



# Whitley Park Primary and Nursery School

## PSHE Policy

Approved by the FGB:	Review: April 2021	
	Signed	Date
Head teacher		
Chair of Gov		

## Contents:

### Statement of intent

1. **[Updated]** Legal framework
2. Key roles and responsibilities
3. **[Updated]** Aims of the PSHE curriculum
4. Teaching methods and learning style
5. Timetabling and cross-faculty involvement
6. Safeguarding, reports of abuse and confidentiality
7. Tailoring PSHE
8. **[Updated]** **[Primary schools only]** KS1 and 2 programmes of study
9. **[Updated]** **[Secondary schools only]** KS3 and 4 programmes of study
10. Assessment
11. Monitoring and review

## Statement of intent

Whitley Park Primary and Nursery School believes that a strong PSHE education is important to help our pupils develop into well-rounded members of society, who can make a positive contribution to their community.

Our PSHE curriculum is strongly tied to our RSE, relationships, health education and pastoral care programme. We use a three-tiered approach to deliver our full PSHE Curriculum:

- Thought Box <https://www.thoughtboxeducation.com/>
- Science Lessons
- Standalone PSHE Lessons

The vision for pupils, staff and stakeholders linked to our school is:

*'For our children to have high aspirations for themselves as learners, to embrace their individual talents and together, achieve well in all aspects of school life. For us to provide our children with the tools to develop a strong moral compass. To find resilience within and to strive for and believe in a future for themselves that is filled with purpose and joy.'*

- Our school is one where everyone is encouraged and supported to achieve their personal best.
- Our school is welcoming, inclusive, has a real community feel and is a place where everyone is valued.
- Our pupils and staff treat each other equitably, fairly, with kindness and with mutual respect. At all times, staff and pupils are encouraged to show a high regard for the needs and feelings of others through their actions and words.
- Our pupils and staff are enterprising and approach challenges with a 'can-do' attitude.
- The needs and interests of all pupils, irrespective of gender, culture, ability or aptitude, will be promoted through an inclusive and varied PSHE curriculum at our school.
- Our environment is safe and clean with everyone sharing responsibility for it.
- Our culture is one of continuous improvement, creativity and enthusiasm.
- Parents will be informed about the policy via an online parent consultation. The PSHE and RSHE policy, plus our school PSHE Intent document will be placed onto the school's website and the PSHE Topic Cycles for each cohort, will be available to read and download.
- Parents can provide feedback on these materials via email to our school office, [office@whitleypark.reading.sch.uk](mailto:office@whitleypark.reading.sch.uk) who will pass it onto the relevant member of staff, or arrange a mutually agreeable appointment with their child's form teacher, to feedback, verbally.
- Parents have the option to email the school office: [office@whitleypark.reading.sch.uk](mailto:office@whitleypark.reading.sch.uk) to request to view weekly PSHE lesson planning or resources that will be used in hardcopy.

### Statutory Relationships and Health Education

"The Relationships Education, Relationships and Sex Education and Health Education (England) Regulations 2019, made under sections 34 and 35 of the Children and Social Work Act 2017, make Relationships Education compulsory for all pupils receiving primary education...They also make Health Education compulsory in all schools except independent

schools. Personal, Social, Health and Economic Education (PSHE) continues to be compulsory in independent schools.”  
DfE Guidance p.8

“Today’s children and young people are growing up in an increasingly complex world and living their lives seamlessly on and offline. This presents many positive and exciting opportunities, but also challenges and risks. In this environment, children and young people need to know how to be safe and healthy, and how to manage their academic, personal and social lives in a positive way.”

“This is why we have made Relationships Education compulsory in all primary schools in England...as well as making Health Education compulsory in all state-funded schools.”

“In primary schools, we want the subjects to put in place the key building blocks of healthy, respectful relationships, focusing on family and friendships, in all contexts, including online. This will sit alongside the essential understanding of how to be healthy.”

“These subjects represent a huge opportunity to help our children and young people develop. The knowledge and attributes gained will support their own, and others’ wellbeing and attainment and help young people to become successful and happy adults who make a meaningful contribution to society.”  
Secretary of State Foreword DfE Guidance 2019 p.4-5

“Schools are free to determine how to deliver the content set out in the DfE guidance 2019 in the context of a broad and balanced curriculum. Effective teaching in these subjects will ensure that core knowledge is broken down into units of manageable size and communicated clearly to pupils, in a carefully sequenced way, within a planned programme of lessons.”  
DfE Guidance p.8

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

DfE Guidance p.11

Here, at Whitley Park School we value PSHE as one way to support children’s development as human beings, to enable them to understand and respect who they are, to empower them with a voice and to equip them for life and learning. Our PSHE policy is informed by existing DfE guidance:

- *Keeping Children Safe in Education (statutory guidance)*
- *Respectful School Communities: Self Review and Signposting Tool (a tool to support a whole school approach that promotes respect and discipline)*
- *Behaviour and Discipline in Schools (advice for schools, including advice for appropriate behaviour between pupils)*
- *Equality Act 2010 and schools*
- *SEND code of practice: 0 to 25 years (statutory guidance)*
- *Alternative Provision (statutory guidance)*
- *Mental Health and Behaviour in Schools (advice for schools)*

- *Preventing and Tackling Bullying* (advice for schools, including advice on cyberbullying)
- *Sexual violence and sexual harassment between children in schools* (advice for schools)
- *The Equality and Human Rights Commission Advice and Guidance* (provides advice on avoiding discrimination in a variety of educational contexts)
- *Promoting Fundamental British Values as part of SMSC in schools* (guidance for maintained schools on promoting basic important British values as part of pupils' spiritual, moral, social and cultural (SMSC))

**We include the statutory Relationships and Health Education within our tiered, PSHE approach.**

Signed by:

\_\_\_\_\_ Headteacher                      Date: \_\_\_\_\_

\_\_\_\_\_ Chair of governors                      Date: \_\_\_\_\_

## **1. [Updated] Legal framework**

- 1.1. This policy has due regard to legislation and statutory guidance, including, but not limited to the following:

**Education Act 1996**

**Education Act 2002**

**Children and Social Work Act 2017**

**DfE (2019) 'Keeping children safe in education' (KCSIE)**

**DfE (2019) 'Relationships Education, Relationships and Sex Education (RSE) and Health Education'**

**[New] DfE (2019) 'School and college security'**

- 1.2. This policy will be followed in conjunction with the following school policies and procedures:

- [Complaints Procedures Policy](#)

[Child Protection and Safeguarding Policy](#)

[RSHE Policy](#)

## **2. Key roles and responsibilities**

- 2.1. The governing body has overall responsibility for the implementation of the school's PSHE Policy.
- 2.2. The governing body has overall responsibility for ensuring that the PSHE Policy, as written, does not discriminate on any grounds, including but not limited to age, disability, gender reassignment, marriage and civil partnership, race, religion or belief, sex, or sexual orientation.
- 2.3. The Deputy Head teacher has overall responsibility for reviewing the PSHE Policy annually.
- 2.4. The Headteacher has responsibility for handling complaints regarding this policy, as outlined in the school's Complaints Procedures Policy.
- 2.5. The Senior Leadership Team will be responsible for the day-to-day implementation and management of the PSHE Policy.
- 2.6. The PSHE co-ordinator is responsible for liaising with other staff and professional agencies to devise a suitable scheme of work to ensure a comprehensive PSHE education that achieves the aims laid out in this policy.
- 2.7. The school will inform and consult with parents to ensure that the RSE and relationships education elements of the PSHE curriculum reflect the needs and sensibilities of the wider school community.

- 2.8. The school will work with parents throughout the year and will ensure that parents are routinely kept informed about their right to request, to withdraw their children from sex education (but not relationships or health education).
- 2.9. The school ensures that pupils are also involved in the creation of this policy through termly feedback, suggestion forms and/or class discussions.

### **3. [Updated] Aims of the PSHE curriculum**

- 3.1. Pupils will learn to do the following:

Understand what constitutes a healthy lifestyle.

Understand how to stay safe and behave online.

[New] Understand the dangers they may face, both in and around school and beyond, and be provided with the means to keep themselves safe.

[New] Understand the law and consequences of risky behaviours.

Develop responsibility and independence within school which they will take forward into society in their working lives.

Respect other people, in particular, learning to respect the different cultural/ethnic/religious/gendered viewpoints of others in our school community and the wider world.

Understand what constitutes 'socially acceptable' behaviour at school and in society.

Be a constructive member of society.

Understand democracy.

Develop good relationships with peers and adults.

Develop self-confidence, self-esteem and self-worth.

Make positive, informed choices as they make their way through life.

Understand that they have a right to speak up about issues or events, and to respect other's right to do the same.

### **4. Teaching methods and learning style**

At Whitley Park School, we believe a quality PSHE lesson is not always written down, a quality lesson offers a range of feelings for children to encounter, its intuitive, inclusive and facilitated well by staff, so that pupils look forward to their PSHE lessons. Staff do not perpetuate their views onto pupils, they promote good positive mental health, equality, empowerment, and resilience is built upon. PSHE is a way pupils can come together, work as a team, make informed choices, continue to question and think deeply, sometimes past the allotted session.

- 4.1. A range of teaching and learning styles are used to teach PSHE.
- 4.2. Teaching is pupil-led with an emphasis on active learning techniques such as discussion and group work.

- 4.3. Clear ground rules regarding discussions are shared prior to every PSHE lesson, to ensure a safe, supportive and positive learning environment.

### **Thought Box Charter**

1. Be courteous
  2. Respect others' rights to their opinions
  3. Listen carefully to what others are saying
  4. Challenge or criticise the idea, not the person
  5. Allow everyone the chance to talk
- 4.4. Pupils learn research and study techniques and can engage in investigations and problem-solving activities.
- 4.5. All pupils are encouraged to take up a whole school PSHE role such as, Peer mentor, member of The School Council, member of The Eco Council or Librarian Assistant. Pupils are encouraged to offer volunteer time, to support whole school fundraising events such as helping at school fayres and discos.
- 4.6. The school uses visiting speakers, such as health workers, Midwives, the NSPCC, Oxford Against Cutting, Reading Football Club and the Police, to broaden the curriculum and share their real-life experiences. Any such speakers are closely monitored by teaching staff, who will use their professional judgement to end a speech if they consider it to contravene any of the aims of this policy or the values of our school.
- 4.7. The school consults with the local community and feeder secondary schools such as JMA and Reading Girls School, on matters related to PSHE to ensure that local issues are covered within lessons.
- 4.8. Pupils' questions, unless inappropriate, are answered respectfully by teachers.

## **5. Timetabling and cross-faculty involvement**

- 5.1. The school uses direct teaching via timetabled lessons across each week.
- 5.2. **PSHE Overview – 2yr cycle, incorporating our three tiers**
- We plan PSHE over a 2-year cycle. Within this cycle, we run 6 Thought Box topics each year (one each half term) covering a total of 12 Thought Box topics over the 2 year cycle.
  - Pupils can then revisit the coverage every 2 years, at every Key Stage level.
  - The cycle provides us with the extra space needed, to teach extra standalone PSHE topics and Sex Education (Yrs 5&6 only) each half term.
  - Each ThoughtBox topic is broken into x4, 1-hour lessons. There is the chance to extend the topic further, with an assembly and additional 'action projects', which can be used as an extension, for gaining greater depth and insight, each half term.



- ThoughtBox topics have been mapped out to link with whole school cross-curriculum planning where possible.
- We have spread emotion/relationship topics such as Kindness, Happiness, Love and Relationships, to provide a balance across key stages.
- Across the 2yr cycle, we have considered carefully which topic content may require increased maturity and which are better suited towards end of each cycle.

Year 1/2						
<b>Cycle 1 Yr1</b>	<b>Autumn 1</b>	<b>Autumn 2</b>	<b>Spring 1</b>	<b>Spring 2</b>	<b>Summer 1</b>	<b>Summer 2</b>
<b>Thought Box</b>	Identity	Habitats	Belonging	Love & Relationships	Food	Waste
<b>New PSHE Topic</b>	Health & Prevention 3 lessons	Being Safe 3 lessons	Drugs, Alcohol & Tobacco 1 lesson  Basic First Aid 1 lesson	Changes in Adolescent Body 2 lessons	Healthy Eating 1 lesson  Economic Wellbeing – Money. 2 lessons	Physical Health & Fitness. 2 lessons
<b>Cycle 2 Yr2</b>						
<b>Thought Box</b>	Equality & Justice	Happiness	Changing Climates	Awe & Wonder	Global Cultures	Kindness
<b>New PSHE Topic</b>	Being Safe 3 lessons	Health & Prevention 3 lessons	Drugs, Alcohol & Tobacco 2 lessons	Basic First Aid 1 lesson  Physical Health & Fitness. 1 lesson	Healthy Eating 1 lesson  Economic Wellbeing – Money. 2 lessons	Changes in Adolescent Body 2-3 lessons
<b>Year 3/4</b>						
<b>Cycle 1 Yr3</b>	<b>Autumn 1</b>	<b>Autumn 2</b>	<b>Spring 1</b>	<b>Spring 2</b>	<b>Summer 1</b>	<b>Summer 2</b>
<b>Thought Box</b>	Awe & Wonder	Identity	Happiness	Belonging	Global Cultures	Food
<b>New PSHE Topic</b>	Basic First Aid 4 lesson	Being Safe w/Adults 1 lesson  feeling safe 1 lesson	Health & Prevention 4 lessons	Drugs, Alcohol & Tobacco 1-2 Lessons  Economic Wellbeing – Money. 1 lesson	Physical Health & Fitness. 1 lesson	Healthy Eating 2 lessons
<b>Cycle 2 Yr4</b>	<b>Autumn 1</b>	<b>Autumn 2</b>	<b>Spring 1</b>	<b>Spring 2</b>	<b>Summer 1</b>	<b>Summer 2</b>
<b>Thought Box</b>	Habitats	Changing Climates	Equality & Justice	Kindness	Waste	Love & Relationships

<b>New PSHE Topic</b>	Basic First Aid 4 lessons	Healthy Eating 2 lessons  Physical Health & Fitness. 2 lessons	Being Safe w/Adults 1 lesson  Feeling safe 1 lesson	Changes in Adolescent Body 2 lesson	Health & Prevention 4 Lessons	Drugs, Alcohol & Tobacco 1-2 Lessons  Economic Wellbeing – Money. 1 lesson
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Year 5/6						
Cycle 1 Yr5	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<b>Thought Box</b>	Identity	Awe & Wonder	Changing Climates	Habitats	Food	Belonging
<b>New PSHE Topic</b>	Basic First Aid 4 lessons  Economic Wellbeing – Money. 2 lessons	Health & Prevention 4 lessons	Being Safe w/adults – 1 lesson  feeling safe – 1 lesson	Drugs, Alcohol & Tobacco 3 lessons	Healthy Eating 2 lessons  Physical Health & Fitness. 1 lesson	Changes in Adolescent Body 6 lessons  Sex Ed – x1 Lesson (Conception)
Cycle 2 Yr6	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<b>Thought Box</b>	Kindness	Equality & Justice	Global Cultures	Waste	Happiness	Love & Relationships
<b>New PSHE Topic</b>	Basic First Aid 3 lesson  Economic Wellbeing – Money. 1 lesson	Health & Prevention 4 lesson	Healthy Eating 2 lessons  Physical Health & Fitness. 1 lesson	Drugs, Alcohol & Tobacco 3 lessons	Being Safe w/Adults – 1 lesson  feeling safe – 1 lesson  FGM – 1 lesson → (can be moved to summer 2)	Changes in Adolescent Body 4 lessons  Sex Ed – x1 Lesson (Conception & Birth)

#### 5.4 Where the PSHE Programme of Study sits within the Thought Box topics:

### FAMILIES AND PEOPLE THAT CARE FOR ME | Relationships education

Pupils should know:	ThoughtBox topic
<ul style="list-style-type: none"> <li>that families are important for children growing up because they can give love, security and stability</li> </ul>	Love & Relationships Home Habitats
<ul style="list-style-type: none"> <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, the importance of spending time together and sharing each other's lives</li> </ul>	Love & Relationships Habitats
<ul style="list-style-type: none"> <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> </ul>	Love & Relationships Home Habitats
<ul style="list-style-type: none"> <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> </ul>	Love & Relationships Habitats
<ul style="list-style-type: none"> <li>that marriage represents a formal and legally recognised commitment of two people to each other which is intended to be lifelong</li> </ul>	Love & Relationships
<ul style="list-style-type: none"> <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>	Love & Relationships



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### CARING RELATIONSHIPS | Relationships education

Pupils should know:	ThoughtBox topic
<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> </ul>	Love & Relationships Happiness Identity Home
<ul style="list-style-type: none"> <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> </ul>	Love & Relationships Identity Journeys Home
<ul style="list-style-type: none"> <li>that healthy friendships are positive and welcoming towards others, and do not make others feel lonely or excluded</li> </ul>	Love & Relationships Journeys Home
<ul style="list-style-type: none"> <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> </ul>	Love & Relationships
<ul style="list-style-type: none"> <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, if needed</li> </ul>	Love & Relationships



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## RESPECTFUL RELATIONSHIPS | Relationships education

Pupils should know:	ThoughtBox topic
<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></ul>	Love & Relationships Identity Journeys Home
<ul style="list-style-type: none"><li>practical steps they can take in a range of different contexts to improve or support respectful relationships</li></ul>	Love & Relationships Journeys Identity Home
<ul style="list-style-type: none"><li>the conventions of courtesy and manners</li></ul>	Global Cultures Journeys Home
<ul style="list-style-type: none"><li>the importance of self-respect and how this links to their own happiness</li></ul>	Love & Relationships Identity



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## ONLINE RELATIONSHIPS | Relationships education

Pupils should know:	ThoughtBox topic
<ul style="list-style-type: none"><li>that people sometimes behave differently online, including by pretending to be someone they are not</li></ul>	Social Media Identity
<ul style="list-style-type: none"><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></ul>	Social Media
<ul style="list-style-type: none"><li>the rules and principles for keeping safe online, how to recognise risks, harmful content and contact, and how to report them</li></ul>	Social Media
<ul style="list-style-type: none"><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></ul>	Social Media
<ul style="list-style-type: none"><li>how information and data is shared and used online</li></ul>	Social Media



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## RESPECTFUL RELATIONSHIPS | Relationships education

Pupils should know:	ThoughtBox topic
<ul style="list-style-type: none"><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></ul>	Love & Relationships Journeys Home
<ul style="list-style-type: none"><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></ul>	Love & Relationships Social Media
<ul style="list-style-type: none"><li>• what a stereotype is, and how stereotypes can be unfair, negative or destructive</li></ul>	Global Cultures Identity Journeys Home
<ul style="list-style-type: none"><li>• the importance of permission-seeking and giving in relationships with friends, peers and adults</li></ul>	Love & Relationships



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## ONLINE RELATIONSHIPS | Relationships education

Pupils should know:	ThoughtBox topic
<ul style="list-style-type: none"><li>• that people sometimes behave differently online, including by pretending to be someone they are not</li></ul>	Social Media Identity
<ul style="list-style-type: none"><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></ul>	Social Media
<ul style="list-style-type: none"><li>• the rules and principles for keeping safe online, how to recognise risks, harmful content and contact, and how to report them</li></ul>	Social Media
<ul style="list-style-type: none"><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></ul>	Social Media
<ul style="list-style-type: none"><li>• how information and data is shared and used online</li></ul>	Social Media



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## BEING SAFE | Relationships education

Pupils should know:	ThoughtBox topic
<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></ul>	Love & Relationships
<ul style="list-style-type: none"><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></ul>	Love & Relationships
<ul style="list-style-type: none"><li>• that each person's body belongs to them, and the differences between appropriate and inappropriate or unsafe physical, and other, contact</li></ul>	Love & Relationships
<ul style="list-style-type: none"><li>• how to respond safely and appropriately to adults they may encounter (in all contexts, including online) whom they do not know</li></ul>	Not explicitly covered
<ul style="list-style-type: none"><li>• how to recognise and report feelings of being unsafe or feeling bad about any adult</li></ul>	Not explicitly covered
<ul style="list-style-type: none"><li>• how to ask for advice or help for themselves or others, and to keep trying until they are heard</li></ul>	Not explicitly covered
<ul style="list-style-type: none"><li>• how to report concerns or abuse, and the vocabulary and confidence needed to do so</li></ul>	Not explicitly covered
<ul style="list-style-type: none"><li>• where to get advice e.g. family, school and/or other sources</li></ul>	Not explicitly covered



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## MENTAL WELLBEING | Health education

Pupils should know:	ThoughtBox topic
<ul style="list-style-type: none"><li>• that bullying (including cyberbullying) has a negative and often lasting impact on mental wellbeing</li></ul>	Social Media
<ul style="list-style-type: none"><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 wellbeing or ability to control their emotions (including issues arising online)</li></ul>	Happiness Social Media
<ul style="list-style-type: none"><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>	Happiness



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## MENTAL WELLBEING | Health education

Pupils should know:	ThoughtBox topic
• that mental wellbeing is a normal part of daily life, in the same way as physical health	Happiness
• 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	Happiness Journeys Home
• 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	Happiness Journeys Home
• how to judge whether what they are feeling and how they are behaving is appropriate and proportionate	Happiness
• the benefits of physical exercise, time outdoors, community participation, voluntary and service-based activity on mental wellbeing and happiness	Happiness
• simple self-care techniques, including the importance of rest, time spent with friends and family and the benefits of hobbies and interests	Happiness
• isolation and loneliness can affect children and that it is very important for children to discuss their feelings with an adult and seek support	Happiness



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## MENTAL WELLBEING | Health education

Pupils should know:	ThoughtBox topic
• that bullying (including cyberbullying) has a negative and often lasting impact on mental wellbeing	Social Media
• 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 wellbeing or ability to control their emotions (including issues arising online)	Happiness Social Media
• 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	Happiness



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## INTERNET SAFETY AND HARMS | Health education

Pupils should know:	ThoughtBox topic
• that for most people the internet is an integral part of life and has many benefits	Social Media
• 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	Social Media
• how to consider the effect of their online actions on others and know how to recognise and display respectful behaviour online and the importance of keeping personal information private	Social Media
• why social media, some computer games and online gaming, for example, are age restricted	Social Media
• 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	Social Media
• how to be a discerning consumer of information online including understanding that information, including that from search engines, is ranked, selected and targeted	Social Media
• where and how to report concerns and get support with issues online.	Social Media



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## ECONOMIC WELLBEING AND BEING A RESPONSIBLE CITIZEN

Pupils should know:	ThoughtBox topic
• How to contribute to the life of the classroom, and how to help create and follow group and class rules	All lessons Equality & Justice
• That everyone has individual needs and the responsibilities to meet them (such as being able to take turns, share, and understand the need to return things that have been borrowed)	All lessons Kindness Equality & Justice
• That they belong to various groups and communities such as family and school	Identity Belonging
• What improves and harms their local, natural and built environments and about some of the ways people look after them	Habitats Changing Climates Home Kindness
• The different purposes for using money, including concepts of spending and saving, managing money, being a critical consumer and how money comes from different sources	Not explicitly covered
• The role money plays in their lives including how to manage money, keep it safe, make informed choices about spending money and what influences those choices	Not explicitly covered
• How to research, discuss and debate topical issues, problems and events relating to health and wellbeing and offer their recommendations to appropriate people	All topics Happiness Identity



PSHE Framework 2021



## ECONOMIC WELLBEING AND BEING A RESPONSIBLE CITIZEN

Pupils should know:	ThoughtBox topic
<ul style="list-style-type: none"> <li>Why and how rules and laws that protect themselves and others are made and enforced, why different rules are needed in different situations and how to take part in making and changing rules</li> </ul>	Equality & Justice Belonging
<ul style="list-style-type: none"> <li>To understand that human rights apply to everyone, and that children have their own special rights set out in the United Nations Declaration of the Rights of the Child</li> </ul>	Happiness Identity Equality & Justice
<ul style="list-style-type: none"> <li>That universal rights are there to protect everyone and have primacy both over national law and family and community practices</li> </ul>	Happiness Identity Equality & Justice
<ul style="list-style-type: none"> <li>To know that there are some cultural practices which are against British law and universal human rights, such as FGM</li> </ul>	Identity Equality & Justice Global Cultures
<ul style="list-style-type: none"> <li>To realise the consequences of anti-social and aggressive behaviours such as bullying and discrimination of individuals and communities</li> </ul>	Kindness Identity Equality & Justice
<ul style="list-style-type: none"> <li>That there are different kinds of responsibilities, rights and duties differ at home, school, in the community and towards the environment</li> </ul>	Belonging Home Kindness



PSHE Framework 2021

## ECONOMIC WELLBEING AND BEING A RESPONSIBLE CITIZEN

Pupils should know:	ThoughtBox topic
<ul style="list-style-type: none"> <li>To resolve differences by considering alternatives, seeing and respecting others' points of view, making decisions and explaining choices</li> </ul>	All lessons Identity Equality & Justice Global Cultures Kindness
<ul style="list-style-type: none"> <li>Recognising what being part of a community means, and about the varied institutions that support communities locally and nationally</li> </ul>	Identity Equality & Justice Global Cultures Kindness
<ul style="list-style-type: none"> <li>To recognise the role of voluntary, community and pressure groups, especially in relation to health and wellbeing</li> </ul>	Identity Equality & Justice Belonging Kindness
<ul style="list-style-type: none"> <li>To appreciate the range of national, regional, religious and ethnic identities in the UK</li> </ul>	Identity Faith Global Cultures Belonging
<ul style="list-style-type: none"> <li>To consider the lives of people living in other places, and people with different values and customs</li> </ul>	All lessons Identity Equality & Justice Global Cultures Kindness



PSHE Framework 2021

## ECONOMIC WELLBEING AND BEING A RESPONSIBLE CITIZEN

Pupils should know:	ThoughtBox topic
<ul style="list-style-type: none"> <li>• An initial understanding of the concepts of 'interest', 'loan', 'debt', and 'tax' (e.g. their contribution to society through the payment of VAT)</li> </ul>	Not explicitly covered
<ul style="list-style-type: none"> <li>• That resources can be allocated in different ways and that these economic choices affect individuals, communities and the sustainability of the environment</li> </ul>	Happiness Habitat Belonging Waste Changing Climates
<ul style="list-style-type: none"> <li>• About enterprise and the skills that make someone 'enterprising'</li> </ul>	Not explicitly covered
<ul style="list-style-type: none"> <li>• To explore and critique how the media present information</li> </ul>	Social Media Identity



PSHE Framework 2021

- 5.3. The following strands will be taught to the appropriate age range, through discrete **standalone**, weekly PSHE lessons delivered **by form teachers, and supported by our school Science teacher**, due to the nature of the cross-curricular links. During these lessons, teachers will use anatomically accurate terminology.

Healthy Eating
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Health and Prevention
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Changes in Adolescent Body (9-11yrs) Inc: Menstrual Cycle & Menstrual Well-being
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- 5.4. The following PSHE strands will be taught to the appropriate age range, through discrete **standalone** PSHE lessons, delivered **by form teachers and where appropriate, external expert speakers**.

Physical Health and Fitness
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Drugs, Alcohol and Tobacco
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Basic First Aid
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Economic Wellbeing - Money
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Being Safe – Online / Recognising and Reporting Abuse / Seeking help / FGM
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Sex Education – Yr6 Lesson - Conception & Birth
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- 5.5. These explicit PSHE lessons are reinforced and enhanced in many ways: Weekly Picture News Assemblies and termly collective worship at St Agnes, through our therapeutic praise and reward system, through relationships child to child, adult to child and adult to adult across the school. We aim to 'live' what is learnt and apply it to everyday situations in the school community.

5.6. We are proud to hold the Gold Well-being Award. There are elements of PSHE in therapeutic and pastoral care. Our school will ensure that PSHE and the therapeutic team work together, to ensure that pupils feel comfortable indicating that they may be vulnerable and at risk.

## **6. Safeguarding, reports of abuse and confidentiality**

6.1. All staff are aware of what constitutes peer-on-peer abuse. This is likely to include, but may not be limited to, the following:

**Bullying (including cyberbullying).**

**Physical abuse, e.g. hitting, kicking, hair pulling.**

**Sexual violence, e.g. rape, assault by penetration and sexual assault.**

**Sexual harassment, e.g. sexual comments, online sexual harassment, jokes. These may be stand-alone or part of a broader pattern of abuse.**

**Up skirting - taking a picture under a person's clothes without their awareness, with the intention of viewing their genitals or buttocks to obtain sexual gratification, or cause humiliation, distress or harm.**

**Sexting**

**Initiation/hazing type violence and rituals.**

6.2. All staff are aware of indicators, which may signal that children are at risk from, or are involved with serious violent crime. These may include:

- Increased absence from school, poor punctuality, changes in friendships/relationships with older individuals or groups, a significant decline in performance.
- Signs of self-harm or a significant change in wellbeing.
- Signs of assault or unexplained injuries.
- New possessions or unexplained gifts could indicate that children have been approached by, or are involved with, individuals associated with criminal networks or gangs.

6.3. All staff are aware of the associated risks surrounding pupils' involvement in serious crime, and understand measures in place to manage these.

6.4. If staff have concerns regarding a child who may be at risk of or suffering from 'honour-based' violence (HBV) including forced marriage, they will speak to the DSL (or deputy). Where appropriate, they will activate local safeguarding procedures. As highlighted with section 74 of the Serious Crime Act 2015, in cases where FGM appears to have been carried out, teachers must personally report this to the police.

6.5. Staff are aware of KCSIE advice concerning what to do if a pupil informs them that they are being abused or neglected or are witnessing abuse. Staff are also aware of

the appropriate levels of confidentiality. This means only involving those deemed necessary, such as a DSGO and children's social care. Staff must never promise a child that they will not tell anyone about a report of abuse, as this ultimately may not be in the best interests of the child.

- 6.6. The school will involve the DSGO in anything related to safeguarding. They can potentially provide knowledge of trusted, high quality local resources, links to the police and other agencies, and the knowledge of local issues that may be appropriate to address in lessons.
- 6.7. Every lesson reinforces that, if pupils have any sensitive/personal issues or wish to talk about any of the issues raised in the lesson; they are aware of how to raise concerns or make reports to their PSHE teacher or another member of staff about this, and how this will be handled. This also includes processes when they have concerns about a friend or peer.
- 6.8. The school invites external agencies to support the teaching of safeguarding-related subjects – they must agree in advance of the session how the external visitor will deal with safeguarding reports.
- 6.9. The school is aware that, when teaching new subjects, topics including self-harm and suicide may be raised by pupils. Teachers recognise the risks of encouraging or making ending of life seem a more viable options for pupils, and avoid material being instructive rather than preventative. To prevent this, teachers avoid giving instructions or methods of self-harm or ending of life and the use of emotive language, videos or images.

## **7. Tailoring PSHE**

- 7.1. The school uses discussions, pre-teaching and other activities during initial PSHE lessons to ascertain 'where pupils are' in terms of their knowledge and understanding of various subjects. The teaching programme will then be adjusted to reflect the composition of the class with regards to this.
- 7.2. Teaching considers the ability, age, readiness and cultural backgrounds of all young people in the class and will be tailored accordingly.
- 7.3. Adaptations are made for those for whom English is a second language to ensure that all pupils can fully access PSHE educational provision.
- 7.4. All pupils with SEND receive PSHE education, with content and delivery tailored to meet their individual needs, e.g. we will choose to teach younger sections, or older sections, to meet the needs of those pupils.
- 7.5. The school will deliver relationships and health education as part of its timetabled PSHE programme.

## 8. KS1 and 2 programmes of study

8.1. Progressive skills for Yrs1-6 can be seen clearly, within our individual weekly lesson plans that are created from the PSHE Association Programme of Study (POS) – these plans are available upon request.

8.2. The PSHE Association POS draws upon good practise and identifies key concepts, skills and attributes that are developed through PSHE education. It covers the statutory themes of RSHE - there is overlap and flexibility within our planning, so that fluid links can be made across a range of stand-alone topics.

8.3. **ThoughtBox** is a full SMSC curriculum with clear details in each of SOW as to how and where the individual lessons link to SMSC, other cross-curricular links and essential PSHE skills and attributes.

8.4. ThoughtBox work on a model of having the same topics revisited across the key stages in Primary. **Example:** In Y1&2 children explore the topic Food or Happiness, with a stronger focus on empathy building. In Y3&4 they revisit and start developing thinking skills, in particular critical thinking. In Y5&6 they sharpen the empathy and critical thinking skills and start developing linking thinking (or systems thinking) skills.

The PSHE programme of study will cover the following topics:

### Families and people who care for me

8.5. Pupils will be taught the following:

- The importance of families for children when growing up, as they can provide love, security and stability
- The characteristics of healthy family life, commitment to each other, including in times of difficulty, protection and care for children and other family members, the importance of spending time together and sharing each other's lives
- That others' families within the school or in the wider world may look different from their own, but those differences should be respected, and know that other children's families are also characterised by love and care
- That stable, caring relationships, which may be of different types, are at the heart of happy families, and are important for children's security growing up
- That marriage represents a formal and legally recognised commitment between two people which is meant to be lifelong
- How to recognise if family relationships are making them feel unhappy or unsafe, and how to seek help or advice from others if needed

### Caring friendships

8.6. Pupils will be taught the following:

- The importance of friendships in making us feel happy and secure, and how people choose and make friends
- The characteristics of friendships, such as mutual respect, truthfulness, trustworthiness, loyalty, kindness, generosity, trust, sharing interests and experiences, and support with problems and difficulties
- That healthy friendships are positive and welcoming towards others, and do not make others feel lonely and excluded
- That most friendships have ups and downs, which can often be worked through so that the friendship can be repaired or even strengthened, and that resorting to violence is never right
- How to recognise who to trust and not to trust, how to judge when a friendship causes them to feel unhappy or uncomfortable, managing conflict, how to manage these situations and how to seek help or advice from others if needed

### **Respectful relationships**

8.7. Pupils will be taught the following:

- The importance of respecting others, even when they differ from them (for example, physically, in character, personality or backgrounds), or make different choices or have different preferences or beliefs
- Practical steps they can take in a range of different contexts to improve/support respectful relationships
- The conventions of courtesy and manners
- The importance of self-respect and how this links to their own happiness
- That in schools and in wider society they can expect to be treated with respect by others, and should show this respect to others in return, including those in positions of authority
- About different types of bullying (including cyberbullying), the impacts of bullying, responsibilities of bystanders (primarily reporting bullying to an adult) and how to get help
- What a stereotype is, and how these can be unfair, negative or destructive
- The importance of permission-seeking and giving in relationships with friends, peers and adults

### **Online relationships**

8.8. Pupils will be taught the following:

- That sometimes people behave differently online or pretend to be someone they are not
- That the same principles apply to online relationships as face-to-face relationships, including the importance of respect for others online (including when anonymous)

- The rules and principles for keeping safe online, recognising risks, harmful content and contact, and how to report them
- How to critically consider their online friendships and sources of information including awareness of the risks associated with people they have never met
- How information and data is shared and used online

### **Being safe**

8.9. Pupils will be taught the following:

- What sorts of boundaries are appropriate in friendships with peers and others (including online contexts)
- About the concept of privacy and the implications of it from both children and adults; including that it is not always right to keep secrets in relation to being safe
- That each person's body belongs to them, and the differences between appropriate and inappropriate/unsafe physical, and other forms of, contact
- How to respond safely and appropriately to adults they encounter (in all contexts, including online) whom they do not know
- How to recognise and report feeling bad or unsafe around an adult
- How to ask for advice or help for themselves or others, and to persist until heard
- How to report concerns or abuse, and the vocabulary needed to do so
- **[New]** About the dangers they may face, both in and around school and beyond, and how they can keep themselves safe.
- Where to get advice, e.g. family, school, other sources

### **Mental wellbeing**

8.10. Pupils will be taught the following:

- That mental wellbeing is a normal aspect of daily life, in the same way as physical health
- That there is a normal range of emotions (e.g. happiness, sadness, anger, fear, nervousness, surprise) and scale of emotions that all humans experience in relation to different experiences and situations
- How to recognise and talk about their emotions, including having varied vocabulary of words to use when talking about their own and others' feelings
- How to judge whether what they are feeling and how they are behaving is appropriate and proportionate
- The benefits of physical exercise, time outdoors, community participation, voluntary and service-based activity on mental wellbeing and happiness
- Simple self-care techniques, such as the importance of rest, spending time with family and friends and the benefits of hobbies and interests

- Isolation and loneliness can affect children and so it is very important for children to discuss their feelings with an adult and seek support
- That bullying (including cyberbullying) has a negative and often lasting impact on mental wellbeing
- Where and how to seek support (including recognising the triggers for seeking support), including whom in the school they should contact if they are worried about their own or someone else's mental wellbeing or ability to control their emotions (including issues arising online)
- It is common for people to experience mental ill health. For many of these people, the problems can be resolved if the right support is made available, especially if accessed early enough

### **Internet safety and harms**

8.11. Pupils will be taught the following:

- How the internet acts as an integral part of life for most people, with many benefits
- About the benefits of rationing time spent online, the risks of spending excessive time on electronic devices and the impact of positive and negative content online on their own and others' mental and physical wellbeing
- How to consider the effect of their online actions on others and know how to recognise and display respectful behaviour online and the importance of keeping personal information private
- Why social media, some computer games and online gaming, etc. are age restricted
- 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
- How to be a discerning consumer of information online, recognising that information (including that from search engines) is ranked, selected and targeted
- Where and how to report concerns and get support concerning issues online

### **Physical health and fitness**

8.12. Pupils will be taught the following:

- The characteristics and mental/physical benefits of leading an active lifestyle
- The importance of including 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
- The risks associated with leading an inactive lifestyle (including obesity)
- How and when to seek support, such as which adults to speak to in school if they have health concerns



## **Healthy eating**

8.13. Pupils will be taught the following:

- What constitutes a healthy diet (including understanding calories and other nutritional content)
- The principles of planning/preparing a range of healthy meals
- The characteristics of a poor diet and risks associated with unhealthy eating (such as obesity and tooth decay) and other behaviours (such as the impact of alcohol on diet or health)

## **Drugs, alcohol and tobacco**

8.14. Pupils will be taught the following:

- The facts about legal/illegal harmful substances and associated risks, including smoking, alcohol use and drug-taking

## **Health and prevention**

8.15. Pupils will be taught the following:

- How to recognise early signs of physical illness, such as weight loss or unexplained changes to the body
- About safe/unsafe exposure to the sun, and how to reduce the risk of sun damage, including skin cancer
- The importance of sufficient good quality sleep for good health and that a lack of sleep can influence weight, mood and ability to learn
- About dental health and the benefits of good oral hygiene and dental flossing, such as regular check-ups at the dentist
- About personal hygiene and germs including bacteria, viruses, how they are spread and treated, and the importance of handwashing
- The facts and science relating to allergies, immunisation and vaccination

## **Basic first aid**

8.16. Pupils will be taught the following:

- How to make a clear and efficient call to emergency services if necessary
- Concepts of basic first aid, for example dealing with common injuries, including head injuries

## **Changing adolescent body**

8.17. Pupils will be taught the following:

- Key facts about puberty and the changing adolescent body, particularly from age 9 through to age 11, including physical and emotional changes
- About menstrual wellbeing and key facts concerning the menstrual cycle

### **Economic wellbeing and being a responsible citizen**

8.18. Pupils will be taught the following:

- How to contribute to the life of the classroom, and how to help create and follow group and class rules
- That everyone has individual needs and the responsibilities to meet them (such as being able to take turns, share, and understand the need to return things that have been borrowed)
- That they belong to various groups and communities such as family and school
- What improves and harms their local, natural and built environments and about some of the ways people look after them
- The different purposes for using money, including concepts of spending and saving, managing money, being a critical consumer and how money comes from different sources
- The role money plays in their lives including how to manage money, keep it safe, make informed choices about spending money and what influences those choices
- How to research, discuss and debate topical issues, problems and events relating to health and wellbeing and offer their recommendations to appropriate people
- Why and how rules and laws that protect themselves and others are made and enforced, why different rules are needed in different situations and how to take part in making and changing rules
- To understand that human rights apply to everyone, and that children have their own special rights set out in the United Nations Declaration of the Rights of the Child
- That universal rights are there to protect everyone and have primacy both over national law and family and community practices
- To know that there are some cultural practices which are against British law and universal human rights, such as FGM

- To realise the consequences of anti-social and aggressive behaviours such as bullying and discrimination of individuals and communities
- That there are different kinds of responsibilities, rights and duties differ at home, school, in the community and towards the environment
- To resolve differences by considering alternatives, seeing and respecting others' points of view, making decisions and explaining choices
- Recognising what being part of a community means, and about the varied institutions that support communities locally and nationally
- To recognise the role of voluntary, community and pressure groups, especially in relation to health and wellbeing
- To appreciate the range of national, regional, religious and ethnic identities in the UK
- To consider the lives of people living in other places, and people with different values and customs
- An initial understanding of the concepts of 'interest', 'loan', 'debt', and 'tax' (e.g. their contribution to society through the payment of VAT)
- That resources can be allocated in different ways and that these economic choices affect individuals, communities and the sustainability of the environment
- About enterprise and the skills that make someone 'enterprising'
- To explore and critique how the media present information

## 9. Sex Education

The DfE Guidance 2019 (p.23) recommends that all primary schools '*have a sex education programme tailored to the age and the physical and emotional maturity of the pupils.*'

*The national curriculum for Science also includes subject content in related areas, such as the main external body parts, the human body as it grows from birth to old age (including puberty) and reproduction in some plants and animals. It will be for primary schools to determine whether they need to cover any **additional content** on sex education to meet the needs of their pupils. Many primary schools already choose to teach some aspects of sex education and will continue to do so, although it is not a requirement and **'Sex Education is not compulsory in primary schools'** (66 p23 DFE RSE Guidance.)*

*Schools are to determine the content of sex education at primary school. Sex education should ensure that both boys and girls are prepared for the changes that adolescence brings and – drawing on knowledge of the human life cycle set out in the national curriculum for science - how a baby is conceived and born'. (67 p23 DFE RSE Guidance.)*

At Whitley Park School, we believe children should understand the facts about human reproduction before they leave primary school. After teaching the Yr5 and 6, 'Changes

in Adolescent Body' Units, we will then end the Summer term with each Sex Education lesson, so that the Yr5 and 6 puberty aspects of RHE, dovetail with conception, (Yr5) or, conception and birth (Yr6.)

We want to ensure that we equip our pupils with the skills and values to have safe, and fulfilling relationships and to take responsibility for their sexual health and well-being.

At Whitley Park School our RSHE Curriculum aims to contribute to positive behaviour change, including reducing unprotected and unwanted sex, and reducing harmful behaviour, including sexual offences such as assault and abuse.

We will ensure that teachers offer pupils respectful reflection, discussion and question time both during and after each Sex Education lesson.

We will draw upon a range of resources to inform the content of our Sex Education lessons such as, the PSHE Association Programme of Study, the content of KS3 Sex Education lessons from our local feeder secondary schools and use advice from a chosen PSHE consultant.

We intend to teach Sex Education in age appropriate PSHE lessons (Yrs 5&6 only) co-taught by our school Science teacher and the class teacher.

We define Sex Education as understanding human reproduction. We will draw upon a range of resources to inform the content of our Sex Education Science lessons such as the PSHE Association Programme of Study, the content of KS3 Sex Education lessons from our local secondary schools and advice from our PSHE Co-ordinator and chosen PSHE consultant.

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

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

At Whitley Park School, puberty is taught as a statutory requirement of Health Education and also covered within age appropriate (9-11yrs) Science lessons.

At Whitley Park School, puberty is taught as a statutory requirement of Health Education and covered by our PSHE Association unit, '**Changes in the Adolescent Body**'.

We conclude that sex education refers to Human Reproduction, and therefore inform parents of their **right to request** their child be withdrawn from the x2 Sex Education lessons that follow 'Changes in Adolescent Body,' explicitly teaching:

- Year 5 – x1 Sex Education Lesson, Summer Term (Conception)
- Year 6 – x1 Sex Education Lesson, Summer Term (Conception & birth)

We are of course happy to discuss the content of these lessons and invite you to contact, a member of Senior Leadership team, our Science teacher, or your child's form teacher, should you wish to discuss this further.

### **Monitoring and Review of RSE**

The Teaching and Learning Committee of the governing body monitors this policy on an annual basis. This committee reports its findings and recommendations to the full governing body, as necessary, if the policy needs modification. The Teaching and Learning Committee

gives serious consideration to any comments from parents about the PSHE (RSHE) programme, and makes a record of all such comments. Governors scrutinise and ratify teaching materials to check they are in accordance with the school's ethos. [Please see our RSHE Policy.](#)

## Equality

### This policy will inform the school's Equalities Plan.

The DfE Guidance 2019 (p. 15) states, "Schools should ensure that the needs of all pupils are appropriately met, and that all pupils understand the importance of equality and respect. Schools must ensure they comply with the relevant provisions of the Equality Act 2010 under which sexual orientation and gender reassignment are amongst the protected characteristics...

*'At the point at which schools consider it appropriate to teach their pupils about LGBT (Lesbian, Gay, Bisexual, Transgender), they should ensure this content is **fully integrated into their programmes of study for this area of the curriculum rather than delivered as a stand-alone unit or lesson.** Schools are free to determine how they do this, and we expect all pupils to have been taught LGBT content at a timely point as part of this area of the curriculum'.*

- At Whitley Park School we promote respect for all and value every individual child. We also respect the right of our children, their families and our staff, to hold beliefs, religious or otherwise, and understand that sometimes these may be in tension with our approach to some aspects of Relationships, Health and Sex Education.
- Where appropriate, we will instinctively weave LGBT content into the appropriate programmes of study, such as the ones listed below:

## FAMILIES AND PEOPLE THAT CARE FOR ME | Relationships education

Pupils should know:	ThoughtBox topic
• that families are important for children growing up because they can give love, security and stability	Love & Relationships Home Habitats
• the characteristics of healthy family life, commitment to each other, including in times of difficulty, protection and care for children and other family members, the importance of spending time together and sharing each other's lives	Love & Relationships Habitats
• 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	Love & Relationships Home Habitats
• 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	Love & Relationships Habitats
• that marriage represents a formal and legally recognised commitment of two people to each other which is intended to be lifelong	Love & Relationships
• how to recognise if family relationships are making them feel unhappy or unsafe, and how to seek help or advice from others if needed	Love & Relationships

## RESPECTFUL RELATIONSHIPS | Relationships education

Pupils should know:	ThoughtBox topic
• 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	Love & Relationships Identity Journeys Home
• practical steps they can take in a range of different contexts to improve or support respectful relationships	Love & Relationships Journeys Identity Home
• the conventions of courtesy and manners	Global Cultures Journeys Home
• the importance of self-respect and how this links to their own happiness	Love & Relationships Identity



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### 10. Assessment

- 10.1. The school sets the same high expectations of the quality of pupils' work in PSHE as for other areas of the curriculum. A strong curriculum will build on knowledge pupils have previously acquired, including from other subjects, with regular feedback on their progress.
- 10.2. To aid recall and retention of new knowledge, each Scheme of Work clearly outline the learning outcomes, key PSHE skills, aims and objectives which staff use, to create useful knowledge organisers for each cohort.
- 10.3. Lessons are planned to ensure pupils of differing abilities, including SEND pupils and the most able, are suitably challenged. Teaching is assessed, identifying where pupils need extra support or intervention.
- 10.4. Wherever possible, pupils' knowledge and understanding of PSHE is assessed in an enlivened, creative manner, i.e. through the medium of Art, time lining, recordings, posters, brain dumps, a variety of memory and retention strategies, i.e. 'talk for 1 min about...'
- 10.5. We will also use also through more formal formative assessment methods, such as tests, written assignments, discussion groups and quizzes, in order to monitor progress.
- 10.6. At times, staff may choose to assess children using, The Flourish Values Project which is a holistic framework to evaluate **wellbeing** in individuals, schools and communities. In conjunction with ThoughtBox, The Flourish Values Project offer Whitley Park School a framework and 'markers', to measure the development of wellbeing. More details about the framework and model are [here](#).

## **11. Monitoring and review**

- 11.1. This policy will be reviewed by the **Deputy Head teacher and The Governing Body, on an annual basis.**
- 11.2. Any changes to this policy will be communicated to all staff and other interested parties.
- 11.3. The next scheduled review date for this policy is **April 2021.**