



ST BERTELINE'S CHURCH OF ENGLAND PRIMARY SCHOOL

Personal, Social and Health Education Policy Document

Introduction

Personal, social and health education is an integral part of the whole curriculum. At St Berteline's we understand that simply delivering the 10 national curriculum subjects is not enough, the education of a child involves more than the delivery of a package of knowledge.

All staff understand the importance of school in developing a major preventative strand for the child. Issues such as smoking, drugs etc are as relative to the primary age child as they are to the secondary age child. As such, we aim to present the facts to children in a clear way they can understand, teaching them how to cope with peer pressure and how to say 'no'.

The core of this policy is to prevent abuse and promote safety and protection, to develop self-confidence and high esteem in all children.

Overall Aims Of PSHE

PSHE is about the development of personal skills to do with 'oneself' e.g. feelings, attitudes, values and choices. It is to do with social skills, the relationships around 'oneself' e.g. peers, friends, adults, families, employers and community. It is also to do with the development of a healthier, safer lifestyle and looking after 'oneself'. Promoting mental and physical health, the benefits of daily exercise, good nutrition and sufficient sleep. Also, to have knowledge to understand the normal range of emotions that everyone experiences.

At St Berteline's we aim to provide a broad, balanced curriculum which:

"Promotes the spiritual, moral, cultural, mental and physical development of pupils at the school and of society and prepares them for the opportunities, responsibilities and experience of adult life."

PSHE is central to the curriculum and is as much about how the school can develop the 'whole' person as it is about the knowledge that person needs.

General Content Of PSHE

PSHE is cross curricular in nature, it is not a straight forward curriculum issue as is for example a topic on The Romans or The Tudors. It is explicit in the issues and areas covered by staff through for example, drama and role play. Many areas come under the PSHE umbrella:

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| Personal Hygiene Nits Hair Clothing Health Issues Healthy heart Food-diet Rest Posture Exercise Digestion Immunisation First Aid Alcohol Leisure Fresh Air Care of eyes How my body works Injection Smoking Drugs Health Service People who help us Dental Health | Environmental Issues Pollution Conservation Vandalism Citizenship Feelings Gender Equal opportunities Coping with conflict Growing up Loss and death Bullying Discrimination Attitudes Separation Media pressure Relationships Families Friendships Respect Boundaries | Caring Older generation Pets RE - other religions Cultures Multicultural Friendship Helping Others Citizenship Safety Keeping myself safe Road Safety Water Safety Fire Safety Child Abuse Online safety Socialising Hobbies Clubs Interests Guides/ Scouts Limiting screen use | Sex Education Sexuality Puberty Sex Education Aids Menstruation Growth Life cycles Wellbeing Mental wellbeing Basic first aid |
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Our aim at St Berteline's is to develop skills of:

Encouraging responsibility

Developing awareness

Developing self-esteem and confidence

Thinking critically

Expressing opinions confidently
 Being self-reliant
 Being self-motivated
 Being self-disciplined
 Taking responsibility
 Making choices within a moral context
 Having clear values and attitudes
 Being able to co-operate with others, making and sustaining good relationships
 Respecting differences between people
 Dealing with feelings, and changes in feelings
 Having a healthy lifestyle
 Being safe

Organisation Of PSHE

The school accepts that it is the commitment of the whole school to be involved in PSHE. All those who work in or with our school have a role to play, staff, governors, professionals, pupils, caretakers, mid-day supervisors or anyone who the children may see as an adult role model within our school environment. This underlying expectation is central to the ethos and atmosphere of St Berteline's. It is in this 'hidden curriculum' that vitally important messages are transferred to the children. For example:

Explicit

Example work on racism- visitors into school
 Bullying issues
 Respect each other

Implicit

Accept differences

Relationships between adults, and between adults and children must mirror these values, where individuals are respected and positive relationships are formed. These skills in the area of PSHE must be seen to be transferable, not only from situation to situation, but also from school to home and into the community.

All children at St Berteline's are actively involved in every aspect of PSHE. Parents are well informed of the school's beliefs and practices with regard to this area, prior to their children starting the school. This is achieved by pre-school visits, early years meetings and appointments to view the school with the headteacher. When selecting St Berteline's school, parents accept this ethos and therefore no child is ever withdrawn from any aspect of the PSHE curriculum.

Some examples of how we implement issues.

1. Headlice - information meetings, videos etc.
2. Older generation - singing at Christmas - senior citizens' homes
3. Gender - equal opportunities.
4. "Say No to Strangers" - Police
5. Clothing - P.E. changing
6. Water safety - swimming, Halton Crucial Crew Project
7. Child Protection - at risk at home etc. - emotional, physical, sexual - staff training - awareness, drugs.
8. Road Safety/ E safety - Police, Halton Crucial Crew Project
9. Fire Safety - Fire Brigade - Smoke Tent, Halton Crucial Crew Project
10. Drama - Action Transport - Truancy, bullying, racism.
11. Nurse/Dentist - Health education
12. Home Safety Quiz e.g. science - electricity.
13. Healthy Me - Science, snacks, diet etc.
14. Environmental issues - residential visits.
15. Residential visits - independence - important at St Bert's.
16. Relationship and Sex education (see separate policy).
17. Citizenship/School Council - using democratic consultation processes with children and adults. E.g. in issues such as developing the school playing areas, changing the menu in the school canteen or a post box to gain children's views/feelings in an anonymous way.

The themes below are taught in every year and by the end of their time at St Berteline's, the children will know:

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| Mental Wellbeing | <ul style="list-style-type: none"> • that mental wellbeing is a normal part of daily life, in the same way as physical health. • 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. • 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. • 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. |
| | <ul style="list-style-type: none"> • simple self-care techniques, including the importance of rest, time spent with friends and family and the benefits of hobbies and interests. • isolation and loneliness can affect children and that 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 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). • 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. |

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| Internet safety and harms | <ul style="list-style-type: none"> • 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. • how to be a discerning consumer of information online including understanding that information, including that from search engines, is ranked, selected and targeted. • where and how to report concerns and get support with issues online. |
| Physical health and fitness | <ul style="list-style-type: none"> • the characteristics and mental and physical benefits of an active lifestyle. • the importance of building regular exercise into daily and weekly routines and how to achieve this; for example, walking or cycling to school, a daily active mile or other forms of regular, vigorous exercise. the risks associated with an inactive lifestyle □ (including obesity). • how and when to seek support including which adults to speak to in school if they are worried about their health. |
| Healthy eating | <ul style="list-style-type: none"> • what constitutes a healthy diet (including understanding calories and other nutritional content). the principles of planning and preparing a • range of healthy meals. • 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). |

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| Drugs, alcohol and tobacco | <ul style="list-style-type: none"> the facts about legal and illegal harmful substances and associated risks, including smoking, alcohol use and drug-taking. |
| Health and prevention | <ul style="list-style-type: none"> how to recognise early signs of physical illness, such as weight loss, or unexplained changes to the body. about safe and 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 affect weight, mood and ability to learn. about dental health and the benefits of good oral hygiene and dental flossing, including 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 | <ul style="list-style-type: none"> 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. |

Sex Education

Sexuality
Puberty
Sex Education
Menstruation
Growth

Feelings

Change
Gender
Equal Opportunities
Coping with Conflict
Growing up
Loss and Death
Bullying
Discrimination
Attitudes
Separation
Media Pressure

Health

Healthy heart
Food—diet
Rest
Posture
Exercise
Digestion
Immunisation
First Aid
Alcohol
Leisure
Fresh air
Care of Eyes
How my body works
Infection
Smoking
Drugs
Health Service
People who help us
Dental health
Stress

Caring

Older generation
Pets
RE-other Religions & Cultures
Relationships
Multicultural
Friendship
Helping others

St Berteline's C of E Primary School

A Christian dimension to PSHE

Personal Hygiene

Hair
Clothing
Head Lice
Washing hands

Safety

Keeping myself safe
Road Safety
Water Safety
Fire Safety
Child Abuse

Environment

Pollution
Conservation
Vandalism
Citizenship

A diagram to illustrate the connection between personal, social, health, relationship and sex education within the context of a church school.

