

# Every Child Matters and Every Day Counts



Lammack Community Primary School

HRE Policy

Adopted Date Spring 2021  
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## **Purpose**

This policy covers our school's approach to statutory guidance on Relationships Education, Health Education and all elements of PSHE. We believe that PSHE is at the heart of safeguarding our children. This policy was produced by Paula Duckworth (Headteacher) and Hannah Tate (Subject Co-ordinator) and through consultation with staff and governors. This policy will be available to parents and carers on the school website.

## **School Mission Statement**

At Lammack Primary School, we aim to provide opportunities for all pupils to learn, enjoy and achieve, and this drives all aspects of teaching and learning. With this in mind, it is our intention to provide an environment in which every child is encouraged and motivated to reach their full potential, both socially and academically. The voice and needs of our learners inform a creative curriculum, which extends pupils' strengths, interests and experiences, as well as developing their ability to learn and work independently and collaboratively.

We provide contexts which encourage imaginative and critical thinking, thus enabling pupils to attain, develop and apply their knowledge, understanding and skills. Through spiritual, moral, social and cultural development, we aim to shape responsible, honest and caring citizens, who reflect the Lammack and British values, making positive contributions to school and the wider community.

Every moment is seen as a learning opportunity. Our aspiration is for children to leave Lammack Primary School as confident learners with a wealth of happy memories and lifelong, transferable learning skills.

Ultimately, at Lammack, 'Every Child Matters, Every Day Counts'.

## **Aims**

Personal, Social and Health Education enables our children to become healthy, independent and responsible members of society. Our pupils are encouraged to develop their sense of self-worth by playing a positive role in contributing to school life and the wider community. PSHE education aims to help pupils develop the knowledge, skills and attributes they need to thrive as individuals, family members and members of society. From making responsible decisions about matters, to succeeding in their first job, PSHE helps pupils to manage many of the most critical opportunities, challenges and responsibilities they will face growing up. Our aim is to assist children in understanding the qualities of healthy relationships both in the real and online world. Children will be taught how to stay safe, know the importance of boundaries and how to report issues or feelings of being unsafe. PSHE will help pupils develop a positive and secure personal identity, a sense of their own value and feelings of confidence and empathy. Our programme of study will ensure that all children understand the importance of respecting others and accepting those that differ, linking closely to the British Values. These skills will help our children in all areas of their life, through the development of Growth Mind-set, skills of negotiation and risk assessing and through training them to transfer learned skills to a variety of situations.

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## **Intended Outcomes**

By the end of the primary phase we want children to be confident and to have the skills required to debate, discuss, negotiate and make informed decisions. Through the teaching of health and well-being, British Values, healthy relationships and keeping safe, we want the children to be ready for the reality of life beyond the school gates.

In the current world, our children are growing up to become equipped online at a young age. This presents positive and exciting opportunities as it does challenges and risks, so we aim to teach our children how to stay safe and healthy online and offline. Through our planned curriculum, children will develop the skills and understanding of how to stay safe, develop healthy relationships and voice their opinions and issues.

## **Our Learning Environment**

Lammack Primary School provides a safe, secure learning environment and enables children and young people to gain accurate knowledge and develop their own values and attitudes to grow into successful adults. All members of staff are positive role models and will ensure that children feel at ease within their lessons. From September 2021, Class agreements will be discussed at the beginning of each academic year and will be used to maintain a safe learning environment for staff and pupils. Worry boxes play an important role at Lammack, if children do not have the confidence to discuss an issue, they can write the issue or just their name down to alert their teachers of any worries. We will ensure that where pupils indicate that they may be vulnerable or at risk, they will get the appropriate support.

## **SEND, inclusion, equality and diversity**

We recognise the right for all pupils to access the PSHE curriculum. We will ensure that children with SEND will receive a PSHE education that will meet their developmental and academic needs. Lessons will be suitable for learners to understand and progress in PSHE as teachers will support their SSA in planning appropriate tasks. Teaching will take into account the ability, age, development and cultural backgrounds of our young people. We will use the British Values and PSHE as a way to address diversity issues and to ensure equality for all.

## **Our PSHE (including HRE) Curriculum**

**DFE statutory guidance states that from September 2021, all Primary schools must deliver Relationship and Health Education.**

Lammack Primary School teaches PSHE (including HRE) through three main themes;

Happy Families

Healthy Lifestyles

Keeping Safe

All statutory objectives will be covered through these themes within each year group. Below are the objectives taught both in KS1 and KS2.

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## **Key Stage One**

### **Happy Families**

Children should have the opportunity to learn;

- To recognise people who look after them, their family networks, who to go to if they are worried and how to attract their attention.
- To understand about the ways that pupils can help the people who look after them to more easily protect them.
- To recognise that they share a responsibility for keeping themselves and others safe, when to say, 'yes', 'no', 'I'll ask' and 'I'll tell' including knowing that they do not need to keep secrets.
- To identify and respect the differences and similarities between people.
- To identify their special people (family, friends, carers), what makes them special and how special people should care for one another.
- To learn that there are different types of teasing and bullying, that these are wrong and unacceptable.
- To develop strategies to resist teasing or bullying, if they experience or witness it, and whom to go to and how to get help.
- To understand that people and other living things have rights and that everyone has responsibilities to protect those rights (including protecting others' bodies and feelings; being able to take turns, share and understand the need to return things that have been borrowed).
- That they belong to different groups and communities such as family and school.

### **Healthy Lifestyles**

Children should have the opportunity to learn;

- To know what constitutes and how to maintain, a healthy lifestyle including the benefits of physical activity, rest, healthy eating and dental health weight and diet.
- To recognise what they like and dislike, how to make real, informed choices that improve their physical and emotional health, to recognise that choices can have good and not so good consequences.
- To learn about good and not so good feelings, a vocabulary to describe their feelings to others and simple strategies for managing feelings.
- To know the importance of and how to maintain personal hygiene.
- To know how some diseases are spread and can be controlled, the responsibilities they have for their own health and that of others; to develop simple skills to help prevent diseases spreading.

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## **Keeping Safe**

Children should have the opportunity to learn;

- Rules for and ways of keeping physically and emotionally safe including responsible ICT use and online safety, road safety, cycle safety and safety in the environment, rail, water and fire safety.
- That household products, including medicines, can be harmful if not used properly.
- About people who look after them, their family networks, who to go to if they are worried and how to attract their attention.
- About the ways that pupils can help the people who look after them to more easily protect them.
- What is meant by 'privacy'; their right to keep things 'private'; the importance of respecting others' privacy.
- The difference between secrets and nice surprises (that everyone will find out about eventually) and the importance of not keeping any secret that makes them feel uncomfortable, anxious or afraid.
- To judge what kind of physical contact is acceptable, comfortable, unacceptable and uncomfortable and how to respond (including who to tell and how to tell them).

## **Key Stage Two**

### **Happy Families**

Children should have the opportunity to;

- Learn about people who are responsible for helping them stay healthy and safe; how they can help these people to keep them healthy and safe.
- Recognise different types of relationships, including those between acquaintances, friends, relatives and families.
- Understand that their actions affect themselves and others.
- Listen and respond respectfully to a wide range of people, to feel confident to raise their own concerns, to recognise and care about others people's feelings and to try to see, respect and if necessary constructively challenge others' point of view.
- Develop strategies to resolve disputes and conflict through negotiation and appropriate compromise and to give rich constructive feedback and support to benefit others as well as themselves.
- Recognise and challenge gender stereotypes.
- Understand personal boundaries; to identify what they are willing to share with their most special people; friends; classmates and others; and that we all have rights to privacy.
- That civil partnerships and marriages are examples of public demonstration of the commitment made between two people who love and care for each other and want to spend their lives together and who are of the legal age to make that commitment (UPKS2).

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## **Healthy Lifestyles**

Children should have the opportunity to learn;

- What positively and negatively affects their physical, mental and emotional health.
- How to make informed choices (including recognising that choices can have positive, neutral and negative consequences) and to begin to understand the concept of a 'balanced lifestyle'.
- To recognise opportunities and develop the skills to make their own choices about food, understanding what might influence their choices and the benefits of eating a healthy diet.
- To recognise how images in the media (and online) do not always reflect reality and can affect how people feel about themselves
- That bacteria and viruses can affect health and that following simple routines can reduce their spread.
- What is meant by the term 'habit' and why habits can be hard to change.
- Which, why and how, commonly available substances and drugs (including alcohol, tobacco and 'energy drinks') can damage their immediate and future health and safety.
- About human reproduction (UPKS2 Science Curriculum).

## **Keeping Safe**

Children should have the opportunity to learn;

- What positively and negatively affects their physical, mental and emotional health.
- How pressure to behave in unacceptable, unhealthy or risky ways can come from a variety of sources, including people they know and the media.
- To recognise when they need help and to develop the skills to ask for help; to use basic techniques for resisting pressure to do something dangerous, unhealthy, that makes them uncomfortable or anxious or that they think is wrong.
- To understand school rules about health and safety, basic emergency aid procedures, where and how to get help.
- To develop strategies for keeping physically and emotionally safe including road safety and safety in the environment (including rail, water and fire safety).
- To develop strategies for keeping safe online; the importance of protecting personal information, including passwords, addresses and the distribution of images of themselves and others.
- To recognise people who are responsible for helping them stay healthy and safe; how they can help these people to keep them healthy and safe.
- How to manage requests for images of themselves or others; what is and is not appropriate to ask for or share, who to talk to if they feel uncomfortable or are concerned by such a request.

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- To judge what kind of physical contact is acceptable or unacceptable and how to respond.
- To understand the concept of ‘keeping something confidential or secret’, when we should or should not agree to this and when it is right to ‘break a confidence’ or ‘share a secret’.

### **PSHE (including HRE) implementation**

PSHE (including HRE) will be taught through discrete lessons as well as through cross curricular areas and extra-curricular activities. Children are also given many opportunities to discuss and raise concerns through circle time, assemblies and class discussions which contribute to their overall physical and mental well-being. We encourage the children to take part in a range of practical activities that promote an active part in the school community e.g. charity and sponsored events, the planning of school events and assemblies. The voice of the child is very important at Lammack and we take the children’s opinions on board when making whole school decisions. Having a Junior Leadership Team and School Council promotes leadership and gives children a sense of responsibility, preparing them for the future. Through visitors invited into our school, topical trips and residential opportunities, children will be exposed to a variety of careers options and encouraged to follow a career path towards a successful future.

We pride ourselves on our Lammack Values of love, determination, honesty, friendship, teamwork and respect. These values are unique to our school in that they have been developed by both children and staff. Our values promote a healthy, safe and respectful school community and contribute in helping children to build healthy, positive relationships.

A contributing factor to the implementation of this policy is the Health Needs Assessment as completed by the school nurse annually with Year 6. If the data suggests and highlights the need to cover additional content, this would be discussed with senior leaders and parents if necessary.

### **Evidence**

Any PSHE work completed by the children will be in the back of their RE books. Any circle time or practical tasks will be photographed and saved onto staff shared by the teacher. PSHE related assemblies will also be saved in the evidence file on staff shared. Teachers will highlight taught learning objectives within each year to highlight any gaps in their learning. PSHE will be evidenced around school, with classroom and corridor displays. All these will contribute to a whole school impact of PSHE.

### **Visitors**

We will use external visitors to enhance the learning of our children. The content and learning will be evaluated to ensure the best quality of education for our learners.

### **Assessment**

Teachers continually assess children’s needs and developments and alter their planning and teaching accordingly. Teachers engage children in assessing their own work through the use of success criteria

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so children know what their next steps in learning are. Highlighting and adapting of lesson plans will show further assessment of children's individual needs.

## **Monitoring, reporting and evaluation**

PSHE provision and content will be monitored through speaking to children, reviewing the planning and speaking to staff. Books will be monitored by the PSHE lead to ensure progression and external visitors will be evaluated after each visit.

## **Parents and Carers involvement**

As a school we like to work alongside our parents and carers, acknowledging their opinions. We will offer support by sharing our curriculum with them and listening to their thoughts. We will communicate with parents and carers through working groups, parents' evenings and reports. We will encourage discussion of topics at home by providing our parents with an outline of objectives on the school website. Parents will not have the right to withdraw children from the new HRE Curriculum.

## **Other aspects of school life that contribute to PSHE education include:**

- School council
- Prefects
- Junior Leadership Team
- Debating Society
- Charity projects
- Class assemblies
- Variety of after school clubs
- Eco Warriors
- Productions
- Residential trips