



PSHE POLICY

(including Relationships
and Health Education)



Approved by Governing Body: 15/9/21

Signed by Chair of Governors:

A handwritten signature in black ink, appearing to be 'A. Findlay', written over a light blue background.

Head Teacher: Amy Findlay

Date of Next Review: September 2023

Vision Statement
We aim to create a
safe, happy and
nurturing
environment for all
our children!

Mission Statement

The Orchard School
strives to provide
the best quality
teaching and
learning with an
inclusive and
personalised
curriculum, where
all achievements are
celebrated.

Introduction

From September 2020, Relationships and Health Education becomes a mandatory part of the curriculum in all schools in England.

In the DfE RHE guidance (2019) the Secretary of State writes:

'Today children and young people are growing up in an increasingly complex world and living their lives seamlessly on and offline. This presents positives and exciting opportunities but also challenges and risks. In this environment, children and young people need to know how to be safe and healthy and how to manage their academic, personal and social lives in a positive way. This is why Relationships and Health education has become compulsory in all primary schools in England, (and Sex Education is compulsory in secondary schools).'

<https://www.gov.uk/government/publications/relationships-education-relationships-and-sex-education-rse-and-health-education>

Whilst compulsory, 'schools are free to determine how to deliver the content set out in the DFE guidance in the context of a broad and balanced curriculum'.

At the Orchard School, Relationships and Health Education is delivered within our PSHE (Personal, Social and Health Education) curriculum.

What is Relationships and Health Education?

Relationships Education focuses on developing awareness and understanding of what makes a positive relationship. This is explored in different contexts such as family, friends, community and the wider world. It also supports pupils to know when relationships are not positive and be able to seek out the help and support needed from someone they trust. It is designed to explore the benefits and pitfalls of technology, especially social media, and being mindful of safety when engaging with people in different contexts.

Elements include:

- Families and people who care for me
- Caring friendships
- Respectful relationships
- Online relationships
- Being safe

Health Education focuses on learning how to have good mental and physical health and wellbeing.

Elements include:

- Mental wellbeing
- Internet safety and harms
- Physical health and fitness
- Healthy eating
- Drugs, alcohol tobacco
- Health and prevention
- Basic first aid
- The changing adolescent body

PSHE Content at the Orchard School

Through the Orchard PSHE curriculum pupils focus on developing awareness and understanding of self and others physically, emotionally and socially. Pupils learn about keeping safe, keeping healthy, developing healthy and positive relationships, developing personal resilience, and how to manage their own responses to a range of situations they may encounter. PSHE equips pupils with the knowledge, skills and understanding they need to lead as confident, healthy and independent lives as possible.

Key aims are: (a) to develop the building blocks of healthy, respectful relationships, focusing particularly on family and friendships. (b) To learn how to support and maintain good personal mental health and wellbeing and physical health.

All pupils are taught the PSHE curriculum and have equal access to this regardless of age, ability, religion, culture or ethnicity.

Over each school year, pupils will:

- Develop awareness and understanding of self and others physically, emotionally and socially.
- Develop understanding of how to keep safe
- Develop understanding of how to stay healthy
- Develop positive attitudes to learning
- Develop resilience and perseverance
- Develop self- confidence
- Learn how to make effective use of learned methods to manage their own responses to difficult situations
- Learn about important people in their lives and which people help us and keep us safe.
- Develop awareness and understanding of their own and other’s feelings/emotions.
- Develop some sense of empathy and kindness towards others.
- Develop awareness and consideration for the needs of others.
- Become aware of the environment and share in the responsibility for caring for it.
- Take an active part in the life of the school community – this might be by participating in events across the year or by becoming a member of School Council.
- Develop social skills through play, (tolerating others, sharing, negotiating, following rules in games, role play, enjoying lone play).
- Be able to accept, understand and enjoy times of ‘change’ in different aspects of life.
- Develop skills needed to aim for independent self-care (as far as possible).
- Develop some personal autonomy, by having some degree of responsibility and control over their own lives where possible.
- Recognise and celebrate their own achievements.
- Become aware and understand aspects of healthy lifestyles and encourage healthy choices.
- Develop awareness and understanding of personal safety.
- Leave Orchard School supported to become a part of a new school setting–happy and prepared to embrace new experiences in their secondary education placement.

PSHE Implementation: PSHE is taught to all pupils. The Orchard curriculum is developmental and broken down into small steps that follow typical development in age bands. This supports teaching and learning by identifying key elements of learning that are appropriate for the developmental age of the pupil. (Refer to: The Orchard Curriculum). PSHE teaching is covered through a half termly topic and individual focus areas. See below for further detail.

Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Me and My Family	Caring Friendships	Feelings	Keeping Healthy	Community and the wider world	Change
SUPPORTING EVENT: Meet my family* (Dept./Class led)	SUPPORTING EVENT: World Kindness Day November 13	SUPPORTING EVENT: World Happiness Day March 20	SUPPORTING EVENT: Healthy School Week March/April	SUPPORTING EVENT: Family Fun Day International Day of Families 15 May (UN)	SUPPORTING EVENT: Achievement Assemblies Leaver Assembly/ Prom
Throughout: Keeping safe- asking for help/ understanding privacy/ keeping healthy (healthy eating)/ Being safe in the sun/MFB/MR/SC-SA developing skills as appropriate*/ hand washing (bacteria)					
Awareness training parents: online relationships/ online safety mobile phones/ iPad/ social media/ access to the internet					

RHE links	RE-Families and people who care for me	RE-Caring friendships RE-Respectful Relationships RE- Online Relationships*	HE-Mental Wellbeing HE Physical health and fitness	HE Physical health and fitness HE-Basic first aid* HE-Health and prevention HE-Health Eating	RE-Families and people who care for me RE-Caring Friendships RE-Respectful Relationships	RE- Being safe HE- changing adolescent body*
Throughout: RE Online Relationships/ (RE)Being safe (add element to each term) HE Mental wellbeing/ HE- internet safety and harms HE-Healthy Eating						

PSHE TOPIC

The PSHE half-termly topics are taught across the year for all pupils. The chart above shows the direct links to Relationships and Health Education requirements and demonstrates how topics have been structured across the year. The whole school follows the same topic within the specified half term. Each half-termly topic has a supporting event that links to the theme. These are either department led or whole school events and draw together key aspects of learning and provide opportunities to invite parents and families to participate in events across the year. Spring 2 term has the annual Healthy School week.

Teachers plan weekly PSHE lessons linked to the current half-termly topic. Content is adapted to make appropriate for the developmental age level of the pupils in the group. Content is taught sensitively and inclusively, respecting the backgrounds and beliefs of all pupils and parents.

Each half term also includes a 'keeping safe' focus which will sometimes coincide with a key national event such as anti-bullying week in November and online safety in February. Information is shared with families as these topics are covered.

The last topic of the year, (in the summer term), 'Changes', is taught at an important time of the year and supports preparation for transition to senior school for year 6 pupils. This topic gives opportunity to reflect on the last year, achievements and changes, and prepare for what comes next.

The 'Changes' topic also includes, age/ development appropriate, an understanding of changes that naturally occur as part of puberty such as managing strong emotions, developing independence in personal care, awareness of changes in the body, understanding privacy and keeping safe. For some families, supporting their children through puberty can be a sensitive and challenging time. We recognise this and will always share the content of learning with parents, but parents cannot withdraw their child from this area of learning as it forms part of the Relationships and Health curriculum.

We celebrate learning and achievements through our special assemblies at the end of each term. At the end of the year this includes special achievement assemblies and a leaving assembly for Year 6 with a special 'prom' event for families to attend to mark this special moment in time.

Individual Focus areas- PSED

Each pupil has key areas of focus to support their learning and understanding of Self-Regulation, Building Relationships, and Managing Self. The self-care element of Managing Self is covered largely within the Independence curriculum at Orchard. These elements will be taught across the curriculum in different contexts.

Pupil Voice

Communication is the fundamental skill that all pupils learn. Whatever this may be, every child needs a method to communicate their needs and wishes.

Other key areas to be included in school/class life:






Fundamental British Values (FBV) is integrated through all curriculum and school life. There is a guide to reflect on what each area might look like at The Orchard, ensuring that FBV areas are encouraged, as appropriate, throughout the school day. The areas for Fundamental British Values are:

- Democracy
- The rule of law
- Individual liberty
- Mutual respect
- Tolerance of those with different faiths and beliefs and for those without a specific faith.



FUNDAMENTAL BRITISH VALUES AT THE ORCHARD SCHOOL



 <p>DEMOCRACY <i>We all have a say.</i></p>	 <p>RULE OF LAW <i>We respect the rules of school and follow the laws in society.</i></p>	 <p>TOLERANCE OF OTHER PEOPLE'S CULTURES AND RELIGIONS <i>Together we are one community who care. Respect and understand one another.</i></p>	 <p>MUTUAL RESPECT <i>We respect others and expect them to show us respect.</i></p>	 <p>INDIVIDUAL LIBERTY <i>We know our human rights and exercise them in school life and beyond.</i></p>
<p>Everyone has the right to be heard. Every pupil has a voice and is listened to.</p> <p>Every pupil has their communication needs met to make sure they have a means of communicating their needs and ideas. Mode of communication to enable my voice to be heard and my needs to be met. PECS, Tassels, OOR, ALDs, MAKATON</p> <p>Learning good listening is an important aspect of valuing each other's right to be heard. Listening is just as important as using one's voice.</p> <p>Every pupil has opportunity to takes part in decision making in school/class activities.</p> <p>A School Council is voted for by all pupils in school. The school Council is made up of those pupils voted for and represents the views of the pupils across the school. Making a positive contribution to the school.</p> <p>Making choices in different contexts.</p> <p>Everyone takes part. Activities are adapted to ensure that no disability or need is a barrier to participate.</p> <p>Turn taking / sharing in different collaborative activities. Begins to understand fair and unfair.</p> <p>Able to take ownership for and be active in their won learning.</p> <p>Make choices in activities.</p>	<p>Pupils learn to recognise and manage their feelings and behaviour.</p> <p>The children learn, through PSHE, how to be kind and helpful, how to manage their own behaviour and to understand how their behaviour affects others.</p> <p>In class good sitting, good looking and good listening are important basic rules of the classroom. Class rules- symbol charts. Good listening, looking, sitting.</p> <p>Create simple rules, such as agreeing the rules about tidying up – having agreed responsibilities in class.</p> <p>The pupils learn, remember, and follow the school and class rules. They begin to understand the need for rules to keep everyone safe.</p> <p>Understanding of right and wrong is important. Understanding the consequences of not doing the right thing is important too.</p> <p>The pupils begin to learn that the police make sure everyone follows the rules in wider society and we all <u>have to</u> follow. The police keep us safe.</p> <p>Playground rules – understanding following rules keeps us all safe.</p> <p>Understand that we need rules in place to keep us safe, healthy, and happy.</p> <p>Following individual behaviour plans</p>	<p>Displays curiosity about the world around them and different people, starting with those within the school community.</p> <p>Accepts and respects the faith and beliefs of others. Recognise that we are all different and be curious to find out more.</p> <p>Learns about other people and religions: custom, prayer and music, food, special people and artefacts and where possible visit places of worship.</p> <p>The school promotes and celebrates religious festivals, involving families where possible.</p> <p>The school recognises difference in religious beliefs and is sensitive to the needs of different groups, (e.g. Being aware dietary laws and customs)</p> <p>Promote diverse attitudes and challenge stereotypes, by sharing stories that reflect the diversity of children's experiences.</p> <p>Arrange visits whereby children can engage with the wider community.</p> <p>Use of materials/resources that represent the diversity of the school and community beyond.</p> <p>Learn about/ celebrate key events that happen in the UK across the year – national events.</p>	<p>Treats others with kindness.</p> <p>Help others and know how to ask for help from others. Helps peers when it is needed.</p> <p>Learns and demonstrates good manners – being able to say sorry, thank you, and compliment others, appropriately.</p> <p>Promoting equality as a right of access to the whole curriculum.</p> <p>Learn and develop social skills needed to promote positive relationships. Turn taking/ sharing skills.</p> <p>Recognising emotions in self and in others. Recognising the effects of one's behaviour on how other people feel.</p> <p>Recognising the needs of others beyond school through participating in charity events to raise money for different causes. Recognise we can all make a difference.</p> <p>Pupils will be encouraged to enjoy taking on responsibility for small jobs in class.</p> <p>Circle times activities to share their own ideas and views and listen to those of others.</p> <p>Learning about others through role play.</p> <p>Participate in group activities and recognise everyone has a role in the activity.</p> <p>Antibullying week</p>	<p>Every child has the right to feel loved and valued.</p> <p>Celebrate the uniqueness of each pupil. Recognising and celebrating own differences and achievements.</p> <p>Every pupil has a right to be taught and guided in learning self-help and independence skills to become as independent as possible to meet their own needs. Every pupil has the right to have their basic needs and dignity to be met.</p> <p>Pupils learn how to have control over their own lives by being able to say yes or no, and to recognise that others have this right, too.</p> <p>Provide opportunities for children to develop their self-knowledge, self-esteem and increase their confidence in their own abilities.</p> <p>Everyone has a right to be safe. Know how to ask for help if scared or worried. Know who to ask for help and how to ask for help.</p> <p>Freedom to make own choices.</p> <p>Recognise and include the interests of each pupil into activities across the curriculum.</p> <p>Right to be always kept safe. Know how to seek help if they do not feel safe.</p> <p>Learn how to keep safe.</p>

Spiritual, Moral, Social and Cultural learning (SMSC)

SMSC is integrated throughout the curriculum but there are specific opportunities for development through PSHE and the RE curriculum. It underpins personal development across the school curriculum and also links to FBV in promoting equality, understanding and celebrating the diversity of the school and wider community.

All pupils at The Orchard School are encouraged to contribute to activities that involve the whole school and wider community. Pupils, families and staff participate in fund-raising activities. The School takes part in national and international days of significance, such as Comic Relief, MacMillan Cancer Care, Remembrance Day, International Happiness Day, Random Acts of Kindness Day and International Make a Friend day. These opportunities help pupils to develop an awareness of the needs of others and promote a sense of caring.

Off-site educational visits provide further opportunities to develop social skills and self-confidence. At Key Stage 2, some groups undertake residential visits. (*Refer to separate policy statement for Off-Site Activities*).

We hold special assemblies to celebrate achievements, and birthdays.

We recognise and celebrate special religious days and learn about different religions.

Pupils have a variety of opportunities to develop their experience and understanding of the world through spiritual, moral, social and cultural events across the year. In planning activities teachers should be mindful of how to explore:

Spiritual- Being reflective about their own experiences, feelings and values. Enjoying learning about themselves and others and the world around them.

Moral – recognising the difference between right and wrong and understand the consequences of their own behaviour and actions.

Social – develop social skills in different contexts and with different people.

Understanding the need to follow social rules.

Our display is titled.....

Our display links to.....

Fundamental British Values	SMSC
Democracy <input type="checkbox"/>	Cultural <input type="checkbox"/>
Rule of law <input type="checkbox"/>	Social <input type="checkbox"/>
Individual liberty <input type="checkbox"/>	Moral <input type="checkbox"/>
Mutual respect <input type="checkbox"/>	Spiritual <input type="checkbox"/>

Our display links to these areas because.....

Cultural – develop some awareness and understanding of their own cultural heritage and that of others. Participate in different artistic, musical and cultural opportunities.

All displays around school include an outline of FBV and SMSC areas that are reflected in the content displayed.

Wellbeing

The past 18 months pandemic has been a challenge for everyone and heightened awareness of wellbeing and mental health for pupils, and their families. Our PSHE curriculum has always supported wellbeing through developing confidence and resilience. We make use of Sound Bath relaxation, simple breathing and mindfulness meditation and bespoke strategies to support individuals with challenging times. We want our pupils to experience calm, to be equipped with the skills they need to ask for help and to make use of learned strategies to manage their own responses to difficult times. This might be making use of simple techniques such as finger breathing, 3-2-1, blowing bubbles, slow breaths, blowing bubbles, happiness boxes. In some classes pupils will be guided to make use of symbol boards to check in on how they feel and to begin to identify when they need support.

We also recognise the importance of being able to enjoy moments of stillness and to be able to tune in to surroundings – through the senses.

The school has adopted the SMILE philosophy to whole school wellbeing. This links to the NHS 5 areas of wellbeing but has been adapted by Forest Oak Special School in Birmingham to be used in school – who has very kindly agreed to Orchard using it too. This focuses on the wellbeing of everybody in the school community


S-socialise (being social and enjoying the company of others)

M-Move (keeping healthy by exercise and movement)

I-interest (noticing what is around – tuning in mindfully)

L-learning (something new- enjoyment of learning)

E-engage (acts of kindness/helping others)

Focus on great health and emotional wellbeing– get smiling!				
S	M	I	L	E
socialise	move	interest	learn	engage
<p>Spend time with family and friends and, when safe to, meet new people to <u>socialise</u>.</p> <p>Play together Do something fun together Eat together Sing together Spend time together Give someone a call to catch up! (ask the person who pays the phone bill first)</p>	<p><u>Move it!</u> Get your body moving- exercise, yoga, dance, physio movement, walk, swim, ride, hula hoop, skip, just get moving!</p>	<p><u>Interest</u> Take a moment to STOP-BREATHE and really look, listen, smell, taste, touch the world around you.</p>	<p><u>Love of Learning</u> Learn something new Learn new skills Read about something new Listen to new music Cook a new recipe Take up a new hobby Love your new learning!</p>	<p><u>Engage in kindness</u> Helping others Give your time to others. Making the world a better place—start with where you are now. Show kindness. Just a friendly smile can make someone feel better!</p> <p>Don't forget to be kind to yourself too, and to know when YOU need to ask for help!</p>
 smile	 move	 interest	 learn	 engage

Thank you to Forest Oak School, Birmingham for sharing SMILE with the Orchard School 2021 SMILE is based on the NHS5 areas of wellbeing [5 steps to mental wellbeing - NHS](#)

Impact of learning

Each of the three PSED areas are broken down into small steps at different developmental ages. This is used to identify progress made in these areas of personal development. They map out a personal journey of learning and do not make comparisons with learning for other pupils.

Clear and robust recording of learning from activities is a vital part of assessing progress. Whilst the assessment tool gives a reflection of progress so too does anecdotal evidence and written or video-recorded observations. These serve to reinforce judgements made about learning and are used to inform next steps for learning. It is important that staff are mindful of PSHE opportunities across the school day and support parents to develop these at home as personal, social, and emotional development occur across both.

The subject leader for PSHE monitors planning, teaching and learning each term to ensure a high quality is maintained. This also serves as an opportunity to support staff as needed and to share best practice across the school. Monitoring also serves to further develop the curriculum area to ensure that it meets the needs of all pupils.

School Council

The Orchard School has an elected school council. Elections take place towards the end of September. The School Council meet at least every half term and identify key priorities that they wish to develop, and they lead or support events across the year.

Parental Support and Involvement

Key elements of learning will be reported in the EHCP process so that parents are able to comment and contribute to elements of learning at home, and also share strategies from both settings to enhance progress further.

There are opportunities for parents and families to participate in events across the year that relate to PSHE. See the chart above.

We celebrate learning and achievements through our special assemblies at the end of the term. This includes a leaving assembly for Year 6 with a special 'prom' event for families to attend to mark this special moment in time.

The website has PSHE STEP cards which offer guidance for parents on activities that they can do at home to support their child's learning and development at the STEP appropriate for their child.

(These are also available for other areas of the curriculum).

Original document written May 2020

Updated September 2021 to reflect EYFS changes