The Grove School PSHE (including Sex and Relationships Education) Policy 2019

At The Grove we believe that PSHE (Personal Social and Health Education) including SRE 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.

**Aims**

The aims of PSHE 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 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 todays society.

**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 KS2.
* 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.

**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 sex and relationships education SRE and social media
* Living in the Wider World, including 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**

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.

**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 child protection procedures for staff and volunteers.
* Sharing information regarding child protection with parents, staff, relevant agencies and volunteers.

Appendix 1

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| **PHSE / SRE Scheme of work EYFS**  Terms 1 and 2 | New Beginnings   Introducing class routines   Expresses own preferences and interests   Feelings (happy & sad)   Feelings (Cross)   Feelings (Scared and worried) | Say No to Bullying   Stranger Danger   Treating others the way you would like to be treated.   How to be a good friend   How to react to others who are not being a good friend   Definition of bullying |
| Terms 3 and 4 | Living in the Wider World   How to contribute to the life of the classroom.   Help construct and to agree to follow group and class rules. | SRE   External body parts   People they trust   Being different from others   Keeping safe and healthy |
| Terms 5 and 6 | Relationships   Discuss loss and how it makes people feel   Identify emotions – happy, sad, angry   Identify when things are unfair.   Identify how to make things fair  Dementia friendly school revisit  Devon CAP revisit | Health and Wellbeing   Involvement in sports day.   How exercise, diet, rest and dental health is important to everyone.   To say what they like and dislike and how to make informed choices that improve their physical and mental health  Introduce the ‘bucket’ idea of mental wellbeing |

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| **PHSE / SRE Scheme of work Year 1 and 2 (first rotation)**  Terms 1 and 2 | New Beginnings   Belonging to a community   Solving a problem   Making people feel better   Knowing how to calm down   How I am similar or different? | Say No to Bullying   To recognise name calling, exclusion because of disability and physical bullying, and how those who experience this may feel.   Recognise and empathise with others feelings and situations   Understand the importance of friendships and kind behaviour   Use the problem solving strategy to challenge exclusion by cooperating with each other   online safety |
| Terms 3 and 4 | Living in the Wider World   How to contribute to the life of the classroom.   Help construct and to agree to follow group and class rules.   People and other living things have needs and they have responsibility to meet them. (taking turns, sharing)   They belong to various groups and communities such as family and school.   Real or Not Real on the internet-Safer Internet Day | SRE   Making friends   Differences   Growing and reproducing   Staying safe |
| Terms 5 and 6 | Relationships   Identifying people who are important   Discuss the emotions pride and envy   Identify the effects of being unkind to people   How to make themselves feel better when feeling hurt  Dementia friendly school revisit  Devon CAP revisit | Health and Wellbeing   Involvement in Sports Day   Celebrating individual strengths and setting challenging goals   Discuss change and loss and how it makes them feel.   Importance of, and how to maintain personal hygiene   How some diseases are spread and how they can be controlled.   How growing older can help encourage independence   Introduce the 10 ways to Mental Health Wellbeing  revisit the ‘bucket’ idea of mental wellbeing |

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| **PHSE / SRE Scheme of work Year 1 and 2**  **(Second rotation)**  Terms 1 and 2 | New Beginnings   Belonging to a community   Making people feel better   Knowing how to calm down   Ways to solve a problem | Say No to Bullying   Develop empathy with people who are bullied   Recognising uncomfortable feelings such as fear and anger   Feel good about who we are   Increase the ability to manage feelings   Develop knowledge about key features of bullying   Revisit the importance of friendship and kind behaviours   Revisit the link between thoughts, feelings and behaviours   Practise the problem solving strategy   online safety |
| Terms 3 and 4 | Living in the Wider World   What improves and harms their local and natural built environments.   How to look after our environment – home, school and community   Money and where it comes from. How it can be used for spending and saving.   How money effects their lives – how to manage it, keeping it safe, choices about spending and what influences those choices.   Real or Not Real on the internet-Safer Internet Day | SRE   Feelings   Safe and unsafe situations   Strangers   The role of families   Names for the main parts of the body excluding external genitalia. The differences between girls and boys. |
| Terms 5 and 6 | Relationships   Identify how it feels to be cared for   Identifying how if someone leaves they still might care   Effects of choices people have to make for different reasons   Loneliness and its effects on people  Dementia friendly school revisit  Devon CAP revisit | Health and Wellbeing   Involvement in Sports Day   How household products, including medicines, can be harmful if not used properly   Personal safety – road, rail, cycle, water and fire   Recognising people who look after them – police etc   Understand their responsibility for keeping themselves and others safe.   reinforce the 10 ways to Mental Health Wellbeing  revisit the ‘bucket’ idea of mental wellbeing |

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| **PHSE / SRE Scheme of work Year 3 and 4**  **(first rotation)**  Terms 1 and 2 | New Beginnings   What is special about me   Making a class charter   Rights and responsibilities   Recognising feelings and emotions   Solving a problem   Belonging to a community | Say No to bullying   I know what bullying is   I know what it means to be a witness to bullying   I know witnesses can make a situation better or worse   I know how to make someone feel better   I know bullying is hard to spot   I can solve a bullying situation with others   online safety   eschools – limited introduction to social media   Is teasing bullying? discussion |
| Terms 3 and 4 | Living in the Wider World   Enterprise skills   Different kinds of responsibilities – rights and duties at home, school and in the community   What being part of a community means.   Investigate different community groups locally and nationally.   Recognise the role of volunteer, community and pressure groups   false news and recognising facts | SRE   Knowing why being different can provoke bullying   Being self-confident   Supporting friends and managing friendship problems   Recognising their own worth   Knowing the difference between public and private places   Identifying adults they can trust |
| Terms 5 and 6 | Relationships   How to make someone feel happy.   Discuss the emotion of guilt and how to make amends   Brief overview of the justice system with links to guilt   Taking responsibility for actions   Identifying what hurts them and how they hurt others   social media -self-preservation and online etiquette  Dementia friendly school revisit  Devon CAP revisit | Health and Wellbeing   Involvement in Sports Day   Positive and negative effects on their health – physical, emotional and mental   How to make informed choices to understand the concepts of a balanced lifestyle   Make informed choices about food and the benefits of a balanced diet   reinforce the 10 ways to Mental Health Wellbeing   Introduce the how are we being (animal) styles for Mental Health Wellbeing  introduce ‘Flipping your lid’ concept and YouTube clip |

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| **PHSE / SRE Scheme of work Year 3 and 4**  **(second rotation)**  Terms 1 and 2 | New Beginnings   Making people feel welcome   Solving a problem   Making a class charter   Rights and responsibilities   New situations and meeting new people   Managing my feelings   Belonging to a community | Say No to Bullying   To understand the role of the witness and the potential for helping or making things worse.   To develop self-awareness and why witnesses sometimes join in or don’t tell.   To develop empathy for the people who are being bullied – celebrating differences and challenging homophobia   online safety   eschools – limited introduction to social media   Is teasing bullying? discussion |
| Terms 3 and 4 | Living in the Wider World   Enterprise skills   Realise the consequences of anti-social and aggressive behaviours such as bullying and discrimination of individuals and communities.   Appreciate the range of national, regional, religious and ethnic identities in the UK   Think about the lives of people living in other places and people with different values and customs.   Exploring the role of media and how they present information   Research, discuss and debate topical events   false news and recognising facts | SRE   Actions have consequences   Changes that have happened since they were a baby   Relationships they are involved in   Changing emotions and feelings   Forming opinions   Consider people who are different and how it can provoke bullying   Recognise stereotypes in relation to gender |
| Terms 5 and 6 | Relationships   Describing important people in own lives   Revisit loss and how to celebrate someone’s life   Coping with difficult separations including divorce, separation and bereavement   social media -self-preservation and online etiquette  Dementia friendly school revisit  Devon CAP revisit | Health and Wellbeing   Involvement in Sports Day   Role of media in not reflecting reality and can affect how people see themselves.   Listening to own emotions and how to deal effectively with these.   Define risk, danger and hazard linked to local area – road, rail, internet etc   reinforce the 10 ways to Mental Health Wellbeing   reinforce the how are we being (animal) styles for Mental Health Wellbeing  introduce ‘Flipping your lid’ concept and YouTube clip |

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| **PHSE / SRE Scheme of work Year 5 and 6 (first rotation)**  Terms 1 and 2 | New Beginnings   Learning and playing well together   Rights, rules and responsibilities   Being valued in school   Strategies to cope with uncomfortable feelings | Say No to Bullying  Complete module 1 of the Cyber Sense(online safety). Watch both films and complete the story board and role play activities. Complete Spot the Symbol at the end of the two units.   Send Me a Selfie   Flame Wars   online safety   Is teasing bullying? discussion |
| Terms 3 and 4 | Living in the Wider World   Enterprise skills   Why and how rules and laws which protect themselves and others are made and enforced, why different rules are needed in different situations.   How to take part in making and changing rules.   Learn about the judicial system, voting, General and local elections.   To understand human rights and UN Children’s Rights.   false news and recognising facts | SRE   Express opinions about relationships and bullying   How media impacts on forming attitudes   Recognising and resisting the pressure of unwanted physical contact   Physical changes in puberty   Human life cycle   Accepting different family arrangements   To see things from other people's viewpoints. |
| Terms 5 and 6 | Relationships   Identifying people who are important   Giving and receiving a compliment   Discuss embarrassing situations and how to cope   How to make people feel good about themselves   Recognise a put down and how these affect others   Identify stereotypes and how to challenge them   social media -self-preservation and online etiquette  Dementia friendly school revisit  Devon CAP revisit | Health and Wellbeing   Recognise independence and how this affects personal safety – road, rail, online and mobile phones, Bike ability, water, fire   Bacteria and viruses can affect health and simple routines can reduce their spread   Peer pressure and its effects on behaviour   Basic first aid procedures   reinforce the 10 ways to Mental Health Wellbeing   reinforce the how are we being (animal) styles for Mental Health Wellbeing   introduce the wellness recovery action plan for Mental Health  revisit ‘Flipping your lid’ concept and YouTube clip |

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| **PHSE / SRE Scheme of work Year 5 and 6**  **(second rotation)**  Terms 1 and 2 | New Beginnings   Rights and responsibilities in school and society   Strategies to cope with uncomfortable feelings   Dealing with unfamiliar situations   What helps us in school to learn and play together? | Say No to Bullying  Complete modules 2 and 3 of the Cyber Sense. Watch both films and complete the story board and role play activities. Complete Judge Kadeem and Spot the Symbol at the end of the two units.   Girls don’t play football   What harm can it do?   I wouldn’t like it   You’re making us lose.   online safety   Is teasing bullying? discussion |
| Terms 3 and 4 | Living in the Wider World   Enterprise skills   Develop an understanding of the concepts of interest, loan, debt, mortgages, borrowing and tax.   How resources are linked to economic choices and how these decisions can affect individuals, communities and sustainability of the environment. (Local council and government)   Managing own money – role of banks, building societies, dangers of loan sharks.   false news and recognising facts | SRE   Diversity of lifestyles -   Physical changes in puberty   Life processes including growth and reproduction. Consider trust and love.   Viruses including HIV   Taking risks and being able to say no   Keeping safe and knowing where to find help   Recognise different cultural practises which are against British law and Universal Human Rights (FGM)   Balance stresses to promote mental health and well-being. |
| Terms 5 and 6 | Relationships   Recognising people who are important   Managing difficult emotions – focus on grieving / loss   How to support someone who is unhappy   How to cope with changing friendships   social media -self-preservation and online etiquette  Dementia friendly school revisit  Devon CAP revisit | Health and Wellbeing   Involvement in Sports Day   Defining the term habit and recognising these are hard to change   How substances such as alcohol and drugs could damage their immediate future health and safety   Revisit online safety including passwords, addresses and distribution of images. (Cyber Sense online quiz)   reinforce the 10 ways to Mental Health Wellbeing   reinforce the how are we being (animal) styles for Mental Health Wellbeing   reinforce the wellness recovery action plan for Mental Health   introduce the 5 a day concepts for Mental Health – have a mental health awareness week to build skills  revisit ‘Flipping your lid’ concept and YouTube clip |

Appendix 2 Mental Health

**The 10 ways to Mental Health Well being:**

1. Talk about your feelings.
2. Ask for Help.
3. Take a Break.
4. Eat Well.
5. Stay Hydrated.
6. Keep in Touch with People you Care About.
7. Stay Active in Mind and Body
8. Do Something you are Good at and Enjoy
9. Actively Care for Others
10. Be Proud of your very Being

**How are we Being?**

**And communicating**

**that Being? – this can be introduced to more able younger children when appropriate**

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| Style: | Ostrich Style | Jellyfish Style | Kangaroo Style | Rhinoceros Style | Dolphin Style |
| Characteristics | ‘Burying head in sand’  Avoid thinking or talking about  problems.  Signal given: too busy and unavailable  to support.  ‘Swerving’ the issue | Wobbly, see through,  and reactive to a prod.  Being in a raw emotional  state, with all feelings close  to the surface.  May be swept away by currents of  emotion and beliefs.  Intense and visible reactions. | Protective  wanting to keep everyone  safe, as if in a pouch.  Too accommodating and  controlling  Inner rescuer at play. | Attempts to persuade and convince the  person to change by argument  As if charging at and trying to smash  through the behaviour and beliefs using  logic.  Rushing in to make  change. | A calm, warm, nurturing style  Guiding, coaching, encouraging and subtle.  Think of calmly swimming alongside and gently  nudging in the right direction occasionally. |

**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

**‘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