Mosspits Lane Primary School

Personal, **S**ocial, **H**ealth **&** **E**conomic **E**ducation **Policy** (including Relationships and Sex Education)

Approved by:	A Underwood	**Date:**	December 2022
Last reviewed on:	December 2022		
Next review due by:	July 2024		

Policy Context and Rationale

This policy covers our school approach to PSHE education, which includes the statutory teaching of Relationships Education and Health Education and the non-statutory teaching of Sex Education and other non-statutory aspects of PSHE, e.g. economic wellbeing. This policy has been written by the subject lead and in consultation with the curriculum lead and senior management team. Consultation has taken the form of pupil voice, staff voice and local data. As consultation and involvement of pupils in PSHE is crucial to meet their needs and address the issues they are facing, the pupils have been at the centre of our approach. Key needs have been identified by our pupils and we have further developed our approach by looking at local data. The need for promoting emotional well-being and physical development of all children is evident as a pressing issue in our school. PSHE recognises a role in supporting children's wider development and preparing all students for any opportunity, responsibility and experiences in later life.

Policy Availability

Parents and carers will be informed about the policy through our school website, where they can access the PSHE statement and curriculum map information. They will be presented with regular updates regarding the curriculum and what is taught when. Parents will be provided with the most up to date legislation and evidence for the PSHE programme of study and this will be available to access on the school website. Parents and carers will have the opportunity to discuss the policy in place with the subject lead and curriculum lead, through online surveys and organised meetings if any concerns are raised. This will enable a shared ethos within the school community.

Policy Aims and Objectives

Our school's ethos and overarching aims and objectives for our pupils are:

- To achieve end of primary expectations from the statutory relationships and health education guidance (released in 2019)
- Develop knowledge and understanding in main core areas – families and those who care for me, caring friendships, respectful relationships, online relationships, mental health, internet safety and harms, physical health and fitness, healthy eating, drugs, alcohol and tobacco, health and prevention, basic first aid and changing adolescent body.
- To ensure PSHE provision meets the needs of all pupils and that lessons are safe and effective.

Creating a Safe and Supportive Learning Environment

Because PSHE works within pupils' real life experiences, it is essential to establish a safe learning environment. Clear 'ground rules' and a confidentiality policy that is understood by all (adults and children) are important elements of creating this. In the course of PSHE lessons, pupils may indicate in some way that they are vulnerable or 'at risk'. It is important to make a clear link to the school's safeguarding/ child protection policy to ensure clarity about what is required in such circumstances. We will create a safe and supportive learning environment by ensuring vital distancing techniques are in place in lessons, ground rules are set, including keeping the conversation in the room, being respectful of others (disagreeing respectfully) and making no assumptions.

We will ensure that where pupils indicate that they may be vulnerable and at risk essential safeguarding procedures are followed in consultation with the designated safeguarding lead.

Entitlement and Equality of Opportunity

At Mosspits, we meet the needs and interests of all pupils as outlined in The Equality Act (2010). Through the planning and materials we use, we ensure that all children can see themselves and their families reflected in our lessons and that stereotypes are not reinforced. We expect all children to consider the needs of others and we provide a curriculum and provision that can be fully accessed by all pupils.

SEND

Pupils with SEND have a full entitlement to the PSHE curriculum. SEND pupils will not be withdrawn from PSHE lessons. At Mosspits, we ensure our SEND children follow the same progressive curriculum but these children may receive additional support to achieve the objective, e.g. through the use of additional resources, pre-teaching, 1-1 work outside of the classroom, the use of social stories and opportunities within school to practise and apply new learning.

Intended Outcomes

As a result of our PSHE programme of learning, pupils will:

- access a comprehensive, balanced and relevant body of knowledge to inform their present and future choices.
- develop the skills so that they know how to put this vital knowledge into practice.
- access progressive learning which builds upon prior knowledge and prepares them for the next phase.
- demonstrate their progress through meaningful assessment.

Learning and Teaching

PSHE needs to consider pupils' starting points. Pupils will bring differing levels of knowledge and understanding to any issue explored. Often this prior learning is more complex than we might assume. Where possible, any new topic in PSHE should start by determining pupils' prior knowledge through pre-unit assessment. The programme will be taught through a range of teaching methods and lessons will be recorded in many different ways depending on age and ability i.e. using big books, thoughts journals, and video clips.

Research shows that attempts to scare or shock young people into making decisions rarely work, and can indeed 'backfire' by inadvertently creating excitement, curiosity or even status among pupils who accept the risk. This does not mean that potential consequences of the lifestyle choice should not be made clear, but balance is important. For example, young people frequently overestimate how often their peers take part in risky behaviours and feel that they are the 'odd ones out' if they don't do the same. It is important that they are reassured that the majority of young people actually make positive, healthy lifestyle choices.

It is important that pupils are helped to make connections between the learning they receive in PSHE and their current and future 'real life' experiences. The skill of critical reflection is therefore at the heart of assessment for learning in our PSHE.

Planning

The planning provided to the children of Mosspits, is regularly reviewed and tailored to their ever-changing needs. Below is the curriculum map using resources from PSHE Association, NHS, 1 Decision and Growing up with Yasmine and Tom.

	RSE Curriculum Map								
	AUTUMN - Relationships			SPRING - Living in the Wider World			SUMMER - 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
YEAR 1	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
YEAR 2	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
YEAR 3	What makes a family; features of family life The value of rules and laws; rights, freedoms	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
YEAR 4	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
YEAR 5	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
YEAR 6	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

Timetabling

PSHE is most effectively taught through a 'spiral programme'. This means organising learning into a series of recurring themes, often across a half term, on a yearly cycle. The level of demand increases across school years and learning is progressively deepened. This approach avoids PSHE becoming a string of 'topics' or disconnected 'issues'. We allocate essential curriculum time to PSHE each week. Extra time is allocated for enrichment activities which are additional to the PSHE curriculum by may support it, e.g. Mental Health and Well-being Week and the 'No Room for Racism' Initiative.

Assessment

Assessment in PSHE needs to be carried out as a partnership between teacher and pupil and needs to be meaningful for both. Assessment in PSHE should focus on learning from a child's individual start point. Children inform the learning process by identifying needs, collecting information to certify achievement and informing others by reflecting on what they have learnt and putting this into action. We assess pupils' learning and progression through baseline assessments and summative assessments. This is implemented from Year One to Year Six and presented in a variety of different ways. Through meaningful assessment, planning is further tailored to meet the changing needs of the children.

Teaching Responsibility and Staff Training

The programme will be led by the PSHE Lead and supported by the Curriculum Lead and will be taught across the school, in all phases by teaching staff. It will be supported by teaching assistants who play a vital role in supporting pupils. Teachers responsible for teaching PSHE will receive training through bespoke CPD workshops led by the curriculum lead and subject lead and will be guided through by detailed and high quality planning and resources.

Visitors to the classroom will be encouraged to bring their expertise or personal stories to enrich pupil's learning. However, the teacher should always manage this learning, ensuring that learning objectives and outcomes have been agreed with the visitor in advance, and that any input from visitors should be part of a planned, developmental programme rather than a substitute for it. Teachers should always be present to manage the learning, and to ensure that it is safe. In RSE, a school nurse can present and teach objectives but this should always be followed up by the class teacher to answer any queries or questions.

Confidentiality and Handling Disclosures

Due to the nature of PSHE, pupils' learning may result in them seeking advice or support on a specific personal issue. Teachers cannot offer complete confidentiality; it is important for everyone's safety that teachers and pupils are clear about what can and cannot be kept confidential. It is also very important for external contributors, including school nurses, to be clear about these rules and that whilst working in the classroom, they are bound by the school's confidentiality policy, not their own. Ground rules are to be explained every lesson so that the children are aware of what is expected within the classroom.

Responding to Pupils Questions

It is important that pupils feel able to ask any questions that they wish and that their questions are valued. However, consideration will need to be given to how to respond to questions. If necessary, teachers may ask a pupil to wait for an answer to give them time to consult with the school's leadership team if they feel this is appropriate, or if the question raises potential safeguarding concerns. Teachers should feel able to work with colleagues if necessary to construct an appropriate answer. We will allow pupils to raise anonymous questions by using the class worry box and notes passed to the teacher at the end of each lesson. If a safeguarding issue is raised by an anonymous question, we will follow essential safeguarding procedure.

Links to Other School Policies and Areas of the Curriculum

This policy supports the following policies:

- Relationships and Behaviour Policy
- Equal Opportunities Policy
- Child Protection
- First Aid
- SEND

Involving Parents and Carers

We are committed to working with parents and carers in all aspects of PSHE. We will communicate with families and carers through online platforms including texting, emailing, Twitter, Dojo and the school website. Annually, Mosspits will invite parents into school to learn more about our PSHE curriculum. A parent does have the right to withdraw their child from a PSHE lesson which covers sex and reproduction. At Mosspits, this is taught in the Summer term of Year 6. Any parents wishing to withdraw their child, will be invited into school to meet with the headteacher.

Review Date

The PSHE policy will be reviewed at least every 2 years to ensure that it continues to meet the needs of pupils, staff and parents, and that it is in line with current DfE advice and guidance, unless there's urgent need to do so earlier. This policy will be reviewed in July 2024 and will be reviewed by the Curriculum Lead and Subject Lead.