



PSHE Policy

"The Lord has done great things for us; we are glad" Psalm 126:3

Great Barton C of E Primary Academy

PSHE Policy



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Reviewed By - Signature Date- Comments-
Reviewed By - Signature Date- Comments-
Reviewed By - Signature Date- Comments-

This policy covers:

- 1.1 Aims and Objectives
 - 1.2 The vision for safe and effective PSHE
 - 1.3 How is this underpinned? Legislation (statutory regulations and guidance)
 - 1.4 Roles and responsibilities
 - 1.5 Parent's right to withdraw
 - 1.6 PSHE and citizenship curriculum planning
 - 1.7 The Foundation Stage
 - 1.8 Learning Environment
 - 1.9 Resources
 - 2.0 Inclusion and equal opportunities
 - 2.1 Safeguarding and Confidentiality
 - 2.2 Assessment
 - 2.3 Monitoring and review
- Appendix A: Whole school long term plan
Appendix B: Example Resources

1.1 Aims and objectives

The aims of PSHE at our school are to:

- Provide a framework in which sensitive discussions can take place.
- Understand what makes for good relationships with others and to have respect for others.
- Help pupils develop feelings of self-respect, confidence and empathy. To understand that love and care is required in relationships.
- Create a positive culture around issues of sexuality and relationships and enable our students to better understand the nature of relationships.
- Teach students the correct vocabulary to describe themselves and their bodies.
- To know about the risks of being online and how to stay safe.
- To know and understand about human reproduction, whilst using the correct terminology to describe male and female reproductive organs.
- Prepare children for puberty and give them an understanding of sexual development and the importance of health and hygiene. Whilst also preparing pupils for the changes that occur to their bodies, minds and emotions.
- To know where and how to seek information and advice when they need help.
- To be able to recognise when something is risky or unsafe.
- To support all young people to stay safe and prepare for life in modern Britain.
- to be thoughtful and responsible members of their community and their school

1.2 The vision for safe and effective PSHE

PSHE is taught within the personal, social, health and economic (PSHE) education curriculum. Biological aspects of PSHE are taught within the science curriculum, and other aspects are included in religious education (RE). There are a number of cross curricular links for PSHE.

As a school our PSHE programme focuses on giving young people the information they need to help them develop healthy, nurturing relationships of all kinds including:

- Families
- Respectful relationships, including friendships
- Being safe (both online and offline)
- Living healthy lives – both physically and mentally

These areas of learning are taught within three main themes:

- Relationships
- Living in the wider world
- Health and wellbeing

These areas of learning are taught within the context of family life taking care to ensure that there is no stigmatisation of children based on their home circumstances (families can include single parent families, LGBT parents, families headed by grandparents, adoptive parents, foster parents/carers amongst other structures) along with reflecting sensitively that some children may have a different structure of support around them (for example: looked after children or young carers).

1.3 How is this underpinned? Legislation (statutory regulations and guidance)

From September 2020, all schools must deliver relationships education (in primary schools) and relationships and sex education (in secondary schools).

Documents that inform the school's PSHE policy include:

- Education Act (1996)
- Learning and Skills Act (2000)
- Education and Inspections Act (2006)
- Equality Act (2010),
- Supplementary Guidance SRE for the 21st century (2014)
- Keeping children safe in education – Statutory safeguarding guidance (2020)
- Children and Social Work Act (2017)

This Policy should be read in conjunction with a number of other school policies including: Positive behaviour Policy, Curriculum Policy, Safeguarding and Child Protection Policy, ICT Policy, RE Policy, Science Policy

1.4 Roles and responsibilities

Governors will:

- Ensure all pupils make progress in achieving the expected educational outcomes
- Ensure the curriculum is well led, effectively managed and well planned
- Evaluate the quality of provision through regular and effective self-evaluation
- Ensure teaching is delivered in ways that are accessible to all pupils with SEND
- Provide clear information for parents on subject content and their rights to request that their children are withdrawn
- Ensure the subjects are resourced, staffed and timetabled in a way that ensures the school can fulfil its legal obligations

The Headteacher will:

- Oversee the overall implementation of this policy
- Ensure staff are suitably trained to deliver the subjects
- Ensure that parents are fully informed of this policy
- Review requests from parents to withdraw their children from the subject
- Discuss requests for withdrawal with parents
- Organise alternative education for pupils, where necessary, that is appropriate and purposeful
- Report to the governing board on the effectiveness of this policy

Class teachers will:

- Deliver a high-quality and age-appropriate curriculum in line with statutory requirements
- Use a variety of teaching methods and resources to provide an engaging curriculum that meets the needs of all pupils
- Ensure they do not express personal views or beliefs when delivering the programme
- Model positive attitudes to relationships, health and sex education.
- Respond to any safeguarding concerns in line with the Safeguarding and Child Protection policy
- Act in accordance with planning, monitoring and assessment requirements for the subjects
- Liaise with the SENCO to identify and respond to individual needs of pupils with SEND
- Work with the Senior Leadership Team and curriculum leaders to evaluate the quality of provision

Parents/carers will:

- Support school staff to shape the curriculum for relationships, health and sex education
- Communicate openly and constructively with school staff regarding relationships, health and sex education
- Attend, or contribute to, any consultation or information sessions regarding the delivery of relationships, health and sex education

1.5 Parent's right to withdraw

Parents have the right to request their child is removed from some or all of the sex education part of PSHE except for those parts included in the statutory Science National Curriculum. Parents do not have the right to withdraw their children from Relationships Education.

Those parents/carers wishing to exercise this right are invited to discuss their objections and concerns and reflect on the impact withdrawal may have on the child.

Any request should be put in writing to the head teacher.

Once a child has been withdrawn they cannot take part until the request for withdrawal has been removed.

Parents are invited to attend a meeting which will give them the opportunity to look at the resources which will be used for sex education, the planning and ask any questions.

1.6 PSHE and citizenship curriculum planning

We teach our main PSHE (including puberty) curriculum through a well-planned, appropriate and progressive PSHE curriculum. However, our PSHE curriculum may be taught (not duplicated) through the teaching of other subject areas such as ICT (internet safety), Science, Philosophy and circle time.

The Science National Curriculum covers some aspects of PSHE, which are statutory, therefore we are legally required to teach it. In Key Stage 1, we teach children about how animals, including humans, move, feed, grow and notice that animals, including humans, have offspring, which grow into adults. We also teach them about the main parts of the body, related to their senses.

At Upper Key stage 2 (Year 5 and 6), we teach the children to describe the life process of reproduction in some plants and animals and describe the changes that humans make as they develop to old age. The children are also taught to recognise that living things produce offspring of the same kind, but normally offspring vary and are not identical to their parents.

All Staff will use the correct terms for all body parts as this is deemed good practice and will avoid the use of any slang.

This PSHE programme is taken from the PSHE Association and considers PHE (Public Health England) local data as well as the needs of our pupils. It is structured around an overarching question for each term or half term. These begin in key stage 1 as 'What? And 'Who?'' questions and build throughout Key Stage 2 into 'Why?' and 'How?' questions.

The three core themes from the Programme of Study are fully covered - colour-coding highlights whether the overall topic focus is Health and Wellbeing, Relationships or Living in the Wider World, although some half term blocks will draw on more than one core theme.

Teaching builds according to the age and needs of the pupils throughout the primary phase with suggested developmentally appropriate learning objectives given to respond to each key question, which teachers can adapt for individual pupils or groups as necessary.

PSHE is most effectively taught through a 'spiral programme'. This means organising learning into a series of recurring themes, each lasting perhaps half a term, which pupils experience every year. At each encounter, the level of demand increases and learning is progressively deepened. This approach avoids PSHE education becoming a string of 'topics' or disconnected 'issues'. An example of a theme might be 'Health and wellbeing', which offers a context for developing the key concept of 'a healthy lifestyle' and the key skills of 'critical reflection', 'decision-making' and 'managing risk'. The context might be healthy and balanced eating in Year 4, and body image and eating disorders in Year 9 through which the key concepts are expanded and the key transferable skills rehearsed and developed.

Planned enrichment days may also be used to develop and extend our planned PSHE education programme. These days will always be in addition to (not instead of) our planned PSHE curriculum.

A copy of the whole school long term plan can be found in Appendix A

1.7 The Foundation Stage

We teach PSHE in reception classes as an integral part of our topic work. As the reception class is part of the Foundation Stage of the National Curriculum, we relate the PSHE and citizenship aspects of the children's work to the objectives set out in the Early Learning Goals (ELGs). Our teaching in PSHE and citizenship matches the aim of developing a child's personal, emotional and social development as set out in the ELGs.

1.8 Learning Environment

High quality PSHE is taught;

- by a member of teaching staff who is known to the pupils. In primary, preferably the class teacher.
- in a familiar and comfortable environment
- adhering to the school's agreed curriculum content which is age and stage appropriate
- using resources and teaching methods which have been approved by the PSHE lead and the SLT
- through a spiral curriculum which revisits previous learning and builds knowledge and understanding in gradual steps
- in a sequence of lessons which build knowledge and understanding at a gentle pace

Teachers ensure that the learning environment is safe by;

- setting clear ground rules which are to be adhered to by all staff and pupils present
- organising seating so that pupils do not feel threatened or embarrassed
- making provision for supporting pupils who may struggle to adhere to the ground rules or deal with the content of the lessons (this may include arranging for additional staff to support in the lesson or be on standby)
- ensuring that lessons are well prepared and that all staff present are clear about the level of content that will be covered – age and stage appropriate
- providing adequate lesson time for discussion, to answer questions, deal with misconceptions and ensure that the pupils have properly understood the content
- providing regular opportunities for pupils to ask questions in written form to avoid risk of embarrassment or judgement. This will also provide the teacher with time to assess whether the question fits within the age & stage requirements and decide how/whether the question should be answered
- giving scenarios for discussion which allow pupils to explore an issue without relating it to personal experience (de-personalisation)

Ground rules might include;

- allowing others to speak without interruption or judgement
- avoiding giving personal information or asking others to do so
- accepting that people will hold a range of views
- being respectful to everyone in the lesson at all times
- discussing and challenging viewpoints respectfully
- accepting that people will have a range of knowledge and understanding

De-personalisation techniques are used to;

- allow pupils to share and explore different aspects of PSHE without fear of being judged or labelled
- allow pupils to consider issues that they have not had experience of
- support pupils to understand that all people are different and that not everyone feels the same way, lives the same lifestyle or will share the same experiences

- teach pupils that all issues which affect society, such as discrimination, are relevant to everyone

The teaching of sensitive and controversial issues must;

- not be avoided because they are difficult to teach
- be supported by the senior leadership team who will enable teachers to deliver the lessons safely and effectively
- be supported by relevant school staff who have been made aware when these issues will be being taught in order that any issues arising can be dealt with promptly and effectively
- be communicated to parents and carers well in advance so that they are aware of the broad content of lessons and also the period of time in which they will be taught

If, for any reason a teacher feels uncomfortable with delivering aspects of this curriculum, they are encouraged to discuss this with the head teacher and come to a suitable arrangement.

All pupils will learn about both sexes. For sensitive areas, such as puberty and sex education, staff will make an informed decision whether to teach in same or mixed sex groups, depending on the cohort of children and individuals, gaining their preference if deemed appropriate. If they are taught in mixed sex groups, where possible, opportunities will be made for pupils to discuss matters further in single sex groups or individually.

The SRE programme will be monitored and evaluated through:

- Questionnaires and pupil perception interviews
- Discussions
- Teacher assessments
- Pupils' self- assessment and evaluations
- Teacher evaluations at the end of a block of lessons that are then forwarded to the PSHE coordinator to inform future developments.

1.9 Resources

PSHE resources are chosen and checked for being inclusive, promoting positive, healthy and unbiased messages, age appropriateness, promoting positive values, being accurate and being up to date. Many of our resources are quality assured resources recommended by the PSHE Association. An example of the resources we use for relationships education can be found in Appendix B

Materials that cover sensitive areas such as puberty and sex education are made available to parents/carers to view before being used with the children.

Use of Visitors

PSHE is delivered predominantly by the pupils' class teacher. Occasionally, appropriate and suitably experienced and/or knowledgeable visitors from outside agencies may be invited to

contribute to the delivery of PSHE in school. If this is the case, parents will be informed if they will be covering sensitive areas such as puberty and sex education.

We have a code of practice for using visitors to support the delivery of PSHE:

- All visitors will follow our safe guarding procedures;
- Visitors are invited into school because of the particular expertise or contribution they are able to make;
- All input to lessons are part of a planned programme and negotiated and agreed with staff in advance;
- All visitors are supervised/supported by a member of staff at all times;
- The input of visitors is monitored and evaluated by staff and pupils. This evaluation informs future planning.

Asking and answering questions

We will endeavour to:

- make it clear, through ground rules, that nobody should ask personal questions;
- make it clear that adults or children will not answer personal questions;
- answer all relevant questions asked.
- allow individual staff to use their professional judgement as to answering questions in front of the whole class or individually;
- be prepared to modify the programme if a certain question occurs (perhaps because of media coverage);
- use a question box (a box in the classroom that pupils can 'post' written questions). Children may or may not use this question box anonymously. (This box may also be used as a 'buffer' for teachers, if they feel they would like time to consider their answer to a specific question);
- encourage pupils to ask their parents/carers any question outside the planned programme;
- with the pupil's permission inform parents/carers about questions their child has asked;

2.0 Inclusion and equal opportunities

We are committed to the provision of PSHE to all of our pupils, including those with SEND and understand that the provision may need to be adapted and/or differentiated to meet the needs of our SEND pupils, in line with the SEND code of practice.

In accordance with our equality and disability policy and in line with the equality act (2010) at Great Barton CE Primary Academy, we teach our pupils to value and respect diversity, in terms of gender, religion, language, race, culture, social background, appearance, family set-up, sexuality, special needs, ability or disability. Our PSHE programme is inclusive and acknowledges and accommodates the diversity within any group of people.

Although it is not appropriate to teach primary aged children about the physical aspect of same sex relationships, through exploration and explanation, we will teach the children about acceptance of differences, including LGBT and different family units, such as single parent or same sex parent families, in accordance with our equality and disability policy.

Any comments or behaviour that infringe this, will be dealt with firmly and in accordance with our anti-bullying policy.

2.1 Safeguarding and Confidentiality

PSHE may bring about disclosures of safeguarding children issues and all staff are conversant with the procedures for reporting their concerns. In these cases, the school's safeguarding children policy needs to be referred to.

How will child protection, safeguarding and confidentiality protocols support this?

- Recognition that effective PSHE explores appropriate actions in relationships which can lead to disclosures from pupils requiring a safeguarding referral to DSL
- In event of a disclosure staff follow schools safeguarding referral procedure
- Prior to teaching of PSHE commencing, teachers consult with DSL to ensure relevant issues can be addressed and student needs met
- While ground rules within a classroom may require students to keep lesson content confidential, this does not extend to staff, who must not promise confidentiality in the event of a disclosure
- Staff are trained in and have knowledge of specific safeguarding issues including Prevent and FGM and their professional responsibilities pertaining to these

Visitors/outside agencies – how will they be informed about safeguarding and the whole school approach?

- Recognition that they may be times when a suitably trained and/or experience visitor may be invited to speak to students and contribute to the delivery of PSHE
- Visitors should be sent and be familiar with relevant policies in advance
- Content of session discussed and agreed, with resources checked in advance
- Visitors must follow the school's usual safeguarding procedures whilst on site

Protocols to support those at risk/vulnerable:

- DSL will decide most appropriate course of action following any safeguarding referral
- Ensuring all students receive age appropriate PSHE
- Provision offered is appropriate to needs of pupils
- Further places of support are signposted in lessons
- The SENDCO may advise on appropriate resources for those with Special Educational Needs and Disabilities.

2.2 Assessment

PSHE education alone is not responsible for pupils' future lifestyle choices: as with any other subject, assessment in PSHE education should focus on learning, set against the lesson objectives and outcomes. It is also important to make sure you are assessing learning which is specific to PSHE education and not other areas of the curriculum, such as literacy.

It is important to recognise that assessment in PSHE education is not about 'passing or failing', or about behavioural outcomes. Teachers and pupils both need to know what has been learned, and how learning and understanding has progressed.

The nature of PSHE education is such that we cannot make any assumptions, based on a pupil's age or year group, about their existing knowledge, understanding, attributes, skills, strategies, beliefs and attitudes. So, to assess learning and progress effectively, it is vital that we carry out a baseline assessment before we teach anything new. As pupils' learning in topics such as healthy eating, online safety, relationships and so on will come from a number of sources, we can only see whether they have made progress in their learning if we have established the knowledge, understanding, attributes, skills, strategies, beliefs and attitudes they had before any new teaching took place.

The learning we wish to assess will relate to the pupils' attributes and skills (such as resilience, negotiation, self-awareness, risk management and interpersonal skills), as well as the knowledge and understanding related to the context (for example bullying, consent, mental and emotional health). Pupils' existing knowledge and understanding is arguably the easiest learning to assess but whilst gauging pupils' existing skills, strategies, attitudes, beliefs and attributes can never be an exact science, there are activities that will allow teachers an insight into their pupils' starting point.

Teachers will assess pupils using a range of activities against the learning objectives for that year group and will make a judgement about their knowledge, understanding, skills and attitudes using the descriptions: "working towards", "expected" or "greater depth".

2.3 Monitoring and review

All teachers and governors will receive a copy of the policy and made available on the school website and a copy provided for parents/carers on request.

The Governing Committee will monitor the PSSE policy on 2-year cycle, unless changes come into effect. The committee reports its findings and recommendations to the Thedwastre Education Trust, as necessary, if the policy needs modification.

Appendix A: whole school long term plan



Great Barton C of E Primary Academy
 Whole School Long Term Plan
 Written by C. Ratley April 2020 using PSHE Association programme builders and in line with new statutory legislation.

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Year 1	What is the same and different about us?	Who is special to us?	What helps us stay healthy?	What can we do with money?	Who helps us to keep safe?	How can we look after each other and the world?
Year 2	What makes a good friend?	What is bullying?	What jobs do people do?	What helps us to stay safe?	What helps us grow and stay healthy?	How do we recognise our feelings?
Year 3	How can we be a good friend?	What keeps us safe?	What are families like?	What makes a community?	Why should we eat well and look after our teeth?	Why should we keep active and sleep well?
Year 4	What strengths, skills and interests do we have?	How do we treat each other with respect?	How can we manage our feelings?	How will we grow and change?	How can our choices make a difference to others and the environment?	How can we manage risk in different places?
Year 5	What makes up a person's identity?	What decisions can people make with money?	How can we help in an accident or emergency?	How can friends communicate safely?	How can drugs common to everyday life affect health?	What jobs would we like?
Year 6	How can we keep healthy as we grow?	How can the media influence people?			What will change as we become more independent?	How do friendships change as we grow?

Relationships
Living in the Wider World
Health and Wellbeing

This programme is taken from the PSHE Association and takes into account PHE (Public Health England) local data as well as the needs of our pupils. It is structured around an overarching question for each term or half term. These begin in key stage 1 as 'What? And 'Who?' questions and build throughout Key Stage 2 into 'Why?' and 'How?' questions.


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Appendix B

Example of relationships resources

These are designed to give parents an example of resources that may be used in PSHE relationships topics. Teachers may adapt them to suit the needs of individual pupils/classes.

Year 1 and 2

Lesson 1: Sameness and difference  **Key stage 1: Year 1/2**
Resource 2: Wonderful Me

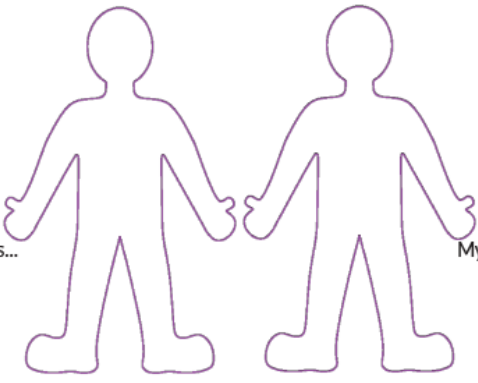
I like to eat...

I like to play...

My favourite subject is...

On Sundays I....

My birthday is on...



I like to eat...

I like to play...

My favourite subject is...

On Sundays I....

My birthday is on...

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Resource J

Statements about boys and girls

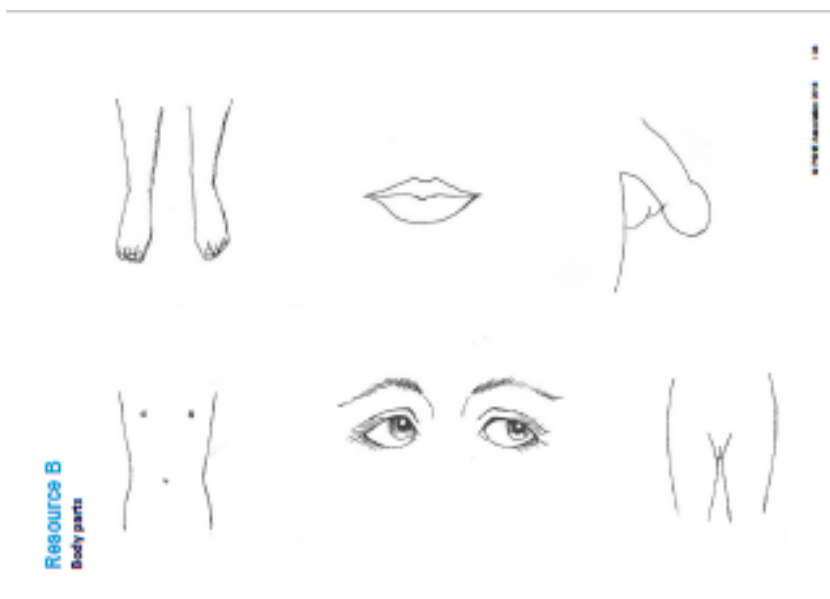
Some people say...	Are they right?	Are they wrong?
only boys are good at football		
girls and boys should wear different clothes		
only girls cry		
girls always like the colour pink		
males and females have different bodies		
boys always run faster than girls		
only boys like cars		
only girls like cuddles		
girls and boys can both be brave		

Year 3 and 4

Friendship problem solver [support activity]

Friendship Problem Solver	
Message	Reply
My best friend doesn't seem to want to be my friend anymore.	
My friends and I used to play football together but now they play on their own and I feel left out.	
One of my classmates shouted at me and called me a nasty name. I felt upset.	
I accidentally kicked my football over the garden fence and it smashed my elderly neighbour's greenhouse. We were friends but now he is cross.	

Year 4 and 5



Year 5 and 6

Lesson 3: Stereotypes

Resource 4: Challenging stereotyping: card prompts

Key stage 2:

Year 5/6

Re-write the comment so it does not promote stereotypical thinking.

What assumptions are being made about people?

How could the person who overhears this respond in a safe and assertive way?

Describe how the person who is being spoken to, or about, might be feeling

What might the consequences of this comment be?

Resource 1
Friendship online

Use these cards for the Lesson 3 card sort activity.

It is easier to talk to people online about things that you might be too shy to say to people face-to-face.	If you need information or advice, there are a lot more people online who might be able to help you.
Nobody knows who you are in an online forum so you can say whatever you like.	You can have fun meeting people online.
You could be doing something else at the same time as talking to someone online.	Sometimes it is easier to write something down than it is to say it out loud.
If you're really into something (e.g. a game), you can find lots of people online who are into the same thing.	You can be your real self online.
Someone may not be who they say they are.	You can speak privately.
You can have multiple conversations with different people or groups of people all at once.	It's not as easy to share some types of experiences with friends online, such as swimming, ice-skating, or going for a bike ride.
You can talk to someone whenever you like, any time of day or night.	

Year 6

Resource B

Puberty prompt statements

Important to know now / important in the future / might never be important

How to talk to their parents about puberty

How often to wash their hair

When someone in their class grows pubic hair

How to use a pad

How to use tampons or different types of period products

How to manage a wet-dream

What type of bra to buy

How it feels to fancy someone

Who to ask questions about puberty

Which books and websites have good information about puberty

How to shave

Who someone in their class fancies

How to apply make-up

Which products would help with spots

The best type of deodorant

How to help a friend who feels embarrassed about puberty