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Personal, Social, Health Education Policy

What is this policy for?

This policy sets out how we teach Personal Social Health Education in line with the recommended guidance of section 78 of the Education Act 2002 and the Academies Act 2010 and the relationships and health aspects of PSHE which will become compulsory in 2020. It describes how our provision for Personal, Social, Health Education

offers breadth and balance.

The vision for Personal Social Health Education

At Hutton CE Primary we believe Personal, Social, Health Education is an integral part of learning. Through the study of Personal, Social, Health Education the children are happy, respectful, thoughtful self-disciplined individuals who show initiative and take responsibility for their actions. They develop spiritually and personally, have integrity, self-motivation and high self-esteem. Our children go on to form effective fulfilling relationships that are an essential part of life and learning.

When is Personal Social Health Education taught and learned?

Personal, Social, Health Education is introduced through a Social Emotional Aspect of Learning (SEAL) assembly and then followed up in Early Years and KS1 through discrete lessons on each aspect. In KS2 it is delivered through weekly Circle time sessions and throughout the year this is enhanced by visits from the PCSO, school nurses, young leaders programme (Arch Bishop of York) for Year 1 and Year 5, and specific focus days e.g. online safety.

How is Personal Social Health Education taught and learned?

PSHE is delivered to Foundation Stage pupils through the Personal Social and Emotional strand of Development Matters. Our Personal, Social, Health Education curriculum is taught as part of our SEAL themed curriculum. The objectives and themes are covered within our long term curriculum map. It is designed to build year on year on the children's prior knowledge learnt in earlier year groups. Some children will require additional support and receive individual or small group sessions with our Learning Mentor or Teaching Assistants.

What do we learn in Personal Social Health Education?

Learning is organised into SEAL themed units of study and children will gain a coherent knowledge and understanding of self-awareness, empathy, managing feelings, motivating themselves, personal safety, online safety, relationships, health, spirituality, morality, social skills, cultural awareness, citizenship and mindfulness. These are constantly revisited in a cyclical structure to ensure they are well embedded.

How do we measure success in Personal Social Health Education?

Personal, Social, Health Education is not formally assessed but teachers assess whether pupils are able to manage their feelings, show respect for others, work co-operatively, socialise effectively and are able to demonstrate perseverance and resilience.



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Resources

The school has a range of resources which are stored centrally where everyone can access them. We also utilise external expertise e.g. PCSO, NSPCC, police etc.

Safety and Risk

When external visitors are due to come into school, we ensure we are aware of the material to be covered so we can inform parents whose children may be sensitive to the subject matter prior to the visit.

Community Involvement & Collaborations

Our local PCSO, school nurses and NSPCC all visit school to help us deliver workshops.

Monitoring and Evaluation

The Personal, Social, Health Education team will monitor the standards of teaching and learning. This will occur through a range of activities of monitoring planning, observation of lessons and pupil interviews.

Information gathered is shared with the leadership team and through the link governor for Personal Social Health Education.

Policy written: May 2020

Policy review: May 2022

Ratified by the Local Governing Body and signed by chair or vice-chair:

Nick Middleton 26/4/21

Vice Chair



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Appendix A

Relationships and Sex Education

The vision for Relationships and Sex Education

At Hutton CE Primary we believe Relationships and Sex Education is an integral part of learning.

We believe that positive relationships are essential to learning, progress and achievement; help children to develop social and emotional resilience and contribute to a happy, successful school.

The Church of England relationships and guidance supports our school vision:

“Relationships and sex are good gifts of God and should bring joy. In our experience, young people most desire to learn about (and have modelled for them) good, healthy relationships. They want to learn how to secure, develop and sustain healthy relationships and how to be able to recognise when and how relationships go wrong. They must be prepared for the opportunities, challenges and responsibilities ahead of them to thrive within good, stable long term relationships of all kinds. In Church of England schools, like all schools, we want young people to flourish and to gain every opportunity to live fulfilled lives. RSE should teach the diversity of healthy relationships, lifestyle choices and beliefs and schools must be given the flexibility to reflect their own ethos and values as well as that of their local context.”

At Hutton CE Primary we have a commitment to ensure that our programme is relevant to all pupils and taught in a way that is age and stage appropriate.

How is Relationships and Sex Education taught and learned?

RSE will focus on:

Attitudes and Values

- Learning about the values of family life and stable relationships.
- Learning the value of respect, love and care.
- Exploring, considering and understanding moral dilemmas.
- Developing critical thinking as part of decision making.

Personal and Social Skills

- Learning to manage emotions and relationships confidently and sensitively.
- Developing self-respect and empathy for others.
- Learning to make choices based on understanding of differences and with the absence of prejudice.
- Providing opportunities for young people to develop the ability to understand the consequences of their decisions and actions, and to manage conflict.

Knowledge and Understanding

- Information about healthier, safer lifestyles
- Physical development
- Emotions, relationships and reproduction.

The objectives and themes are covered within our long term curriculum map. It is designed to build year on year on the children's prior knowledge learnt in earlier year groups. Some children will require additional support and receive individual or small group sessions with our Learning Mentor or Teaching Assistants.

What do we learn in Relationships and Sex Education?

Philippians 4:13: I can do all this through Him who gives me strength
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By the end of Primary School:

Families and People who care for me

- that families are important for children growing up because they can give love, security and stability.
- 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.
- 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.
- 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.
- That marriage represents a formal and legally recognised commitment of two people to each other which is intended to be lifelong.
- How to recognise if family relationships are making them feel unhappy or unsafe and how to seek help or advice from others if needed.

Caring Friendships

- how important friendships are in making us feel happy and secure and how people choose and make friends.
- The characteristics of friendships, including mutual respect, truthfulness, trustworthiness, loyalty, kindness, generosity, trust, sharing interests and experiences and support with problems and difficulties.
- That healthy friendships are positive and welcoming towards others and do not make others feel lonely or excluded.
- 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.
- How to recognise who to trust and 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.

Respectful relationships

- 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.
- Practical steps they can take in a range of different contexts to improve or support respectful relationships
- The conventions of courtesy and manners.
- The importance of self respect and how this links to their own happiness.
- 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
- About different types of bullying (including cyber bullying) the impact of bullying, responsibilities of bystanders (primarily reporting bullying to an adult) and how to get help.



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- What a stereo type is and how stereotypes can be unfair, negative or destructive.
- The importance of permission seeking and giving in relationships with friends, peers and adults.

Online Relationships

- That people sometimes behave differently online, including by pretending to be someone they are not.
- 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.
- The rules and principles for keeping safe online, how to recognise risks, harmful content and contact and how to report them.
- How to critically consider their online friendships and sources of information including awareness of the risks associated with people they have never met.
- How information and data is shared and used online.

Being Safe

- What sorts of boundaries are appropriate in friendships with peers and others (including in a digital context).
- 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.
- That each person's body belongs to them and the differences between appropriate and inappropriate or unsafe physical and other contact.
- How to respond safely and appropriately to adults they may encounter (in all contexts, including online) whom they do not know.
- How to recognise and report feelings of being unsafe or feeling bad about any adult.
- How to ask for advice or help for themselves or others and to keep trying until they are heard.
- How to report concerns or abuse and the vocabulary and confidence needed to do so.
- Where to get advice e.g. family, school or other resources.

Physical health and wellbeing

By the end of Primary school:

Mental Wellbeing

- that mental wellbeing is a normal part of daily life in the same way as physical health
- 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.
- How to recognise and talk about their emotions, including having a varied vocabulary of words to use when talking about their own and other's feelings.
- How to judge whether what they are feeling and how they are behaving is appropriate and proportionate.
- The benefits of physical exercise , time outdoors, community participation, voluntary and service-based activity on mental wellbeing and happiness
- Simple self-care techniques, including the importance of rest, time spent with friends and family and the benefits of hobbies and interests.

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- Isolation and loneliness can affect children and that is very important for children to discuss their feelings with an adult and seek support.
- That bullying (including cyber bullying) has a negative and often lasting impact on mental wellbeing.
- Where and how to seek support (including recognising 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)
- 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.

Internet and Safety Harms

- That for most people the internet is an integral part of life and has many benefits.
- 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 other's mental and physical wellbeing.
- How to consider the effect of their online actions on others and know how to recognise and display respectful behaviour online and the importance of keeping personal information private.
- Why social media, some computer games and online gaming for example – are age restricted.
- 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.
- How to be a discerning consumer of information online including understanding that information, including that from search engines, is ranked, selected and targeted.
- Where and how to report concerns and get support with issues online.

Physical Health and Fitness

- The characteristics and mental and physical benefits of an active lifestyle
- 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.
- The risks associated with an inactive lifestyle (including obesity)
- How and when to seek support including which adults to speak to in school if they are worried about their health.

Healthy Eating

- What constitutes a healthy diet (including understanding calories and other nutritional content)
- The principles of planning and preparing a range of healthy meals.
- 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).



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Drugs, Alcohol and Tobacco

- The facts about legal and illegal harmful substances and associated risks, including smoking, alcohol use and drug taking.

Health and Prevention

- How to recognise early signs of physical illness, such as weight loss or unexplained changes to the body.
- About safe and unsafe exposure to the sun, and how to reduce the risk of sun damage, including skin cancer.
- The importance of sufficient good quality sleep for good health and the lack of sleep can affect weight, mood and ability to learn.
- About dental health and the benefits of good oral hygiene and dental flossing, including regular check-ups at the dentist.
- About personal hygiene and germs including bacteria, viruses, how they are spread and treated and the importance of hand washing.
- The facts and science relating to allergies, immunisation and vaccination.

Basic First Aid

- How to make a clear and efficient call to emergency services if necessary.
- Concepts of basic first aid, for example dealing with common injuries, including hand injuries.

Changing Adolescent Body

- key facts about puberty and the changing adolescent body, particularly from age 9 through to age 11, including physical and emotional changes.
- About menstrual wellbeing including the key facts about the menstrual cycle.

Hutton CE Primary has a statutory duty to teach the following as part of the National Curriculum Science Content:

Key Stage 1

Pupils will be taught to:

- Identify, name, draw and label the basic parts of the human body and say which part of the body is associated with each sense.
- Notice that animals, including humans, have offspring which grow into adults.
- Describe the importance for humans of exercise, eating the right amount of different types of food, and hygiene.

Key Stage 2

Pupils will be taught to:

- Describe the life process of reproduction in some plants and animals.
- Describe the changes as humans develop to old age.
- Learn about the changes experienced in puberty.



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- Recognise that living things produce offspring of the same kind, but normally offspring vary and are not identical to their parents.

Parents do not have the right to withdraw their child/children from the above aspects of the Science curriculum.

Appendix B

Drugs

Guidelines/Procedures for dealing with drugs

Key Stage 1: Pupils learn about the role of drugs as medicines.

Key Stage 2: Pupils learn that alcohol, tobacco and other drugs could have harmful effects.

PSHE and Science lessons about drugs will usually be taken by teachers. However the PCSO may have a role in lessons in upper key stage 2 about Drugs and the law, and the School Nurse may have input into lessons about medicines and their proper use.

Drug Paraphernalia on Site

Any drug related paraphernalia found on school site should be disposed of safely using gardening gloves and wooden tongs. All needles should be disposed of in a sharp safe. Police should be informed that people are using the site out of hours for drug taking.

Appendix C

Smoking

Guidelines/Procedures for adults who smoke/vape.

Hutton CE Primary School has a no smoking policy in line with national legislation which bans smoking from all enclosed public places.

- Smoking is not permitted in any part of the buildings, grounds or entrances to the school grounds.
- Staff or visitors who wish to smoke/vape during the day must do so off site and remain out of sight of all pupils.

Appendix D

Sun protection

Guidelines/Procedures for sun protection.

Children have delicate skin that can be easily damaged by the sun's UV rays particularly in the middle of the day. Schools have a responsibility to ensure that pupils are protected from the harmful effects of the sun as much as possible during the school day.

Although fair skinned people are more at risk from sun damage, sun protection is relevant to everyone.



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We actively encourage pupils to wear sun hats and sun protection at break and lunchtimes. We encourage parents to apply a high factor sunscreen when they get children ready in the morning.

Pupils are encouraged to drink water regularly during break and lunchtimes.

Exposure to the sun is included in risk assessment forms.

The five key SunSmart skin cancer prevention messages are:

- Spend time in the shade between 11am and 3pm
- **M**ake sure you never burn
- **A**im to cover up with a t-shirt, hat and sunglasses
- **R**emember children burn more easily
- **T**hen use factor 30+ sunscreen.

Appendix E

Food

Hutton CE Primary School considers it important to promote health awareness and a healthy lifestyle.

School Meals

All our school meals are cooked on site daily by our own cook who has a 'healthy school' policy as part of their remit. This includes the use of fresh fruit and vegetables each day as a choice for the children. We cater for a wide range of food allergies, if supported by a doctor's diagnosis.

Packed lunches

A few children bring packed lunch to school. We do not allow fizzy drinks, sweets, or chocolate bars in school. We do allow one biscuit type bar, provided it is part of a healthy balanced lunchbox meal.

Snacks and milk

All our under-fives are entitled to free milk which is organised by the foundation teacher. All Foundation and KS1 classes receive a snack of washed fruit or vegetable provided by the government initiative to provide all infants with free fruit and vegetables during the day. KS2 pupils may bring fruit/vegetables which they can eat at playtime. All peelings and cores are then recycled in our compost bins which contribute to our eco awareness. The compost is then used on our vegetable patch. No other snack is allowed during breaktime.

Drinking Water

Water is freely available throughout the school day to all members of the school community. Water fountains are located in 2 places in the playground ensuring easy access during break times.

Every child has been provided with a free named water bottle for classroom use, and children may access these at any appropriate time during the day. These are rinsed and refilled daily and put through the dishwasher weekly.

Food across the curriculum

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There are a number of opportunities for pupils to develop knowledge and understanding of healthy eating patterns and practical skills that are needed to understand where food comes from such as their country of origin, growing, shopping, preparing and cooking food. These are tackled through cross-curricular topics and appropriate links are made throughout. All pupils cook termly throughout school. There is a balanced range of dishes which enhance skills as part of a spiral curriculum.

Partnership with parents/carers

The Partnership of home and school is critical in shaping in how children behave particularly where health is concerned. Each must reinforce the other - this is not easy but school is well placed to lead by example. We ask that parents do not send in drinks and we remind them that water will be provided for their child at school. This also helps prevent accidental spillages over books.

Appendix F

Administration of Medicines

Guidelines/Procedures for adults when dealing with children with medicine.

- Pupils at school with medical conditions are supported to ensure that they can have full access to education including school trips and physical education.
- Governors ensure arrangements are in place in school to support pupils at school with medical conditions.
- In consultation with staff, Parents/Carers, health professionals the Head teacher will decide whether the school can assist a pupil with medical needs.
- No medication will be administered without prior consultation with, and written permission from the parent or guardian. (In addition a note from the family GP confirming the child is fit to attend school and the necessity for the child to take the medication during school hours may be required.)
- School will consider each request for administration of medication to a pupil in school individually. For example if antibiotics are required three times a day, they can be given at breakfast, after school and bedtime and are not required in school.
- Medicines will only be administered by staff willing and suitably trained to do so, and then only under the overall direction and responsibility of the Head teacher. Form 1 must be completed.
- **It is a parental responsibility to ensure any medication (including epipens and asthma inhalers) are within date.**
- Specific cultural and religious views on a pupil's medical care will be respected but must be made known to the school in writing.
- Personal health care plans will be drawn up in consultation with the school, Parents/Carers and medical professionals for major or long term concerns. See Form 2.
- **Medication must be delivered to school by the parent (not sent in the child's bag) and given to the school office. This includes throat sweets/tablets which could cause a hazard to the child or to another child if swallowed.**
- Medicines brought into school **MUST** be:
 - In the original container (not poured into another bottle) as dispensed by a pharmacist
 - clearly labelled with the pupil's name (original label)
 - original instructions for administration of dosage and for storage.



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- Medicines received will be logged onto the school drugs file (Form 3) and held securely within the school.
- All essential staff will be able to access medicines in case of emergency.
- Staff will complete a chart (Form 4) to check the medication is correct and then log the date, time, and medication given.
- Parents are welcome to come into school to administer medicines themselves that the school refuse to administer.
- Asthma sufferers please see asthma guidelines (Appendix G).

Process of administration of medicines in school for Long term medical needs

- Where a child has long term medical needs a care plan must be written with the assistance of the school nurse and the parents. This may also result in a risk assessment being required. The care plan must be followed and reviewed annually. It is the parents responsibility to inform the school of any changes to the child's condition that may require the details of the care plan to be altered. The head teacher must ensure that named staff are trained to administer or give the level of care required by the details of the care plan.

Process for the administration of medicines during residential visits

- For the purpose of residential visits there will be a named person with responsibility for the administration of medicines and care of children.
- Parents will be asked to complete a form and may be required to meet with the named staff to ensure staff are aware of all medical requirements.
- In the case of higher levels of care e.g. intimate care the named member of staff will also meet the school nurse/other recognised medical advisers to ensure they are trained in dealing with the level of care required.

Appendix G

Asthma

Guidelines/Procedures for adults when dealing with children with asthma.

- All teachers should ensure children with asthma have an up to date Asthma plan and it is completed (including photo) and put in first aid file on the staffroom /Hoohps and kitchen walls.
- All staff should allow children immediate access to their reliever inhalers throughout the school day. That includes during PE, at break-times and on a school trip. All children must have independent access to their inhalers which are kept in the green class medical bag. These are taken around school with the class e.g. to Collective worship, PE, Hutton out of hours provision etc. All inhalers must be clearly named. Staff must complete an administration of medicines form – which are also kept in the green medical bags.
- The Headteacher will make sure staff know what to do if a child has an asthma attack.
- The teachers should tell parents if their child has used their reliever medication or had an asthma attack.
- All staff should make sure that pupils take part fully in school life, including PE.
- The SENDCO will liaise with parents, the school nurse and school Doctor if a child is falling behind with their work because of their asthma.
- All staff should encourage other children to understand asthma.
- **It is a PARENT responsibility to ensure all asthma medication is kept within date.**



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- Staff will encourage all pupils to take their asthma medication/equipment home each half term to ensure it is kept in good working order.
- School staff have NO legal obligation to administer medicines to pupils nor supervise them while they take medicine (unless contracted to do so). As a school we have a duty to plan how administering medicines can be accommodated in school and on educational visits to allow children who have medical needs to attend.

Appendix H

Travelling to school

Hutton CE Primary ask that parents do not park opposite the school in the Village Hall car park as this is private property. We also discourage parents from parking along Church Lane as this is a narrow, busy road.

We actively encourage parents to park further away from the school and to walk the rest of the journey with their children. This is not only as a safety concern, as the adjacent roads to school otherwise become extremely busy, but also to encourage families to consider their health, by walking part of the way.

As a school, we use Travel Tracker as an incentive each day. Children record how they have travelled to school each day and at the end of each month there is a badge for any child who has been successful in walking all or part of their journey at least twice a week.

This has proved to be a very popular incentive.