



Happy, Healthy & Safe Policy (PSHE, RHE & SMSC)

Why?

"We all have the right to feel safe all the time"

"We can talk with someone about anything, even if it feels awful or small"

PSHE (personal, social, health & economic education); **RHE** (relationships & health education); **SMSC** (spiritual, moral, social and cultural education).

To embrace the challenges of creating a happy and successful adult life, pupils need knowledge that will enable them to make informed decisions about their wellbeing, health and relationships and to build their self-efficacy. Pupils can also put this knowledge into practice as they develop the capacity to make sound decisions when facing risks, challenges and complex contexts. Everyone faces difficult situations in their lives. These subjects can support young people to develop resilience, to know how and when to ask for help, and to know where to access support.

(Relationships Education, Relationships & Sex Education (RSE) & Health Education guidance 2020)

At George Betts, these subjects are all interlinked, aiming to give our children the knowledge, skills, and attributes they need to keep themselves **happy, healthy and safe**, preparing them to be thoughtful, caring and active citizens for life and work in modern Britain and beyond. Our children's wellbeing, happiness and safety are our first priority. As a school we have a statutory responsibility to 'actively promote' the fundamental **British values** of democracy, the rule of law, individual liberty, mutual respect and tolerance of those with different faiths and beliefs. PSHE, RHE, SMSC and British Values are at the core of our ethos and central to our approach; they are integral components of our '**Learning for Life**' curriculum.

What?

Our **happy, healthy and safe** curriculum is broad and balanced, ensuring that it:

- *Promotes the spiritual, moral, social and cultural development of our children (SMSC);
- *Prepares our children for the opportunities, responsibilities and experiences they already face and for future adult life (e.g. teamwork, communication, and resilience - that are crucial to navigating the challenges and opportunities of the modern world);
- *Helps our children to understand and recognise what makes a **happy, healthy and safe** relationship.
- *Provides information about keeping **happy, healthy and safe**, emotionally, physically and mentally;
- *Encourages our children to understand how all actions have consequences and how they can make informed choices to help themselves, others and the environment;
- *Is sensitive to the range of religious and cultural views held in school whilst still ensuring that pupils have access to learning about keeping **happy, healthy and safe**;
- *Ensures children understand the importance of both physical and mental health;
- *Helps children to understand their rights as an individual;
- *Actively promotes British Values.
- ***Appendix 1** and **Appendix 2** detail 'what pupils should know' by the end of their Primary Education in relation to keeping themselves **happy, healthy and safe** as part of the new RHE guidance 2020.

When? How?

At George Betts, we follow the '**3D PSHE Programme**' which is an invaluable, up-to-date, well planned programme for schools that can be used to deliver sessions from Nursery to Year 6. The overview of all topics are available in the curriculum area of our school website.

It focuses on three core themes; **Health** and **Wellbeing**, **Relationships** and **Living in the Wider World** (which includes Extremism and Radicalisation).

- ❖ Weekly 30 minute **happy, healthy and safe** sessions every Monday morning (whole school, 9-9.30am) following the **3D PSHE programme**.
- ❖ Wellbeing assemblies, delivered at least half termly - focussing on keeping ourselves **happy, healthy and safe**.
- ❖ Weekly assemblies make links to British Values.
- ❖ Our **JLT** (Junior Leadership Team) are Level 1 Safeguarding trained and their role focuses on how we keep each other **happy, healthy and safe**.
- ❖ Each class (Y1 to Y6) has a **happy, healthy and safe** learning/display board to reflect key learning and discussions that have taken place.
- ❖ We work closely alongside outside agencies (Police/Decca/School Nurse and Black Country Women's Aid), who come into school to join and support the **happy, healthy and safe** sessions.
- ❖ All staff are encouraged to promote a '**Growth Mindset**'; to build reflective, aspirational, self motivated learners who embrace challenges and making mistakes:
"Resilient children are better equipped to resist stress and adversity, cope with change and uncertainty, and to recover faster and more completely from traumatic events or episodes".

Who?

***Teachers** are responsible for delivering the *happy, healthy and safe* sessions weekly and following the 'When and How' listed in this policy.

***Teachers** are responsible for referring to 'Growth Mindset' in lessons, with the intention to embed characteristics across curriculum subjects and beyond (teamwork, initiative, resilience, perseverance, independence etc).

*The **PHSE leader** is responsible for implementing and reviewing our *happy, healthy and safe* policy.

*The **PHSE leader** will carry out pupil conferencing, at least annually, to monitor children's knowledge and understanding of how to keep themselves *happy, healthy and safe*.

***SLT** will ensure that the assembly rota covers range of topics/themes which support SMSC development and British Values



Parents right to withdraw:

Parents **do not** have the right to withdraw their children from mandatory Relationships Education or Health Education delivered as part of our *happy, healthy and safe* sessions. Parents **do** have the right to request to withdraw their children from the non-statutory components of sex education if taught within Relationships and Sex Education. This does not include aspects which are taught within Science or other areas as part of the national curriculum. At George Betts Primary Academy our *happy, healthy and safe* curriculum **does not** include sex education. Our curriculum is based around all of the **statutory elements** of the Primary RHE Guidance 2020 (see Appendix 1 and Appendix 2 and our *happy, healthy and safe* curriculum overview in the curriculum area of our school website).

Supporting documents:

- The TEFAT Relationships and Health Education Policy April 2021
- Relationships Education, Relationships and Sex Education (RSE) and Health Education [statutory guidance 2020](#).
- Statutory [guidance](#) for Relationships Education.
- Statutory [guidance](#) for physical health and mental wellbeing.
- Specific guidance for pupils with SEND [SEND Code of practice 0 - 25](#)
- [Keeping Children Safe in Education \(statutory guidance\)](#)
- [Equality Act 2010 and schools](#)
- [Mental Health and Behaviour in schools \(advice for schools\)](#)
- [Sexual violence and sexual harrasment between children in schools \(advice for schools\)](#)

Appendix 1: Relationships Education

By the end of primary school pupils should know:

Topic	Pupils Should Know
Families and people who care about me	<ul style="list-style-type: none"> • 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	<ul style="list-style-type: none"> • 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 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
Respectful relationships	<ul style="list-style-type: none"> • 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 cyberbullying), the impact of bullying, responsibilities of bystanders (primarily reporting bullying to an adult) and how to get help • What a stereotype 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	<ul style="list-style-type: none"> • That people sometimes behave differently online, including by pretending to be someone they are not • 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 • 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	<ul style="list-style-type: none"> • 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 and/or other sources

Appendix 2: Health Education

By the end of primary school pupils should know:

Mental wellbeing	<ul style="list-style-type: none"> • 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 others' 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. • isolation and loneliness can affect children and that it is very important for children to discuss their feelings with an adult and seek support. • that bullying (including cyberbullying) has a negative and often lasting impact on mental wellbeing. • 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). • 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 safety and harms	<ul style="list-style-type: none"> • 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 others' 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	<ul style="list-style-type: none"> • 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 Pupils	<ul style="list-style-type: none"> • 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).
Drugs, alcohol and tobacco	<ul style="list-style-type: none"> • the facts about legal and illegal harmful substances and associated risks, including smoking, alcohol use and drug-taking.
Health and prevention	<ul style="list-style-type: none"> • 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 that a 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 handwashing. • the facts and science relating to immunisation and vaccination
Basic first aid	<ul style="list-style-type: none"> • 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 head injuries.
Changing adolescent body	<ul style="list-style-type: none"> • 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.