

Kernow Learning
Building Excellent Schools Together

Personal, Social and Health Education Policy (PSHE)

Version number:	V3
Date adopted by Local Governing Body:	July 2023
Scheduled review date:	July 2024
Statutory or Best Practice policy:	Statutory
Appendices:	Yes

Meeting your communication needs:

We want to ensure that your needs are met. If you would like this information in any other format, please contact us on 01637 874532 or email trenance@kernowlearning.co.uk



At Trenance Learning Academy, Personal, Social and Health Education (PSHE) enables our children to become healthy, independent, and responsible members of society. It aims to help them understand how they are developing personally and socially, and tackles many of the moral, social and cultural issues that are a part of growing up. We provide our children with opportunities for them to learn about rights and responsibilities and appreciate what it means to be a member of a diverse society. Our children are encouraged to develop their sense of self-worth by playing a positive role in contributing to school life and the wider community which is led by our school ethos.

Whole-school approach

At Trenance Learning Academy, we teach Personal, Social and Health Education as a whole-school approach to underpin children's development as people and because we believe that this also supports their learning capacity.

Our PSHE Programme offers us a comprehensive, carefully thought-through Scheme of Work which brings consistency and progression to our children's learning in this vital curriculum area.

This also supports the "Personal Development" and "Behaviour and Attitude" aspects evaluated under the Ofsted Inspection Framework, as well as significantly contributing to the school's Safeguarding and Equality Duties, the Government's British Values agenda and the SMSC (Spiritual, Moral, Social, Cultural) development opportunities provided for our children.

At Trenance Learning Academy, focused PSHE lessons are taught once a week for all pupils in the school. We allocate one hour to PSHE each week to teach the PSHE knowledge and skills in a developmental and age-appropriate way. Class teachers deliver the weekly lessons to their own classes. PSHE is taught using a range of teaching and learning styles, including activities such as discussion, drama, games, group work, problem-solving activities, creative opportunities, story, and music.

Pupils are encouraged to develop their sense of self-worth by playing a positive role in contributing to school life and the wider community through opportunities such as becoming FAB Friends, Safety Ambassadors, Well-being champions, House Captains, and School councillors.

Pupils can express their opinions and views through a variety of mediums including questionnaires, discussions, pupil voice and emotions boxes. Across the Adventures for Learning curriculum, children have opportunities to meet with various members of the community, both in and out of school such as health workers, firefighters, police, and the RNLI.

We also develop PSHE and SMSC through a variety of activities and whole-school events e.g., pupil voice, school trips, workshops, and the Year 2 residential visit. There is a particular focus on developing pupils' self-esteem, self-confidence, self-belief and giving them opportunities to develop leadership and co-operation skills through team building. In addition to this, developing pupils' wellbeing and emotional literacy is a focus of the whole school curriculum. The Trenance Wellbeing Diet is consistent across





the school and focuses on developing pupils' skills to support them in managing their mental and physical wellbeing.

Our PSHE programme covers all areas of PSHE for the primary phase including statutory Relationships and Health Education. The table below gives the learning theme of each of the six Puzzles (units) and these are taught across the school; the learning deepens and broadens every year.

Term	Puzzle (Unit)	Content
Autumn 1:	Being Me in My World	Includes understanding my own identity and how I fit well in the class, school, and global community. Trenance Charter established in every class and forms a part of all PSHE lessons.
Autumn 2:	Celebrating Difference	Includes anti-bullying, online safety and teaching pupils about respect for others and the protected characteristics.
Spring 1:	Dreams and Goals	Includes goal setting, aspirations, who do I want to become and what would I like to do for work and to contribute to society
Spring 2:	Healthy Me	Includes education on safety with medicines, self-esteem, and confidence as well as healthy lifestyle choices, sleep, nutrition, rest and exercise
Summer 1:	Relationships	Includes understanding friendship, family and other relationships, conflict resolution and communication skills and loss
Summer 2:	Changing Me	Includes Relationships and Sex Education in the context of coping positively with change

Sex Education

The DfE guidance recommends that all primary schools have a sex education programme tailored to the age and physical and emotional maturity of the pupils.

We define sex education as naming body parts and the underpants rule- keeping your private parts private. This is taught during the 'Changing Me' Puzzle in the Summer Term in an age-appropriate manner for our infant pupils.

The grid below shows specific RSHE learning intentions for each year group in the 'Changing Me' Puzzle.





Year Group	Piece Number and Name	Learning Intentions 'Pupils will be able to...'
FS1/2	Piece 3 Growing Up	D4 - Seek out others to share experiences. Show affection and concern for people who are special to them D6 - Explain own knowledge and understanding, and ask appropriate questions of others ELG - Show sensitivity to others' needs and feelings
1	Piece 4 Boys' and Girls' Bodies	identify the parts of the body that make boys different to girls and use the correct names for these: penis, testicles, vagina respect my body and understand which parts are private
2	Piece 4 Boys' and Girls' Bodies	recognise the physical differences between boys and girls, use the correct names for parts of the body (penis, testicles, vagina) and appreciate that some parts of my body are private tell you what I like about being me.

Parents Right to Withdraw

From September 2020, parents and carers will not be able to withdraw their children from Relationships Education. This is because it is important that all children receive the content, covering topics such as friendships and how to stay safe.

Parents and carers have the right to withdraw their child from Sex Education that falls outside of National Curriculum Science. The head teacher must grant this request.





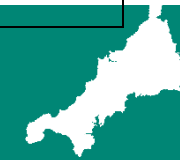
PSHE CURRICULUM INTENT, IMPLEMENTATION AND IMPACT OVERVIEW BASED ON THE PSHE PROGRAMME OF STUDY

INTENT	IMPLEMENTATION	IMPACT
<p>To contribute to personal development by helping pupils to build their confidence, resilience, and self-esteem, and to identify and manage risk, make informed choices and understand what influences their decisions. To enable children to recognise, accept and shape their identities, to understand and accommodate difference and change, to manage emotions and to communicate constructively in a variety of settings. To develop an understanding of themselves, empathy and the ability to work with others to help pupils to form and maintain good relationships, develop the essential skills for future employability and better enjoy and manage their lives</p>	<p>To follow the PSHE scheme of work, based on three core themes:</p> <ul style="list-style-type: none"> • Health and Wellbeing • Relationships • Living in the Wider World <p>We create a safe and supportive learning environment by establishing ground rules and with our knowledge from our whole school T.I.S approach and of our most vulnerable pupils.</p>	<p>Children are resilient learners and excellent communicators and can discuss personal matters with appropriate adults, as well as sharing in emotional literacy and discussion. Children demonstrate and apply the British Values of Democracy, Tolerance, and Mutual respect, Rule of law and Liberty. All of our children demonstrate a healthy outlook towards themselves, and school and all behaviour are good enabling children to achieve their age-related expectations across the wider curriculum.</p> <p>They will have:</p> <p>An increase in knowledge (Before I only knew ..., now I also know ...)</p> <p>An increase in understanding (I always knew ... but now I can see how it connects to ... and now I can see how I could use this in my life)</p> <p>A change or reconfirmation of a belief (I used to feel ... but I now feel ...)</p> <p>A richer vocabulary (Before I would have said ... but now I can say ...)</p> <p>An increased competence in skills (Before I didn't how to ... but now I know how to ...)</p> <p>New strategies acquired (Before I wouldn't have known how to ... but now I know new/more effective ways to ...)</p> <p>An increased confidence (Before I could/would say and do ... but now I feel I am able to say and do ...)</p>





		Changed and challenged assumptions (Before I thought that ... but now I realise that was just a myth or a stereotype).
<p>Essential Skills and Attributes Personal effectiveness</p> <ol style="list-style-type: none"> 1. Self-improvement (including through constructive self-reflection, seeking and utilising constructive feedback and effective goal-setting) 2. Identifying unhelpful 'thinking traps' (e.g. generalisation and stereotyping) 3. Resilience (including self-motivation, perseverance and adaptability) 4. Self-regulation (including promotion of a positive, growth mind-set and managing strong emotions and impulses) 5. Recognising and managing peer influence and the need for peer approval, including evaluating perceived social norms 6. Self-organisation (including time management) 7. Strategies for identifying and accessing appropriate help and support. 8. Clarifying own values (including reflection on the origins of personal values and beliefs) and re-evaluating values and beliefs in the light of new learning, experiences, and evidence 9. Recalling and applying knowledge creatively and in new situations 10. Developing and maintaining a healthy self-concept (including self-confidence, realistic 	<p>OVERARCHING CONCEPTS DEVELOPED THROUGH THE CURRICULUM</p> <ol style="list-style-type: none"> 1. Identity (their personal qualities, attitudes, skills, attributes and achievements and what influences these; understanding and maintaining boundaries around their personal privacy, including online) 2. Relationships (including different types and in different settings, including online) 3. A healthy (including physically, emotionally, and socially), balanced lifestyle (including within relationships, work-life, exercise, and rest, spending and saving and lifestyle choices) 4. Risk (identification, assessment and how to manage risk, rather than simply the avoidance of risk for self and others) and safety (including 	<p>MANAGING RISK AND DECISION MAKING</p> <ol style="list-style-type: none"> 1. Identification, assessment (including prediction) and management of positive and negative risk to self and others. 2. Formulating questions (as part of an enquiring approach to learning and to assess the value of information) 3. Analysis (including separating fact and reasoned argument from rumour, speculation, and opinion) 4. Assessing the validity and reliability of information 5. Identify links between values and beliefs, decisions, and actions. 6. Making decisions





<p>self-image, self-worth, assertiveness, self-advocacy and self-respect)</p> <p><u>Interpersonal and social effectiveness</u></p> <ol style="list-style-type: none"> 1. Empathy and compassion (including impact on decision-making and behaviour) 2. Respect for others' right to their own beliefs, values, and opinions 3. Discernment in evaluating the arguments and opinions of others. 4. Skills for employability, including: Active listening and communication, Team working Negotiation (including flexibility, self-advocacy, and compromise within an awareness of personal boundaries) Leadership skills. 5. Enterprise skills and attributes (e.g., aspiration, creativity, goal setting, identifying opportunities, taking positive risks) 6. Recognising, evaluating, and utilising strategies for managing influence 7. Valuing and respecting diversity 8. Using these skills and attributes to build and maintain healthy relationships. 	<p>behaviour and strategies to employ in different settings, including online in an increasingly connected world</p> <ol style="list-style-type: none"> 5. Diversity and equality (in all its forms, with due regard to the protected characteristics set out in the Equality Act 2010) 6. Rights (including the notion of universal human rights), responsibilities (including fairness and justice) and consent (in different contexts) 7. Change (as something to be managed) and resilience (the skills, strategies and 'inner resources' we can draw on when faced with challenging change or circumstance) 8. Power (how it is used and encountered in a variety of contexts including online; how it manifests through behaviours including bullying, persuasion, coercion and how it can be challenged or managed 	
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	through negotiation and 'win-win' outcomes) 9. Aspirations (including enterprise and economic understanding)	
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<p>Roles and responsibilities</p> <p>As Trenance Learning Academy, we encourage pupils to learn good moral values. As part of the whole curriculum the school seeks to explore issues of right and wrong. The school recognises that RSE is fraught with certain difficulties and whilst it acknowledges different lifestyle choices it promotes a view that stable loving relationships are the best context for sexual relationships and the bringing-up of children</p>	<p>The Headteacher is responsible for:</p> <ul style="list-style-type: none"> informing all parties about the policy and making sure the policy is implemented effectively. providing training opportunities for staff, to enable them to teach effectively and sensitively. Monitoring this policy on a regular basis. <p>The PSHE Co-ordinator is responsible for:</p> <ul style="list-style-type: none"> Delivering and monitoring the teaching and learning of PSHE and to ensure that children know more, remember more, and understand more about PSHE related issues. Overseeing and implementing the policy. Writing an action plan for The School Improvement Plan and evaluating progress throughout the year. Attending INSET and providing staff with appropriate feedback. 	<p>Much of the general work in school is based on good relationships and in this regard RSE is supported by the school's behaviour management policy.</p> <p>Trenance Learning Academy also has a wider responsibility under the Equalities Act 2010 and ensures that we strive to do the best for all of the pupils, irrespective of disability, educational needs, race, nationality, ethnic or national origin, pregnancy, maternity, sex, gender identity, religion or sexual orientation or whether they are looked after children as these are protected characteristics. The School's Safeguarding Policy fully support these principles.</p> <p>The school will always respect how pupils choose to identify themselves.</p> <p>It is also crucial for lessons to help children to realise the nature and consequences of discrimination, teasing, bullying and aggressive behaviours (including cyber</p>
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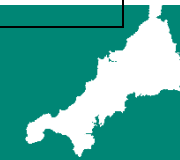


	<ul style="list-style-type: none">• Attending regular courses to keep knowledge up to date and feedback to staff upon return.• Teacher evaluation of the content and learning processes.• Learning walks and monitoring of PSHE lessons, class journal and wellbeing diet.• Regular focus in staff meetings to review and share ideas.• Pupil voice will be influential in adapting and amending planned learning activities. <p>Teachers are responsible for teaching about and modelling good relationships within school.</p> <p>Teachers need to be sure that they are aware of dealing with sensitive issues that may arise out of teaching and learning about RSE.</p> <p>The following are protocols for discussion-based lessons with pupils:</p> <ul style="list-style-type: none">• no one (teacher or pupil) will have to answer a personal question.• no one will be forced to take part in a discussion.• meanings of words will be explained in a sensible and factual way.• teachers may use their discretion in responding to questions and may say	<p>bullying), use of prejudice-based language and how to respond and ask for help.</p> <p>The Schools Bullying and Behaviour Policies fully support this.</p>
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	<p>that the appropriate person to answer that question is the parent.</p>	
<p>Policies and Cross curriculum coverage</p>	<p>During PSHE education lessons, pupils may indicate in some way that they are vulnerable or 'at risk'. Then we refer to the school's safeguarding/ child protection policy to ensure clarity about what is required in such circumstances.</p> <p>RSE Relationship and Sex Education forms an integral and important part of the PSHE curriculum. School adheres to the D.F.E requirements for teaching RSE (2019) to address the future needs of our children. (Please see the schools RSE Policy 2019)</p> <p>Equality, diversity, and inclusion run through the life of the school therefore will not just be taught as a standalone topic in PSHE. These policies also enable all pupils to access the learning as they consider pupils' ability, age, readiness, and cultural backgrounds. Other related policies to the teaching of PSHE include bullying and behaviour, safeguarding and online safety. Cross curriculum subjects will also touch on elements of PSHE, for example: in science, religious education and in literacy through story and character.</p>	<p>The Education Act 2002/Academies Act 2010 all schools must provide a balanced and broadly-based curriculum which: promotes the spiritual, moral, cultural, mental, and physical development of pupils at the school and of society, and prepares pupils at the school for the opportunities, responsibilities, and experiences of later life.</p> <p>The 2006 Education and Inspections Act placed a duty on Governing Bodies 'to promote the wellbeing of pupils at the school'. Academies are required to do the same through their funding agreements. New government guidelines will require all LA-funded schools to teach relationships education at primary school.</p>





Safe and effective practice and safeguarding	REFER TO THE R.S.E POLICY	

Policy Review Date for Personal, Social and Health Education:

July 2024

