



Farington Primary School PSHE & Health and relationships (HRE) Policy

2020

**Subject Leaders:
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Overview and Aims

At Farington Primary School we aim to inspire all children to reach their full academic and emotional potential. We believe it is important because all children have a right to be safe and have the knowledge and understanding in order to fulfil their potential.

In PSHE this means ensuring a curriculum that is fully inclusive of all children and covers the statutory guidance on Relationships Education, Health Education (HRE) and all non-statutory elements of PSHE, we will do this by ensuring over delivery and coverage enables our pupils to progress within these key skills;

- ❖ Understanding Self and Others
- ❖ Working With Others
- ❖ Speaking and Listening
- ❖ Negotiation Compassion and Empathy
- ❖ Body Language - Verbal and Non-Verbal
- ❖ Assertiveness
- ❖ Making Choices
- ❖ Risk Taking
- ❖ Influences
- ❖ Making Decisions

One Decision Programme of Study

At Farington we use One Decision to deliver our PSHE curriculum, ensuring all key skills are covered. This is then supplemented with a variety of learning experiences to suit the needs of our pupils. These are adapted and modified, by the class teachers, depending on their cohort of children.

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2 - Suggested topic delivery overview - Year by Year Breakdown

Topic suggested for years 1/2 5-8 Resources	Topic suggested for years 3 5-8 Resources	Topic suggested for year 4 8-11 Resources	Topic suggested for year 5 8-11 Resources	Topic suggested for year 6 8-11 Resources
KEEPING/STAYING SAFE	KEEPING/STAYING SAFE	KEEPING/STAYING SAFE	KEEPING/STAYING SAFE	KEEPING/STAYING SAFE
Assessment - Baseline Road Safety Tying Shoelaces	Staying Safe Leaning Out of Windows Assessment - Summative	Assessment - Baseline Cycle Safety	Peer Pressure Adults' Views Children's Views	Water Safety Assessment - Summative
KEEPING/STAYING HEALTHY	KEEPING/STAYING HEALTHY	KEEPING/STAYING HEALTHY	KEEPING/STAYING HEALTHY	KEEPING/STAYING HEALTHY
Assessment - Baseline Healthy Eating Washing Hands	Brushing Teeth Medicine Assessment - Summative	Assessment - Baseline Healthy Living	Smoking Adults' Views Children's Views	Alcohol Assessment - Summative
RELATIONSHIPS	RELATIONSHIPS	GROWING AND CHANGING	GROWING AND CHANGING	GROWING AND CHANGING
Assessment - Baseline Bullying Friendship	Body Language Touch Assessment - Summative	Assessment - Baseline Appropriate Touch (Relationships)	Puberty Adults' Views Children's Views	Conception Assessment - Summative
BEING RESPONSIBLE	BEING RESPONSIBLE	BEING RESPONSIBLE	BEING RESPONSIBLE	BEING RESPONSIBLE
Assessment - Baseline Practice Makes Perfect Water Spillage	Helping Someone in Need Stealing Assessment - Summative	Assessment - Baseline Coming Home on Time	Looking Out for Others Adults' Views Children's Views	Stealing Assessment - Summative
FEELINGS AND EMOTIONS	FEELINGS AND EMOTIONS	FEELINGS AND EMOTIONS	FEELINGS AND EMOTIONS	FEELINGS AND EMOTIONS
Assessment - Baseline Jealousy Worry	Anger Grief Assessment - Summative	Assessment - Baseline Jealousy	Anger Adults' Views Children's Views	Worry Assessment - Summative
COMPUTER SAFETY	COMPUTER SAFETY	COMPUTER SAFETY	COMPUTER SAFETY	COMPUTER SAFETY
Assessment - Baseline Online Bullying Image Sharing	Making Friends Online Computer Safety Documentary Assessment - Summative	Assessment - Baseline Online Bullying	Image Sharing Adults' Views Children's Views	Making Friends Online Assessment - Summative
MONEY MATTERS	MONEY MATTERS	THE WORKING WORLD	THE WORKING WORLD	THE WORKING WORLD
Assessment - Baseline Money Matters	Assessment - Summative	Assessment - Baseline Chores at Home	Enterprise Adults' Views Children's Views	In-App Purchases Assessment - Summative
HAZARD WATCH This module is suggested for years 1-3 and can be delivered where suitable		A WORLD WITHOUT JUDGEMENT	A WORLD WITHOUT JUDGEMENT	A WORLD WITHOUT JUDGEMENT
Assessment - Baseline Is it safe to eat or drink? • Is it safe to play with? Assessment - Summative		Assessment - Baseline Breaking Down Barriers	Inclusion and Acceptance Adults' Views Children's Views	British Values Assessment - Summative

Additional learning opportunities to enhance the key skills include, but not extensively:

- ❖ Growth Mindset
- ❖ Anna Freud Mental Health
- ❖ Money Management
- ❖ United Utilities
- ❖ Fire Safety (YR 2&6)
- ❖ PC Tony – Anti-social behaviour
- ❖ Bike ability
- ❖ First Aid
- ❖ RE trips, visitors
- ❖ Assemblies

Teachers are able to adapt and add extra opportunities for children to develop their PSHE key skills within the wider curriculum.

Health and Relationship Education (HRE)

At Farington Primary school we are committed to delivering a high quality education for all our pupils and in doing so preparing each child for the opportunities, responsibilities and experiences and management of adult life. We believe Health and Relationship Education has a key role in a child's personal and social development, and have therefore opted to follow the new statutory guidance from September 2019, in order to ensure full coverage, learning experiences and knowledge is obtained before it becomes statutory from September 2020. We aim to keep parents informed of the changes, this is to be done through a letter and a, 'Drop in session' planned for March 2020.

Our aims for Health and Relationship Education are:

- ❖ To nurture self-esteem and emotional development
- ❖ To promote self-value, learn respect for themselves and others
- ❖ To increase their knowledge and awareness about their changing bodies
- ❖ To develop skills to cope with changes in family situations
- ❖ Deal with difficult moral and social questions
- ❖ To reduce anxiety about growing up
- ❖ To develop skills in
 - decision making
 - communication
 - assertiveness
- ❖ To protect them from harm/exploitation

We believe growing up and relationships education is about life-long learning; a combination of developing children's knowledge and understanding, personal and social skills as well as their attitudes and values. Effective Health and Relationship education is essential if young people are to make responsible and well informed decisions about their lives.

Teaching and learning of Health and Relationships Education

The delivery of Health and Relationships lessons will involve a variety of teaching styles and will be conducted by the teacher in a sensitive manner, taking into account the individual needs and circumstances of the children in their class. The children will take an active involvement in their learning through the use of methods such as:

- thought showers/mind mapping;
- circle time;
- discussion;
- drama;
- role play;
- interactive ICT;
- structured games
- distancing techniques (puppets)

As a school, we have chosen to adopt the lessons suggested in, 'One Decision' this is a quality assured scheme and covers all of the statutory elements required by the DfE.

Answering questions / confidentiality / child protection / dealing with sensitive issues

At the beginning of the unit the children will discuss and create a list of ground rules, to be used and reminded of at the start of each lesson. The children will be made aware of the boundaries of confidence before disclosures are made. Staff should never offer absolute confidentiality as they are obliged to share information relating to abuse in line with child protection procedures. Visitors contributing to such lessons work to the same policy. Each class will be reminded to use their, 'Ask it baskets'. These are familiar with the children, they can write comments / ask questions to speak to an adult individually or ask anonymously. If a child wants to speak to an adult on a 1 to 1 basis they will write their name on their question. If a child asks a question an adult does not want to answer then the adult will tell the children they are not sure about that questions and that they will get back to them. This will allow time for the adult to consider the question further.

Special Educational Needs

Here at Farington Primary School we believe that we are an educationally inclusive school as we are concerned about the teaching and learning, achievements, attitudes and well-being of all our pupils. We work hard to offer equality of opportunity and diversity to all groups of pupils within school such as children:

- ❖ from both sexes;
- ❖ who have Special Educational Needs;

We want pupils with identified special educational needs to have full access to all subjects of the National Curriculum with teachers planning lessons that have no barriers to pupils achieving and with appropriate targets relating to the subject.

- ❖ who are looked after;
- ❖ from minority faiths, ethnicities, travellers, asylum seekers, refugees;
- ❖ who are gifted and talented; We recognise that within the school we have more able, gifted and talented children. They often require differentiated tasks within the foundation subjects and/or demonstrate a talent or skill in the creative, cultural or sporting fields.
- ❖ who are at risk of disaffection;
- ❖ who are young carers;
- ❖ who are sick;
- ❖ who have behavioural, emotional and social needs;

We want all children to achieve success, therefore we will ensure they are given differentiated tasks that are matched to their level of attainment so that they can demonstrate successfully what they know, understand and can do. The main feature of effective differentiation is good planning resulting in effective teaching and learning with children making good progress. Also, our expectation is to see interested, well motivated children, responding to challenges and working productively on task.

Assessment

- ❖ Assessment for learning should occur throughout the entire PSHE lesson, enabling teachers/teaching assistants to adapt their teaching/input to meet the children's needs.
- ❖ Pupil's work should be marked in line with the Marking Policy – Traffic lighted and a comment, if required.
- ❖ Future lesson design should depend on class success evaluated through marking and observations made during the lesson.
- ❖ Assessment of pupil work and progress is ongoing by the class teacher and informs future planning. Teachers assess against end of year expectations in line with their year group; identifying who is entering, developing, secure or working in greater depth at their year group level. This allows teachers to assess children's progress in PSHE, gathering evidence over the course of the year. Teachers use this information to inform planning for groups and individual pupils; this supports the delivery of nurture clubs. Tracking is used to identify the needs of specific groups of children, to enable us to provide experiences that support, enhance and extend.
- ❖ Teachers are provided with the key skills for their year group in order to ensure full coverage. This is provided to subject leaders half termly.
- ❖ Floor books are used across school, particularly for the supplementary PSHE.

AGT

At Farington Primary School, we value all children equally and endeavour to ensure that each child should have the opportunity to realise his/her potential in a challenging and supportive environment.

Our school will have, at any time, talented or gifted pupils, some of whom may be exceptionally able, and this may be in one or more areas of learning. We believe that we can make a difference in enabling these pupils to achieve the greatest possible progress and recognise the value and importance of identifying and celebrating their achievements and successes. Our definition of ability recognises academic and practical performance as well as those who show outstanding artistic, musical and creative talent, physical skills, leadership qualities and the ability to process ideas and information.

Equal Opportunities

We incorporate PSHE into a wide range of cross-curricular subjects and support all our children in accessing our curriculum.

British Values

Our school reflects British Values. We aim to be at the heart of the community, sharing, supporting and learning together with everyone as equals. We are creative, confident, open-minded, independent and unique individuals, respectful of ourselves and of others in our school, our local community and the wider world. We recognise the multi-cultural, multi-faith and ever-changing nature of the United Kingdom and are proud to be

a part of it. We aim to become caring, democratic, responsible and tolerant adults who make a positive difference to British Society and to the world.

Health and safety

School health and safety guidelines are adhered to at all times. Staff use the EVOLVE system to complete risk assessments and Gareth Hollinghurst/Allan Williams (EVC) sign these off. The children's safety is always at the forefront of the teachers planning to ensure all children have the opportunity to learn in a safe environment.

Roles and responsibilities

It is the role of the PSHE Subject Leader under the guidance of the Head teacher:

- ❖ To organise PSHE within the curriculum and to ensure progression and development.
- ❖ To keep abreast of developments within PSHE and carry out INSET/staff meetings when required to disseminate information.
- ❖ To monitor and update resources and investigate opportunities for enhancing the PSHE curriculum at Farington.
- ❖ To support governors in their role by keeping them up to date with the curriculum.
- ❖ To update parents knowledge of the relevant changes within the PSHE curriculum.
- ❖ To monitor and update the implementation of PSHE throughout school.

Parental involvement

At Farington Primary School we are fully committed to working in partnership with parents to ensure that all learners thrive and do their best.

We understand the importance of parents knowing what their child is learning at school and how they can support them with this. This information is communicated throughout the year in a variety of ways including curriculum overviews, homework, the school website and Twitter.

We share the progress and achievement of their child with the parents throughout the year. This is formally done through a Parents Evening each term and a written report in the Summer Term.