



PSHE Policy

Abstract: This policy sets out the school's approach to teaching PSHE.

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School ethos and values statement

Lent Rise School is a welcoming, caring community where we encourage all our children to Learn Reach and Shine.

At Lent Rise school, we are committed to providing a holistic approach to education, which aims to support the academic, cultural, personal, and social development of all our pupils. The pupils will learn through our Learn Reach Shine values in order to develop their character and curiosity. PSHE Education supports the development of our school's core values: Respect, Tolerance, Friendship, Care, Responsibility, Trust, and Community.

In order to prepare our children for their future, it is vital that they are equipped with the skills that will enable them to become informed and autonomous citizens. It is necessary to provide pupils with key facts and information about issues in society, to allow them to make independent and reasoned decisions of their own. Personal, Social and Health Education is a means by which pupils can explore real and relevant issues in a secure environment.

What is PSHE?

Personal, Social, Health and Economic Education is a non-statutory subject, however, there are aspects of it that we are required to teach (please see below).

- We must teach relationships education under the [Children and Social Work Act 2017](#), in line with the terms set out in [statutory guidance](#)
- We must teach health education under the same statutory guidance

High quality PSHE education supports pupils' personal, social, health, relationship, 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 (both within families and friendships), health and wellbeing, keeping safe, managing their off and online lives, 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.

The aim of this policy is to:

- Provide information to staff, parents and carers, governors, pupils and other agencies regarding the organisation, content, and approach to teaching PSHE Education
- 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

Legalities

At Lent Rise School, we teach the statutory parts of PSHE - Relationships Education (please see our Relationships Education Policy) and Health Education through our PSHE curriculum. We also teach non-statutory Relationships and Education as part of PHSE provision (please see our Relationships and Sex 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 and Relationships and Sex Education (RSE) compulsory for all pupils receiving secondary 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.

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

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. We are required to have regard to guidance issued by the secretary of state as outlined in section 403 of the Education Act 1996.

We follow the DfE guidance for teaching PSHE (updated June 2019)

<https://www.gov.uk/government/publications/personal-social-health-and-economic-education-PSHE/personal-social-health-and-economic-PSHE-education>

It is the statutory responsibility of the governing body to ensure the school has a compliant and up to date Relationships and Sex Education policy when teaching Sex Education.

The curriculum

Intent

Why do we teach it?

The personal, social, health, relationships 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.

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, 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.

Implementation

Planning, Teaching and Learning

PSHE lessons take place one per week, through the Jigsaw scheme, which carefully underpins the requirements set out by the DfE. We also cover aspects of the PSHRE curriculum during assemblies twice a week. Over the year, whole school events link to the PSHE curriculum, e.g. Hello Yellow, to raise awareness of children's mental health and the local PCSOs visit year 6 to discuss knife crime.

At Lent Rise school, we also have additional PSHE themed days and enrichment sessions and mark national and local events such as Anti - Bullying Week, Young Carers Week and join in national health and wellbeing awareness campaigns, such as Show Racism the Red Card. 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 and the themes are available to view on the school website as set out within the Jigsaw Scheme.

Parents will be updated about where their child is currently working at within PSHE half termly through parents evenings and reports sent home.

At Lent Rise school, we use the Jigsaw scheme of work as a foundation for the planning and delivery of PSHE. The programme of study is adapted to provide a relevant and age-appropriate curriculum and taught through three core themes: *Being Me in My World, Celebrating Difference, Dreams and Goals, Healthy Me, Relationships and Changing Me*. We provide a spiral curriculum to ensure pupils are taught key aspects of PSHE at a relevant and age-appropriate level and in line with their continuing personal, social, and emotional development.

How delivery and content will be made accessible to all pupils including SEND

PSHE provision is differentiated according to the individual needs of pupils, including those with SEND and EAL. All pupils are supported to access the PSHE curriculum at an appropriate level with tasks and materials adapted where necessary.

Impact

PSHE provision provides pupils with well-chosen opportunities and contexts to explore and embed new knowledge that can be used confidently in real-life situations:

- Pupils can 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
- Pupils know how and when to ask for help and where to access support
- Pupils are well informed and recognise the risks they may encounter both on and offline and are able to make safe choices
- Pupils are enabled to take responsibility for their actions and understand the implications and consequences of their own decisions
- Pupils are well prepared for the next steps of their lives
- Pupils have the knowledge, skills, and attributes to live healthy, happy lives
- Pupils understand and respect differences between themselves and others
- Pupils are aware of the SMART rules and recognise how to be safe when they are online

We ensure that the content is made accessible to all pupils, including SEND (see Inclusion above).

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 of all body parts from year 5/6 as per puberty and non-statutory sex education lessons. Introducing the scientific names of genitalia is recommended by the NSPCC, the PSHE Association and is recognised good practice, supporting the safeguarding of pupils.

DfE outcomes for Health Education can be found in appendix 1.

Living in the wider world/economic education

Our PSHE curriculum covers Economic Education and Living in the Wider World. Pupils will learn about managing money, saving and enterprise skills, career education and climate change. Year 6 children occasionally take part in Virgin Money's 'Make £5 Grow Scheme', which teaches them the basic rules of managing money within a small business.

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 on the school website for further information.

All aspects of PSHE (particularly puberty and sex education lessons) are underpinned by shared and understood ground rules (please also refer to appendix 2) with lessons being delivered in a safe and well managed environment. To ensure the content and delivery of PSHE education is appropriate and relevant to our pupils we use simple baselines to ascertain what pupils already know, and what they would like to learn. Distancing techniques are used in PSHE education, which 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. Given ease of access to the internet, children whose questions go unanswered may turn to inappropriate sources of information.

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.

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. Teachers are responsible for delivering PSHE.

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

Working with outside agencies and visiting speakers

We welcome opportunities to invite speakers and trusted outside agencies to support the delivery of PSHE. All visitors are subject to the vetting and sharing protocols established by the school.

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.

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 and Relationships and Sex Education policy. We have an open-door policy for any parents/carers who wish to find out more about our PSHE provision.

We understand that parents and carers may wish to approach the school to access help with concerns they may have about their child and receive trusted information on where they can go to obtain further support.

Our PSHE policy and PSHE curriculum overview can be found on the school website. 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.

Parents and carers are only entitled to withdraw their child from designated non-statutory Relationships and Sex Education lessons (please see the Relationships and Sex Education Policy for further details) and there is no right to withdraw from PSHE, which includes statutory Relationships Education and Health Education. We highly recommend all students receive the full PSHE curriculum.

Useful information for parents

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

Linked policies

- Safeguarding
- Anti - Bullying Policy
- Relationships Education Policy (RSE) policy

Policy development

This policy was developed by the PSHE lead in consultation with school governors, parents, and pupils.

Relevant information including relevant national and local guidance/guidance from Public Health and PSHE lead for Bucks were all applied.

Staff consultation - all school staff were given the opportunity to look at the policy and schemes of work and make recommendations.

Parent/stakeholder consultation -information shared with parents through Parent Mail and the school's website allowing parents and any interested parties to view how PSHE will be taught in the school in accordance with the new government guidance.

Appendix 2 DfE Ground rules for PSHE lessons

Work with pupils to establish a list of ground rules that will increase their feelings of safety and comfort during puberty and sex education classes.

It is essential that the following ground rules be included:

- No personal questions or sharing of private information.
- You have the right to pass on a question.
- No question is silly or stupid.
- Use dictionary words whenever possible.
- Post the list in the classroom and refer to it as needed.

There is a balance between encouraging pupils to talk about real life and over disclosure of private information. Encourage pupils to use the phrase "Someone I know..." instead of the person's name if sharing information of a personal nature.

It may be helpful to frame the ground rules in a creative way, such as:

G...Giggling is okay but laughing at others is not

R...Respect for myself and others is important

O...Option to pass on answering questions is available to all

U...Use dictionary words when describing the body

N...No question is a silly question!

D...Do use "Someone I know..." instead of the person's name