

WOLVERHAMPTON GRAMMAR SCHOOL (JUNIOR)

PSHE CURRICULUM POLICY

This policy is in line with guidance from the National Curriculum, the QCA schemes of work, the National Healthy Schools Programme and Promoting Fundamental British values as part of SMSC in schools, Nov 2014. It also makes reference to the Relationships Education, Relationships and Sex Education (RSE) and Health Education Department for Education 2019 document.

PSHE comprises the planned provision to promote the personal, social, development and the health and wellbeing of pupils in a school. The subject helps to give pupils the knowledge, skills and understanding they need to lead confident, healthy, independent lives, and to become informed, active, responsible citizens.

Our Shared Vision for all pupils:

- To feel happy and secure in school and in lessons.
- To feel valued and develop as independent learners.
- To behave well, be respectful and polite, and to take responsibility for their actions.
- To enjoy learning and to be motivated to fully achieve their potential, whatever their background and ability.
- To be kind and caring towards each other, taking pride in their own heritage and cultural tradition, whilst being understanding and tolerant of others.
- To become technologically confident and cope in an increasingly sophisticated world.
- To be hard working and well-motivated, looking at ways to improve their own performance.
- To develop their self-esteem and take pleasure in the success of others.

School aims in the teaching of PSHE

A whole-school approach to the teaching of PSHE is an essential aspect of the successful promotion of each pupil's personal, social and health development. It is part of the school's planned and hidden curriculum, whenever morals, attitudes, behaviour, relationships and healthy life-styles are taught. The values and ethos of the school will not only be made explicit in PSHE, they will at times be shaped by what happens in PSHE.

Personal, Social, and Health Education enables children to become healthy, independent and responsible members of society. The school encourages its pupils to play a positive role in contributing to the life of the school and the wider community. In doing so, the school helps the children develop their sense of self-knowledge, self-esteem and self-worth. The school teaches how society is organised and governed and ensures that they experience the process of democracy through School Council

meetings, class circle time, and assemblies. Through the teaching of rights and responsibilities, the children learn to appreciate what it can mean to be a positive member of a multicultural society. The aims of the subject include:

- To develop the fundamental building blocks and characteristics of positive relationships with particular reference to friendships, family relationships and relationships with other children and adults (see also 'Relationships and Sex Education' Appendix).
- To expect pupils to respect differences between one another within our school community (particularly regarding protected characteristics), and also society in general.
- To actively promote the five fundamental British Values.
- To be aware of safety issues.
- To provide opportunities for learning and achieving.
- To encourage pupils to develop a positive self-image.
- To encourage pupils to make informed choices and take responsibility for the consequences of their choices.
- To encourage pupils to develop a good physical health and mental wellbeing through the sharing of knowledge of what constitutes a healthy lifestyle (including the benefits of rationing time spent online).
- To provide information of where and how children should seek support if they are worried about their own or someone else's mental wellbeing.
- To be aware of what sexual harassment is/looks like, and how to report such issues.
- To understand the role of the media in society
- To be positive and active members of a democratic environment.
- To develop a smooth transition through each stage of their development particularly supporting pupils' ongoing emotional and physical development effectively before moving to secondary school.

By the end of Wolverhampton Grammar Junior School, pupils should know:

Families and people who care for them

- that families are important for children growing up because they can give love, security and stability.
- 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.
- 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.

- 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

- how important friendships are in making us feel happy and secure, and how people choose and make friends.
- the characteristics of friendships, including 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 or excluded.
- 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.

Respectful relationships

- 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.
- the conventions of courtesy and manners.
- the importance of self-respect and how this links to their own happiness.
- 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.
- 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.
- what a stereotype is, and how stereotypes can be unfair, negative or destructive.
- the importance of permission-seeking and giving in relationships with friends, peers and adults.

Online relationships/ Internet safety

- that people sometimes behave differently online, including by pretending to be someone they are not.
- 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.
- the rules and principles for keeping safe online, how to recognise risks, harmful content and contact, and how to report them.
- that for most people the internet is an integral part of life and has many benefits.
- 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.

- 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, for example, 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.

Being safe

- what sorts of boundaries are appropriate in friendships with peers and others (including in a digital context).
- 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.
- that each person's body belongs to them, and the differences between appropriate and inappropriate or unsafe physical, and other, contact.
- how to respond safely and appropriately to adults they may encounter (in all contexts, including online) whom they do not know.
- how to recognise and report feelings of being unsafe or feeling bad about any adult.
- how to report concerns or abuse, and the vocabulary and confidence needed to do so.

Health and wellbeing

- the characteristics and mental and physical benefits of an active lifestyle.
- what constitutes a healthy diet (including understanding calories and other nutritional content).
- 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).
- the facts about legal and illegal harmful substances and associated risks, including smoking, alcohol use and drug-taking.
- the importance of sufficient good quality sleep for good health and that a lack of sleep can affect weight, mood and ability to learn.
- about personal hygiene and germs including bacteria, viruses, how they are spread and treated, and the importance of handwashing.
- 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, including the key facts about the menstrual cycle.

Promoting British Values

Through PSHE, RE schemes and the assembly programme, the school promotes the Fundamental British values of democracy, the rule of law, individual liberty, and mutual respect and tolerance of those with different faiths and beliefs.

Teachers are trained through the 'Prevent' programme to challenge opinions or behaviours in school that are contrary to fundamental British values. Teachers' Standards expect teachers to uphold public trust in the profession and maintain high standards of ethics and behaviour, within and outside school. This includes not undermining fundamental British values.

Democracy

Democracy is embedded within the school. Children have the opportunity to have their voices heard through our School Council. The elections of House Captains and School Council Representatives are based on the children's votes. Children also vote to elect the school's charities for the year. For Speech Day, each class elects a member who has continued to exceed expectations, whether supporting new children in the year group, offering encouraging words during a residential, or being a constant help and friend during the year.

The Rule of Law

The importance of laws, whether they be those that govern the class, the school, or the country, are consistently reinforced throughout the regular school day, as well as when dealing with behaviour and through school assemblies. Younger children are helped to distinguish right from wrong and all children are taught the value and reasons behind laws or rules that govern and protect. They learn to appreciate the responsibilities that all members of our community share and the consequences when laws are broken. Units of study, within the PSHE programme of study, focus particularly on the 'need for laws' and what society would be like, including how society would feel without them.

Individual Liberty

Children are actively encouraged to make choices, knowing that they are in a safe and supportive environment. The school educates and provides boundaries for young children to make choices safely, through provision of a safe environment and empowering education. Children are encouraged to know, understand and exercise their rights and personal freedoms and are advised on how to exercise these safely. Through participation in extra-curricular activity and opportunities, pupils are given the freedom to make choices.

Mutual Respect

Part of the school ethos and behaviour policy revolves around values such as respect and inclusion. Children are part of discussions and assemblies related to what this means and how it is shown. This is reiterated through classroom and school rules, as well as the behaviour policy.

Tolerance of those of Different Faiths and Beliefs

This is achieved through enhancing children's understanding of their place in a culturally diverse society, and by giving them opportunities to experience such diversity. This is done through PSHE and RE, as well as across the whole curriculum where relevant. The school celebrates different festivals and events in the religious calendar such as Harvest, Diwali, Chinese New Year and Christmas. The school invites visitors to join us to share their expert knowledge, accounts and personal experience during such events. The handling of artefacts aims to bring the children's learning and understanding of differences alive. The School has clear protocols for ensuring that visiting speakers are suitable and appropriately supervised.

In addition to the promoting of British Values, the Junior School on a rolling programme implements a British Values half day which includes a carousel of British Values themed lessons during the day and assembly themes during the week. Time is allocated for speakers from local public institutions and services (Police, NHS, Fire) to share with the children the main aims/ethos behind each of the services.

Citizenship, social and moral responsibility:

Pupils are encouraged to develop self-confidence and to behave with moral responsibility towards their peers and adults. In each year, the children are encouraged to take part in a residential experience where there is a focus on developing self-esteem and opportunities to develop leadership and cooperative skills, through team-building activities. Pupils are also encouraged to become involved in their local community and local services.

Examples of how PSHE and Citizenship are reflected in the values of the school:

- a shared mission statement
- a calm and welcoming school atmosphere
- a shared school Behaviour Policy
- a whole-school rejection of any form of discrimination or bullying
- promoting respect, politeness and good manners
- recognising achievement
- valuing every member of the school's community
- encouragement for a positive self-image

- promote a healthy lifestyle by providing water, healthy snacks and a balanced lunch time meal

PSHE Planning

In the Junior School, a PSHE lesson is taught each week through a spiral programme that gradually expands and enriches key concepts, increases knowledge, deepens understanding and rehearses and develops key skills through a thematic approach. Schemes of work are taken from the government's publication of SEAL units (Social, and Emotional Aspects of Learning), the Scholastic scheme which links to Every Child Matters SEAL, and the PSHE Association, for accurate up to date information and resources.

Whole-school activities and events to develop PSHE

PSHE issues are also approached through a series of whole-school assemblies that are planned and delivered throughout the year. These planned assemblies also promote SMSC (spiritual, moral, social and cultural development).

Parent Involvement

Parents can see the units of work and children are actively taking part in through the Firefly parent portal. The Junior School invites parents to view the RSE materials delivered to the children in advance of the scheduled lessons.

Assessment and recording

As with any learning, the assessment of pupils' personal, social and emotional development is important. It provides information, which indicates pupils' progress and achievements and informs the development of the programme. Teachers assess children's work by making informal judgements as they observe them during lessons and by conducting formal assessments of their work. The school has clear expectations of what the pupils will know, understand and be able to do at the end of each unit.

Curriculum and Teaching methods:

Opportunities for promoting pupils' personal, social and emotional development exist throughout the curriculum, through:

- using a range of teaching and learning styles;
- placing emphasis on active learning by involving the children in discussions, investigations and problem-solving activities;
- encouraging the children to take part in a range of practical activities that promote active Citizenship, e.g. charity fundraising, school council opportunities and the planning of special events such as assembly and parents/open evenings;
- organising classes in such a way that pupils are able to participate in discussion to resolve conflicts and set agreed rules of classroom behaviour.

Teaching and Learning:

To facilitate pupils' learning in PSHE:

- The purpose of each lesson is made clear.
- Appropriate learning experiences are planned and meet the needs of all the pupils in the class.
- Learning experiences draw on pupils' own experiences or existing knowledge and provide a range of opportunities for pupils to learn, practise and demonstrate skills, attitudes and knowledge and understanding.
- Time is given for pupils to reflect, consolidate and apply their learning.
- Pupils are encouraged to take responsibility for their own learning and to evaluate their own progress.
- Attention is given to developing a safe and secure classroom climate.
- Staff training needs are met through CPD courses and staff meetings.

Assemblies:

Assemblies provide opportunities to enhance spiritual, moral, social and cultural development for pupils. It reaffirms the school values and ethos

Links with transition to the Senior School

The PSHE coordinators from both the Junior and Secondary school regularly discuss the subject and share knowledge on new training that may have taken place. These meetings also aim to look at progression throughout the teaching of PSHE.

Local Communities:

Children are encouraged to learn PSHE and citizenship through situations outside our school environment. We have links with other local schools and we have links with local voluntary/charitable groups.

Pastoral Care and Guidance:

This is provided by all teaching and non-teaching staff. The school provides events to promote an awareness of others, charitable fundraising, outside speakers from the community, opportunities to take part in assemblies and curriculum lessons. The skills offered by visitors are of a specialist nature and provide the school with the latest information about topics of interest. They provide a good stimulus for pupils. Representatives from varied backgrounds, religious communities, the NSPCC, health and emergencies services all provide input.

Equal Opportunities:

The school promotes the needs and interests of all pupils irrespective of gender, culture, ability or aptitude. The school promotes social learning and expects pupils to

show a high regard for the needs of others. PSHE is a good vehicle for addressing both multi-cultural and gender issues and ensuring equal opportunities for all. Teaching strategies take into account the ability, age, readiness and cultural backgrounds of the children to ensure that all can access the full PSHE provision.

Please also refer to the following policies:

Safeguarding Policy – website	Curriculum Policy (Junior School) - website
Anti-Radicalisation Policy – staff network	Recruitment, Selection and Disclosure Policy - website

Monitoring and Evaluation:

The school monitors and evaluates the Junior School PSHE policy through the following activities:

- Regular staff meetings
- Regular evaluation of lessons and themed events
- Standing Pastoral Care agenda item in weekly meetings
- Annually by the Junior School PSHE coordinator
- Annually by the Head of the Junior School

DLP/LDA
September 2019

Next Review:
September 2020

Appendix: Teaching Relationships and Sex Education

At Wolverhampton Grammar Junior School, it is intended that sex and relationships education should be an integral part of the learning process. All pupils have the right to relevant and accurate information, guidance, and advice on matters concerning their welfare. This appendix has been developed in accordance with the DfEE guidance document Sex and Relationship Education Guidance (ref DfEE 0116/2000) and reference made to the Relationships Education, Relationships and Sex Education (RSE) and Health Education Department for Education 2019 document. The school has also used LEA guidance through SRE courses.

Aims

- To encourage respect and responsibility for themselves and others.
- To impart factual knowledge by answering questions with sensitivity.
- To develop confidence and self-esteem enabling self-respect and control over their bodies and their own lives.
- To share key facts about puberty and the changing adolescent body, particularly from age 9-11, including physical and emotional changes.
- To encourage responsibility for personal hygiene.
- To encourage pupils to develop a good physical health and mental wellbeing
- To develop the fundamental building blocks and characteristics of positive relationships with particular reference to friendships, family relationships and relationships with other children and adults.

Objectives

- To make the children aware of the basic facts about the processes of conception, pregnancy and birth.
- To understand the changes that take place to their bodies during puberty.
- To develop an understanding about a wide range of different family arrangements and relationships.
- To develop knowledge of the names and functions of different parts of the body and what it means to be male and female.
- To become aware that moods and feelings can affect behaviour and relationships.

Planning for sex education

The Junior School teaches RSE through different aspects of the curriculum. Although health and relationship issues are taught across the school through the PSHE, Science and PE curricula, the Junior School focuses specifically on Relationships and Sex Education (RSE) during Year 5 and Year 6.

The SRE curriculum is based around the 'Living and Growing' DVD. The teacher provides a short introduction, the children watch the DVD together, and then

complete follow-up activities which often lead to open discussions as the children become more confident.

In addition to the SRE taught in year 6, the children are taught about how to recognize sexual harassment and what this actually means. Sensitively, based on the age of the children, the terms are defined, and the three main threads of sexual harassment are identified (talking, writing and touching). Identifying what these types of harassment look like, the children move onto looking at a number of scenarios and identifying the type of harassment is involved. The unit ends with children understanding where to go and what to do, should they ever find themselves in such a situation.

Teachers do their best to answer all questions factually with sensitivity and care. By the end of KS2, the school ensures that both boys and girls know about conception and birth and body changes during puberty.

The school arranges a meeting with all parents and carers of children in Years 5 and 6 to discuss this particular program of lessons, to explain what the issues are and how they are taught, and to view the materials the school uses in its teaching. Parents have the right to remove their child from all or part of the sex education program. If a parent wishes their child to be partially removed from sex education lessons, they should discuss this with the head teacher, and make it clear which aspects of the lessons they do not wish their child to participate in.

Confidentiality

Teachers conduct sex education lessons in a sensitive manner and in confidence. However, if a child makes a reference to being involved, or likely to be involved in sexual activity, then the teacher will take the matter seriously and deal with it as a matter of child protection. Teachers will respond in a similar way if a child indicates that they may have been a victim of abuse. In these circumstances, the teacher will bring the matter to the attention of one of the DSLs in the Junior School.

The role of parents

The school is aware that the primary role in children's sex education lies with parents and carers. The school wishes to build a positive and supporting relationship with parents through mutual understanding, trust and co-operation. The school therefore encourages the children to find an appropriate time to discuss topics covered during SRE lessons with their parents.

The role of the Head teacher.

The head teacher designates a member of staff with responsibility for Sex Education within the school. This person will be given sufficient training in order to teach effectively and handle any difficult issues with sensitivity.

Resources

The resources are provided by the PSHE coordinator, who also keeps further reference material for the teaching of more sensitive issues.