

# **Cobbs Brow School**

## **Policy for PSHE inc Health and Relationships Education**

**September 2020**

## Statement of Intent

At Cobbs Brow Primary School, personal, social and health education (PSHE) enables our children to become healthy, independent and responsible members of society and prepares them for life in modern day Britain. It aims to help them understand how they are developing personally and socially, and tackles many of the issues that they may experience growing up. We provide our children opportunities to learn about rights and responsibilities within UK Law and appreciate what it means for them to be a member of a diverse society. Our children are encouraged to develop their self-confidence and awareness by playing a positive role in contributing to school life and the wider community.

## Aims and PSHE Intent

Our PSHE curriculum links closely with our schools Safeguarding policy, SMSC policy and British Values policy and plays an important role in supporting school to implement the nine protected characteristics of The Equality Act 2010, the three interrelated strands of Citizenship Education. It also actively promotes and provides opportunities for children to understand the fundamental British Values set out by the Government in the 2014 'Prevent' strategy, these being:

- Democracy
- The rule of law
- Individual liberty
- Mutual respect for and tolerance of those with different faiths and beliefs and for those without faith

At Cobbs Brow Primary School we aim to develop the children's knowledge and understanding so that they:

- Understand what a positive, healthy relationship looks like, recognise less positive relationships, what friendship and family means and know who can support them through difficulties.
- Understand the different types of families including single parent families, LGBT parents, families headed by grandparents, adoptive parents, foster parents/carers amongst other structures.
- Learn how to take turns and treat others with respect, consideration and kindness.
- Understand the importance of honesty and truthfulness, permission seeking and giving along with the concept of personal privacy, personal space, boundaries and inappropriate or unsafe physical and other contact.
- Understand and know how information and data may be shared including online e.g. the sharing of pictures and images and how businesses and sites may use personal information.
- Develop a positive growth mindset and develop resilience and other attributes so that every child believes they can achieve and persevere with tasks they find challenging.
- Develop self-respect and self-worth and develop personal attributes such as honesty, integrity, courage, humility, kindness, generosity, trustworthiness and a sense of justice.
- Understand about positive mental health and understand how friendships can support their mental wellbeing.
- Understand that physical health and mental well-being are interlinked and provide children with information to help them make good decisions about their own health and wellbeing with regards to exercise, nutrition and sleep.
- Develop self-care techniques, personal hygiene, prevention of health and wellbeing problems and basic first aid.
- Develop ability to self-control and self-regulate and understand about emotions and feelings.
- Reduce stigma attached to health issues, in particular mental health, and encourage openness.
- Understand the benefits of hobbies, interests and participation within the community.
- Understand the benefits of rationing time spent online and the risks associated with excessive use of electronic devices.
- Understand about puberty including menstruation.

The statutory guidance on Relationships Education, Relationships and Sex Education (RSE) and Health Education, July 2019, outlines what children should be taught by the end of primary school.

## **Relationships Education**

<b>Families and people who care for me</b>	Pupils should know <ul style="list-style-type: none"><li>• that families are important for children growing up because they can give love, security and stability.</li><li>• the characteristics of healthy family life, commitment to each other, including in times of difficulty, protection and care for children and other family members, the importance of spending time together and sharing each other's lives.</li><li>• 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.</li><li>• 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.</li><li>• that marriage represents a formal and legally recognised commitment of two people to each other which is intended to be lifelong.</li></ul>
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	<ul style="list-style-type: none"> <li>• how to recognise if family relationships are making them feel unhappy or unsafe, and how to seek help or advice from others if needed.</li> </ul>
<b>Caring friendships</b>	<p>Pupils should know</p> <ul style="list-style-type: none"> <li>• how important friendships are in making us feel happy and secure, and how people choose and make friends.</li> <li>• the characteristics of friendships, including mutual respect, truthfulness, trustworthiness, loyalty, kindness, generosity, trust, sharing interests and experiences and support with problems and difficulties.</li> <li>• that healthy friendships are positive and welcoming towards others, and do not make others feel lonely or excluded.</li> <li>• 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.</li> <li>• how to recognise who to trust and who not to trust, how to judge when a friendship is making them feel unhappy or uncomfortable, managing conflict, how to manage these situations and how to seek help or advice from others, if needed.</li> </ul>
<b>Respectful relationships</b>	<p>Pupils should know</p> <ul style="list-style-type: none"> <li>• 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.</li> <li>• practical steps they can take in a range of different contexts to improve or support respectful relationships.</li> <li>• the conventions of courtesy and manners.</li> <li>• the importance of self-respect and how this links to their own happiness.</li> <li>• 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.</li> <li>• 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.</li> <li>• what a stereotype is, and how stereotypes can be unfair, negative or destructive.</li> <li>• the importance of permission-seeking and giving in relationships with friends, peers and adults.</li> </ul>
<b>Online relationships</b>	<p>Pupils should know</p> <ul style="list-style-type: none"> <li>• that people sometimes behave differently online, including by pretending to be someone they are not.</li> <li>• 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.</li> <li>• the rules and principles for keeping safe online, how to recognise risks, harmful content and contact, and how to report them.</li> <li>• how to critically consider their online friendships and sources of information including awareness of the risks associated with people they have never met.</li> <li>• how information and data is shared and used online.</li> </ul>
<b>Being safe</b>	<p>Pupils should know</p> <ul style="list-style-type: none"> <li>• what sorts of boundaries are appropriate in friendships with peers and others (including in a digital context).</li> <li>• 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.</li> <li>• that each person's body belongs to them, and the differences between appropriate and inappropriate or unsafe physical, and other, contact.</li> <li>• how to respond safely and appropriately to adults they may encounter (in all contexts, including online) whom they do not know.</li> <li>• how to recognise and report feelings of being unsafe or feeling bad about any adult.</li> <li>• how to ask for advice or help for themselves or others, and to keep trying until they are heard,</li> <li>• how to report concerns or abuse, and the vocabulary and confidence needed to do so.</li> <li>• where to get advice e.g. family, school and/or other sources.</li> </ul>

## Physical Health and Mental Wellbeing

<p><b>Mental Wellbeing</b></p>	<p>Pupils should know</p> <ul style="list-style-type: none"> <li>• that mental wellbeing is a normal part of daily life, in the same way as physical health.</li> <li>• 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.</li> <li>• 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.</li> <li>• how to judge whether what they are feeling and how they are behaving is appropriate and proportionate.</li> <li>• the benefits of physical exercise, time outdoors, community participation, voluntary and service-based activity on mental wellbeing and happiness.</li> <li>• simple self-care techniques, including the importance of rest, time spent with friends and family and the benefits of hobbies and interests.</li> <li>• isolation and loneliness can affect children and that it is very important for children to discuss their feelings with an adult and seek support.</li> <li>• that bullying (including cyberbullying) has a negative and often lasting impact on mental wellbeing.</li> <li>• 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).</li> <li>• 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.</li> </ul>
<p><b>Internet safety and harms</b></p>	<p>Pupils should know</p> <ul style="list-style-type: none"> <li>• that for most people the internet is an integral part of life and has many benefits.</li> <li>• 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.</li> <li>• how to consider the effect of their online actions on others and knowhow to recognise and display respectful behaviour online and the importance of keeping personal information private.</li> <li>• why social media, some computer games and online gaming, for example, are age restricted.</li> <li>• 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.</li> <li>• how to be a discerning consumer of information online including understanding that information, including that from search engines, is ranked, selected and targeted.</li> <li>• where and how to report concerns and get support with issues online.</li> </ul>
<p><b>Physical health and fitness</b></p>	<p>Pupils should know</p> <ul style="list-style-type: none"> <li>• the characteristics and mental and physical benefits of an active lifestyle.</li> <li>• 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.</li> <li>• the risks associated with an inactive lifestyle (including obesity).</li> <li>• how and when to seek support including which adults to speak to in school if they are worried about their health.</li> </ul>
<p><b>Healthy eating</b></p>	<p>Pupils should know</p> <ul style="list-style-type: none"> <li>• what constitutes a healthy diet (including understanding calories and other nutritional content).</li> <li>• the principles of planning and preparing a range of healthy meals.</li> <li>• 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).</li> </ul>
<p><b>Drugs, alcohol and tobacco</b></p>	<p>Pupils should know</p> <ul style="list-style-type: none"> <li>• the facts about legal and illegal harmful substances and associated risks, including smoking, alcohol use and drug-taking.</li> </ul>
<p><b>Health and prevention</b></p>	<p>Pupils should know</p>

	<ul style="list-style-type: none"> <li>• how to recognise early signs of physical illness, such as weight loss, or unexplained changes to the body.</li> <li>• about safe and unsafe exposure to the sun, and how to reduce the risk of sun damage, including skin cancer.</li> <li>• the importance of sufficient good quality sleep for good health and that a lack of sleep can affect weight, mood and ability to learn.</li> <li>• about dental health and the benefits of good oral hygiene and dental flossing, including regular check-ups at the dentist.</li> <li>• about personal hygiene and germs including bacteria, viruses, how they are spread and treated, and the importance of handwashing.</li> <li>• the facts and science relating to immunisation and vaccination</li> </ul>
<b>Basic first aid</b>	<p>Pupils should know:</p> <ul style="list-style-type: none"> <li>• how to make a clear and efficient call to emergency services if necessary.</li> <li>• concepts of basic first-aid, for example dealing with common injuries, including head injuries.</li> </ul>
<b>Changing adolescent body</b>	<p>Pupils should know:</p> <ul style="list-style-type: none"> <li>• key facts about puberty and the changing adolescent body, particularly from age 9 through to age 11, including physical and emotional changes.</li> <li>• about menstrual wellbeing including the key facts about the menstrual cycle.</li> </ul>

Through our PSHE curriculum provided by the PSHE Association children will also develop a number of other essential skills and attributes.

### **Personal effectiveness**

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<sup>1</sup> 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 self-image, self-worth, assertiveness, self-advocacy and self-respect)

### **Interpersonal and social effectiveness**

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 (including challenging 'group think')
4. Skills for employability, including
  - Active listening and communication (including assertiveness skills)
  - Team working
  - Negotiation (including flexibility, self-advocacy and compromise within an awareness of personal boundaries)
  - Leadership skills
  - Presentation 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 of all kinds

### **Managing risk and decision making (integral to all of the above)**

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

### **Sex Education**

The Relationships Education, RSE, and Health Education (England) Regulations 2019 have made Relationships Education compulsory in all primary schools. Sex education is not compulsory in primary schools and the content set out in this guidance above therefore focuses on Relationships Education.

The content set out in the guidance covers everything that primary schools should teach about relationships and health, including puberty. The national curriculum for science also includes subject content in related areas, such as the main external body parts, the human body as it grows from birth to old age (including puberty) and reproduction in some plants and animals.

At Cobbs Brow Primary School we will determine whether we need to cover any additional content on sex education based upon the needs of our pupils, which will vary each year. The sex education programme needs to be tailored to the age and the physical and emotional maturity of the pupils preparing both boys and girls for the changes adolescence will bring.

If a question arises in class teachers will ask children to record it and place it in an 'Ask it Basket'. The teacher will then speak to the PSHE Subject Leads and consult with parents. A decision will be made whether the question should be tackled individually, within a group or within whole class and also by whom i.e. the teacher, the PSHE Lead, Headteacher or parents.

We will consult with parents if any additional needs arise relating to sex education and offer support to our parents and families when talking to their child about sex education. If our teaching goes beyond the national curriculum for Science, parents will be informed and will have the option to withdraw their child from this element of the curriculum.

### **PSHE Curriculum Implementation**

At Cobbs Brow Primary School we believe that PSHE plays a vital part of primary education and therefore needs to be taught at least weekly. This enables staff to ensure full coverage of our PSHE curriculum. Alongside discreet PSHE lessons there will also be ample opportunities to develop PSHE skills within other lessons such as Science, Computing, PE and RE and within class assembly time.

Our PSHE curriculum will be taught through our cross curricular topics, designed around our children, and where possible and discreet lessons. Staff will utilise first hand experiences and link lessons to life in the real, wider world. There will also be opportunities to teach PSHE as a result of an issue arisen in their own class. PSHE is integral to the development of children's values in order for them to become a positive citizen in a forever changing community and world. PSHE will also be taught via class, key stage and whole school assemblies along with enrichment activities such as after school clubs, educational visits and visitors who may come into school i.e. police, faith leaders.

At Cobbs Brow we follow the PSHE Association Programme and Study for Key Stages 1 and 2 and follow the Core outlined below that ensure coverage of the DFE Statutory Guidance, July 2019.

#### **CORE THEME 1: HEALTH AND WELLBEING**

#### **CORE THEME 2: RELATIONSHIPS**

#### **CORE THEME 3: LIVING IN THE WIDER WORLD**

At Cobbs Brow we use the published [Programme Builders](#) to accompany this Programme of Study, to support teachers in planning schemes of work tailored to our pupils needs. We have adopted the Thematic Approach.

The Thematic Approach Programme Builder includes:

- **a long term plan** for the year across all year groups
- **separate grids** for each year group, setting out learning objectives for each half-term
- **links to resources** (both PSHE Association resources and resources carrying the Association's Quality Mark) that support each module.

They Thematic Programme Builder builds in developmental progression by revisiting themes year on year, building on and extending pupils prior learning.

Please see the Thematic Approach Long Term Plan below which includes EYFS:

	Autumn: Relationships			Spring: Living in the Wider World			Summer: Health and Wellbeing		
	Families and Friendship	Safe relationships	Respecting ourselves and others	Belonging to a community	Media literacy and digital resilience	Money and work	Physical health and wellbeing	Growing and changing	Keeping safe
Rec	Talk about feelings and their family	Play co Operatively Form positive relationships Underpants rule	Confidence to try new activities Say when they do/ don't need help	Understanding behaviour has consequences Following rules and adjusting to changes	Safer Internet Day Buddy's Safety Song	Different job roles People who help us Recognising coins	Keeping healthy; food and exercise, hygiene routines; sun safety	Baby to child Position in family Timelines Animals Plants	Road safety Safe touch/ permission i.e. hold hands Underpants rule
Year 1	Roles of different people; families; feeling cared for	Recognising privacy; staying safe; seeking permission	How behaviour affects others; being polite and respectful	What rules are; caring for others; needs; looking after the environment	Using the internet and digital devices; communicating online	Strengths and interests; jobs in the community	Keeping healthy; food and exercise, hygiene routines; sun safety	Recognising what makes them unique and special; feelings; managing when things go wrong	How rules and age restrictions help us; keeping safe online
Year 2	Making friends; feeling lonely and getting help	Managing secrets; resisting pressure and getting help; recognising hurtful behaviour	Recognising things in common and differences; playing and working cooperatively; sharing opinions	Belonging to a group; roles and responsibilities; being the same and different in the community	The internet in everyday life; online content and information	What money is; needs and wants; looking after money	Why sleep is important; medicines and keeping healthy; keeping teeth healthy; managing feelings and asking for help	Growing older; naming body parts; moving class or year	Safety in different environments; risk and safety at home; emergencies
Year 3	What makes a family; features of family life	Personal boundaries; safely responding to others; the impact of hurtful behaviour	Recognising respectful behaviour; the importance of self-respect; courtesy and being polite	The value of rules and laws; rights, freedoms and responsibilities	How the internet is used; assessing information online	Different jobs and skills; job stereotypes; setting personal goals	Health choices and habits; what affects feelings; expressing feelings	Personal strengths and achievements; managing and reframing setbacks	Risks and hazards; safety in the local environment and unfamiliar places
Year 4	Positive friendships, including online	Responding to hurtful behaviour; managing confidentiality; recognising risks online	Respecting differences and similarities; discussing difference sensitively	What makes a community; shared responsibilities	How data is shared and used	Making decisions about money; using and keeping money safe	Maintaining a balanced lifestyle; oral hygiene and dental care	Physical and emotional changes in puberty; external genitalia; personal hygiene routines; support with puberty	Medicines and household products; drugs common to everyday life
Year 5	Managing friendships and peer influence	Physical contact and feeling safe	Responding respectfully to a wide range of people; recognising prejudice and discrimination	Protecting the environment; compassion towards others	How information online is targeted; different media types, their role and impact	Identifying job interests and aspirations; what influences career choices; workplace stereotypes	Healthy sleep habits; sun safety; medicines, vaccinations, immunisations and allergies	Personal identity; recognising individuality and different qualities; mental wellbeing	Keeping safe in different situations, including responding in emergencies, first aid and FGM
Year 6	Attraction to others; romantic relationships; civil partnership and marriage	Recognising and managing pressure; consent in different situations	Expressing opinions and respecting other points of view, including discussing topical issues	Valuing diversity; challenging discrimination and stereotypes	Evaluating media sources; sharing things online	Influences and attitudes to money; money and financial risks	What affects mental health and ways to take care of it; managing change, loss and bereavement; managing time online	Human reproduction and birth; increasing independence; managing transition	Keeping personal information safe; regulations and choices; drug use and the law; drug use and the media

## PSHE Curriculum Impact

The curriculum is a planned, developmental programme of learning which builds upon the child's previous knowledge and understanding.

Before teaching each core theme topic area teachers will undertake a baseline assessment of learning. At the end of the topic teachers will use evidence collected to measure progress made from their own individual starting point to identify whether children are entering, developing or secure with regards to the objectives for that particular topic and core theme. Teachers will also take into account PSHE learning that takes place cross curricular and within enrichment activities.

Childrens work will be recorded within individual pupil PSHE workbooks. The PSHE subject leader will also collate whole school evidence with the PSHE portfolio.

The PSHE subject leader will collect and collate this information each term and discuss progress with class teachers identifying children who may need further support.

## **Monitoring and Evaluation**

Planning is monitored by the PSHE Subject Leads. (P. Sharples and A. Roberts)

The PSHE subject leads will attend appropriate training courses for this subject, disseminating information as appropriate.

The school has a PSHE School Development Plan, led by Miss P Sharples and Mr A Roberts and an action plan as part of the work towards our Healthy Schools status.

Our Head teacher, Mr Eaton, has responsibility for pupil welfare. The SLT and PSHE Subject Leads work closely together to ensure that our aims for PSHE and Citizenship are being met.

As some of our classes consist of mixed year groups in the afternoons teachers will need to carefully monitor lesson content and coverage to ensure children are being taught the objectives from their year group. This may mean that teachers deliver PSHE via differentiated input or that groups change for some lessons.

## **Equal Opportunities**

At Cobbs Brow we comply with the Equality Act 2010 and no child is discriminated against because of age, sex, race, disability, religion or belief, gender reassignment, pregnancy or maternity, marriage or civil partnership, or sexual orientation. Provision for PSHE and Citizenship is in line with all of our policies and the Every Child Matters guidance.

All children have equal access to the PSHE and Citizenship curriculum and developmentally appropriate materials. Delivery will be differentiated appropriately. The resources selected for PSHE are sensitive to the needs and backgrounds of the children and will not reflect gender or cultural stereotypes; they are monitored annually to ensure that this is maintained.

## **SEN**

At Cobbs Brow Primary School we are mindful of the SEND Code of Practice and will make reasonable adjustments to alleviate disadvantage when planning for this subject.

## **EYFS**

All pupils within the Early Years Foundation Stage will follow the EYFS Statutory guidance. At this stage PSHE plays a large part in the curriculum through the prime area of learning 'Personal, Social and Emotional Development, which underpins all other areas of learning in the EYFS.

Within Personal, Social and Emotional development pupils learning is split into three main areas:

- Self Confidence and Self-Awareness
- Making Relationships
- Managing Feelings and Behaviour

Within Physical Development pupils learning is split into two areas:

- Moving and Handling
- Health and Self-Care

Within Communication and Language pupils learning is split into three areas:

Listening and Attention  
Understanding  
Speaking

Children will learn about the internet and staying safe online through the Technology aspect of Understanding the World and children will also learn about families through the People and Communities aspect of Understanding the World.

## **Links to other policies:**

- EYFS
- Science
- Computing
- PE

- RE
- Safeguarding Children
- Anti-Bullying
- Drugs Education
- Sex and Relationships Education
- Behaviour
- Equal Opportunities
- Racial Equality
- SMSC inc British Values

### **Links to other initiatives:**

#### Healthy Schools

Our involvement with Lancashire Healthy Schools programme helps us to promote the health and well-being of our pupils and staff.

#### Road Safety

EYFS and KS1 children participate in the Right Start Road Safety training annually.

Y5 and Y6 pupils have opportunity to participate in the Passport to Safer Cycling Programme.

#### PAST (Pupil Attendance Support Team)

We have welcomed the involvement of this project, which encourages regular and punctual school attendance and supports school in working with the families of persistent absentees and late-comers.

#### Walk to School

Cobbs Brow actively promotes walking to school as the healthier alternative to using cars. We take part in a half termly Walk on Wednesday; teachers record their pupils' achievement on a WoW chart and collectable metal badges are awarded to those children who walk to school on every Wednesday throughout the month. Twice a year we participate in the national Walk to School Week, when various incentives (stickers, bookmarks, walking diaries, etc) are used to promote walking to/from school every day. The teachers also participate during the week by meeting pupils at different venues to walk with them to school.

#### Water in Schools

Research has shown that low fluid intake can lead to health problems and can adversely affect concentration and learning. In response to this, Cobbs Brow actively promotes the drinking of water and encourages pupils to bring their own bottle of water to school every day. These are kept in the classroom to allow children easy access to drinking water as required throughout the day. Children are allowed to refill their bottles from the water fountain in KS2 and from the taps in each KS1 and FS classroom. Children take their bottles home each evening to be washed and refilled. Other liquids (juice, diluted squash, flavoured water, etc) are not allowed as an alternative to water.

#### Brain Gym

Brain Gym is a series of quick, fun and effective movements which enhance learning potential. All staff are familiar with these activities and use them at the start of lessons to help improve pupils' concentration and readiness to learn. Brain Gym is also used as a powerful tool for reducing stress and improving behaviour at any time.

### **Identifying the needs of our pupils:**

The various needs of our pupils at different ages have been considered by the teaching staff at Cobbs Brow and the following priorities identified:

#### **Foundation Stage / Year 1**

##### **Physical Needs:**

- to develop good hygiene routines – using toilets properly; washing hands after using the toilet/ touching soil, etc; using a tissue when sneezing; putting a hand over their mouth when coughing

##### **Social Needs:**

- to develop communication skills – how to ask questions/ make simple requests; use 'please' and 'thank you'
- to be willing to share / take turns

##### **Emotional Needs:**

- to develop strategies to handle negative feelings – dealing with playtime and 'falling out'

#### **Year 1 / Year 2**

**Physical Needs:**

- to be able to stay alert / focus on tasks for longer periods

**Social Needs:**

- to develop co-operation – working with a partner / as part of a team
- to develop tolerance – accepting differences in others; feeling that it's ok to be different / have different opinions themselves
- to appreciate that people live in different family units / circumstances

**Emotional Needs:**

- to learn how to handle friendships- maintaining different friendships; falling out and making friends
- to learn how to handle emotional situations – family break ups; bereavement
- to be able to handle pressure – SATs / moving up to KS2

**Year 3 / Year 4****Physical Needs:**

- to develop personal hygiene
- to improve fitness

**Social Needs:**

- to develop strategies to make playtime a more positive experience – learn to handle peer pressure; play games fairly; find alternatives to aggressive 'play fighting'
- to improve general manners – not shouting out / listening when others speak

**Emotional Needs:**

- to understand how others feel as a result of their actions (name calling / telling tales)
- to develop anger-management strategies
- to learn how to cope with emotional situations (bereavement; family break ups, etc)

**Year 5 / Year 6****Physical Needs:**

- to be more aware of the consequences of their increasing body strength on others who are younger / smaller
- to know that everyone is growing / changing at different rates
- to be prepared for puberty
- to be more aware of a healthy, well-balanced diet as their appetite increases

**Social Needs:**

- to see value in personal qualities, rather than material possessions / social status
- to know how to handle increasing independence – going out more / staying safe
- preparation for possible change in social atmosphere at secondary school
- to develop strategies to handle peer pressure (without 'losing face') and bullying

**Emotional Needs:**

- to realise that they are not alone (others are going through the same physical and /or social changes)
- to be able to discuss their worries (SATs, secondary school, etc) and think positively
- to develop respect – for each other / teachers / parents / other adults

Our school curriculum and ethos promotes spiritual, moral, social and cultural development and prepares all pupils for the opportunities and responsibilities within their lives.

**Cross Curricular PSHE****KS 1 and 2**

**English** – This involves pupils in speaking and listening activities and provides them with opportunities to make choices and decisions, as well as sharing their opinions. It also provides the children with opportunity to learn social skills – learning to take turns in discussions and when to listen; to think about the needs of their listeners; to make contributions relevant to the topic; to take on board other people's point of view and to deal positively with opposing

views. Texts read with the children are often related to PSHE issues, and children are required to consider how characters feel in different situations. Role play and drama are an important part of PSHE, allowing the children to explore new roles, ideas and different situations, which are not personal to them.

**Maths** – As children develop knowledge, skills and understanding in mathematics they are increasingly able to apply this to their everyday life, to the solution of real problems and to the process of informed decision-making. Numeracy allows children to prepare for adult life - understanding and budgeting their finances; using units of measurement in various domestic and retail situations; using and interpreting data.

**Science** – There are many links between science and PSHE, particularly in relation to body awareness, sex education and health. As children study science at KS1 and KS2, they develop knowledge, skills and understanding that contribute to their learning in Citizenship too. Specifically, they learn about ways in which living things and the environment need protection. They work together to collect evidence to help them to answer questions about this and other issues, use reference materials to investigate them and share and communicate their ideas. They learn to apply their knowledge and understanding to aspects of their own lives and experience and think about the positive and negative effects of scientific and technological developments on the environment and in other contexts.

**Computing** – ICT at KS1 and KS2 contributes to Citizenship by enabling children to find, collate and combine information, to make critical judgements about the quality, accuracy and relevance of the information they have found and to organise and present their findings to others. They learn how ICT can be used to control devices and how it is used in the wider community. ICT helps children to share and communicate information in a variety of ways and to take account of the needs of different audiences as they do so. They learn to communicate through making presentations, publishing and using e-mail. The internet allows them to communicate with people from other places and cultures, and to exchange information and ideas. They explore issues such as internet safety, including the importance of not giving out personal details to people they do not know.

**History** – History supports Citizenship. Throughout KS1 and KS2, children learn about lives and lifestyles from the recent and more distant past. They learn how the past influences the present, what earlier societies were like, and about the ideas, beliefs, attitudes and experiences of people in the past. They begin to see the diversity of human experiences and understand more about themselves as individuals and members of society.

**Geography** – At KS1 and KS2, children develop knowledge, skills and understanding relevant to Citizenship. They develop skills of enquiry and communication which enable them to research, reflect upon and discuss topical issues, problems and events. As they learn about places and environments locally (including school and its immediate locality) and further afield, they begin to understand the diversity of cultures and identities in the United Kingdom and the wider world. Children learn that they live in an interdependent world and they begin to understand that their own actions can have consequences for other people and places.

**Design Technology** – Children learn to consider the needs of people who will use the product they design and make. They learn to follow health and safety procedures when working with tools, equipment, materials and components and those relating to food safety and hygiene. Design Technology contributes to Citizenship at KS1 by helping children to take part in discussions – with a partner and with the whole class – about what they like and dislike, as they develop designing and making ideas and evaluate processes and products. At KS2 children learn to research and use information from a number of sources, including ICT-based sources, and to work collaboratively as a member of a team. They recognise that the quality of a product depends on how well it meets its intended purpose, including social, economic and environmental considerations.

**Art and Design** – Children from the Foundation Stage to KS2 have opportunities to express their feelings through their artwork. They have opportunities to work with others to explore and develop ideas, make images and artefacts, and evaluate their work. Through this, they learn to value different ideas and contributions and develop respect for the opinions of others. They learn about the roles and purposes of artists, craftspeople and designers working in different cultures, and begin to develop an understanding of how works of art, craft and design reflect personal, social, political and cultural values and beliefs.

**Music** – Music promotes personal expression, reflection and emotional development. As an integral part of culture, past and present, it can help children to understand themselves and relate to others, forging links between home, school and the wider communities to which they belong. During KS1 and KS2, children have the opportunity to participate in group or class performance, taking responsibility for their contribution, developing positive relationships with others and recognising the need for different roles within the group. They learn about and experience music from different times and cultures, which contributes to their appreciation of the range of national, regional, religious and ethnic identities in the United Kingdom.

**Physical Education** – At KS1 and KS2, Physical Education supports PSHE and Citizenship by promoting fitness and health. Children learn to recognise the effect of exercise on their body and to understand why physical activity is good for them. Children also learn about healthy eating, food content and packaging and learn how to make informed decisions about what they eat. PE promotes children's self-reliance, self-discipline, social responsibility and spirit of

adventure. They learn to value and be sensitive to individual differences and to take part as members of groups and teams. They take on different roles, such as leader or organiser, taking responsibility for their contribution, facing challenges and making democratic decisions. Dance activities can provide opportunities for children to learn about other times and cultures and how to express themselves through movement. Children develop an understanding of how to succeed in different situations, reflecting on and learning to evaluate and recognise their own success and that of others.

**Religious Education** – RE contributes to PSHE and Citizenship by providing opportunities for children to explore what is fair and unfair, recognise what is right and wrong, and understand and exercise personal, social and moral responsibility. In RE, children reflect on spiritual, moral, social and cultural issues, using their imagination and a variety of resources, including visitors from other faiths, to understand other people's experiences. It provides a valuable context for children to learn about and appreciate the range of national, regional, religious and ethnic identities in the United Kingdom.

### **Pupil Involvement**

#### **Schools Council**

The elected school council are actively involved in promoting PSHE and Citizenship issues, as are lunch time buddies. During School council meetings, the class representatives have opportunity to discuss and make suggestions on how to improve various aspects of school life.

#### **Target setting**

Throughout the year, pupils are encouraged to reflect on their learning and to discuss their progress with their teachers. The children's achievements in Literacy and Numeracy are recorded and targets are set for the following weeks/half term.

### **Parental and Community Involvement**

During the summer term, we have a comprehensive pre-school induction programme provided by our Head Teacher and EYFS staff. Parents and their pre-school children have the opportunity to visit Cobbs Brow in order to familiarise themselves with the school environment and meet the teachers. Parents receive a 'Welcome to Cobbs Brow' booklet and, over a period of weekly meetings, are given all the necessary information about their child starting school.

Parents are invited to join in events in school and workshops on relevant themes throughout the year. Parents are regularly informed of events and developments in newsletters and via the school notice board which is situated on the school path. Working with parents is a vital part of the whole school approach to PSHE and Citizenship.

There will also be links with local businesses (e.g. the Co-op Bank, Asda), as part of the work in Citizenship. We involve outside agencies e.g. School Health Advisors, Community Police Officers, local Fire Service, dental health advisors, etc. as much as possible to help to deliver aspects of the curriculum. This school believes that partnership with parents and the community enables us to receive specialist support and information to plan the best possible PSHE and Citizenship curriculum for our children.

### **School Activities and Events:**

- Annual educational visits – department / class
- Residential visits – Y6 pupils
- School Fayres – Christmas and Summer
- Book Fair and coffee morning
- PFA events for parents and children e.g. Easter and Valentines disco
- Christmas Productions by each department
- End of Year whole school production
- Carol Concert for KS1 and FS parents
- Junior choir performances for the local community (e.g Marlborough Court residents, Asda)
- Celebrating Chinese New Year
- After school clubs such as; Science, Gardening, Choir, Drama, Story Club, Drama Club, Dance Club, Various sports clubs offered across the year, e.g. football, multi-skills etc.
- SHARES after school clubs.
- Interschool sports with Schools Sports Partnership
- Lancashire Dance festival and Young Voice concerts
- Breakfast and after school club for working parents (Ofsted registered)
- Nursery provision for 2-4 year olds.
- School Council
- Links with police - PACT group supporting the community

## **Evaluation and Review**

This document was updated and modified through a process of consultation with teaching staff and Governors. It is the responsibility of all staff and governors to monitor their adherence to this policy. The policy is reviewed annually.

**This policy was updated:** September 2020

**To be reviewed:** September 2021

**This policy was approved by the school governing body**

**Date** \_\_\_\_\_

**Signed** \_\_\_\_\_ (Chair of Governors)