



Grendon  
Primary

# Personal, Social, Health and Economic Education (PSHE) Policy

Including policies for Health Education, Relationships Education and Sex Education

*"Educating the mind without educating the heart is no educational at all"*

**Aristotle**

Our PSHE education policy should be read alongside our other safeguarding and child protection policies and our academic policies.

PSHE is strongest when there is communication and collaboration between school and home. Our PSHE policy has been developed in consultation with parents, teaching staff and children to ensure it reflects the needs of our school community

## INTENT

**WE CAN provide teaching that develops knowledge and skills so children can learn and progress effectively**

It is our intent to provide a full PSHE curriculum which addresses not only the statutory Health Education and Relationships Education requirements but also delivers non-statutory age appropriate sex education and includes teaching about economic wellbeing, careers education, community and responsibility and digital and media literacy.

Our PSHE provision ensures compliance with the 2002 Education Act under which schools must provide a balanced and broadly-based curriculum which promotes the spiritual, moral, cultural and physical development of pupils at the school and prepares pupils for the opportunities, responsibilities and experiences of later life and the 2006 Education and Inspections Act which places a duty on Governing Bodies to promote the wellbeing of pupils at the school.

As part of our school vision that highlights the importance of the pastoral curriculum, PSHE is a priority subject for our pupils. We recognise the fundamental role that PSHE teaching holds in safeguarding our pupils. We also know that without the social and emotional skills which are developed through PSHE, many

of our pupils would not be able to access our academic curriculum. Research shows that the academic outcomes for pupils who receive comprehensive PSHE education are better than those who do not.

PSHE begins with the prime area of Personal, Social and Emotional Development in the EYFS when pupils focus on self-regulation, managing self and building relationships. As pupils move up into KS1 and KS2, it is our intent that pupils follow a thematic curriculum. We follow the guidance of the PSHE Association to ensure our PSHE provision is age appropriate and evidence informed.

It is our intent that our PSHE lessons provide memorable learning experiences.

**We intend for our PSHE provision to adopt a 'social norms' teaching model where children are supported through factual and impersonal information to understand the world around them and so are enabled to make informed personal decisions.**

PSHE education addresses our core aims and the Grendon Goals of developing resilience and independence. It is our intent that communication and oracy skills are developed through debate, discussion and drama opportunities presented in PSHE teaching. Children are able to apply skills such as compromise or understanding when working in groups across other areas of the curriculum.

It is our intent that our PSHE teaching compliments but does not duplicate content in science, design technology, physical education and computing curricula.

Through a spirals curriculum structure, children revisit ideas at increasingly complex and age-appropriate depths enabling them to establish vertical links between their PSHE learning. Horizontal and diagonal links to computing, DT and science are strong.

#### **WE CAN offer enriching activities, events and experiences.**

Opportunities to work with visiting experts or organisations are welcomed as part of PSHE teaching. Class teachers should ensure that what is delivered matches our curriculum aims and is appropriately pitched.

Year 3 parents are invited to an information meeting on emotional development milestones from age 7-11. In Year 5, an information meeting is held to explore staying safe online.

Our Year 6 children have an expert led graffiti workshop with a focus on positive thinking and self-belief to support the challenges of Year six and the transition to secondary school.

#### **WE CAN work together to remove barriers and ensure equality**

It is our intent that all pupils are supported and challenged in their PSHE learning through the use of scaffolding, support and adaptive teaching.

Where it is appropriate for pupils with special educational needs, for example **if a child's emotional** development is below the age-expected levels, it is our intent to deliver more personalised learning content.

Children for whom English is an additional language will be supported to access PSHE learning through a focus on exploring the meaning of new or specific vocabulary.

It is our intent that children are able to understand changes to their own bodies as well as the experiences of others. For this reason, we offer the same teaching, including during Health and Relationships education lessons, to both genders.

## **WE CAN build independent and resilient learners who are able to communicate confidently**

It is our intent that PSHE teaching provides children with skills and strategies to understand and develop **the Grendon's Goals of independence** and resilience. It is our intent that oracy and drama is embedded in PSHE teaching as role play and discussion enables children to empathise with others and to better understand the issues they are learning about. It is our intent that pupils are given opportunities to communicate their ideas through drawing and writing.

## **WE CAN listen to and treat each other and all members of the community with respect, tolerance and concern**

It is our intent that our PSHE teaching ensures children understand the values of respect, tolerance and concern for others. Our Grendon Circle Time Code sets out a clear expectation that children will listen to others during PSHE learning and will treat others with respect. Exploration of social stories offers an opportunity for pupils to develop concern for others and to identify possible actions and strategies to resolve conflict.

## **WE CAN recognise ability, maximise potential and prepare children well for their future and life in modern Britain**

It is our intent that our PSHE teaching will ensure pupils are adequately prepared for their futures enabling them to make informed decisions on making healthy choices, building healthy, safe and respectful relationships and living in the wider world of the local, online and working communities they will be part of.

## **IMPLEMENTATION**

### Timetabling

Personal, Social, Health and Economic education (PSHE) is taught as a regular subject with learning time scheduled weekly throughout the year.

### Curriculum Overview

To deliver our PSHE education, including statutory Relationships Education, Health Education and optional sex education, we follow the PSHE Association's Curriculum Model. This consists of a long term plan detailing what will be taught in each year group across the year and Medium Term Planning for each year group showing a summary of the unit and detailing which of the PSHE Association's quality assured lessons will be taught.

Teaching staff should refer to curriculum guidance in the curriculum document to establish what content should be taught and when. Quality assured lessons from the PSHE Association have been allocated to year groups.

Teaching staff should feel enabled to adjust their PSHE delivery to respond to the needs of their class. For example, if a class is experiencing many children finding maintaining respectful relationships difficult, there is an online risk identified or an event triggers strong emotions, a targeted PSHE lesson could be planned to address concerns.

### Responsibilities

The **Head Teacher** is responsible for overall academic provision and performance. Following parental engagement in consultation over planned lesson content, they will receive and respond to parental requests to withdraw from non-statutory sex education.

The **Academic Lead** is responsible for ensuring progression and continuity across the school.

The **Curriculum Manager** is responsible for supporting the PSHE subject leader in their role.

The **PSHE Subject Leader** is responsible for

- Keeping up to date with best practice for PSHE teaching and ensuring this is reflected in curriculum content
- Informing parents about termly content.
- Maintaining appropriate resources for delivery of PSHE content
- Offering support with PSHE teaching
- Monitoring the value and quality of the contribution made by any external PSHE experts
- Monitoring the quality of teaching and learning
- Identifying CPD requirements
- Maintaining an oversight of assessment outcomes

An adult who regularly teaches the class and knows the children and any safeguarding concerns well should deliver PSHE content. All adults working in the class should be aware of what is addressed in PSHE so they are able to apply what is addressed in PSHE to day to day classroom situations. The teacher who will deliver the lessons is responsible for sharing upcoming lesson content with parents if a request is received to view and discuss materials. If any outside visiting agencies are used to deliver an element of PSHE, the classteacher should support delivery and ensure the content is appropriate for the class. If any safeguarding concerns are revealed during the PSHE lesson, the adult delivering the lesson must follow school safeguarding policies and record concerns using CPoms.

### Pedagogy

PSHE teaching should employ an evidence informed social norms approach. Discussion should be impersonal.

The principles of 5 a Day should be applied to PSHE lesson planning and delivery. The principles are:

- explicit instruction,
- cognitive and metacognitive strategies,
- using scaffolding,
- flexible grouping
- and technology.

Our PSHE lessons will follow a 'circle time' structure, as outlined by Jenny Mosley, to provide an emotionally safe and effective learning environment.

- **Meeting Up** – The purpose is to set a relaxed, positive and supportive tone for PSHE learning and to set expectations by revisiting the Grendon Circle Time Code

### The Grendon Circle Time Code

- ☀️ **listen well**
- ☀️ **be respectful**
- ☀️ **think before we speak**
- ☀️ **take our turn to speak**
- ☀️ **pass if we do not want to speak**
- ☀️ **leave the discussion in the circle**

- **Warming Up** – This is usually a 'round' which acts as a review of prior or existing knowledge and establishes a baseline assessment.

- **Opening Up** – Here pupils explore new learning. Vocabulary will be introduced and appropriate tasks from the PSHE Association lesson plans should be completed. Tasks should be adapted to learners needs and enable teachers to make endpoint assessments.
- **Cheering Up** - This step helps children to switch off from any difficult lesson content. It is an opportunity to summarise learning, celebrate successes and to highlight good work.
- **Calming Down** – This is a closing ritual which helps the lesson to wind down ensuring that a feeling of emotional safety and closure is achieved.

Use of correct scientific language should be prioritised. Teachers should be guided by lesson content from the PSHE Association. Use of incorrect or colloquial language can be gently corrected by repeating back the comment using correct vocabulary.

Opportunities for pupils to ask questions are important in PSHE teaching but this can lead to difficult questions. When faced with a difficult question, teachers should respond at an age-appropriate level openly and honestly. Children should never be made to feel embarrassed for asking a question. Questions do not have to be answered immediately, but can be individually addressed at a later time following guidance from a leader or consultation of subject matter. Parents should be informed if pupils have questions that would be better sensitively addressed at home.

### A teacher's script for managing difficult questions

- ☀ **Tell me what you think you know...**
- ☀ **That's a great question - You'll learn lots more about that in Year 5/when you are at secondary school.**
- ☀ **What you say is true and I appreciate you asking but I think it would be a good idea to discuss that with your parents at home.**
- ☀ **I am not sure how best to answer your question so I'm going to have a think and come back to you later.**

#### Recording work

Pupils record any written work in a PSHE exercise book. There is no requirement for every lesson to be record in an exercise book – role play, discussion and paired or group tasks are equally valid learning opportunities.

#### Resources

Active learning may require physical resources to support pupils understanding. All classes will need a circle time token such as a soft toy or interesting pebble. Resources for PSHE teaching are currently stored in the staffroom. If a class teacher requires further resources, they should discuss this with the PSHE Leader.

#### CPD

Teachers will be supported to deliver PSHE education effectively by following the expert guidance of the PSHE Association. **Training forms part of our school's ongoing CPD provision.**

#### Safeguarding Responsibility

Due to the nature of PSHE lesson content, and the supportive, less-formal teaching approach, there is an increased likelihood that safeguarding concerns may be revealed during PSHE teaching. If a disclosure is

made or a safeguarding concern is revealed, the teacher must follow normal safeguarding reporting procedures.

### Sex Education

The DFE's statutory requirements mean that schools must teach Health Education and Relationships Education. [Relationships and sex education \(RSE\) and health education - GOV.UK](#) In addition to the statutory requirements for Health education and Relationships Education, our school has opted to follow the government recommendation to teach age-appropriate sex education. We believe that RSE is important for children at our school because it will ensure all children have a safe source of information and will be able to make links with what they have learnt.

We define Sex Education as teaching about conception and contraception. This will support the teaching of reproduction (conception and birth) covered in Y5 Science. Relationships and boundaries form part of statutory Relationships Education. Developing bodies, including correct names for the body parts, is part of statutory Health Education.

We ensure that RSE is inclusive and meets the needs of all pupils, including those with special education needs and disabilities by adapting teaching to meet individual needs. This could mean applying guidance from the PSHE Association or delivering individualised RSE content outside of the classroom environment.

Our Sex Education is delivered in Y6 as part of the Growing and Changing Theme. We use the PSHE Association's Quality Assured lesson planning from Medway Public Health Directorate.

The delivery of Sex Education lessons follows the same familiar model as all other PSHE teaching. It should not be treated as a special event and the regular PSHE teacher should be responsible for delivery.

As with the rest of our PSHE provision, parents will be informed on upcoming Sex Education lessons and invited to view any materials which will be used at the beginning of the term in which lessons will be taught. If, after viewing materials, parents wish to exercise their right to request their child is withdrawn from some or all sex education this request will automatically be granted. Parents should contact the Head Teacher in writing to make their request. Parents do not have the right to withdraw pupils from relationships or health education, nor can pupils be withdrawn from topics taught as part of the science curriculum.

### IMPACT

By the end of their time at Grendon Primary School, children will have been taught all statutory Relationships and Health Education as part of a broader Personal, Social, Health and Economic Education programme to include non-statutory sex education, teaching about economic wellbeing, careers education, community and responsibility and digital and media literacy.

### Assessment

Assessments on whether children meet or do not meet the expectations for attainment will be made at the end of each unit, based on end point assessments made in lessons. These assessments are recorded in line with other Foundation subjects.

Any children identified as significantly below the expected standard should be referred to the Pastoral Team and DSLs using CPOMs so that the correct support and safeguarding measures can be put in place.