their views and opinions with some explanation, beginning to formulate questions.		Convey own opinions and answers clearly, supported by evidence. Formulate questions to further their understanding or adapt their viewpoint.		Talk and write about their own opinions and begin to explain their views on some issues (e.g. issues affecting their own life/environment such as school uniform), seeing and respecting others' viewpoints.		Present, in a variety of ways, opinions on a wider range of topics, affecting both themselves and society, justifying their views and conclusions through evidence and separating fact from opinion.	
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<p style="text-align: center;">Health and Hygiene</p>	<p>Can usually manage washing and drying hands. Dresses with help, e.g. puts arms into open-fronted coat or shirt when held up, pulls up own trousers, and pulls up zipper once it is fastened at the bottom.</p>	<p>Children know the importance for good health of physical exercise, and a healthy diet, and talk about ways to keep healthy and safe. They manage their own basic hygiene and personal needs successfully, including dressing and going to the toilet independently.</p>		<p>Explain ways of keeping clean (e.g. by washing their hands and keeping their hair tidy) and how this stops the spread of some diseases.</p>	<p>Recognise what they like and don't like and how choices have effects on health (e.g. brushing their teeth).</p>	<p>Explain why exercise and rest contribute to a healthy lifestyle.</p>		<p>Explain which foods contribute towards a healthy lifestyle and the benefits of a balanced diet. Recognise that bacteria and viruses can be harmful and explain how simple routines can help stop their spread.</p>		<p>Identify some factors that affect emotional health and well-being (e.g. exercise or dealing with emotions).</p>		<p>Make informed choices to maintain their health and well-being, and explain reasons for these choices.</p>		<p>Understand the changes involved in puberty and about human reproduction. State the basic facts and laws about alcohol, tobacco and legal/illegal drugs, including an understanding of the term 'habit' and how habits can affect health and lifestyle.</p>
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<p style="text-align: center;">Relationships and Respect</p>	<p>Initiates play, offering cues to peers to join them. Keeps play going by responding to what others are saying or doing. Demonstrates friendly behaviour, initiating conversations and forming good relationships with peers and familiar adults.</p>	<p>Children play cooperatively, taking turns with others. They take account of one another's ideas about how to organise their activity. They show sensitivity to others' needs and feelings, and form positive relationships with adults and other children.</p>		<p>Explain different ways that family and friends should care for one another. Identify the main body parts, including differences between boys and girls and what physical contact is acceptable and comfortable.</p>	<p>Identify who to go to if they are worried and how to attract their attention.</p>	<p>Explain how their actions have consequences for themselves and others. Identify people who look after them.</p>	<p>Judge what kind of contact is acceptable and how to respond.</p>	<p>Identify different types of relationships (e.g. marriage or friendships) and show ways to maintain good relationships (e.g. listening, supporting, caring).</p>	<p>Recognise that their actions affect themselves and others.</p>	<p>Respond to, or challenge, negative behaviours such as stereotyping and aggression, evaluating social norms.</p>	<p>Demonstrate respect and tolerance towards people different from themselves.</p>	<p>Recognise that images and media portrayal are not always an accurate reflection of reality and can impact on people's feelings.</p>	<p>Explore how information is presented differently in the media and online.</p>	<p>Describe some of the different beliefs and values in society, demonstrating respect and tolerance towards people different from themselves.</p>
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Personal Safety			Describe ways of keeping safe in familiar situations. Talk about the difference between secrets and surprises and recognise that people's bodies and feelings can be hurt.	Identify some hazards in the home, such as cleaning products and medicines.		Recognise some dangerous situations out of school grounds, such as crossing the road and talking to strangers. Suggest ways to avoid dangerous situations and be aware that they should not keep adults' secrets.	Recognise ways in which a relationship can be unhealthy and who they can talk to if they need support.	Describe ways of resisting negative peer pressure around issues, such as bullying, which affect their health and well-being.	Assess and manage risks associated with personal lifestyle and activity choices; trying new ideas, facing challenges safely and recognising what is dangerous.	Develop their understanding of online safety, including the protection of personal details.	Respond to, or challenge, negative behaviours, such as bullying and aggression with increasing independence and show resistance to carrying out something that they feel uncomfortable about or that they know is wrong.			Identify and explain how to manage the risks in different familiar situations (e.g. discussing issues connected to personal safety such as legal and illegal drugs), understanding there are different levels of risk, including when a 'secret' should be shared.
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Emotional Wellbeing	Can inhibit own actions/be haviours, e.g. stop themselves from doing something they shouldn't do. Growing ability to distract self when upset, e.g. by engaging in a new play activity.	Understands that own actions affect other people, for example becomes upset or tries to comfort another child when they realise they have upset them. Aware of the boundaries set, and of behavioural expectations in the setting. Beginning to be able to negotiate and solve problems without aggression, e.g. when someone has taken their toy.	Describe things that make them feel happy and things that make them feel sad.		Explain how they like to rest and relax, knowing that this contributes to their own well-being. Explain how they share the responsibility for keeping themselves and others safe. Communicate and respond to their own and others' feelings.			Describe situations that they find stressful and explain some ways that they can make these better, through positive thinking and talking through with others.	Recognise strong emotions and identify ways of self-regulating them positively.	Explain how things can be misinterpreted or misrepresented.		Explain the benefits of being emotionally, physically and mentally healthy and discuss what can affect this, including the media.	Predict, assess and discuss how to manage situations that may have higher levels of risk associated with them.	Respond appropriately to a wide range of feelings and emotions in themselves and others.
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Collaboration	Confident to talk to other children when playing, and will communicate freely about own home and community .	Confident to speak to others about own needs, wants, interests and opinions.	Play and learn collaboratively in a small group. Recognise when someone makes them, or others, feel sad or hurt.	Begin to develop an understanding of different forms of teasing, that it is wrong, and what they can do about it.	Play and learn co-operatively , developing strategies to solve simple arguments through negotiation .	Explain what it means to be a good friend.	Work collaboratively towards shared goals.	Describe what bullying is and what to do if they are feeling bullied.		List different types of teasing, discrimination, bullying and aggressive behaviours , explaining how it can feel and who can help with these issues.		Explain the consequences of peer pressure and bullying in different situations, utilising strategies for managing persuasion and coercion. Talk about how to resolve conflict, using the strategies of compromise and negotiation .		Give quality, constructive feedback and support to benefit themselves and others when working collaboratively. Consider reasons why someone may want to bully another person and suggest ways to support them.
Diversity			Show an awareness of how needs change as they grow from young to old.	Describe how they are the same as, or different to, a friend or family member.	Describe and respect similarities and differences between people, including people from different places in the world, or different ethnic backgrounds.		Demonstrate sensitivity and understanding of people with different values, customs and cultures.			Explain the words 'discrimination' and 'stereotype' and give examples of both.		Explain the words 'culture', 'stereotype' and 'racism' and give examples of all. Discuss 'protected characteristics' in the Equality Act 2010 or revised versions.		Describe how different types of rights need to be protected, supported and balanced.

Citizenship		Takes steps to resolve conflicts with other children, e.g. finding a compromise.		Suggest how they could make a positive contribution to their class, school or community. Explain how they belong to various groups and communities and contribute to the development of class and group rules.	Identify and describe characteristics that make a good citizen. Identify how their local environment can be harmed and improved.		Ask and answer questions, giving a view on a local (or world) issue.	Explain the school rules and basic emergency procedures.	Explain how they might make a positive contribution to a world issue, such as global warming, poverty or fair trade.	Recognise the role of voluntary and community groups.	Critically enquire about citizenship issues and give an opinion on them. Explain how rules and laws protect them and others in a variety of situations and how they can play a part in developing or changing rules.	Explain what the word 'democracy' means, showing an awareness that there are local and national groups to support it.	Explore a controversial or emotive issue, considering both sides of an argument before forming a personal view or opinion.	Explain how they can make a positive contribution to society, now and in the future.
Financial Understanding		Understand that money is used to purchase objects they may want/need.		Explain in simple terms where money comes from and what money is used for in everyday life, including the terms 'spend' and 'save'.	Demonstrate a realistic idea of how much everyday items cost and begin to demonstrate how to manage their money.			Describe different ways people earn and manage money and their personal finances, including how to budget.	Discuss how to make money and show enterprise.	List several ways of saving money, including those linked with banks and building societies.		Explain what it means to be an ethical consumer and give examples of ethical consumerism in action, such as Fair Trade. Explain how the allocation and use of resources can affect individuals and communities.		Talk about a range of jobs, and explain how they will develop skills to work in the future. Begin to develop an understanding of the terms 'savings', 'interest', 'tax' and 'debt'.

Relationships and Feelings	Can play in a group, extending and elaborating play ideas, e.g. building up a role-play activity with other children.	Children play cooperatively, taking turns with others.	Use facial expressions to demonstrate some named feelings and describe some of their positive or negative qualities.		Manage feelings in a positive and effective way.	Learn about loss, change and the feelings involved in those situations.		Describe how 'family' can mean different things to different people.		Describe why someone might start a relationship with another person.		Describe different types of care and love extending their vocabulary and understanding of different emotions.		Explain how a variety of social and personal relationships might change over time, including transition, loss, divorce, separation and bereavement.
Goals	Confident to speak to others about own needs, wants, interests and opinions.	Confident to speak to others about own needs, wants, interests and opinions.	Talk about their gifts and talents. Identify a simple goal for themselves.		Talk about things they are good at and things that they find difficult. Identify a simple goal and talk about how they could achieve it. Support others, giving constructive feedback.		Recognise things they are good at and identify simple goals. Respond to the need for positive affirmation for self and others.		Talk about their achievements and plan how to work towards new goals, making use of constructive feedback.		Appreciate their personal, academic and non-academic strengths and show perseverance and resilience in working towards their goals.		Identify positive things about themselves and their achievements; seeing their mistakes, making amends and setting personal goals. Develop self-organising and time management skills.	