

HACKBRIDGE PRIMARY SCHOOL

PSHE POLICY (INCLUDING RELATIONSHIPS EDUCATION, HEALTH EDUCATION & SEX EDUCATION)

PHILOSOPHY/ RATIONALE

'These subjects represent a huge opportunity to help our children and young people develop. The knowledge and attributes gained will support their own, and others', wellbeing and attainment and help young people to become successful and happy adults who make a meaningful contribution to society.'

Secretary of State, 25th July 2019

Our core values at Hackbridge Primary School are Kindness, Inspiration, Nurture and Determination and, whilst these values are upheld through all aspects of school life, PSHE lessons provide an opportunity to allow children to fully explore and develop the necessary skills and experience to develop these values for themselves. Our school motto - Happy People Succeed – makes clear our whole school philosophy, with PSHE providing an opportunity to teach this directly.

WHAT IS PSHE?

'Today's children and young people are growing up in an increasingly complex world and living their lives seamlessly on and offline. This presents many positive and exciting opportunities, but also challenges and risks. In this environment, children and young people need to know how to be safe and healthy, and how to manage their academic, personal and social lives in a positive way.'

Secretary of State, 25th July 2019

The PSHE Association describes Personal, Social and Health Education (PSHE) as: '... a school subject through which pupils develop the knowledge, skills and attributes they need to keep themselves healthy and safe, and prepared for life and work.' This will include:

- Developing confidence and responsibility
- Preparing to play an active role as citizens
- Developing a healthy, safe lifestyle
- Developing good relationships and respecting the differences between people
- Keep themselves and others safe, both on- and off-line
- Have worthwhile and fulfilling relationships, both on- and off-line
- Respect the differences between people
- Develop independence and responsibility
- Play an active role as members of a democratic society
- Make the most of their own and others abilities

WHAT IS RELATIONSHIPS EDUCATION?

'In primary schools, we want the subjects to put in place the key building blocks of healthy, respectful relationships, focusing on family and friendships, in all contexts, including online.'

Secretary of State, 25th July 2019

Relationships Education is the learning of skills to make and maintain positive relationships; recognise when a relationship may not be so healthy and know how to get help if this is the case. This covers a full range of relationships, including online. Relationships Education is statutory in Primary Schools from September 2020 and the statutory guidance is fully incorporated within our scheme of work.

WHAT IS HEALTH EDUCATION?

‘... the essential understanding of how to be healthy... Teaching about mental wellbeing is central to these subjects, especially as a priority for parents is their children’s happiness... The new subject content will give them the knowledge and capability to take care of themselves and receive support if problems arise.’

Secretary of State, 25th July 2019

Health Education is learning the skills needed to recognise lifestyle choices that can promote positive physical and mental health; identify when they may be experiencing ill-health (both physically and mentally) and know how to get help if this is the case. Health Education is statutory in state-funded schools from September 2020 and the statutory guidance is fully incorporated within our scheme of work.

Health Education incorporates what was specifically known as Drugs and Alcohol Education and also learning related to body changes (puberty) which was previously part of non-statutory Sex Education.

WHY SHOULD WE TEACH PSHE?

‘Well-delivered PSHE programmes have an impact on both academic and non-academic outcomes for pupils, particularly the most vulnerable and disadvantaged.’

PSHE Association, Curriculum Guidance

‘... Whilst we are not mandating content on financial education or careers, we want to support the high quality teaching of these areas in all schools as part of a comprehensive programme, which complements the national curriculum where appropriate and meets the ambitions of the Careers Strategy. We know that many schools will choose to teach the compulsory content within a wider programme of Personal, Social, Health and Economic Education or similar. Schools are encouraged to continue to do so, if this is right for them, and build on established, high quality programmes.’

Secretary of State, 25th July 2019

Our PSHE curriculum provides the opportunity to teach our pupils a range of skills and knowledge, alongside their academic learning, to support them to lead happy and successful lives. We have ensured coverage of the statutory guidance for Health Education and Relationships Education and also feel that it is important to keep other elements of learning that promote positive long term outcomes for our pupils; including learning about finances, careers and global citizenship. We feel this is best achieved through a continuation of our PSHE programme. The term ‘PSHE’ will therefore be used in school to relate to all aspects of Health Education, Relationships Education, financial education, careers awareness and global citizenship.

PSHE also offers an opportunity to develop other skills and attitudes that are not as easy to define within a set of objectives:

- To provide opportunities where children can think critically and express options confidently
- To explore values, morals and beliefs
- To be able to make choices within moral contexts

- To explore how all actions have outcomes for themselves and others
- To develop a positive attitude towards themselves, their peers and the wider school community
- Value and respect oneself and others

STATEMENT ABOUT SEX EDUCATION

As set out in the guidance (*DfE, 25th June 2019*), Sex Education is not statutory for any primary schools in England, however they can choose to provide Sex Education lessons if they wish. Following consultation with parents and carers and assessing the needs of our pupils, we have made the decision not to provide Sex Education through our PSHE lessons.

The children will receive learning about the human reproductive cycle through the statutory Science curriculum. They will also learn about body changes during puberty, as part of statutory Health Education, and links will be made to the Science curriculum that this is in order to prepare their body for reproduction as an adult.

The term 'sex', where used within the PSHE curriculum, will solely be used to describe the different sexes, male and female, and will not be used in relation to sexual intercourse.

WHO IS RESPONSIBLE FOR THE SUBJECT?

The PSHE curriculum co-ordinator is responsible for overseeing the planning and delivery of PSHE within school. They will be supported by the Senior Leader for Health, Behaviour and Wellbeing, the Designated Safeguarding Lead and the Science curriculum co-ordinator as necessary.

The PSHE curriculum co-ordinator will also work closely with the PE curriculum team, Travel Plan co-ordinator, Eco-Schools co-ordinator and EYFS PSED/UW co-ordinator as needed to ensure an integrated curriculum.

The PSHE curriculum co-ordinator will monitor the implementation of this policy through his/her ongoing co-ordinator role to ensure that procedures laid down are reflected in practice. This will be discussed with the Headteacher annually in order that any revision of the policy, including any necessitated by new legislation, can be built into the School Improvement Plan for the following year.

The Governor's Curriculum Committee will ensure that this review process has taken place through the consideration of a verbal report by the Headteacher at the Summer Term Committee meeting each year.

Any revision to this will be ratified by the Committee at the appropriate meeting according to the timescale set down in the Coordinator's Action Plan.

HOW WILL IT BE ORGANISED AND COVERED?

PSHE lessons will be planned into the weekly timetable and taught by class teachers and PPA staff. Class lessons will be supplemented and reinforced by weekly whole school or key stage assemblies.

The curriculum will be arranged as a spiral, with Years 1-6 covering the same areas of learning in the same week to a greater degree of depth each year it is revisited. This allows for consolidation, re-enforcement of key principles and to provide the opportunity to explore themes to a greater depth, in line with other areas of the curriculum.

Lessons across a half term will include specific lessons on online safety and British Values, as well as lessons covering the statutory Health Education and Relationships Education guidance and others areas of PSHE including finances, careers and environmental issues. The draft Health and Relationships Scheme of Work for Sutton (July 2019) has been used to ensure coverage of all statutory objectives.

Lessons will consist of a combination of factual content delivered to pupils where required and opportunities for learning to be discussed and explored through stories, games and activities.

PROVISION FOR CHILDREN WITH PARTICULAR NEEDS

PSHE lessons will be planned to meet the needs of all pupils to ensure all children have full access to the PSHE curriculum. Consideration will also be given to EAL pupils who may find the emphasis on discursive activities more challenging than other curriculum subjects. All the usual forms of differentiation and support are available to teachers to ensure all pupils access PSHE lessons.

TEACHING METHODS AND APPROACHES

‘... It must be taught sensitively and inclusively, with respect to the backgrounds and beliefs of pupils and parents while always with the aim of providing pupils with the knowledge they need of the law.’

Secretary of State, 25th July 2019

PSHE lessons will be taught by substantive teaching and support staff, who are familiar with the pupils, where possible. Lessons will be delivered in a similar manner and routine to other curriculum lessons.

‘Ground rules’ will be used for teaching more sensitive topics based on the following principles:

1. All pupils are encouraged to contribute but no one has to contribute.
2. Listen with respect to others’ ideas.
3. Pupils are discouraged to share their own personal experiences during lessons, instead using general terms and phrases where possible.
4. Pupils will be reminded that they can talk to any member of staff or any trusted adult following the lesson if they wish to talk about a personal experience.

Any disclosures made during a PSHE lessons will be followed up in accordance with the school’s safeguarding policy.

Where appropriate, sensitive topics will be taught within the context of British Values and British Law (this includes, but is not limited to: LGBT, racism and domestic violence).

Children will be taught basic vocabulary to establish a shared understanding of the topic and enable discussion, and facts will be shared about what is protected under British Law. Learning in these areas will then be related to the British Values of Tolerance, Mutual Respect and Individual Liberty. Discussion will not focus on opinions of individuals and misconceptions will be addressed in relation to the facts related to British Law.

CRITERIA FOR RESOURCES ALLOCATION

Resources will be sought from established and verified sources in the first instance, such as the PSHE Association or those listed in the Health and Relationships Education Scheme of Work for Sutton. Other resources that are sought or created by school staff will be representative and respectful of our diverse school community and that of British society.

All resources will adhere to the guidance of this policy related to what is and is not included in our PSHE curriculum.

STAFF PROFESSIONAL DEVELOPMENT

In addition to this policy, all teaching staff will have access to written guidance on delivering sensitive lessons, including advice on establishing ground rules for class discussions with the pupils and suggestions for how to manage challenging or sensitive questions from pupils.

Teaching staff will also receive regular (at least annually) staff meetings on the teaching of PSHE and the opportunity to request further training and support if they require.

ASSESSMENT AND REPORTING ON LEARNING

Due to the nature of some elements of the PSHE curriculum, related to attitudes and behaviour, it has been acknowledged that PSHE can be a challenging subject to assess. A set of assessment statements relating to knowledge and observable behaviour has been developed and will be assessed against in accordance with the school's Assessment Policy. This also includes greater depth statements for each year group.

PSHE learning and attainment will be reported to parents in a similar way to other Foundation Subjects at the end of the school year and school data will be analysed to inform future planning and set targets.

PARENTAL RIGHT TO WITHDRAW

We aim to work in collaboration with our families and in the first instance of a family expressing a desire to withdraw their child/ren from any element of the school curriculum, a meeting will be offered with the Head Teacher or another member of the Senior Leadership Team as appropriate. We will aim to discuss the family's concerns and share content of lessons to provide reassurance.

The Relationships Education and Health Education guidance is statutory and from September 2020 parents do not have the right to withdraw their children from any of these lessons. Other elements of the PSHE curriculum are not statutory for schools to teach but if a school does decide to teach them (specifically finances, careers and environmental issues) parents do not have the right to withdraw from these lessons.

Parents do have the right to withdraw from any Sex Education lessons. We do not currently teach Sex Education lessons.

Parents do have the right to withdraw their children from Religious Education and acts of collective worship (assembly). Some assemblies may incorporate Health Education, Relationship Education or other elements of the broader PSHE curriculum. In accordance with the right to withdraw from RE and acts of collective worship, parents will have the right to withdraw their children from these assemblies. It will be established during a conversation with the parents whether their wish to withdraw their child/ren from collective acts of worship is relation to religiously themed assemblies only or all

assemblies, including those with themes related to Health Education, Relationships Education or other areas of broader PSHE.

A record will be kept of any child/ren whose parents have exercised their right to withdraw their children from collective acts of worship that may include assemblies related to Health Education, Relationships Education or other aspects of PSHE.

LINKS WITH EYFS

The PSHE curriculum, incorporating statutory Health Education and Relationships Education, is relevant for Key Stage 1 and Key Stage 2. We are aware that there is an overlap with the Primary PSHE curriculum and elements of the Early Year Foundation Stage curriculum, including Personal, Social and Emotional Development and Understanding the World. The Health and Relationships Education Scheme of Work provides guidance of where and how the PSHE curriculum can make links with the EYFS curriculum to ensure consistency in approaches to teaching, especially related to safeguarding.

ANSWERING DIFFICULT OR SENSITIVE QUESTIONS

Pupils are encouraged to ask questions to further their understanding and this is no less so during PSHE lessons. Due to the sensitive nature of some areas of PSHE, there may be questions which it is not appropriate to answer in school and the pupil should be referred back to their parents or care-givers. Support can be offered to pupils to take their question to a parent/care-giver if appropriate.

This should include, but not be limited to:

- Any question related to sexual intercourse that is not covered within the Science curriculum topic of Human Reproduction;
- Any question seeking a member of staff's personal opinion relating to a sensitive topic.

In any situation where a member of staff feels uncertain about the appropriateness of answering a pupil's question or does not feel confident about answering the question factually within the parameters of this policy, then the pupil will be referred to their parent or care-giver.

OTHER INFORMATION

This policy has been developed in response to consultation with parents and pupils of the school and their views will continue to be sought when updating this policy.

The information set down in this policy will be reflected in the ethos of the Equal Opportunities, SEND, and Health and Safety policies.

This policy will run in conjunction with the following policies: Behaviour & Anti-bullying, Equal Opportunities, Child Protection and Safeguarding, Health & Safety and Special Educational Needs.

Date: June 2020

Coordinator: Yvonne Adnyana

Review Date: Autumn 2021