



# **Mundy C of E Junior School PSHE Worship Policy 2022**

‘Let love and kindness be the motivation  
behind all that you do.’ (1 Corinthians 16:14)

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Appendix 1: By the end of primary school children should know

## **1. Aims**

The aims of Personal, Social and Health Education (PSHE) at Mundy C of E Junior School are to:

- Give children the knowledge, skills and understanding they need to lead confident, healthy independent lives and to become informed, active and responsible British citizens.
- Enable students to understand and respect our common humanity: its diversity and its differences so that they can go on to form, the effective fulfilling relationships that are an essential part of life and learning.
- Enable students to develop an understanding of safeguarding as they will learn about their own identity, risks, decision-making and how to keep themselves safe.
- Teaches them to recognise their own value, work well with others and become increasingly responsible for their own learning.
- Enables them to reflect on their experiences and understand how they are developing personally and socially tackling many of the spiritual, moral social and cultural issues that are part of growing up.

At Mundy C of E Junior School, we are committed to ensuring that the basic rights, as explained in the United Nations' Convention on the Rights of the Child (UNCRC) are met and incorporated into all aspects of school life.

## **2. Statutory requirements**

At Mundy C of E Junior School, we teach PSHE in accordance with the National Curriculum in England: Primary Curriculum, 2014.

As a junior school, we must provide Personal, Social and Health Education to all children as per the Children and Social work act 2017.

The Relationships Education, Relationships and Sex Education, and health Education (England) Regulations, 2019, provide that pupils receiving primary education must be taught Personal, Social and Health Education. These Regulations amend existing provision in the Education Act 1996 and the Education Act 2002.

## **3. Policy development**

This policy has been written as a result of consultations with school staff and students. Consultations have enabled us to adapt our bought-in PSHE Matters Scheme and our Growing up with Yasmine and Tom scheme accordingly.

This policy has been put together by school staff and governors and replaces the interim policy that has been in place since September 2020.

The existing policy has been reviewed and new DfE requirements studied. When producing this policy we have taken into account our community and our school ethos.

The policy has been ratified by the governing body.

## **4. Curriculum and Delivery of PSHE**

At Mundy C of E Junior School we recognise the individual needs of our children. Through our education and our ethos, we will adopt a culture which embodies our school 'Be Statements'. This is an ethos that will exist every day in school and not just on specific themed days. In line with government guidance, our curriculum needs to reflect this and focus on teaching the fundamental building blocks and characteristics of positive relationships and health education.

There are 12 over-arching concepts explored throughout the key-stage curriculum, each area will be covered once in year 3/4 and once in year 5/6.

**These 12 concepts are as follows:**

1. Drug Education - including how to manage risk and peer influences
2. Exploring Emotions - including how to recognise and manage feelings and emotions
3. Being Healthy - including the importance of looking after our mental health
4. Growing up - including the SRE element
5. Changes - including loss
6. Bullying Matters - including how to ask for help
7. Being Me - including identity and community
8. Difference and Diversity - including challenging stereotypes
9. Being Responsible - including looking after the environment
10. Being Safe - particularly featuring cyber, gaming and CSE
11. Relationships - including what is a healthy relationship
12. Money Matters – including enterprise

**These are summarised and taught in three 'Core Themes':**

- Health and wellbeing
- Relationships
- Living in the Wider World

We have developed the curriculum in consultation with pupils and staff, taking into account the age and needs of children.

As with any topic, pupils will ask questions during PSHE to further their understanding. Due to the sensitive nature of the topic, teachers will employ strategies to ensure that questions are asked and answered in a factual, balanced and age-appropriate way.

All staff will be mindful of their safeguarding role and will follow the relevant school procedures if a question raises concerns of this nature.

**Teachers will use the following strategies to deal with unexpected questions:**

- Teachers will use distancing techniques and establish safe ground rules for discussions in PSHE
- Teachers will work together with the class to set ground rules, which will be re-introduced at the beginning of each lesson.
- If a question is personal, the teacher will remind pupils of the rules and expectations.
- If the teacher doesn't know the answer to a question, the teacher will acknowledge this and will research the question and provide an appropriate answer later.
- If the question is too explicit, is outside set parameters, is inappropriate in a whole class setting, the teacher will attend to it on an individual basis which may involve informing parents.

Sometimes pupils may ask questions about issues that are not part of the planned programme. This could show that the taught curriculum is not meeting their needs. This will be fed back to the leader as part of the evaluation and monitoring process.

PSHE is taught using the PSHE Matters and Growing up with Yasmine and Tom schemes of work. Whilst the scheme has been developed to meet statutory requirements, it has the flexibility to be adapted to meet the requirements of our children.

PSHE is taught weekly, with a different focus for each half term.

We recognise that communication is an incredibly important aspect of PSHE, and some children communicate better with different adults. Because of this, it is an expectation that PSHE is delivered by the class teacher. In addition to this, where possible, support staff (including Teaching Assistants and Learning Mentors) take part in the lessons.

We aim to ‘live’ what is learnt and apply it to everyday situations in the school community through:

- Assemblies and Collective Worship
- Our praise and reward system
- Relationships child to child, adult to child and adult to adult across the school.
- Marking significant country-wide celebrations such as Black History Month, Children’s Mental Health Week, LGBT+ History Month and many others.

### **Additional materials**

The use of age-appropriate published texts, both fiction and non-fiction, are proven methods to support teaching across the curriculum; this is also the case with PSHE. We will continue to build on our collection of books that help children to understand the different relationships and family structures that exist in modern society.

### **5. Equality, Inclusion and Support.**

As a school and a workplace, we are accepting and understanding of both staff members’ and students’ sexual orientation. Regardless of sexual orientation, staff will not promote their own viewpoints, but will use LGBTQ+ language where it is deemed appropriate. This includes the use of the words “gay”, “lesbian”, “bisexual”, “homosexual” and “transgender” in their appropriate contexts.

We recognise that informal discussions about staff families are a part of everyday school life – all staff members should feel comfortable in talking to children and colleagues about their own families if they choose to do so.

Relationships should be delivered in line with the Equalities Act and Public Sector Equality Duty to ensure those with protected characteristics do not face discrimination. Positive action is taken to deal with disadvantages affecting a group because of protected characteristics.

These areas of learning are taught within the context of family life, taking care to ensure that there is no stigmatisation of children based on their home circumstances (families can include single parent families, LGBT parents, families headed by grandparents, adoptive parents, foster parents/carers amongst other structures) along with reflecting sensitively that some children may have a different structure of support around them (for example: looked after children or young carers).

In complying with the requirements of the Equality Act 2010, we value diversity, encourage respect for all and promote tolerance for, and celebration of, difference. We do not discriminate against pupils because of any protected characteristic (age, sex, race, disability, religion or belief, gender reassignment, pregnancy or maternity, marriage or civil partnership, or sexual orientation). At times, when there is an identified need, we may take positive action through our planning and delivery of PSHE to deal with issues facing those with a particular characteristic.

PSHE will be accessible to all regardless of their gender abilities or background. Through the delivery of PSHE, teachers will explore gender and disability stereotypes and how they may limit a person’s potential and ensure that people of all genders receive information that is relevant to their needs.

There are many different faith and cultural perspectives on aspects of PSHE. We aim to deliver PSHE in a factual, non-judgmental way, ensuring that teachers do not promote one faith or cultural viewpoint, but rather provide a balanced approach that acknowledges the wealth of views and opinions of our community and teaches tolerance.

Parents and carers are key partners in PSHE and are best placed to support their children to understand how their learning at Mundy C of E Junior School fits with their family's faith, beliefs and values. To support this process, we will ensure that parents are made aware of what will be taught and when.

We will use a range of materials and resources that reflect the diversity of the school population and encourage acceptance and tolerance. We want every child and family to feel included, respected and valued.

A range of different families and relationships will be explored within PSHE. All children, whatever their identity, developing identity, or family background, need to feel that PSHE is relevant to them and sensitive to their needs. Resources used will demonstrate awareness of both the school community and wider society where possible.

## **SEND**

Teachers will plan in different ways and use a variety of teaching strategies to meet the needs of individuals. For some children, particularly those with special educational needs and disabilities, a tailored approach may be necessary to ensure learning outcomes are met – if so, this will be discussed with parents/carers and based upon the individual needs of the pupil, prior to the session.

## **Vulnerable Pupils**

Some pupils may have experienced adverse childhood experiences that may impact on their ability to engage with PSHE in a variety of ways. Care will be taken to ensure that, where this is the case, parents/carers are consulted about the most appropriate way for the pupil to access the curriculum.

## **Safe Learning in PSSE**

It is important that all pupils feel safe and able to participate in PSHE lessons. To support the involvement of all pupils, teachers will use a range of teaching strategies and ensure that pupils are aware of the expectations before beginning each session.

## **6. Roles and responsibilities**

### **6.1 The governing body**

The governing body will approve the PSHE policy and hold the Headteacher to account for its implementation.

### **6.2 The Headteacher**

The Headteacher is responsible for ensuring that PSHE is taught consistently across the school.

### **6.3 Staff**

The PSHE staff are responsible for:

- Delivering PSHE in a sensitive way
- Modelling positive attitudes to PSHE
- Monitoring progress
- Responding to the needs of individual children
- Delivering the curriculum without promoting their own personal viewpoint

All PSHE provision will be co-ordinated by the PSHE lead. They will ensure that staff are knowledgeable and confident to teach PSHE to their students. All provision will be monitored, and quality assured by the PSHE lead. Training will be provided by the PSHE lead where applicable any other training deemed necessary will be provided by outer agencies.

All teachers are responsible for the teaching of PSHE and all teaching assistants are responsible for supporting the teaching of PSHE.

## **6.4 Children**

Children are expected to engage fully in PSHE and, when discussing issues related to PSHE, treat others with respect and sensitivity.

## **6.5 Parents**

PSHE is a partnership between Mundy C of E Junior School and parents/carers. We recognise that in PSHE, parents and carers play a core role and we therefore welcome their engagement with our programme. It is important that PSHE is delivered within the school is explored in more detail within the context of individual families. We wish to build a positive and supporting relationship with the parents of children at our school through mutual understanding, trust and co-operation. In promoting this objective, we:

- Inform parents routinely about the school's PSHE policy and practice (prospectus/letters/emails/website).
- The curriculum content and organisation are shared and explained
- Answer any questions that parents may have about the PSHE of their child.
- Take seriously any issue that parents raise with teachers or governors about this policy or the arrangements for PSHE in the school.
- Conduct consultation every two years about any needs in relation to our PSHE programme and policy.

Any parents wanting more information about our PSHE curriculum can contact a member of the Senior Leadership Team or the PSHE Leader.

## **7. Assessment and Recording**

As recommended by the PSHE Matters Scheme, assessment of PSHE takes place against the main aims (see the Aims of PSHE section of this policy). We carry out both summative and formative assessments in PSHE. We carry out a pre-unit assessment, through questioning, before each topic to assess which elements of teaching and learning are required. At the end of each lesson, we assess the children against our MyLO sheets, enabling the class teacher to see which children are working towards, expected or greater depth for that lesson. We also assess which key vocab the children have used within the lesson and provide final summative question/s to the class in order to gain an insight into the children's understanding of the lesson.

Throughout lessons, teachers use formative assessments such as questions, observations, marking work and quizzes etc to gain an insight into the child's understanding of the lesson and to modify lessons in accordance with the needs of the class and or individual children.

## **8. Training**

Staff are trained annually by the PSHE lead on the delivery of PSHE and this will be monitored on an annual basis by the PSHE lead. This will ensure that all members of staff are up to date with any changes to the PSHE guidelines. This training enables staff to gain the knowledge needed to teach PSHE confidentially to their pupils.

The Headteacher will also invite visitors from outside the school, such as school nurses or sexual health professionals, to provide support and training.

## **9. Monitoring arrangements**

The delivery of PSHE is monitored by the Senior Leadership Team (SLT) and the PSHE Lead, through learning walks, pupil conferencing and book scrutiny. Children's development in PSHE is monitored by class teachers as part of our internal assessment systems.

**Date of ratification: July 2022**

**Ratifying body: Mundy C of E Junior School**

**Intended date of next review: July 2023**

**PSHE Subject Lead: Aimee Christie**

## Appendix 1: By the end of primary school children should know

### Relationships Education – DfE Guidance.

The focus in primary school should be on teaching the fundamental building blocks and characteristics of positive relationships, with particular reference to friendships, family relationships, and relationships with other children and with adults.

The guidance states that, by the end of primary school:

|                                            | Pupils should know...                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |
|--------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>Families and people who care for me</b> | <ul style="list-style-type: none"> <li>that families are important for children growing up because they can give love, security and stability.</li> <li>the characteristics of healthy family life, commitment to each other, including in times of difficulty, protection and care for children and other family members.</li> <li>that others' families, either in school or in the wider world, sometimes look different from their family, but that they should respect those differences and know that other children's families are also characterised by love and care.</li> <li>that stable, caring relationships, which may be of different types, are at the heart of happy families, and are important for children's security as they grow up.</li> <li>that marriage represents a formal and legally recognised commitment of two people to each other which is intended to be lifelong (Marriage in England and Wales is available to both opposite sex and same sex couples. The Marriage (Same Sex Couples) Act 2013 extended marriage to same sex couples in England and Wales. The ceremony through which a couple get married may be civil or religious).</li> <li>how to recognise if family relationships are making them feel unhappy or unsafe, and how to seek help or advice from others if needed.</li> </ul> |
| <b>Caring Friendships</b>                  | <ul style="list-style-type: none"> <li>how important friendships are in making us feel happy and secure, and how people choose and make friends</li> <li>the characteristics of friendships, including mutual respect, truthfulness, trustworthiness, loyalty, kindness, generosity, trust, sharing interests and experiences and support with problems and difficulties</li> <li>that healthy friendships are positive and welcoming towards others, and do not make others feel lonely or excluded</li> <li>that most friendships have ups and downs, and that these can often be worked through so that the friendship is repaired or even strengthened, and that resorting to violence is never right</li> <li>how to recognise who to trust and who not to trust, how to judge when a friendship is making them feel unhappy or uncomfortable, managing conflict, how to manage these situations and how to seek help or advice from others.</li> </ul>                                                                                                                                                                                                                                                                                                                                                                            |
| <b>Respectful Relationships</b>            | <ul style="list-style-type: none"> <li>the importance of respecting others, even when they are very different from them (for example, physically, in character, personality or backgrounds), or make different choices or have different preferences or beliefs</li> <li>practical steps they can take in a range of different contexts to improve or support respectful relationships</li> <li>the conventions of courtesy and manners</li> <li>the importance of self-respect and how this links to their own happiness</li> <li>that in school and in wider society they can expect to be treated with respect by others, and that in turn they should show due respect to others, including those in positions of authority</li> <li>about different types of bullying (including cyberbullying), the impact of bullying, responsibilities of bystanders (primarily reporting bullying to an adult) and how to get help</li> <li>what a stereotype is, and how stereotypes can be unfair, negative, or destructive</li> <li>the importance of permission seeking and giving in relationships with friends, peers, and adults</li> </ul>                                                                                                                                                                                             |
| <b>Online relationships</b>                | <ul style="list-style-type: none"> <li>that people sometimes behave differently online, including by pretending to be someone they are not</li> <li>that the same principles apply to online relationships as to face-to-face relationships, including the importance of respect for others online including when we are anonymous.</li> <li>the rules and principles for keeping safe online, how to recognise risks, harmful content and contact, and how to report them.</li> <li>how to critically consider their online friendships and sources of information including awareness of the risks associated with people they have never met.</li> <li>how information and data is shared and used online.</li> </ul>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                |
| <b>Being safe</b>                          | <ul style="list-style-type: none"> <li>what sorts of boundaries are appropriate in friendships with peers and others (including in a digital context).</li> <li>about the concept of privacy and the implications of it for both children and adults; including that it is not always right to keep secrets if they relate to being safe.</li> <li>that each person's body belongs to them, and the differences between appropriate and inappropriate or unsafe physical, and other, contact.</li> <li>how to respond safely and appropriately to adults they may encounter (in all contexts, including online) whom they do not know.</li> <li>how to recognise and report feelings of being unsafe or feeling bad about any adult.</li> <li>how to ask for advice or help for themselves or others, and to keep trying until they are heard,</li> <li>how to report concerns or abuse, and the vocabulary and confidence needed to do so.</li> <li>where to get advice e.g. family, school and/or other sources.</li> </ul>                                                                                                                                                                                                                                                                                                           |

## Physical health and mental well-being education in Primary schools – DfE Guidance

The aim of teaching pupils about physical health and mental wellbeing is to give them the information that they need to make good decisions about their own health and wellbeing. It should enable them to recognise what is normal and what is an issue in themselves and others and, when issues arise, know how to seek support as early as possible from appropriate sources.

Physical health and mental wellbeing are interlinked, and it is important that pupils understand that good physical health contributes to good mental wellbeing, and vice versa.

By the end of primary school:

|                                    | Pupils should know                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |
|------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>Mental wellbeing</b>            | <ul style="list-style-type: none"> <li>that mental wellbeing is a normal part of daily life, in the same way as physical health.</li> <li>that there is a normal range of emotions (e.g. happiness, sadness, anger, fear, surprise, nervousness) and scale of emotions that all humans experience in relation to different experiences and situations.</li> <li>how to recognise and talk about their emotions, including having a varied vocabulary of words to use when talking about their own and others' feelings.</li> <li>how to judge whether what they are feeling and how they are behaving is appropriate and proportionate.</li> <li>the benefits of physical exercise, time outdoors, community participation, voluntary and service-based activity on mental well-being and happiness.</li> <li>simple self-care techniques, including the importance of rest, time spent with friends and family and the benefits of hobbies and interests.</li> <li>isolation and loneliness can affect children and that it is very important for children to discuss their feelings with an adult and seek support.</li> <li>that bullying (including cyberbullying) has a negative and often lasting impact on mental well-being.</li> <li>where and how to seek support (including recognising the triggers for seeking support), including whom in school they should speak to if they are worried about their own or someone else's mental well-being or ability to control their emotions (including issues arising online).</li> <li>it is common for people to experience mental ill health. For many people who do, the problems can be resolved if the right support is made available, especially if accessed early enough.</li> </ul> |
| <b>Internet safety and harms</b>   | <ul style="list-style-type: none"> <li>that for most people the internet is an integral part of life and has many benefits.</li> <li>about the benefits of rationing time spent online, the risks of excessive time spent on electronic devices and the impact of positive and negative content online on their own and others' mental and physical wellbeing.</li> <li>how to consider the effect of their online actions on others and knowhow to recognise and display respectful behaviour online and the importance of keeping personal information private.</li> <li>why social media, some computer games and online gaming, for example, are age restricted.</li> <li>that the internet can also be a negative place where online abuse, trolling, bullying and harassment can take place, which can have a negative impact on mental health.</li> <li>how to be a discerning consumer of information online including understanding that information, including that from search engines, is ranked, selected and targeted.</li> <li>where and how to report concerns and get support with issues online.</li> </ul>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      |
| <b>Physical health and fitness</b> | <ul style="list-style-type: none"> <li>the characteristics and mental and physical benefits of an active lifestyle.</li> <li>the importance of building regular exercise into daily and weekly routines and how to achieve this; for example, walking or cycling to school, a daily active mile or other forms of regular, vigorous exercise.</li> <li>the risks associated with an inactive lifestyle (including obesity).</li> <li>how and when to seek support including which adults to speak to in school if they are worried about their health.</li> </ul>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  |
| <b>Healthy eating</b>              | <ul style="list-style-type: none"> <li>what constitutes a healthy diet (including understanding calories and other nutritional content).</li> <li>the principles of planning and preparing a range of healthy meals.</li> <li>the characteristics of a poor diet and risks associated with unhealthy eating (including, for example, obesity and tooth decay) and other behaviours (e.g. the impact of alcohol on diet or health).</li> </ul>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      |
| <b>Drugs &amp; alcohol</b>         | <ul style="list-style-type: none"> <li>the facts about legal and illegal harmful substances and associated risks, including smoking, alcohol use and drug-taking</li> </ul>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        |
| <b>Health and Prevention</b>       | <ul style="list-style-type: none"> <li>how to recognise early signs of physical illness, such as weight loss, or unexplained changes to the body.</li> <li>about safe and unsafe exposure to the sun, and how to reduce the risk of sun damage, including skin cancer.</li> <li>the importance of sufficient good quality sleep for good health and that a lack of sleep can affect weight, mood and ability to learn.</li> <li>about dental health and the benefits of good oral hygiene and dental flossing, including regular check-ups at the dentist.</li> <li>about personal hygiene and germs including bacteria, viruses, how they are spread and treated, and the importance of handwashing.</li> </ul>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |

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|---------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
|                                 | <ul style="list-style-type: none"> <li>the facts and science relating to immunisation and vaccination</li> </ul>                                                                                                                                                                       |
| <b>Basic first aid</b>          | <ul style="list-style-type: none"> <li>how to make a clear and efficient call to emergency services if necessary.</li> <li>concepts of basic first aid, for example dealing with common injuries, including head injuries.</li> <li></li> </ul>                                        |
| <b>Changing adolescent body</b> | <ul style="list-style-type: none"> <li>key facts about puberty and the changing adolescent body, particularly from age 9 through to age 11, including physical and emotional changes.</li> <li>about menstrual wellbeing including the key facts about the menstrual cycle.</li> </ul> |