

Chenies School Personal, Social, Health and Economic Education (PSHE) Policy

This policy was adopted in May 2020

This policy was updated in September 2021

The policy is to be reviewed by May 2022

1. Scope

We aim to equip children with the skills and attitudes they need to make informed choices and decisions and to value themselves as individuals. This policy fulfils our school ethos:

- to respect
- to nurture
- to inspire
- to challenge
- to persevere

We believe these values positively support each child's growth and maturity, preparing them for the future. Our PSHE education programme promotes and is underpinned by our school values and our aims which are to:

- Inspire each child to reach their full potential
- Build confidence and create a passion for learning where each child realises there are no limits to what they can achieve
- Be creative, fun and inspirational in all learning
- Support in-school learning through weekly and termly homework
- Positively encourage individuality and free thinking to develop creative and inquisitive minds
- Ensure children take responsibility for themselves and their actions
- Ensure each child treats everyone with respect including their peers and adults alike

2. Introduction

At Chenies School, Personal, Social, Health and Economic Education is a distinct curriculum subject and has both statutory and non-statutory elements as defined by the DfE. High quality PSHE education supports pupils' personal, social, health and economic development, helps to give them the knowledge, skills, strategies and attributes to make informed choices and decisions about the different opportunities and challenges life presents. Pupils will learn about relationships, health and wellbeing, keeping safe, managing their lives (both online and offline), living in the wider world and financial education at an age appropriate level. Providing a high quality PSHE curriculum gives pupils opportunities to explore issues that are real and relevant to them in their daily lives in a safe and managed environment.

3. Policy Aims

Our policy aims to:

- Provide information to staff, parents and carers, governors, pupils and other agencies regarding the organisation, content and approach to teaching PSHE Education at Chenies School
- Help parents and carers to understand PSHE Education and support them to work with their child to secure the very best outcomes for all pupils
- Demonstrate how the school meets legal requirements with regards to teaching Relationships Education, Sex Education and Health Education.

4. Legislative Requirements

At Chenies School we teach the statutory elements of PSHE (Relationships Education and Health Education) through our PSHE curriculum. We also teach non-statutory Sex Education as part of PHSE provision (please see our separate Sex Education policy and Relationships Education Policy)

The Relationships Education, Relationships and Sex Education and Health Education (England) Regulations 2019, made under sections 34 and 35 of the Children and Social Work Act 2017, make Relationships Education compulsory for all pupils receiving primary education. They also make Health Education compulsory in all schools except independent schools.

We comply with the 'Relationships Education, Relationships and Sex Education (RSE) and Health Education statutory guidance issued by the DfE which is available to view on the following website: [https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/805781/Relationships Education Relationships and Sex Education RSE and Health Education.pdf](https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/805781/Relationships_Education_Relationships_and_Sex_Education_RSE_and_Health_Education.pdf)

We have due regard to the Equality Act (2010) which requires schools to prevent discrimination, advance equality of opportunity and foster good relations between different groups. The protected characteristics that apply to school age children are disability, race, religion or belief, sex, sexual orientation, gender reassignment, pregnancy and maternity.

We fulfil statutory safeguarding duties and ensure any safeguarding issues arising from Relationships teaching are identified and followed in accordance with the school safeguarding policy.

At Chenies School we teach Sex Education as part of our Relationships and PSHE curriculum. Whilst primary schools are not mandated to provide sex education, we offer this as part of our PSHE curriculum in addition to the statutory elements of sex education contained in the Science curriculum. As Sex Education is not statutory at Primary School, we wish to state the right of parents and carers to withdraw their child from designated Sex Education lessons. (Please see our Sex Education Policy for further information.) We are required to have regard to guidance issued by the secretary of state as outlined in section 405 of the Education Act 1996.

Please view our separate Sex Education Policy for further information.

5. The Curriculum

5a. Intent

We aim to provide high quality PSHE provision that will support pupils to develop life skills which will enable them to manage change, make healthy and safe choices, build character and be resilient, reflective and responsible members of society.

Our PSHE provision has been designed to be age appropriate, whilst being sensitive to the needs of our whole school community to ensure PSHE provision gives our pupils an education which will support them both now and in the future.

Our PSHE provision is underpinned by the 2010 Equalities Act and provides an inclusive curriculum that promotes understanding and mutual respect for all. We reflect diversity within our curriculum to ensure that no pupil feels excluded and teach pupils to understand, respect and celebrate difference and challenge stigma.

Our PSHE provision extends beyond the curriculum and includes themed days / weeks, assemblies and fully supports our school's ethos and values. PSHE is part of our school's broad and balanced curriculum supporting spiritual, moral cultural, social and cultural education, citizenship, equalities, and safeguarding.

The personal, social, health and economic development of our pupils is a vital element of education and we aim to work collaboratively with parents/ carers to ensure our children are well informed and supported to make healthy, safe and positive choices in all aspects of their daily lives.

5b. Implementation

At Chenies School statutory Relationships Education and Health Education are taught as part of a structured PSHE curriculum. We also teach Economic Education and relevant themes to support our pupils to manage their lives both now and in the future.

At Chenies School we use the PSHE Association's scheme of work and their recommended teaching resources for the planning and delivery of PSHE. The programme of study is adapted to provide a relevant and age appropriate curriculum. We also use the Christopher Winter Project scheme of work to help teach Sex and Relationships Education. We provide a spiral curriculum to ensure pupils are taught key aspects of PHSE at a relevant and age appropriate level and in line with their continuing personal, social and emotional development. The PSHE Association programme of study has been split into three core themes. We ensure that our curriculum is broad and balanced by dedicating each term to one of these themes and so throughout the year we cover Health and Wellbeing, Relationships and Living in the Wider World.

Relationships Education

Our PSHE curriculum covers statutory Relationships education (please see Relationships policy for further details). Relationships Education in primary schools focuses on teaching the fundamental building blocks and characteristics of positive relationships, with particular reference to friendships, family relationships, and relationships with other children and adults. By the end of primary school pupils will have been taught content on:

- Families and people who care for us
- Caring friendships
- Respectful relationships
- Online relationships
- Being safe

Pupils will be taught Relationships Education from Year 1 at an age appropriate level. Further details on what we are required to teach can be found in appendix 4 (DFE Relationships Education outcomes)

Sex Education

As part of our PSHE provision we teach Sex Education. This is an important and recommended aspect of the curriculum. As a non-statutory element of PSHE parents / carers have the right to withdraw their child from designated sex education lessons. We encourage parents and carers to talk through any concerns they may have and make an informed choice about whether to exercise the right to withdraw their child. Please see our sex education policy for more information.

Health Education

We deliver statutory Health Education through our PSHE curriculum. Health Education aims to teach pupils about physical and mental wellbeing and give pupils the information that they need to make good decisions about their own health and wellbeing. It should enable them to recognise what is normal and what is an issue with regards to themselves and others; pupils will be taught how to seek support as early as possible and from a safe and trusted source. By the end of primary school, pupils will have been taught content on:

- Mental wellbeing
- Internet safety and harms
- Physical health and fitness
- Healthy eating
- Facts and risks associated with drugs, alcohol and tobacco
- Health prevention
- Basic first aid
- Changing adolescent body*

*The changing adolescent body and puberty education is part of the statutory Health Education curriculum and is mandatory for all pupils. We teach the correct scientific names for body parts from year 1 (or reception) and this is done at an age appropriate level. A list of key vocabulary for each year group can be found in appendix 3 (PSHE Vocabulary Progression). Introducing the scientific names of genitalia is recommended by the NHS, the NSPCC and the PSHE Association among many others and is generally recognised as good practice -it is vital for safeguarding our children. Further details on what we are required to teach can be found in appendix 6 (DFE Health Education outcomes)

Living in the wider world

Even though much of the work within the theme 'Living in the wider world' is not included in statutory requirements, the theme as a whole remains vitally important for pupils' personal development and economic wellbeing.

By the end of primary school, pupils will have been taught content on:

- Shared responsibilities
- Communities
- Media literacy and digital resilience

- Economic Wellbeing: Money
- Economic Wellbeing: Aspirations, Work and Career

When and How is PSHE Taught?

At Chenies School PSHE is a taught subject. PSHE is timetabled once a week and delivered by class teachers. The PSHE curriculum has been designed to help pupils develop their knowledge and skills over time, embedding learning to ensure pupils receive a relevant and age appropriate education to support them in their lives now and in the future. PSHE is taught in units or blocks and the overview for this is available in appendix 1 (Curriculum Overview) and on the school website.

Assessment, Recording and Reporting

One of the key forms of assessment that we will use for PSHE is ipsative assessment. This compares where a pupil is at the end of a lesson or series of lessons against where they were before the lesson(s), in a similar way to an athlete measuring today's performance against their own previous performance. The benchmark against which progress is measured is the pupil's own starting point, not the performance of others or the requirements of an exam.

Teachers will carry out a baseline assessment activity (such as a discussion, mind map, questionnaire, points on a scale, card sort e.g. diamond nine etc) before a new 'area of learning'. This could be before a single lesson or series of lessons. Assessment for learning is then carried out throughout the activity through observation, questions, mini plenaries etc. At the end of the 'area of learning', assessment of learning through revisiting the baseline assessment activity takes place where progress is then measured.

Learning in PSHE should be assessed for several reasons.

- It is important for pupils to have opportunities to reflect on their learning, especially when that learning relates directly to the individual's identity – their personal qualities, attitudes, skills, attributes, achievements and influences.
- It is important for teachers to feel confident that learning has taken place, to be able to demonstrate progress, and to identify future learning needs.
- Assessment increases pupils' motivation and improves learning, as their increased awareness of their own progress and development illustrates the value of their learning.
- It allows the leadership team, parents, governors and school inspectors to see the impact PSHE education is having for pupils and for whole-school outcomes, such as Ofsted and ISI judgements on personal development, safeguarding, SMSC development and the promotion of fundamental British values. Without assessing PSHE education all you can do is describe provision; you cannot show its impact.
- The Department for Education (DfE) states in the statutory guidance for Relationships, Sex and Health education that "schools should have the same high expectations of the quality of pupils' work in these subjects as for other curriculum areas"

In the EYFS, class teachers assess children's development and progress in PSHE by making informal judgements as they observe children. Alongside these judgements, teachers use the personal, social and emotional objectives (as stated in Development Matters) to make more formal judgements of children's progress and development in this prime area of learning.

We will evidence pupils' learning in Key Stages 1 and 2 using individual books for each pupil. The book will be continued through the key stage with the child to see progression of learning over a longer length of time. Depending on the lesson taught, these give the children the opportunity to include any activities they do such as: writing, pictures, diagrams, photos etc. In the EYFS, the teacher may also keep a record of children's achievements through observations, evaluations, photographs or children's work.

Managing Difficult Questions and Confidentiality

In PSHE pupils learn about personal safety and the law. Should a pupil make a disclosure to a member of staff this will be reported to a designated safeguarding lead and followed up in accordance with our disclosure procedures. Please see our safeguarding policy for further information.

All aspects of PSHE are underpinned by shared and understood ground rules (see appendix 2 – PSHE Ground Rules) with lessons being delivered in a safe and well-managed environment. Ground rules are shared on a regular basis.

Distancing techniques are used in PSHE education. These provide depersonalised examples which support children to explore what is being taught without sharing their own personal experiences in the lesson. Pupils are encouraged to ask questions and raise issues in a respectful and appropriate manner.

Some questions or issues raised may not be appropriately answered in whole class lessons and these will be followed up separately on an individual or group basis. Teachers may need to take the time to consult with the school leadership team if they feel this is appropriate, or if the question raises potential safeguarding concerns. (For instance: 'That is a really interesting question and I need time to think because I want to give you a proper answer.')

A question box is available for pupils who do not feel confident to ask questions in front of the class or if they wish to have a separate conversation with a member of staff. Given the ease of access to the internet, children whose questions go unanswered may turn to inappropriate sources of information and so we aim to answer questions at an appropriate level where possible. We also respect that some questions are better addressed at home with parents/ carers and the school will share information with parents/carers on an individual basis should the need arise.

Whilst it is vital to have trust and openness, we cannot offer total confidentiality to pupils. Any disclosures or areas of concern will be followed up in accordance with our safeguarding procedures.

Entitlement and Equality of Opportunity

All pupils at our school will have the opportunity to access the PSHE curriculum, irrespective of social background, culture, race, religion, gender or ability. The delivery and content will, as with any lesson in school, be tailored to meet the needs of all our children- including any children with SEND. Depending on the lesson, the support given can take many forms – including differentiated activities, support from an additional adult or extra time for pre-teaching or revising areas that need further work. The support given will vary depending on the child's age and need.

Children will not be withdrawn from PSHE to catch up on other national curriculum subjects as we believe that these aspects of personal and social development are as important as their academic achievement and it is part of the child's statutory education.

5c. Impact

Our PSHE curriculum provides pupils with well-chosen opportunities and contexts to explore and embed new knowledge that can be used confidently in real life situations. As a result of our PSHE programme of learning, pupils will:

- Be able to form healthy, happy relationships with other children and adults and recognise the features of unhealthy relationships and have strategies to challenge negative behaviour of others and seek help when needed
- Know how and when to ask for help and where to access support
- Be well informed and recognise the risks they may encounter (both on and offline) and are able to make safe choices
- Be enabled to take responsibility for their actions and understand the implications and consequences of their own decisions
- Be well prepared for the next steps of their lives
- Have the knowledge, skills and attributes to live healthy, happy lives
- Understand and respect differences between themselves and others

6. Roles and Responsibilities

The Governing Body will approve the policy and hold the Headteacher to account for its implementation.

The Headteacher is responsible for ensuring PSHE is taught consistently across the school and for managing requests with regards to the parental right to withdraw from non-statutory Sex Education.

The PSHE lead is responsible for leading and managing the subject.

The Head teacher and PSHE lead are responsible for monitoring the standards of children's progress and achievement, and quality of teaching. They will check that all appropriate topics are being taught and will speak to the children to ensure they feel safe and confident within their PSHE lessons.

Teachers are responsible for planning, delivering and assessing PSHE for their class and communicating with the PSHE lead about the subject when needed.

Teaching Assistants are responsible for working alongside the teachers to support learning in PSHE lessons as directed by the class teacher.

Pupils are expected to fully engage with PSHE provision and treat others with respect.

7. Working with outside agencies and visiting speakers

At times, we may invite external contributors to enrich the learning at our school. When we use external speakers to deliver aspects of our PSHE programme we will ensure that the class teacher will manage this learning, ensuring that learning objectives and outcomes have been agreed with the visitor in advance, and that any input from visitors will be part of a planned, developmental programme. Teachers will be present to manage the learning and to ensure that it is safe. External contributors are to be made clear about the school's rules on confidentiality and that whilst working

with children at Chenies school, they are bound by the school's confidentiality policy and not their own.

8. Monitoring, evaluation and training

- PSHE provision will be monitored and evaluated by the PSHE lead, SLT and Governors in line with the monitoring cycle agreed by the school.
- The PSHE policy will be reviewed annually.
- To ensure staff are confident to deliver all aspects of the PSHE curriculum, access to online, in-school, local and national training will be made available and in accordance with the school's CPD programme for staff development

9. Working with parents

It is vital that parents and carers know what is being taught and how to support their child/children. The PSHE curriculum overview is published on the school website along with the PSHE policy, Relationships policy and Sex education policy. Appendix 1 (Curriculum Overview) shows what is being taught by year group.

We welcome and encourage parents and carers to make an appointment with the class teacher or the headteacher to discuss any aspect of the PSHE curriculum or to raise any concerns they may have regarding this vital area of education. We consult with parents, carers and the wider community when needed to provide an ongoing process to ensure we all work together for the greatest benefit of the children. We understand that parents and carers may wish to approach the school to access help with concerns they may have about their child and where they can go to obtain further support.

Parents and carers are **only** entitled to withdraw their child from designated Sex Education lessons and there is no right to withdraw from PSHE which includes statutory Relationships Education and Health Education. The Science curriculum also includes content on human development (including reproduction) for which there is no right to withdraw from. We highly recommend all students receive the full PSHE curriculum.

Parents will be given useful information at different times particularly when relevant or applicable to current learning areas. These may include trusted external websites and could be included in teacher's information in the Friday letter that goes out weekly, or in other whole school or class information letters.

The DFE have also published a useful guide for parents which is available at:

https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/812593/RSE_primary_schools_guide_for_parents.pdf

Please note these are available other languages (Urdu, Somali, Arabic)

10. Linked policies

This policy may be read in conjunction with the following policies:

- Safeguarding Policy
- Anti-Bullying Policy
- Relationships Education Policy
- Sex Education Policy

- Behaviour Policy

11. Appendices

Appendix 1

PSHE Curriculum overview

Appendix 2

PSHE Ground Rules

Appendix 3

PSHE Vocabulary Progression

Appendix 4

Relationships Education Outcomes

Appendix 5

Not applicable to this policy

Appendix 6

Health Education Outcomes