

THUNDERSLEY PRIMARY SCHOOL

Policy



Member of staff Responsible	<i>Catherine Farmer/Olivia Parmenter</i>
Policy produced	<i>Autumn 2020</i>
Policy agreed/last reviewed	<i>July 2022</i>
To be reviewed	<i>Autumn 2024</i>
Other Policies Related	<i>Child Protection/Safeguarding, Relationship and Sex Education, Equal Opportunities, SEN,Behaviour/Anti-bullying, Health & Safety, Assessment, Online-safety, Science</i>
Other Paperwork Attached (appendix)	<i>Long term PHSE plan</i>

Thundersley Primary School PHSE Policy and Guidance

1. Context, including national and local policy and legislation

The policy supports a whole school approach to PSHE in the curriculum and throughout the life of the school and its community. It is consistent with current legislative frameworks and non-statutory guidance.

Duty to promote wellbeing:

The Education Act and Inspections Act 2006 place a requirement on schools to promote pupils' wellbeing (as identified in the Children Act 2004) as well as their academic achievement. We are committed to promoting the health and wellbeing of pupils, and of the whole school community, and fully recognise the important cyclical relationship between wellbeing and learning.

National Curriculum:

The National Curriculum states that all schools must provide a curriculum that is broadly based, balanced and meets the needs of all pupils. It must also:

- Promote the spiritual, moral, cultural, mental and physical development of pupils at the school and of society, and
- Prepare pupils at the school for the opportunities, responsibilities and experiences of later life.

The National Curriculum Framework (2013) states specifically that 'all schools should make provision for PSHE, drawing on good practice.'

Health and wellbeing promoting schools/Healthy Schools:

We are committed to providing a 'health and wellbeing climate and culture'. This means that we place teaching and learning in the wider context of our approach to:

- Leadership, management and managing change
- Policy development
- Curriculum, planning, resourcing and impact
- Teaching and learning
- Assessment, recording and reporting progress and achievement
- Pupil voice
- Pupils' support services
- Staff professional development needs
- Partnerships with parents/carers, the community and external agencies
- School culture and environment

2. Development process

We are committed to the ongoing development of PSHE in our school. We will use the following indicators to monitor and evaluate our progress:

- A coordinated and consistent approach to curriculum delivery has been adopted to ensure that all children have access to quality PHSE provision with good coverage. PHSE co-ordinator to oversee.
- Opportunities for cross-curricular approaches are being used where appropriate.
- Policy and practice is revised regularly and involves staff, governors and, if appropriate, pupils
- Opportunities are provided for parents/carers and members of our community to consider the purpose and nature of our PSHE, for example, through parent/carer information sessions.
- PHSE curriculum changes to fit needs of pupils - for example responding to challenges of Covid and lockdown. Subject leader leads and advise.

3. Location and dissemination

This policy document is freely available on request to the whole school community. The policy is referred to in relevant areas of the curriculum. A copy of the policy can be found on the school website. A physical copy of the policy is available from the school office.

4. Definition

What is the school's definition of PSHE?

The DfE report 'Preparing Young People for Adult Life' stated that 'Society has a responsibility to help children and young people to meet the challenges of life by helping them to understand and value themselves, be optimistic about the future and life's possibilities, and to develop positive self-esteem, confidence and to take increasing control of, and responsibility, for their lives and play an active part in their own communities. Personal, Social and Health Education, including Sex Education and Drug Education, provides a whole school strategy for working in partnership with parents and others to help children to overcome the social pressures they face and the barriers they present to learning and achievement.'

(Preparing Young People for Adult Life - DfE)

PSHE education can be defined as a planned programme of learning through which children and young people acquire the knowledge, understanding and skills they need to manage their lives, now and in the future. As part of a whole school approach, PSHE education develops the qualities and attributes pupils need to thrive as individuals, family members and members of society. The benefits to pupils of such an approach are numerous as PSHE prepares them to manage many of the most critical opportunities, challenges and responsibilities they will face growing up in such rapidly changing and challenging times. It also helps them to connect and apply the knowledge and understanding they learn in all subjects to practical, real-life situations while helping them to feel safe and secure enough to fulfil their academic potential.

PSHE Association July 2013

6. Overall school aims for Personal, Social and Health Education

Our approach to PSHE consists of a comprehensive and developmental programme of teaching and learning, which is delivered in the context of a Healthy School where the health and wellbeing of pupils and of the whole school community are actively promoted. Our PSHE programme has a positive influence on the ethos, learning and relationships throughout the school. It is central to our values and to achieving our school's stated aims and objectives.

Our PSHE programme helps pupils to develop the knowledge, understanding, skills and attitudes they need to live confident, healthy, independent lives now and in the future, as individuals, parents/carers, workers and members of society. It is embedded within the wider learning offered by the school to ensure that pupils experience positive relationships with adults and with each other and feel valued, and that those who are most vulnerable are identified and supported. Pupils are encouraged to take part in a wide range of activities and experiences across and beyond the curriculum, contributing fully to the life of our school and community.

The overarching aim for PSHE education is to provide pupils with:

- Accurate and relevant knowledge
- Opportunities to turn that knowledge into personal understanding
- Opportunities to explore, clarify and if necessary challenge, their own and others' values, attitudes,
- Beliefs, rights and responsibilities
- The skills, language and strategies they need in order to live healthy, safe, fulfilling, responsible and balanced lives

PSHE Association July 2013

Within this, the school aims to develop pupils' understanding of:

- Identity, including personal qualities, attitudes, skills, attributes and achievements and what influences these
- Relationships, including different types and in different settings
- A healthy lifestyle, including physically, emotionally and socially
- A balanced lifestyle, including within relationships, work-life, exercise and rest, spending and saving and diet
- Risk, including identification, assessment and how to manage risk rather than simply the avoidance of risk for self and others
- Safety, including behaviour and strategies to employ in different settings
- Diversity and equality, in all its forms
- Rights, including the notion of universal human rights, responsibilities including fairness and justice and consent in different contexts
- Change and resilience, the skills, strategies and 'inner resources' we can draw on when faced with challenging change or circumstance
- Power in a variety of contexts including persuasion, bullying, negotiation and 'win-win' outcomes
- Career, including enterprise, employability and economic understanding

7. To whom the policy applies

The policy applies to:

- The Head Teachers
- All school staff
- The Governing Body
- Pupils
- Parents/carers
- School nurse and other health professionals
- Partner agencies working in or with the school
- Religious leaders/faith groups

8. Key responsibilities for PSHE

i) All staff

All staff will:

- Ensure that they are up to date with school policy and curriculum requirements regarding PSHE
- Attend and engage in professional development training around PSHE provision, including individual and whole staff training/inset, where appropriate
- Attend staff meetings to be introduced to any new areas of work and review the effectiveness of the approaches used
- Report back to the PSHE Coordinator on any areas that they feel are not covered or inadequately provided for in the school's PSHE provision
- Encourage pupils to communicate concerns regarding their social, personal and emotional development in confidence and listen to their needs and support them seriously
- Follow the school's reporting systems if a pupil comes to a member of staff with an issue that they feel they are not able to deal with alone
- Ensure that their personal beliefs and attitudes will not prevent them from providing balanced PSHE in school
- Tailor their lessons to suit all pupils in their class, across the whole range of abilities, faiths, beliefs and cultures, including those pupils with special educational needs
- Ask for support in this from the school SEND coordinator or the PSHE Coordinator, should they need it

ii) Lead members of staff

The lead members of staff are entitled to receive training in their role and responsibilities. This supports them to lead on the development of the school's policy and practice and to monitor its implementation. This practice includes the curriculum and approaches to teaching and learning, as well as whole school approaches to health and wellbeing.

The lead members of staff will:

- Develop the school policy and review it on an annual basis
- Ensure that all staff are given regular and ongoing training on issues relating to PSHE and how to deliver lessons on such issues

- Ensure that all staff are up to date with policy changes, and familiar with school policy and guidance relating to PSHE
- Provide support to staff members who feel uncomfortable or ill-equipped to deal with the delivery of PSHE
- Ensure that PSHE is age appropriate and needs-led across all year groups; this means ensuring that the curriculum develops as the pupils do and meets their needs
- Ensure that the knowledge and information regarding PSHE to which all pupils are entitled is provided in a comprehensive way
- Support parent/carer and Governor involvement in the development of the PSHE curriculum
- Ensure that their personal beliefs, values and attitudes will not prevent them from providing balanced PSHE in school
- Communicate freely with staff, parents/carers and the governing body to ensure that everyone is in understanding of the school policy and curriculum for PSHE, and that any concerns or opinions regarding the provision at the school are listened to, taken into account and acted on as is appropriate
- Ensure that provision of PSHE at home is complementary to the provision the school provides and communicate to parents/carers any additional support available where necessary or requested

iii) Governors

The Governing Body as a whole plays an active role in monitoring, developing and reviewing the policy and its implementation in school. There is a designated PHSE/RSE governor who will be reflect on, monitor and review the work as appropriate.

iv) Pupils

All pupils:

- Should support one another with issues that arise through PSHE
- Will listen in class, be considerate of other people's feelings and beliefs, and comply with confidentiality rules that are set in class
- Will be made to feel comfortable to talk to a member of staff, in confidence, regarding any concerns they have in school related to PSHE or otherwise
- Will be asked for feedback on the school's PSHE provision yearly and be expected to take this responsibility seriously; opinions on provision and comments will be reviewed by the lead member/s of staff for PSHE and taken into consideration when the curriculum is prepared for the following year's pupils.

v) Parents/carers

The school recognises the key role that parents/carers fulfil in supporting their children through their personal development and the emotional and physical aspects of growing up. Therefore, we seek to work in partnership with parents/carers when planning and delivering PSHE.

The school will encourage this partnership by:

- Keeping parents/carers informed about all aspects of the PSHE curriculum, including when it is going to be delivered

- Gathering parent /carers' views on the policy and take these into account when it is being reviewed
- Providing access to resources and information being used in class and do everything to ensure that parents/carers are comfortable with the education provided to their children in school through parent workshops and websites
- Expecting parents/carers to share the responsibility of PSHE and support their children
- Encouraging parents/carers to create an open home environment where pupils can engage, discuss and continue to learn about matters that have been raised through PSHE
- Providing support and encourage parents/carers to seek additional support in this from the school where they feel it is needed

9. Staff support & CPD

The school provides regular professional development training in how to deliver PSHE. Staff, including non-teaching staff, CPD needs are identified and met through the following ways:

- An audit of staff CPD needs will be completed each year or at appropriate times throughout the year
- All members of the teaching and non-teaching staff will be offered generic PSHE training which includes sessions on: confidentiality, setting ground rules, handling controversial issues, responding to awkward questions, an introduction to the rationale of why teaching PSHE is so important, learning outcomes and school policy
- Teaching and non-teaching staff involved in the delivery of PSHE issues seen as potentially more sensitive will be offered appropriate training to encourage confidence in dealing with matters of confidentiality, child protection, sensitive issues, and with potentially difficult questions

10. PSHE Provision

i) Intended learning outcomes for PSHE - SEE APPENDIX A

ii) Curriculum organisation

Pupils receive their entitlement for learning PSHE through a spiral curriculum which demonstrates progression.

The PSHE programme is delivered through a variety of opportunities including:

- Designated PSHE time
- Circle time - delivered by the class teacher
- Use of external agencies/services (such as drug awareness talks, talks from the NSPCC etc.)
- School ethos
- Small group work focussed on social and communication developments
- One to one work with behaviour/learning mentors where this is appropriate or needed
- Cross curricular links
- Assemblies
- Enrichment days / weeks
- Residential trips

iii) Working with visitors and other external agencies

Where appropriate, we may use visits and visitors from external agencies or members of the community to support PSHE. This is an enrichment of our programme and not a substitute for our core provision which is based upon the strong relationships between teachers and pupils. It may be the case that the subject under discussion is better coming from an expert or experienced health professional who can challenge pupil's perceptions. When visitors are used to support the programme, the school's policy on use of visitors will be used. A teacher will be present throughout these lessons. Visitors will be given a copy of this policy, and any other relevant policies, and expected to comply with the guidelines outlined within it.

Residential trips can make a significant contribution to pupils' personal development. When planning such visits, we use opportunities to promote pupils' learning in relevant areas of the PSHE curriculum. Our partnership with the local community is also a priority, and we recognise and value its contribution to the PSHE programme.

Before involving visitors in any aspect of PSHE, teachers will ensure that:

- The visitor understands the school's confidentiality policy, values and approach to the educational programme
- There is appropriate planning, preparatory and follow up work for the sessions
- The visitor understands the emotional, intellectual, cultural, religious, social and ability level of the
- Pupils involved, including where there may be a specific issue relating to child protection
- The teacher needs to be part of the experience in order for the pupils to value the lessons and to build on the pupils' learning after the session/s as well as answer any questions the pupils may subsequently have

iv) Inclusion and equal opportunities

All pupils, whatever their experience, background and identity, are entitled to quality PSHE that helps them build confidence and a positive sense of self, and to stay healthy. All classes include pupils with different abilities and aptitudes, experiences and religious/cultural backgrounds, gender and sexual identities. To encourage pupils to participate in lessons, teachers will ensure content, approach, and use of inclusive language reflects the diversity of the school community, and helps each and every pupil to feel valued and included in the classroom.

We promote the needs and interest of all pupils. The school's approaches to teaching and learning take into account the ability, age, readiness and cultural backgrounds of pupils to ensure all can access the full PSHE provision. We promote social learning and expect our pupils to show a high regard for the needs of others. PSHE is an important vehicle for addressing both multicultural and gender issues and ensuring equal opportunities for all.

Responding to pupils' diverse learning needs:
Considerations will be made for:

- Religious and cultural diversity
- Differing gender needs and abilities, including SEND
- Diverse sexuality of pupils
- Homophobic/transphobic bullying and behaviour
- Pupil's age and physical and emotional maturity
- Pupils who are new to English

Ethnicity, religion and cultural diversity:

Our policy values the different backgrounds of all pupils in school and, in acknowledging and exploring different views and beliefs, seeks to promote respect and understanding. We encourage respect for all religions and cultures. We do not ask pupils to represent the views of a particular religious or cultural group to their peers, unless they choose to do so.

Special educational needs and learning difficulties:

We ensure that all pupils receive PSHE and we offer provision appropriate to the particular needs of our pupils, taking specialist advice where necessary. Staff will differentiate lessons to ensure that all members of the class can access the information fully. Some pupils will be more vulnerable to abuse and exploitation than their peers, and others may be confused about what is acceptable public behaviour. These pupils will need help which will be provided as part of their OPP or EHCP - to develop skills to reduce the risks of being abused and exploited, and to learn what sorts of behaviour are, and are not, acceptable.

Sexual identity and sexual orientation:

We have a clear duty under the Equality Act 2010 to ensure that our teaching is accessible to all pupils, including those who are lesbian, gay, bisexual and transgender (LGBT). Inclusive PSHE will foster good relations between pupils, tackle all types of prejudice, including homophobia, and promote understanding and respect, enabling us to meet the requirements, and live the intended spirit, of the Equality Act 2010, as reflected in our anti-bullying policy.

Pupils who are new to English

The school should take into account the language skills of individual pupils, ensuring that all pupils have equal access to the PSHE provision and resources.

The three principles for inclusion are:

- Setting suitable learning challenges: High standards are expected for all pupils. This will be done by delivering a comprehensive scheme of work which provides continuity and progression for all.
- Responding to pupils' diverse learning needs: Teaching and learning should be planned so that all lessons are inclusive and all pupils are enabled to participate fully and effectively.
- Overcoming potential barriers to learning and assessment for individuals and groups of pupils: Short term planning should seek to lower as much as is possible barriers to learning, participation and assessment through flexible approaches to teaching/learning both in the classroom and in the wider school environment.

v) Resources

We use primarily the SCARF scheme of work as a basis for PSHE. We carefully select resources which meet these objectives and ensure that the lessons in SCARF meet the needs of the learners. We also evaluate additional teacher resources, leaflets, online resources and videos before using them. Wherever possible we will use resources accredited by the PSHE Association.

We use children's books, both fiction and non-fiction, extensively within our PSHE programme. Teachers will always read and assess the books before using them to ensure they are appropriate for the planned work.

They will also consider the needs and circumstances of individual pupils in class when reading texts, in case they need to have a preparatory conversation with a pupil before the teaching takes place, for instance.

vi) Learning environment and ground rules

Staff are careful to ensure their personal beliefs and attitudes do not influence the teaching of PSHE. To this end, ground rules have been agreed to provide a framework of common values within which to teach. There are clear parameters as to what will be taught in a whole-class setting, and what will be dealt with on an individual basis.

If pupils are to benefit fully from a PSHE programme, they need to be confident speakers, good listeners and effective, sensitive communicators. When the needs of pupils are analysed, of overriding importance are two key areas: they need to feel safe and be safe. A set ground rules will help staff to create a safe and relaxed environment in which they do not feel embarrassed or anxious about unexpected questions or comments from the pupils. They also reduce the possibility of inappropriate behaviour and the disclosure of inappropriate personal information. We will develop these ground rules through circle time activities.

vii) Answering questions

How will staff answer questions?

We acknowledge that sensitive and potentially difficult issues will arise in PSHE as pupils will naturally share information and ask questions. When spontaneous discussion arises, it is guided in a way that reflects the stated school aims and curriculum content for PSHE. As a first principle, we answer questions relating to taught, planned curriculum for that age group to the whole class. We answer questions relating to areas beyond the taught, planned curriculum in a sensitive and age appropriate way, only to the pupil or pupils who have asked the question. If a member of staff is uncertain about the answer to a question, or indeed whether they should answer it, they will seek guidance from the PSHE leader/ Child Protection Officer. Questions may be referred to parents/carers if it is not appropriate to answer them in school. We may use a question box where questions may be asked anonymously.

When answering questions, we ensure that sharing personal information by adults, pupils or their families is discouraged. Where a question or comment from a pupil in the classroom indicates the possibilities of abuse or risk of harm, teachers will pass this information to the designated person for safeguarding and child protection, in line with school policy and procedures.

Ground rules are essential when discussing sensitive subject matters. Staff will establish clear parameters about what is appropriate and inappropriate in a whole-class setting by for example:

- Staff will set the tone by speaking in a matter-of-fact way
- Pupils will be encouraged to write down questions, anonymously if desired, and post them in an ask-it basket
- Staff will have time to prepare answers to all questions before the next session, and will choose not to respond in a whole-class setting to any questions that are inappropriate or need one-to-one follow up
- If a verbal question is too personal, staff will remind the pupils of the ground rules
- If a question is too explicit, feels too old for a pupil, is inappropriate for the whole-class, or raises concerns, staff will acknowledge it and promise to attend to it later on an individual basis
- Staff will not provide more information than is appropriate to the age of the pupil
- If staff are concerned that a pupil is at risk of abuse, the designated teacher will be informed and the usual child protection procedures followed

viii) Assessment, recording and reporting in PSHE

We assess pupils' learning in PSHE in line with approaches used in the rest of the curriculum (including assessment for learning).

Assessment methods:

- Needs assessment is used to identify existing knowledge and skills of pupils
- Assessment is built into the PSHE programme to inform planning
- Summative assessment takes place at the end of each unit
- Pupil self-assessment is used where appropriate
- Where pupils have exceeded, or fallen short of the module objectives this will be noted and individually addressed - either in the form of small group teaching, or to develop skills further
- Assessment focuses on knowledge as well as skill development and attitudes
- Teachers will keep a note of pupils who have missed some or the entire module due to absence from school
- Pupil progress and achievement is reported to parents/carers
- Pupil achievement in PSHE is celebrated and shared

ix) Monitoring and evaluation

Monitoring activities:

- Effective PSHE leadership with a system of lesson observations and peer support
- A system for regular review of the PSHE policy and programme
- Pupil and staff interviews/questionnaires
- Pupil/staff/parent surveys
- Scrutinising staff planning

Evaluation activities:

- Teacher and pupil evaluation of lessons, units and the overall PSHE programme
- Teacher evaluation of resources
- Evidence from lesson observations
- Evaluation of contributions of external partners
- Feedback and evaluation by pupils

11. Safeguarding and Child Protection

How will pupils who are thought to be 'at risk' be supported?

If the school has any reason to believe a pupil is at risk, what will happen?

PSHE plays a very important part in fulfilling the statutory duties all schools have to meet and the PSHE policy should be closely aligned to the school's safeguarding policy. PSHE helps pupils to know and understand how to keep themselves and others safe, make informed decisions and manage risk and equips them with the knowledge and skills to get help if they need it. When teaching any sensitive issue, pupils may give cause for concern, and a link needs to be made with the pastoral system and safeguarding arrangements. All adults involved in PSHE delivery need to be aware of the pastoral system and safeguarding arrangements in place.

All children in school can identify key figures of support and know to 'Speak Out - Keep Safe.'

12. Confidentiality in the context of PSHE lessons

The nature of PSHE means that pupils may disclose personal information that staff will respond to appropriately. The classroom is never a confidential place to talk, and that remains true in PSHE. Pupils will be reminded that lessons are not a place to discuss their personal experiences and issues, or to ask others to do so, through the establishment of ground rules. Any visitor to the classroom will be bound by the school's policy on confidentiality, regardless of whether they have, or their organisation has, a different policy. We will make sure visitors are aware of this, and make sure there are enough opportunities for pupils to access confidential support after the lesson if they need it.

Any information disclosed to a staff member or other responsible adult, which causes concern about the pupil's safety, will be communicated to the designated person as soon as possible and always within 24 hours, in line with our safeguarding and child protection policy. If a pupil tells a health professional, such as the school nurse, something personal on a one-to-one basis outside of the classroom, our school's confidentiality policy will help us to decide whether that person can keep that information confidential, or whether they need to seek help, advice, or refer to someone else. We will also signpost pupils and their families, where appropriate, to on and offline community, health and counselling services so pupils know where to go for confidential help and advice.

Techniques used in school to minimise the chance of pupils making a disclosure in class include:

- Depersonalising discussion
- Puppets
- Using role play to 'act out' scenarios
- Appropriate DVDs and TV extracts
- Case studies with invented characters
- Visits to/from outside agencies

- Ask it baskets

13. Support

We hope that pupils will feel safe in the school environment to talk to any member of staff in confidence about any areas of concern regarding their personal, social and emotional development. We promote the school ethos as one of inclusion and acceptance throughout all areas of school activity and hope that pupils respond to this by feeling comfortable to ask questions and continue their learning both in and outside of the classroom.

14. Complaints

Parents/carers who have complaints or concerns regarding the PSHE provision should contact the school and follow the school's complaints policy.