Manor Wood Primary

PSHE Policy

Owlcotes Multi-Academy Trust

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

1. **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, based on the planning resource 'You, Me and PSHE'
- the content of the SRE curriculum (Living and Growing) is flexible and responsive to pupils' differing needs which are gathered at least annually through the use of pupil perception data such as the 'My Health, My School Survey'
- pupils are receiving an entitlement curriculum for PSHE in line with national and local guidance
- there are clearly identified learning objectives for all PSHE activities through 'You, Me and PSHE' lesson plans, and pupils' learning is assessed using both formative and summative approaches, as advised by the planning resource
- opportunities for cross-curricular approaches are being used where appropriate
- the impact of training for staff and governors on practice is evaluated
- policy and practice is revised regularly and involves staff, governors and, where appropriate, pupils
- opportunities are provided for parents/carers and members of our community to consider the purpose and nature of our PSHE, on our school website.
- a variety of methods is employed to communicate the key points of the policy and curriculum to the community

This policy was drafted by the PSHE Leader, in consultation with a Healthy Schools advisor from the Local Authority. Parents/carers were consulted through forum meetings, teaching and non-teaching staff were consulted through whole school staff meetings and pupils were consulted through pupil voice sessions. Governors were consulted through the Teaching and Learning committee. This policy has been approved and adopted by the head teacher and governing body. The member of staff responsible for overseeing and reviewing this policy is: Becky Hayes. It will be reviewed briefly annually and in full every *2* years, or in line with new legislation.

2. Location and dissemination

This policy document is freely available on request to the whole school community. The policy is referred to in the school prospectus as well as 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.

3. Definition

The DfES 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 – DfEE)

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.

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4. Policy relationship to other policies

The policy links to:

- Child Protection/Safeguarding
- Confidentiality
- Relationship and sex education
- Drug Education
- Managing Drug Related Incidents
- No Smoking
- Equal Opportunities
- SEND/Inclusion
- Behaviour/Anti-bullying
- Race Related Incidents
- Health & Safety
- Continued Professional Development
- Assessment, Recording and Reporting
- Teaching and Learning
- Monitoring and Evaluation
- Visitors in School
- Online-safety (within the Computing policy)
- Restorative Practice
- Science
- Medicines
- Asthma

5. 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 (You, Me and PSHE as the basis) 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

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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
- and most recently coverage of device uses for children.

6. To whom the policy applies

The policy applies to:

- The head teacher
- All school staff
- The governing body
- Pupils
- Parents/carers
- School nurse and other health professionals
- Partner agencies working in or with the school

7. Key responsibilities for PSHE

i) All staff

All staff will

- teach Relationships Education from September 2020. The Department for Education's 2019 guidance states this.
- 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 Lead 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 Lead, should they need it
- teach using the agreed learning objectives and key vocabulary
- will refer to the duties set out in the SRE policy when teaching 'Living and Growing'

ii) Lead member/s of staff

The lead member of staff is entitled to receive training in her role and responsibilities, through attending courses and PSHE Network Meetings. 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. This training results in high quality CPD for the whole school, as the PSHE Lead will deliver staff meetings following any training.

Specific responsibilities	**Who – role?**
Co-ordinating the PSHE provision, ensuring a spiral curriculum	PSHE Lead
Named governor responsible for PSHE	Children's Centre Manager (who is a governor for school)
Accessing and co-ordinating training and support for staff	PSHE Lead, Inclusion Manager and all teachers
Establishing and maintaining links with external agencies/other health professionals	PSHE Lead, Head Teacher and Governors
Policy development and review, including consultation	PSHE Lead and Governors
Implementation of the policy; monitoring and assessing its effectiveness in practice	Implementation- all staff Monitoring- PSHE Lead

Managing child protection/safe guarding issues	Safeguarding Designated Officers- HT/ DT/ Children's Centre Manager
Establishing and maintaining links with parents/carers	All staff, supported by PSHE Lead
Liaising with link schools to ensure a smooth transition	Y6 staff, Inclusion Manager, Safeguarding officers and PSHE Lead
Liaising with the media	Head Teacher, supported by the Local Authority

The lead member/s of staff will:

- develop the school policy and review it on a yearly basis
- ensure all members of the governing body will be offered appropriate PSHE training
- 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 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 named link governor for PSHE who works closely with, and in support of, the lead member/s of staff. When aspects of PSHE appear in the School Improvement Plan, a governor will be assigned to 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 use the 'Ask-it-Basket' to ask questions to deepen their understanding

- 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 termly/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
- will participate in the My Health, My Schools survey, taking this seriously and providing honest answers (Year 5 and Year 6 children only)

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 through seesaw.
- 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
- expecting parents/carers to share the responsibility of PSHE and support their children
- expecting parents/carers to use the same language as school- this is shared on the school website and in letters
- 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.
- Parents/carers cannot withdraw their child from the statutory content included in National Curriculum Science. Parents/carers have a legal right to withdraw their children from the non-statutory elements of SRE, delivered as part of the Living and Learning curriculum.

8. 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
- training and support is organised by the PSHE Lead
- 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, agreed vocabulary 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

- the Health and Wellbeing Service will support in meeting staff CPD needs through staff attending relevant external courses when required

9. PSHE Provision

i) Intended learning outcomes for PSHE

Key Stage 1 (based on the You, Me and PSHE planning resource)

1. **Developing confidence and responsibility and making the most of their abilities**
   a. to recognise what they like and dislike, what is fair and unfair, and what is right and wrong
   b. to share their opinions on things that matter to them and explain their views
   c. to recognise, name and deal with their feelings in a positive way
   d. to think about themselves, learn from their experiences and recognise what they are good at
   e. how to set simple goals.

2. **Preparing to play an active role as citizens**
   a. to take part in discussions with one other person and the whole class
   b. to take part in a simple debate about topical issues
   c. to recognise choices they can make, and recognise the difference between right and wrong
   d. to agree and follow rules for their group and classroom, and understand how rules help them
   e. to realise that people and other living things have needs, and that they have responsibilities to meet them
   f. that they belong to various groups and communities, such as family and school
   g. what improves and harms their local, natural and built environments and about some of the ways people look after them
   h. to contribute to the life of the class and school
   i. to realise that money comes from different sources and can be used for different purposes.

3. **Developing a healthy, safer lifestyle**
   a. how to make simple choices that improve their health and wellbeing
   b. to maintain personal hygiene
   c. how some diseases spread and can be controlled
   d. about the process of growing from young to old and how people's needs change
   e. the names of the main parts of the body
   f. that all household products, including medicines, can be harmful if not used properly
   g. rules for, and ways of, keeping safe, including basic road safety, and about people who can help them to stay safe.

4. **Developing good relationships and respecting the differences between people**
   a. to recognise how their behaviour affects other people
   b. to listen to other people, and play and work cooperatively
   c. to identify and respect the differences and similarities between people
   d. that family and friends should care for each other
   e. that there are different types of teasing and bullying, that bullying is wrong, and how to get help to deal with bullying.

Key Stage 2 (based on the You, Me and PSHE planning resource)

1. **Developing confidence and responsibility and making the most of their abilities**
   a. to talk and write about their opinions, and explain their views, on issues that affect themselves and society
   b. to recognise their worth as individuals by identifying positive things about themselves and their achievements, seeing their mistakes, making amends and setting personal goals
   c. to face new challenges positively by collecting information, looking for help, making responsible choices, and taking action
   d. to recognise, as they approach puberty, how people's emotions change at that time and how to deal with their feelings towards themselves, their family and others in a positive way
   e. about the range of jobs carried out by people they know, and to understand how they can develop skills to make their own contribution in the future
   f. to look after their money and realise that future wants and needs may be met through saving.

2. **Preparing to play an active role as citizens**
   a. to research, discuss and debate topical issues, problems and events
   b. why and how rules and laws are made and enforced, why different rules are needed in different situations and how to take part in making and changing rules
   c. to realise the consequences of anti-social and aggressive behaviours, such as bullying and racism, on individuals and communities
   d. that there are different kinds of responsibilities, rights and duties at home, at school and in the community, and that these can sometimes conflict with each other
   e. to reflect on spiritual, moral, social, and cultural issues, using imagination to understand other people's experiences
   f. to resolve differences by looking at alternatives, making decisions and explaining choices
   g. what democracy is, and about the basic institutions that support it locally and nationally
   h. to recognise the role of voluntary, community and pressure groups
   i. to appreciate the range of national, regional, religious and ethnic identities in the United Kingdom
   j. that resources can be allocated in different ways and that these economic choices affect individuals, communities and the sustainability of the environment
   k. to explore how the media present information.

3. **Developing a healthy, safer lifestyle**
   a. what makes a healthy lifestyle, including the benefits of exercise and healthy eating, what affects mental health, and how to make informed choices
   b. that bacteria and viruses can affect health and that following simple, safe routines can reduce their spread
   c. about how the body changes as they approach puberty
   d. which commonly available substances and drugs are legal and illegal, their effects and risks
   e. to recognise the different risks in different situations and then decide how to behave responsibly, including sensible road use, and judging what kind of physical contact is acceptable or unacceptable
   f. that pressure to behave in an unacceptable or risky way can come from a variety of sources, including people they know, and how to ask for help and use basic techniques for resisting pressure to do wrong

g. school rules about health and safety, basic emergency aid procedures and where to get help.

4. **Developing good relationships and respecting the differences between people**
   a. that their actions affect themselves and others, to care about other people's feelings and to try to see things from their points of view
   b. to think about the lives of people living in other places and times, and people with different values and customs
   c. to be aware of different types of relationship, including marriage and those between friends and families, and to develop the skills to be effective in relationships
   d. to realise the nature and consequences of racism, teasing, bullying and aggressive behaviours, and how to respond to them and ask for help
   e. to recognise and challenge stereotypes
   f. that differences and similarities between people arise from a number of factors, including cultural, ethnic, racial and religious diversity, gender and disability
   g. where individuals, families and groups can get help and support.

5. **Basic First Aid**
   a. How to make a clear and efficient call to emergency services if necessary.
   b. Concepts of basic first-aid, for example dealing with common injuries, including head injuries.

ii) The needs of the pupils

We recognise that an interactive approach to PSHE will better develop the skills of our pupils, and also that, it is more likely to meet their needs. We involve pupils in the evaluation and development of their PSHE in ways appropriate to their age.

We will involve pupils through:

- discussions with small groups of pupils
- annual participation in questionnaires/surveys (My Health, My School Survey)
- draw and write activities
- the use of 'Worry Stations' in KS1, 'Ask-it-Baskets' in LKS2 and PSHE stations in UKS2.
- self-assessment activities
- pupil focus groups formed specifically for PSHE
- older pupils review the PSHE programme for younger pupils
- pre and post assessment activities for PSHE
- full class consultation activities which ensure all pupils have a voice in the process, via the Restorative Practice Pupil Voice Team

iii) Topics to be covered

You, Me and PSHE: See PSHE LTP

FGM in Year 6:
Based on the suggested resource, 'Oh Lila!'

- Lesson 1- Keeping secretes, trusted adults and exploring dilemmas, linked to the text 'Oh Lila!'
- Lesson 2- Rules and laws in the UK
- Lesson 3- FGM (no images or visuals will be shown)

Child Sexual Exploitation (CSE) in Year 5 and Year 6:

Based on the suggested resource, 'Alright Charlie' taught in Year 5 and then recapped in year 6.

Objectives

For young people to be able to:

- Identify the warning signs of grooming and CSE
- Identify at least one trusted adult they would talk to about grooming and CSE
- Highlight how they would talk to this trusted adult

Domestic Violence:

Based on the suggested resource, 'Expect Respect'

- challenging assumptions about gender, power and equality;
- changing beliefs and attitudes about men and women;
- managing feelings and accepting responsibility for one's own feelings and behaviour;
- helping to resolve conflict;
- knowing the difference between abusive and non-abusive relationships;
- promoting the consistent message that abuse is not acceptable;
- understanding that domestic abuse is a crime;
- highlighting the role of peers in providing support;
- giving information about where to get help.

<u>Mindmate</u> (see PSHE LTP)

iv) Curriculum organisation

Pupils receive their entitlement for learning PSHE through a spiral curriculum which demonstrates progression, based on the 'You, Me and PSHE' planning resource. The PSHE programme is delivered through a variety of opportunities including:

- designated PSHE time
- Restorative Practice circle time
- use of external agencies/services
- assemblies delivered by external agencies/services
- workshops run by of external agencies/services
- school ethos
- small group work

- cross curricular links
- assemblies
- enrichment days / weeks
- residential trips
- Mindmate Mondays- Mindmate is taught in the afternoon of the first Monday after each school holiday (the first day of a new half term

v) Working with visitors and other external agencies

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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
- the guidelines and checklist (Appendix 2a and 2b) should be used with the visitor to ensure success

Monitoring and evaluating visitors' and external agencies' contributions
Please see Appendix 2b

vi) 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. The school will use a variety of different strategies to ensure that all pupils have access to the same information. 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 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.

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.

vii) Resources

We use primarily 'You, Me and PSHE' and the resources recommended within it. We also use the resources described above in the section: **Topics to be covered**

We will focus on the needs of the pupils and our planned learning objectives. We select carefully resources which meet these objectives. We evaluate carefully teacher resources, leaflets, online resources and videos before using them (see checklist below).

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.

Key texts and resources are on the PSHE LTP.

viii) Learning environment and ground rules

Staff are careful to ensure that 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.

Our ground rules are:

- We listen to each other.
- We do not say or do anything that would hurt another person.
- We do not use people's names within an open forum.
- We signal when we want to say something.
- We may say pass.
- If a game involves touch we may sit and watch before making a decision to join in.

We will develop these ground rules through class completion of a behaviours and feelings circle matrix.

ix) Answering 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 for that age group, 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 use a question box (Worry stations/Ask-it-Basket/PSHE stations) 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 a question box or 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

x) 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) and in line with the assessment procedures that are outlined in 'You, Me and PSHE'. We report to parents/carers at the end of the school year on pupils' learning and progress within PSHE.

Assessment methods:

- baseline or pre-assessment (essential for needs-led PSHE)
- 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
- assessment focuses on knowledge as well as skill development and attitudes
- all class teachers have assessment sheets to support the module to record progress
- identify pupils who have exceeded or fallen short of the module objectives and those that have achieved it, and this will be shared with the next teacher
- teachers will keep a note of pupils who have missed some or the entire module due to absence from school
- QCA End of Key Stage Statements are used to assess progress in PSHE
- pupil progress and achievement is reported to parents/carers
- pupil achievement in PSHE is celebrated and shared

xi) Monitoring and evaluation

Monitoring activities:

- recording of pupil attendance in PSHE lessons
- effective PSHE leadership with a system of lesson observations and peer support
- a system for regular review of the PSHE policy and programme- through consultation with staff, parents and carers and children
- pupil and staff interviews/questionnaires
- pupil/staff/parent surveys
- scrutinising staff planning

- samples of pupils' work

Evaluation activities:

- teacher and pupil evaluation of lessons, units and the overall PSHE programme
- teacher and pupil evaluation of resources
- evidence from lesson observations
- evaluation of contributions of external partners
- feedback and evaluation by pupils
- scrutiny of assessment records
- sampling pupils' work and portfolios

10. Safeguarding and Child Protection

PSHE plays a very important part in fulfilling the statutory duties that the school has to meet and the PSHE policy is 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 staff would report this using the school's safeguarding systems and inform a Designated Safeguarding Officer immediately. All adults involved in PSHE delivery need are aware of the pastoral system and the safeguarding arrangements that are in place.

The units within 'You, Me and PSHE' that teach safeguarding are always teacher-led and carefully planned. These units are entitled:

- Keeping Safe and Managing Risk
- Living and Growing
- Drug, Alcohol and Tobacco Education

All three of these units are taught in every year group Y1-Y6, and special consideration is given to where in the year these units are taught, to best protect the children.

11. 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
- Talking mats

12. 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.

Y6 and Y2 run parents'/carers' evenings or workshops before the 'Living and Growing' unit is taught. Mindmate also run workshops on sleep deprivation and anxiety.

Parents/carers should contact the PSHE Lead for one-on-one support on providing effective PSHE at home, and this can be done in writing, via email or via the telephone.

Support for parents and carers is available online, on the following webpages:

13. Complaints

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

14.Local support available to schools

The Health and Wellbeing Service can offer support through training, bespoke lessons and in school advisory sessions.

Training available:

- **PSHE & Healthy Schools network meeting**
- **Grief & Bereavement in Schools – everybody's business**
- **Growing up in a Social Media World**
- **Leading and Managing PSHE**
- **PSHE & Assessment**
- **Creative Approaches to PSHE**

- **Oh Lila – Primary Risk & Resilience and Drug Education**
- **Rory – Primary Alcohol Education**
- **Delivering DAT with Confidence**
- **Smoke Free Homes**
- **Be device wise**

Further information on the above training, as well as how to book, can be found at: www.schoolwellbeing.co.uk and www.leedsforlearning.co.uk

Bespoke primary PSHE lessons delivered in school:

- Puberty & Conception
- Body Image (Dove)
- Healthy Relationships
- Anxiety (Mindmate)
- Sleep (Mindmate)
- Friendships

15. Local and national websites

Local sources of support:

www.schoolwellbeing.co.uk
www.healthyschools.org.uk
https://www.mindmate.org.uk/

National sources of support:

https://www.pshe-association.org.uk/
http://www.nhs.uk/change4life/Pages/change-for-life.aspx
https://www.nspcc.org.uk/
https://www.childline.org.uk
https://www.womensaid.org.uk/
http://www.childbereavementuk.org/

This PSHE Policy was adopted by Manor Wood Primary School on 24th April 2025

Chair of the Local Governing Board: Mrs K Adams		
Signature:	Kim Adams	**Kim Adams**
Frequency of review:	2 years	
To be reviewed by:	Manor Wood Primary School Local Governing Board	
Date of next review:	April 2027	

REVIEW RECORD

Date of review	Reason for review	Date of next review
	-	

Name:		Signature:	

on behalf of MWPS Local Governing Board

Date of review	Reason for review	Date of next review
	-	

Name:		Signature:	

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