The Grove School PSHE education including Relationships Education Policy 2021

(Note in primary we teach relationships education rather than relationships and sex education)

At The Grove we believe that PSHE (Personal, Social, Health and Economic education) including relationships education is at the centre of all we do. Through our school aims, vision and expectations we promote pupils self-esteem, moral and social skills and care for their mental and physical health. We aim to help children at school develop into responsible, caring and respectful members of the community.

We are committed to promoting the spiritual, moral, cultural and physical development of all children at our school and to promoting their well-being. We are also committed to preparing the children at our school for the opportunities, responsibilities and experiences of later life.

**Aims**

The aims of PSHE and relationships education are designed to enable the children to:

* Develop positive relationships and manage more difficult ones.
* Respecting peoples differences and demonstrating tolerance towards others.
* Become independent and responsible members of the community.
* To develop their self-confidence and self-esteem.
* Have a strong understanding of how to live a healthy lifestyle and take care of their own mental health.
* Have an awareness of their own safety and how to make informed choices to keep themselves safe.
* To have the skills to make informed choices with regards to personal, health, economic and social issues.
* To promote British Values and ensure these are embedded into all aspects of school life.
* Ensure children are aware of how to keep themselves safe online and the potential risks of using the internet and social media in today’s society.
* Understand how money works within our society and gain some economic awareness.
* Know how to make a clear and efficient call to emergency services if necessary.
* Hold the concepts of basic first-aid, for example dealing with common injuries, including head injuries.

**Teaching and Learning Strategies**

PSHE is taught through a number of ways. These may include:

* Discussion of topics and issues within the classroom – Circle time, role play, puppets, group and paired work, Team Grove in KS1 and 2, assemblies…
* Watching news clips of current affairs.
* Listening to invited guests to talk on specific issues – police, health professionals, representatives from different religions.
* Taking part in organised practical activities to promote active citizenship – charity fund raising, enterprise activities, school council meetings, carrying out additional positions around school etc.
* Develop useful links to other subjects to reinforce learning

**Organisation of the curriculum**

The PSHE scheme of work combines the three main areas:

* Health and Well Being, including mental health and safeguarding and online safety
* Relationships and how to manage them well, including links to relationships education and social media
* Living in the Wider World, including personal economic understanding, links with RE and the use of the internet

See appendix and <https://www.pshe-association.org.uk/curriculum-and-resources/curriculum> for more information and resources.

**Equal opportunities, diversity and inclusion**

Each child has an entitlement to access the PSHE curriculum. The resources used and topics taught will reflect the multicultural society in which we live. Staff will ensure all pupils are comfortable within PSHE lessons and that every child has the opportunity to participate fully in all lessons regardless of their ability, gender or ethnic background. Staff will ensure that any specific learning needs are catered for within a lesson – for example supporting any child who may require support with communication or one who requires a multi-sensory approach for engagement.

It is important that relationships education fosters gender and LGBT+ equality, challenging all forms of bullying and discrimination. It must be respectful of how children choose to identify themselves, understanding that their sexual orientation and gender may be ‘emerging’. It will meet the needs of all children no matter their diverse experiences including those with SEND.

**Safeguarding Statement**

Staff at The Grove School believe strongly in providing a caring, positive, safe and stimulating environment that promotes the social, moral and physical development of every child. We recognise that the welfare of the child is paramount and recognise that all children, regardless of religious belief, disability, gender and racial heritage should be protected from all types of harm and abuse. We will endeavour to safeguard children by:

* Adopting rigorous safeguarding and child protection procedures for staff and volunteers.
* Promoting strong safeguarding practice with parents, staff, relevant agencies and volunteers.
* This policy links and is to be used in conjunction with all other school policies including safeguarding and child protection, behaviour, online safety, ICT and internet acceptable use, equality etc..

**Parents right to withdraw their child from non-statutory parts of relationships and sex education**

Parents have the right to withdraw their child from the parts of sex education that are not part of the National Curriculum after discussions with the Headteacher. As a primary school we do not intend to teach sex education beyond the national Curriculum for Science i.e the main external body parts, changes to the human body as it grows from birth to old age including puberty.

**Staff training and lesson building**

Staff have access to the membership of the PSHE Association to build lessons and use resources and gain training. The school will use **the programme of study for KS1 and 2** from the PSHE Association and **the Question Based programme builder** and supporting documents as found on our internal server. Training is also available from other sources.

Appendix 1 – additional useful information

**Wellness recovery action plan for mental Health**

I know when I feel good because I notice myself to be:

I know when my mood needs balancing because I notice myself to be:

Things I know help me balance my mood are:

To keep my mental health balanced my daily maintenance plan includes:

These are the people I choose to contact when I need help or distracting:

This is how I rest my brain and relax:

**Mental Health Awareness – ‘5 a day’**

\* Connect: Build connections with people around you

\* Be active: Boost your energy and mood by doing something active

\* Take notice: Be curious about the world and savour the moment

\* Keep learning: Learn something new to boost your confidence and have fun

\* Give: Do something nice for someone

**Growth Mindset**

Use the books and advice around developing growth mindset – we will develop a plan once all have carried out the basics

**‘Bucket’ idea for mental health**

How upsetting things can ‘empty’ your bucket and happy things can ‘fill’ up your bucket and how when your bucket is empty it is harder to deal with everyday things but when your bucket is full it gives you more strength to deal with issues – you can use a physical bucket to help demonstrate this.

**Dementia Friendly school**

Use of Dementia champion trained by Alzheimer’s society

**Online safety, use of social media and false news**

[**https://www.nspcc.org.uk/preventing-abuse/keeping-children-safe/online-safety/**](https://www.nspcc.org.uk/preventing-abuse/keeping-children-safe/online-safety/) **- see the ‘speak out stay safe programme’**

[**https://www.getsafeonline.org/**](https://www.getsafeonline.org/) **- see the safeguarding children section**

[**https://www.thinkuknow.co.uk/**](https://www.thinkuknow.co.uk/) **- downloadable resources available**

[**http://www.safetynetkids.org.uk/personal-safety/staying-safe-online/**](http://www.safetynetkids.org.uk/personal-safety/staying-safe-online/)

Staying Safe Online

1)      Don’t post any personal information online – like your address, email address or mobile number.

2)      Think carefully before posting pictures or videos of yourself.  Once you’ve put  a picture of yourself online most people can see it and may be able to download it, it’s not just yours anymore.

3)      Keep your privacy settings as high as possible

4)      Never give out your passwords

5)      Don’t befriend people you don’t know

6)      Don’t meet up with people you’ve met online.  Speak to your parent or carer about people suggesting you do

7)      Remember that not everyone online is who they say they are

8)      Think carefully about what you say before you post something online

9)      Respect other people’s views, even if you don’t agree with someone else’s views doesn’t mean you need to be rude

10)   If you see something online that makes you feel uncomfortable, unsafe or worried: leave the website, turn off your computer if you want to and tell a trusted adult immediately.

**False/fake news**

Here are a few basic questions to consider whenever you and your kids encounter a piece of media:

Who made this?

Who is the target audience?

Who paid for this? Or, who gets paid if you click on this?

Who might benefit or be harmed by this message?

What is left out of this message that might be important?

Is this credible (and what makes you think that)?

Older kids especially might enjoy learning tricks to spot fake news. Here are a few things to watch for:

Look for unusual URLs or site names, including those that end with ".co" -- these are often trying to appear like legitimate news sites, but they aren't.

Look for signs of low quality, such as words in all caps, headlines with glaring grammatical errors, bold claims with no sources, and sensationalist images (women in bikinis are popular clickbait on fake news sites). These are clues that you should be skeptical of the source.

Check a site's "About Us" section. Find out who supports the site or who is associated with it. If this information doesn't exist -- and if the site requires that you register before you can learn anything about its backers -- you have to wonder why they aren't being transparent.

Check Snopes, Wikipedia, and Google before trusting or sharing news that seems too good (or bad) to be true.

Consider whether other credible, mainstream news outlets are reporting the same news. If they're not, it doesn't mean it's not true, but it does mean you should dig deeper.

Check your emotions. Clickbait and fake news strive for extreme reactions. If the news you're reading makes you really angry or super smug, it could be a sign that you're being played. Check multiple sources before trusting.

**Social media**

But when people choose aggressively mean-spirited screen names, make spiteful comments, hide behind anonymity to be cruel, send around photos to humiliate others, or just act in a way that would be considered rude in the real world, [it creates an environment](https://www.commonsensemedia.org/blog/be-a-good-digital-citizen-tips-for-teens-and-parents) that doesn't allow kids to experience the best of what the Web has to offer. The negativity can actually hurt people and harm reputations.

Here are some guidelines to make it a little more civil.

7 Rules for Online Etiquette

* Context is everything. If kids want to have silly online names that conform to the convention of a particular online community and only their friends will see, fine. But for more formal communication -- like email addresses, posting comments, or anything to do with school -- have them choose a respectable screen name (though not their real name) that they wouldn't be embarrassed to utter out loud in front of, say, their grandmother.
* Double-check before you hit "send." Could something you wrote be misinterpreted? Is it so littered with slang that it requires a Ph.D. in [Urban Dictionary](https://www.commonsensemedia.org/website-reviews/urban-dictionary) to be understood? Is it rude, mean, or sarcastic? Don't send it.
* Take the high road (but don't boast about it). [Chatting](https://www.commonsensemedia.org/blog/instant-messaging-tips), [texting](https://www.commonsensemedia.org/blog/responsible-text-messaging-tips), and [status updates](https://www.commonsensemedia.org/blog/social-networking-tips) are all "in-the-moment" communication. But if there's an escalating sense of rudeness, sign off. No good will come of firing off a nasty comment. You can always write out a response to get something off your chest ... without sending it.
* Grammar rules. Rumours of grammar's demise have been greatly exaggerated. But again, context is key. An IM to a friend can dangle as many participles as you want, but anything more formal -- for example, a public online comment or a note to a teacher -- should represent your best self. This applies to capital letters, too. By now, everyone knows that writing in all caps means that you're shouting, but it bears repeating once your kid starts interacting online.
* Keep a secret. In today's world, photos, texts, and videos can be posted, copied, forwarded, downloaded, and Photoshopped in the blink of an eye. If you think something might embarrass someone, get them in trouble, compromise their privacy, or stir up drama of any kind, keep it to yourself -- and maybe delete it for good measure.
* Don't hide. For safety's sake, kids should use untraceable screen names, but using anonymity to cloak your actions can poison the atmosphere -- and hurt people. If your kids want to be contributing members of the online world, encourage them to post productively.
* Remember the Golden Rule. Don't say something online that you wouldn't say to someone's face. And, according to [BeyondNetiquette creator Marla Rosner](http://beyondnetiquette.com/), author of Digital Manners and House Rules for Kids: A Parent Handbook, you can actually take that a step further. If you do have something negative to say, discussing it in person is a better way to resolve your issues.

What it comes down to is teaching, and even more important, modelling, simple playground rules. Use the word WISDOM to help kids remember.
**W**hen someone is hurt, help them.
**I**f in danger, get help.
**S**afe sites only.
**D**on’t post without permission.
**O**nly friends, no strangers.
**M**ake amends