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| Bridgelea Primary SchoolBridgelea RoadWithingtonM20 3FB | Bridgelea Primary SchoolPlymouth Grove WestLongsightM13 0AQ |
| **Personal, Social, Health Education Policy** |

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| **Implemented** |  **September 2022** |
| **Presented by** | **Claire Pickering & Caroline Gibson** |
| **Ratified by Governors** | **April 2024** |
| **Review Date** | **April 2024** |

**UN Rights of the Child: Bridgelea 10 Articles**

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**Article 12**

You have the right to give your opinion, and for adults to listen and take it seriously.

**Article 13**

You have the right to find out things and share what you think with others, by talking, drawing, writing or in any other way unless it harms or offends other people.

**Article 15**

You have the right to choose your own friends and join or set up groups, as long as it isn't harmful to others.

**Article 24**

You have the right to the best health care possible, safe water to drink, nutritious food, a clean and safe environment, and information to help you stay well.

**Article 27**

You have the right to food, clothing, a safe place to live and to have your basic needs met. You should not be disadvantaged so that you can't do many of the things other kids can do.

**Article 28**

You have the right to a good quality education. You should be encouraged to go to school to the highest level you can.

**Article 29**

Your education should help you use and develop your talents and abilities. It should also help you learn to live peacefully, protect the environment and respect other people.

**Article 30**

You have the right to practice your own culture, language and religion - or any you choose. Minority and indigenous groups need special protection of this right.

**Article 31**

You have the right to play and rest.

**Article 39**

You have the right to help if you've been hurt, neglected or badly treated.

**The Six Principles of Nurture**

The nurturing approach offers a range of opportunities for children and young people to engage with missing early nurturing experiences, giving them the social and emotional skills to do well at school and with peers, develop their resilience and their capacity to deal more confidently with the trials and tribulations of life, for life.

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**PSHE**

At Bridgelea primary school, we believe our PSHE teaching should give our children the skills and understanding to become healthy, secure, independent and responsible members of society. Our aim is to promote the spiritual, moral, cultural, mental and physical development of pupils at the school and in society. We prepare our pupils for the opportunities, responsibilities and experiences of later life and give them the skills and understanding to become responsible citizens. Due to our setting being SEMH, PSHE is required to be embedded throughout the curriculum and used in a reactive and proactive way as and when incidents occur.

**Rationale:**

* Ensure the school is meeting statutory responsibilities with regard to preparing pupils for life and providing for their spiritual, moral, social, cultural, mental and physical development.
* Incorporate government initiatives into planning in all key stages, for example: Pupil Premium (to support children by retreat and interventions, forest schools, mental health and wellbeing).
* Ensure the delivery and teaching of the PSHE/Citizenship key skills and learning objectives, outlined by the National Curriculum, the IMatter programme and Manchester Healthy Schools requirements.
* To embed PSHE within our Nurturing Schools and Rights Respecting curriculum.
* To ensure that there is a consistent whole school approach to teaching PSHE through curriculum and intervention across all classes and key stages
* Provide guidance and support for staff.
* Inform parents/carers to enable the whole school community to work as part of a collaborative team.
* Create a variety of meaningful and enjoyable activities to promote well-being and health in pupils, both in and out of school.
* Develop the knowledge, skills and attributes needed by pupils to manage their lives and maximize the opportunities afforded them.
* Becoming a ‘Thinking School’ and using knowledge of metacognition to support he children to become more independent thinkers.

**Definitions and purpose**

PSHE core curriculum is delivered by class teachers with support from the subject leader and the School Nurse, when appropriate, in carrying out health promotion across the school. Additional interventions, where appropriate, may be delivered by retreat team/class teams.

**Teaching and Learning will take place in three ways:**

1) Weekly discrete curriculum time to complement timetabled nurture lunch and breakfast. This is non-negotiable and must take place weekly in order to cover the requirements of the curriculum. This is known as Core PSHE. Assemblies are to be delivered to support introduction of the PSHE themes. There will also be a number of themed weeks across the year such as Anti-Bullying Week and Health Week. These are included on the academic calendar and must be delivered as part of cross curricular opportunities (see below). In addition, we teach children about online safety and staying safe online. This is something that supports children through the PSHE curriculum and our Computing curriculum.

2) There are opportunities within other parts of the curriculum which may be used to enhance the core curriculum and boost understanding of the PSHE topic. These are Cross Curricular Opportunities.

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| Subject | Cross curricular opportunities: |
| English | Skills in enquiry and communication; stories that illustrate aspects of personal and social development. This may be a Big Read/Literacy topic planned to fit around Bullying or other PSHE themes.  |
| Maths | Counting, sharing and economics  |
| Science | Drugs, including medicine, sex, health, safety and the environment;  |
| ICT | Communicating with others via e-mail; finding information on the internet and checking its relevance; e-safety  |
| History | Reasons for and results of historical events, situations and changes, events, ideas and experiences of people from the past;  |
| Geography | Topical issues concerning environment, sustainable development, land use, study of pupils’ own locality and places in different parts of the world, including less economically developed countries. |
| Art and Design | Health and safety, healthy eating, realising that people have needs as they generate design ideas, use of technology;  |
| Music | Making the most of abilities in playing or singing; issues of cultural diversity, their value and their expression;  |
| P.E | Teaching and learning about health and safety, development of personal and social skills through team and individual activities, games and sports; importance of keeping healthy through physical activity  |
| R.E | Religious and moral beliefs, values and practices that underpin and influence personal and social issues, and relationships.  |

3) Where there is a specific need, such as bullying, racism, anger, sexualised language or bereavement, a referral may be made to retreat to deliver a specific PSHE intervention. This may be directed back to class teams to deliver in small groups or whole class setting. It is the responsibility of the class team to identify, through contextual information and recurring incidents, where there is a need for intervention. It may be that need becomes apparent through other events such as annual review or parental request. This can also be engaging multi agency professionals such as the PCSOs, School Nurse, Healthy Schools, Commando Joe, or Remedi to support children throughout the year where appropriate. This is known as Reactive PSHE.

**Recording of learning**

Core curriculum- Staff are to maintain a PSHE scrap book containing front sheets with objectives, a summary of each activity covered, examples of pupil work and/or photographs of activities.  There must be the date, learning objective (taken from the cover sheet) and initials of children present.

Acceptable methods of recording are as follows-

* Photographs with caption of children learning.
* Photographs of displays
* Paper copies of work.
* Post it notes/written notes of verbal responses
* Written summary of practical work undertaken.
* Photographs of children taking part in linked assemblies/themed week activities.
* Where cross curricular work has taken place - a note to say “see science work dated 12/6” is acceptable.

**Reactive PSHE** - Staff are to record individual interventions delivered on CPOMs as a record of reactive PSHE taking place. This must include intervention delivered, reason for needing the intervention and a brief summary of engagement. To be filed under “Retreat Intervention” tab on CPOMs. Where reactive PSHE has been undertaken as a class, this will be recorded in the large PSHE floor book.

**Overview of curriculum content.**

* See 2023/2024 PSHE overview Document. <https://www.bridgelea.manchester.sch.uk/page/pshe/60574>

**Monitoring and accountability.**

The head teacher

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

Staff

Staff are responsible for:

* Delivering weekly PSHE sessions in a sensitive way.
* Delivering PSHE in a safe learning environment with clear ‘ground rules’ which are understood by all and will offer appropriate support.
* Modelling positive attitudes to PSHE.
* Taking into account the age, ability, readiness, and cultural backgrounds of all learners’ are considered.
* Ensuring that teaching promotes diversity and inclusivity whist expecting pupils to consider needs of others.
* Monitoring progress.
* Responding to the needs of individual pupils, answering questions and making the responses of individuals feel valued, making retreat referrals where necessary, explaining confidentiality and handling disclosures by following school policies and procedures.
* Completing termly Boxall Profile that track and assess the SEMH needs of the children. The Boxall Profile is tracked to support with emotional wellbeing and SEMH needs. Children will access targeted interventions to support with gaps in their development.
* The teachers with responsibility for PSHE are Molly Smith and Assistant Head Caroline Gibson. Regular monitoring will take place of delivery of core curriculum and interventions. Coverage will be monitored and regular pupil voices done to assess learning.

Pupils

Pupils are expected to engage fully in PSHE and, when discussing issues related to PSHE, treat others with respect and sensitivity and in line with the school’s Rights Respecting Ethos.

**Parents**

Parents have been involved in the consultation of the PSHE policy. They are educated of the coverage and materials of the RSE curriculum prior to delivery and offered to discuss the content with their child’s teacher.

**Curriculum Overviews**

All classes complete the PHSE curriculum as follows. Coverage is captured in the tables below for each milepost.

* Mile Post 1 Y1/Y2
* Mile Post 2 Y3/Y4
* Mile Post 3 Y5/Y6

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| **Autumn 1** | **Autumn 2** | **Autumn 3** | **Autumn 4** | **Autumn 5** | **Autumn 6** |
| **Living in the Wider World** | **Relationships & RSE** | **Keeping Safe** | **Mental & Emotional Health** | **Healthy Lifestyles** | **Transitions** |

**PSHE in Year 1 & 2 at Bridgelea Primary School**

PSHE (Personal, Social, Health and Economic) education is a crucial part of a child’s education. It gives children access to information about themselves and the world around them, and encourages them to explore big ideas and conversations. At the heart of this, we encourage respect and understanding of the universal rights of the child, as set out in the UNCRC. We teach PSHE weekly, following the National Curriculum, and it is led by our class teachers. Our curriculum is split into key themes of Health and Wellbeing, Relationships and Living in the Wider World. Every lesson, we will explore a question together - below, you can see an overview of what your child will be studying this year.

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| **Living in the Wider World** | **Relationships & RSE** | **Keeping Safe** | **Mental & Emotional Health**  | **Healthy Lifestyles** | **Transitions**  |  |
| **Year 1 objectives****Class rules.** What are our class rules? **Recognising money.** Where does money come from? **Environment.** What is the environment?  **Year 2 objectives** **Groups and communities.** What groups and communities am I a part of? **Spending money.** How do we make choices about spending money? **Environment.** How can we look after the environment?  | **Year 1 objectives****Families.** Who are the people in my life that love and care for me? **Differences.** What are the differences and similarities between people? **Body Parts.** What are the similarities between girls and boys?  **Year 2 objectives****Privacy.** What is private? (body parts) **Growing up.** What happens when the body grows young to old? **Fair/Unfair.** What is fair, unfair, kind and unkind?  |  **Year 1 objectives****Safety school and outside.** What are the rules for keeping me safe at school and outside? **Safety at home.** What are rules about household substances? **Emergency.** What is an emergency and what do I do? **Year 2 objectives****Feeling unwell.** How do medicines help us when we are unwell? **Safe at home.** How do I keep safe at home? **My responsibilities.** What is my responsibility for keeping myself and others safe?  |  **Year 1 objectives****Feelings.** What makes me happy? What are feelings? **Secrets.** What is the difference between good secrets and bad secrets? **Behavior.** How does my behavior affect others?  **Year 2 objectives****Big and small feelings.** What is the difference between small feelings and big feelings? **Online safety.** How can I keep safe online? **Bullying.** What makes others happy? What is the different between joking, teasing and bullying?  |  **Year 1 objectives****Healthy foods.** What foods should I eat to help me stay healthy? **Healthy teeth.** How can I look after my teeth? **Hand washing.** Why is important to wash my hands?  **Year 2 objectives****Keeping healthy.** How do I keep myself healthy? **Keeping active.** Why is it important to keep active? **Infection prevention.** How can I prevent diseases from spreading?   | Nurture Principle Transitions are important in the lives of children. Children will access learning and activities around transitions.  |  |

**PSHE in Year 3 & 4 at Bridgelea Primary School**

PSHE (Personal, Social, Health and Economic) education is a crucial part of a child’s education. It gives children access to information about themselves and the world around them, and encourages them to explore big ideas and conversations. At the heart of this, we encourage respect and understanding of the universal rights of the child, as set out in the UNCRC. We teach PSHE weekly, following the National Curriculum, and it is led by our class teachers. Our curriculum is split into key themes of Health and Wellbeing, Relationships and Living in the Wider World. Every lesson, we will explore a question together - below, you can see an overview of what your child will be studying this year.

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| **Living in the Wider World** | **Relationships & RSE** | **Keeping Safe** | **Mental & Emotional Health**  | **Healthy Lifestyles** | **Transitions**  |
| **Year 3 objectives****Rules and laws.** How do rules and laws protect me? **Community.** What is the difference between my local British community and global communities? **Work and money.** What are the links between work and money?  **Year 4 objectives****Rights of the child.** What are the rights of a child? **Looking after money.** How do we look after our money? **Sustainability.** What is sustainability?    | **Year 3 objectives****Personal Space.** What is personal space? **Healthy relationships.** What does a healthy relationship look like? **Equal relationships.** Why is being equal important in relationships?  **Year 4 objectives****Diversity.** What is diversity? **Gender roles.** Do boys and girls have different roles? **Changes to my body.** What changes happen to my body?  |  **Year 3 objectives****Smoke.** What happens when I breathe smoke in the air? **Recognizing risk.** How do I recognise risks in my life? **Responding to an emergency.** What do I do in an emergency?  **Year 4 objectives****Managing risk.** How do I manage risks in my life? **Self-control.** What is self-control? **Types of drugs.** What is the difference between legal and illegal drugs? Are all drugs harmful?  |  **Year 3 objectives****Emotions.** How do my feelings affect my behavior? How can I manage my feelings? **Online Safety.** What are the ways we are communicating online? **Strengths and differences.** What am I good at?  **Year 4 objectives****Resilience.** What is resilience? **Actions and responsibilities.** What does it mean to have responsibility over my choices and actions? **Discrimination.** What is discrimination?   |  **Year 3 objectives****Healthy diet.** What is a healthy diet? What is an unhealthy diet? **Sun safety.** How do I keep safe in the sun? **Personal hygiene.** Why is personal hygiene important?  **Year 4 objectives****Sleeping Well.** How do I make sure I sleep well? **Healthy diet.** What is fuel for the body? **Feeling ill.** How do I know if I am ill?  | Nurture Principle Transitions are important in the lives of children. Children will access learning and activities around transitions.  |

**PSHE in Year 5 & 6 at Bridgelea Primary School**

PSHE (Personal, Social, Health and Economic) education is a crucial part of a child’s education. It gives children access to information about themselves and the world around them, and encourages them to explore big ideas and conversations. At the heart of this, we encourage respect and understanding of the universal rights of the child, as set out in the UNCRC. We teach PSHE weekly, following the National Curriculum, and it is led by our class teachers. Our curriculum is split into key themes of Health and Wellbeing, Relationships and Living in the Wider World. Every lesson, we will explore a question together - below, you can see an overview of what your child will be studying this year.

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| **Living in the Wider World** | **Relationships & RSE** | **Keeping Safe** | **Mental & Emotional Health**  | **Healthy Lifestyles** | **Transitions**  |
| **Year 5 objectives****Rules and laws.** How are rules and law made and changed? **Fair trade.** What is Fair Trade? **Enterprise.** How can I combine sustainability with fair trade using my enterprise skills?  **Year 6 objectives****Media.** Why is it important to be critical of the media online and offline? **Managing money.** How do people manage money? **Aspirations –** What do I want to be?   |  **Year 5 objectives****Puberty.** What is puberty? **Different relationships.** What are the different relationships in my life? **Unwanted touch.** What is unwanted touch?  **Year 6 objectives****Changes in life.** What changes happen in my life? **Loving relationships.** What happens in a loving relationship (incl. marriage) and what is forced marriage? **How babies are made –** How is a baby made?  **Additional lesson – FGM**  | **Year 5 objectives****Dealing with dares.** How do I respond dares? **Habits.** What are ‘Habits’? **Influences.** Who or what influences me?  **Year 6 objectives****Different drugs.** How do drugs affect the mind and body? **Peer pressure.** How do I manage peer pressure? **First aid.** What are basic emergency first aid skills?  | **Year 5 objectives****Mental Health.** What is mental health? **Negotiation.** How do I negotiate and compromise? **Online Safety.** How do I stay safe on a mobile or tablet? **Personal qualities.** How can I be happy being me?  **Year 6 objectives****Challenging negative feelings.** How can I challenge negative thoughts and feelings? **Challenging stereotypes.** What are stereotypes? **Online safety.** How can the internet positively and negatively affect our mental health?  | **Year 5 objectives****Vaccines.** How can we stop the spread of infection? **Balanced diet.** Why is it important to know about nutritional content of food?  **Year 6 objectives****Mental and physical wellbeing.** How is my mental and physical wellbeing connected? **Keeping physically healthy.** How do I keep physically healthy? **Healthy meals.** Can I plan and prepare a healthy meal?  | Nurture Principle Transitions are important in the lives of children. Children will access learning and activities around transitions.  |