



PSHE Education Policy

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1. Aims

The aims of personal, social, health and economic (PSHE) education at our school are to:

- To “Inspire tomorrow today ...” by teaching pupils about the social, physical and systematic society that we live in, giving them the ability to flourish and become healthy, well-balanced adults.
- Provide a framework in which sensitive discussions can take place.
- Prepare pupils for puberty, and give them an understanding of sexual development and the importance of health and hygiene.
- Help pupils develop feelings of self-respect, confidence and empathy.
- To teach pupils how to keep themselves healthy, safe and prepared for life and work in modern Britain.
- Supporting the school ethos of inspiring tomorrow, today ensuring our children are confident, independent resilient adults.

2. Statutory requirements

PSHE is a non-statutory subject. Therefore, there is no set programme of study and PSHE can encompass many elements. Teachers are best placed to understand the needs of their pupils and do not need additional central prescription.

As a maintained primary school we must provide relationships education to all pupils as per section 34 of the [Children and Social Work Act \(2017\)](#). This has since become a statutory requirement as of September 2020.

We are not required to provide sex education; however, we do provide discrete sex education lessons in KS2 which parents are able to withdraw their children from but we do need to teach the elements of sex education contained in the science curriculum.

At Claregate Primary School we teach PSHE as set out in this policy.

Documents that inform the school's PSHE policy include:

- Equality Act 2010
- Education Act (2002)
- Academies Act (2010)
- National Curriculum (2014)
- Children's Act (2004)

- Ofsted's School Inspection Handbook
- Children and Social Work Act (2017)
- Relationships Education, Relationships and Sex Education (RSE) and Health Education Statutory guidance for governing bodies, proprietors, head teachers, principals, senior leadership teams, teachers (Gov.uk)
- Keeping Children Safe in Education (statutory guidance)
- Respectful School Communities: Self Review and Signposting Tool (a tool to support a whole school approach that promotes respect and discipline)
- Behaviour and Discipline in Schools (advice for schools, including advice for appropriate behaviour between pupils)
- SEND code of practice: 0 to 25 years (statutory guidance)
- Alternative Provision (statutory guidance)
- Mental Health and Behaviour in Schools (advice for schools)
- Preventing and Tackling Bullying (advice for schools, including advice on cyberbullying)
- Sexual violence and sexual harassment between children in schools (advice for schools)
- The Equality and Human Rights Commission Advice and Guidance (provides advice on avoiding discrimination in a variety of educational contexts)
- Promoting Fundamental British Values as part of SMSC in schools (guidance for maintained schools on promoting basic important British values as part of pupils' spiritual, moral, social and cultural (SMSC))
- National Citizen Service guidance for schools

3. Content and delivery

3.1 What we teach

As stated above, we are required to cover the content for relationships education, and health education, as set out in the statutory guidance (linked to above).

Refer to our relationships education policy for details about what we teach, and how we decide on what to teach, in this subject. This policy along with others relating to curriculum can be found on the schools website ([linked here](#)).

For other aspects of PSHE, including health education, see the 'knowledge map' for more details about what we teach in each year group (appendix A). This can also be found on the school's website linked above.

3.2 How we teach it

At Claregate, PSHE is taught once weekly. Sessions will discuss the age appropriate content on the knowledge map and be tailored by teachers towards the children's needs and classroom environment. Where possible, teachers will make strong cross-curricular links to appropriate subjects to cover elements in certain strands, including but not limited to:

- Science
- Computing
- Geography
- Design and Technology (D&T)
- Religious Education (R.E)
- Physical Education (P.E)

PSHE content may also be covered through assemblies either to the whole school or the appropriate key stage.

Teaching will be delivered by teachers with supporting materials from Amazing People Schools and Coram's SCARF as well as a range of others. The majority of sessions will be discussion based and require children to collaborate, discuss and evaluate from differing viewpoints. Lessons will focus on children acquiring knowledge, key skills and a deep understanding of concepts needed for a successful future. These lessons will be contextualised to fit the children's environment to ensure that children get the most out of each session and understand why the knowledge and skill being taught is useful. Teachers with support from PSHE lead (and others) will be expected to tailor such activities to all children regardless of ability or Special Education Needs (SEN) and/or disability.

At the start of the year, PSHE rules will be discussed and outlined collaboratively between the class teacher and pupils. These rules will form the starting point for all PSHE lessons and be referred to each week. At the end of each session teachers should signpost children to appropriate websites, organisations and resources that can help them with issues they may be dealing with in relation to the lessons content. An open door policy must be adopted by the class teacher to ensure that children feel comfortable sharing and discussing any potential concerns after lessons.

Black History Month and the Black Lives Matter Movement

In relation to Claregate's ethos and values of creating an 'inclusive environment' and 'encouraging racial harmony'. Children will celebrate Black History Month and complete a range of activities linked to diversity, prejudice and discrimination. Consultation with parents regarding teaching content such as Black Lives Matter will be done annually by the PSHE Lead and Senior Management.

Controversial Topics and Difficult Questions

As expected, controversial topics and difficult questions will arise in PSHE lessons. Teachers will be encouraged to answer questions that have age-appropriate answers and will be supported to signpost children to discuss the matter with the people at home.

The following procedure will be followed when faced with a 'difficult question':

1. The teacher will calmly thank the children for his/hers question – showing the child that the question is valid and giving the teacher time to think 'on their feet'.
2. The teacher will check the children's pre-existing knowledge on the subject matter by asking questions such as 'What do you think the answer is?'
3. The teacher can choose the answer the question or signpost the child to a discussion with them later and/or the adults at home as in line with this policy.

Each class will have a question box for children to use if they wish to ask private questions. Teachers can then choose whether the question is discussed privately, as a class or 'taken home' by the child to discuss with the adults at home.

Further guidance on handling complex issues safely from the PSHE Association can be found in Appendix B of this policy.

PSHE in Relation to The Teaching Standards

Teachers are expected to teach children all strands of PSHE including the new statutory requirement of Relationships Education (2020) and not allow their personal beliefs and attitudes to influence this, as according to Part 2 of the Department for Education's Teachers' Standards, 2012 ([linked here](#)). However, teachers can raise any concerns about their ability to teach certain areas of the PSHE curriculum to the subject lead. The lead will support the teacher where possible through potential CPD or INSET training in identified areas, opportunities for team-teaching, opportunities for observation and/or the signposting to reputable resources. Teachers will be discouraged to refuse to teach certain curriculum elements and instead will be supported by the subject lead to feel more confident and experienced in their teaching.

Assessment

Work will be collated by classes in floor books displaying an educational process and journey the class will have been on. Assessments will be done at the end of each topic using assessment materials such as floor books and student journals. These will focus on children's abilities to self-reflect and identify the significance to them of what they have learnt. The class teacher will be

responsible for ensuring the floor book is up to date and a true reflection of discussions and activities carried out in class. Opportunities for assessment may also come from elsewhere including break-times and lunch-times where children can be seen applying skills learnt in PSHE such as sharing, empathising and collaborating in social contexts.

The Right to Withdraw

Parents do not have the right to withdraw their children from Relationships and Health Education. Parents do have the right to withdraw their children from the non-statutory/non-science components of sex education within RHE. Requests for withdrawal should be put in writing using the form found in Appendix C of this policy and addressed to the headteacher. Alternative work will be given to pupils who are withdrawn from sex education.

4. Roles and responsibilities

4.1 The governing board

The governing board will approve the PSHE policy, and hold the headteacher to account for its implementation.

4.2 The headteacher

The headteacher is responsible for ensuring that PSHE is taught consistently across the school.

4.3 Staff

Staff are responsible for:

- Delivering PSHE in a sensitive way
- Ensuring that their own personal beliefs do not influence their teaching
- Creating a safe learning environment built on mutual respect
- Modelling positive attitudes to PSHE
- Monitoring progress
- Responding to the needs of individual pupils and class
- Tailoring sessions to meet the needs of the class

4.4 Pupils

Pupils are expected to engage fully in PSHE and, when discussing issues related to PSHE, treat others with respect and sensitivity.

5. Monitoring arrangements

The delivery of PSHE is monitored by the PSHE lead through:

- Planning scrutiny
- Learning walks
- Discussions with pupils
- Assessment outcomes

This policy will be reviewed by The Governing Body, annually. At every review, the policy will be approved by The Full Governing Body.

6. Links with other policies

This policy links to the following policies and procedures that can be found on the Claregate Primary School website:

- Relationships and Health Education Policy (April 2020)
- Safeguarding Policy (September 2020)
- Confidentiality Policy
- E-safety Policy

7. Appendices

Appendix A – Knowledge Map

Appendix B – Further Guidance on Handling Complex Issues from the PSHE Association

Appendix C – Parent Form: Withdrawal from Sex Education within RHE

	Relationships			Living in the wider world			Health and Wellbeing		
	Families and friendships	Safe relationships	Respecting ourselves and others	Belonging to a community	Media literacy and digital resilience	Money and work	Physical health and Mental wellbeing	Growing and changing	Keeping safe
Y1	Roles of different people; families; feeling cared for	Recognising privacy; staying safe; seeking permission	How behaviour affects others; being polite and respectful	What rules are; caring for others' needs; looking after the environment	Using the internet and digital devices; communicating online	Strengths and interests; jobs in the community	Keeping healthy; food and exercise, hygiene routines; sun safety	Recognising what makes them unique and special; feelings; managing when things go wrong	How rules and age restrictions help us; keeping safe online
Y2	Making friends; feeling lonely and getting help	Managing secrets; resisting pressure and getting help; recognising hurtful behaviour	Recognising things in common and differences; playing and working cooperatively; sharing opinions	Belonging to a group; roles and responsibilities; being the same and different in the community	The internet in everyday life; online content and information	What money is; needs and wants; looking after money	Why sleep is important; medicines and keeping healthy; keeping teeth healthy; managing feelings and asking for help	Growing older; naming body parts; moving class or year	Safety in different environments; risk and safety at home; emergencies
Y3	What makes a family; features of family life	Personal boundaries; safely responding to others; the impact of hurtful behaviour	Recognising respectful behaviour; the importance of self-respect; courtesy and being polite	The value of rules and laws; rights, freedoms and responsibilities	How the internet is used; assessing information online	Different jobs and skills; job stereotypes; setting personal goals	Health choices and habits; what affects feelings; expressing feelings	Personal strengths and achievements; managing and reframing setbacks	Risks and hazards; safety in the local environment and unfamiliar places
Y4	Positive friendships, including online	Responding to hurtful behaviour; managing confidentiality; recognising risks online	Respecting differences and similarities; discussing difference sensitively	What makes a community; shared responsibilities	How data is shared and used	Making decisions about money; using and keeping money safe	Maintaining a balanced lifestyle; oral hygiene and dental care	Physical and emotional changes in puberty; external genitalia; personal hygiene routines; support with puberty	Medicines and household products; drugs common to everyday life
Y5	Managing friendships and peer influence	Physical contact and feeling safe	Responding respectfully to a wide range of people; recognising prejudice and discrimination	Protecting the environment; compassion towards others	How information online is targeted; different media types, their role and impact	Identifying job interests and aspirations; what influences career choices; workplace stereotypes	Healthy sleep habits; sun safety; medicines, vaccinations, immunisations and allergies	Personal identity; recognising individuality and different qualities; mental wellbeing	Keeping safe in different situations, including responding in emergencies, first aid and FGM
Y6	Attraction to others; romantic relationships; civil partnership and marriage	Recognising and managing pressure; consent in different situations	Expressing opinions and respecting other points of view, including discussing topical issues	Valuing diversity; challenging discrimination and stereotypes	Evaluating media sources; sharing things online	Influences and attitudes to money; money and financial risks	What affects mental health and ways to take care of it; managing change, loss and bereavement; managing time online	Human reproduction and birth; increasing independence; managing transition	Keeping personal information safe; regulations and choices; drug use and the law; drug use and the media

Handling complex issues safely in the PSHE education classroom

Discussing and teaching about complex or sensitive issues safely is central to best practice in all PSHE teaching, as every topic in PSHE education has the potential to be sensitive for pupils. PSHE teachers should therefore approach all lessons with the assumption that at least one pupil could have direct experience of the topic being discussed, or find it sensitive for another reason and should plan their language use, resources and activities accordingly. Furthermore, there are also immediate controversial issues rising from the news which may capture pupils' attention or cause them concern. Although we do not advocate knee jerk reactions, in certain circumstances children and young people will naturally want to discuss high profile events and will look to adults in school to support them, to provide reassurance and to talk through these issues.

It is vital that in each case, pupils are able to have such discussions and engage in learning activities in a safe climate of trust, cooperation and support. PSHE education therefore has a key role to play in developing their knowledge, skills and confidence in approaching complex issues and in recognising that attitudes towards these are likely to be influenced by their own values, worldview and interpretation of messages from the media.

Whatever the subject matter, whether you feel it is a sensitive issue or not, following the guidance below will ensure a safe learning and teaching environment for your pupils and for you—allowing you to address any elements of PSHE education with confidence.

Establishing a safe learning environment

A safe learning environment helps pupils to share feelings, explore values and attitudes, express opinions and consider those of others, without attracting negative feedback. As well as encouraging more open discussion, it also helps to ensure that teachers are not anxious about unexpected disclosures or comments and that pupils are not put on the spot, upset or traumatised.

It is good practice for teachers to:

- work with pupils to establish ground rules about how they will behave towards each other in discussion
- provide opportunities for pupils to discuss issues in small groups as well as sharing views with the whole class
- make boxes available in which pupils can place anonymous questions or concerns
- provide access to balanced information and differing views to help pupils clarify their own opinions (whilst making clear that behaviours such



as racism, homophobia, bi-phobia, transphobia, discrimination and bullying are never acceptable in any form)

- be cautious about expressing their own views, bearing in mind that they are in an influential position and must work within the school's values, policies and the law
- be sensitive to the needs and experiences of individuals, as some pupils may have direct experience of some of the issues
- always work within the school's policies on safeguarding and confidentiality (and ensure that pupils understand school policies on disclosure of confidential information and following up concerns in a more appropriate setting outside lessons)
- link PSHE education into the whole-school approach to supporting pupil wellbeing
- make pupils aware of reliable sources of support both inside and outside the school

Ground rules

Ground rules help to minimise inappropriate and unintended disclosures and comments of a negative nature made towards other pupils; whether intentional or not. They are also paramount to effectively managing discussions that might elicit strong opinions from pupils. To be effective, pupils and teachers need to develop ground rules together and then test them in discussion and group activities, amending them as necessary. Examples of ground rules include:

- **Openness:** We will be open and honest, but not discuss directly our own or others' personal/private lives. We will discuss examples but will not use names or descriptions which could identify anyone.
- **Keep the conversation in the room:** We feel safe discussing issues and we know that our teacher will not repeat what is said in the classroom unless they are concerned we are at risk, in which case they will follow the school's safeguarding policy.
- **Non-judgmental approach:** It is okay for us to disagree with another person's point of view but we will not judge, make fun of, or put anybody down. We will 'challenge the opinion, not the person'.
- **Right to pass:** Taking part is important. However, we have the right to pass on answering a question or participating in an activity and we will not put anyone 'on the spot'.
- **Make no assumptions:** We will not make assumptions about people's values, attitudes, behaviours, identity, life experiences or feelings. We will listen to the other person's point of view respectfully and expect to be listened to ourselves.
- **Using appropriate language:** We will use correct terms rather than slang terms, as they can be offensive. If we are not sure what the correct term is, we will ask our teacher.
- **Asking questions:** We are encouraged to ask questions and they are valued by our teacher. However, we do not ask personal questions or anything intended to deliberately try to embarrass someone.
- **Seeking help and advice:** If we need further help or advice, we know how and where to seek it—both in school and in the community. We will encourage friends to seek help if we think they need it.

Starting points

Even young children will have some existing knowledge, skills, understanding, beliefs and misconceptions relating to many aspects of PSHE education. They will have been exposed to parental, family, peer, school, media and community views on different issues and they will be aware of a range of related attitudes and values. Finding out pupils' starting points is crucial to ensuring that learning about the issue is pitched appropriately, particularly to tackle any misconceptions held among the group. These can be explored by using baseline assessment activities such as:

- individual, small group or whole class mind-mapping
- 'graffiti' sheets

- 'draw and write' *
- using photographs or pictures as a stimulus for a brain-storm
- a 'round', where each pupil in turn contributes something they know about a topic.
- quizzes
- attitude continuums
- storyboards to illustrate current strategies for managing a given situation

* In 'draw and write' pupils are asked to respond spontaneously to an open ended question by drawing a picture about a particular issue or situation and then writing notes explaining the drawing. For example, ask children to draw healthy person and write around the outside all the things that keep them healthy.

Distancing techniques

Using distancing techniques such as stories, scenarios, clips from TV programmes or case studies can provide fictional characters and storylines that stimulate discussion whilst 'de-personalising' discussions. This allows pupils to engage more objectively with the lesson content. The following or similar questions can be used to support distanced discussion:

- What is happening to them?
- Why might this be happening?
- How are they feeling? What are they thinking?
- What do other people think of them?
- Who could help them?
- What would you tell them to do if they asked for help?
- What could you say or do to persuade them to act differently?

Handling tricky questions

It is important to encourage pupils to ask questions but this requires the teacher to feel confident to handle the questions raised. The following guidelines will help you manage this aspect of PSHE teaching safely:

- Have an 'Ask it basket' / anonymous question box available before, during and after all lessons, so pupils can ask questions anonymously at any time. If you are concerned about a question, ask anyone whose question has not been answered to come and see you privately)
- Be conscious of the message you give the rest of the group when responding to a question. You may be certain that a question has been put to you to attempt to embarrass you or put you on the spot but a dismissive answer could dissuade others from asking genuine questions

When faced with a tricky question....

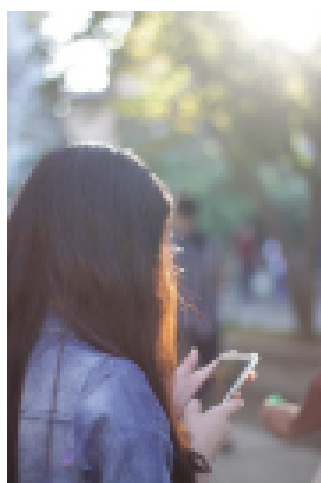
- Thank them for the question and check you have understood what they are asking and what they think the answer is
- Give a factual, age-appropriate answer when you can
- Buy time if necessary: explain you do not know the answer/are not sure how best to answer and that you will find out more and respond later. Be prepared with a response such as 'That's a really interesting question and it deserves a good answer – let me have a think about it (for a minute) / (and get back to you later). Consider whether you need to consult senior colleagues. What is the school policy? Is there a potential safeguarding issue?

Signposting support

Ensure that, included in the lesson, is information about different sources of help for young people—both within and beyond the school. Provide opportunities for pupils to develop the skills to seek advice and articulate their concerns by explaining how to access help and what is likely to happen if they seek support from different services.

- The PSHE Association has developed guidance specifically focusing on responding to pupils' concerns about a recent terrorist attack, which can be accessed here: [A generic framework for discussing a terrorist attack](#) and [Discussing a terrorist attack with children in the primary phases](#)
- NSPCC's website www.nspcc.org.uk includes up to date information and sources of support. The NSPCC runs Childline www.childline.org.uk (0800 1111), as well as an advice line for adults worried about children (0800 800 3000).
- Other organisations that provide online support for children and young people on a range of complex issues include Rise Above www.riseabove.org.uk and Thinkuknow www.thinkuknow.co.uk

Online considerations



As children and young people become more digitally aware, they are likely to turn to online media—particularly social media, to explore a range of issues.

PSHE education's approach to teaching about these issues must therefore focus on equipping young people with the skills to critically evaluate the information they are presented with online. For example, checking a range of sources about a breaking news event and developing other critical thinking skills for identifying 'fake news' and increasing their awareness of the ways that social media sites filter and tailor specific information to match individuals' pre-existing beliefs and attitudes (this is sometimes known as a 'filter bubble' or 'echo chamber'). Moreover, young people need support to avoid getting drawn into unhealthy/risky conversations or relationships online. This may involve developing strategies to recognise

and respond to online bullying, hate speech, extremist views or radicalisation in different online contexts. For example, how to safely challenge inaccurate or offensive views, how to remove themselves from conversations that make them uncomfortable, and how to report abuse.

Appendix C - Parent form: Withdrawal from Sex Education within RHE

TO BE COMPLETED BY PARENT OR PERSON WITH PARENTAL RESPONSIBILITY			
Name of child		Class	
Name of parent		Date	
Reason for withdrawing from sex education within relationships and sex education			
Any other information you would like the school to consider			
Parent signature			

TO BE COMPLETED BY THE SCHOOL	
Agreed actions from discussion with parents	