

**PSHE**

| <b>Date</b>       | <b>Review Date</b> | <b>Coordinator</b>      | <b>Nominated Governor</b> |
|-------------------|--------------------|-------------------------|---------------------------|
| <b>22.11.2022</b> | <b>09.2023</b>     | <b>Mrs Audrey Moore</b> | <b>Mrs Lemonius</b>       |

**Our Vision**

At Bierton Church of England Combined School, we want to develop children as citizens who make a difference to themselves; their peers and their community. We are all different; we are all unique; we all have strengths. We want our children to find their light and let it shine; and let God and ourselves be proud of who they are.

*'Let your light shine before others, that they may see your good deeds and glorify your Father in heaven' Matthew 5:16*

Personal, Social, Health and Economic Education is a distinct curriculum subject and has both statutory and non-statutory elements as defined by the DfE. High quality PSHE education supports pupils' personal, social, health 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, 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 organization, 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.

At Bierton CE Combined School we teach the statutory parts of PSHE – Relationships education (please see our Relationships and Sex Education Policy) and Health Education through our PSHE curriculum. We also teach non-statutory Sex Education as part of PHSE provision (please see our RSE 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

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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](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. Parents are made aware of the content of these lessons and have the option to withdraw their children from these 2 lessons.

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.

### **Our Curriculum**

We endeavor to create an inclusive learning environment where the social, emotional, and spiritual needs of children are met through our school community. Our PSHE provision has been designed to be age appropriate, whilst being sensitive to the needs of our whole school community. As a subject, PSHE supports and promotes the personal and social development and well-being of its learners. In this way we will be developing good citizens for the future and ensuring our pupils have realistically high goals and realise their own worth to the community and the world at large.

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 / weeks, 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.

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Our PSHE curriculum is broad and balanced ensuring it:

- Promotes the spiritual, moral, cultural, mental and physical development of our children and of society;
- Prepares our children for the opportunities, responsibilities and experiences they already face and for adult life;
- Provides information about keeping healthy and safe, emotionally and physically;
- Encourages our children to understand how all actions have consequences and how they can make informed choices to help themselves, others and the environment;
- Provides informed, appropriate relationships and sex education;
- Provides informed, appropriate drug awareness education;
- Promotes community cohesion.

### **Aims**

**For Children to:**

#### **Health and well-being:**

- Develop self-esteem and a sense of personal responsibility.
- Be aware of choices that enable them to live safe, healthy lives.
- Be empowered learners, aware of the choices and opportunities of lifelong learning.

#### **Relationships:**

- Develop and maintain a variety of healthy relationships within a range of social and cultural contexts.
- Promote self-respect, respect for others and celebrate diversity.
- Recognise and manage emotions within a range of relationships.
- Recognise risky or negative relationships, including all forms of bullying and abuse, and ask for help.

#### **Living in the Wide World:**

- Participate in the school and community as an active responsible citizen locally, nationally and globally.
- Foster positive attitudes and behaviour towards the principles of a sustainable environment and global responsibilities.

### **Delivery of the PSHE Curriculum**

#### **Early Years:**

PSHE is covered by the Early Years Curriculum primarily through the '*Personal, Social and Emotional Development*' areas of learning. Citizenship is covered through '*The World*', exploring different cultures and global responsibilities. Health, safety and

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independence is addressed through '*Health and Self-Care*'. Communication and language can be interwoven within the pupils' experience through daily EYFS play-based activities, role-play areas, quality children's fiction and reflective discussion to begin to build pupils' knowledge and understanding, skills, attitudes and attributes related to PSHE elements of education.

PSHE is taught through play-based learning, which follows the interests of the children. PSHE will be taught through a variety of activities, both Child Initiated and Adult Lead, linked with topics. Although following an adapted, age-appropriate curriculum, there will be opportunities for children working within the Early Years curriculum to participate in whole-school PSHE activities.

### **Key Stage 1 and 2:**

PSHE is taught through both stand-alone lessons and as a cross-curricular approach. Through these lessons, we will ensure children are given opportunities to explore their attitudes, values and beliefs. By following the PSHE Scheme of Work, children will be encouraged to develop skills and strategies ensuring they succeed in growing to be well-rounded citizens.

As the school currently has mixed-aged classes, the curriculum is taught on a 2-year rolling basis to ensure all areas of the PSHE curriculum are covered. This will be reviewed and adapted as the school progresses to a 2 form entry with a reduction in mixed-aged classes.

## **Curriculum Planning**

### **Early Years:**

Teachers are to use the *Early Years Foundation Stage: Development Matters*' and 'Birth to Five Matter' documents to inform their PSHE planning, alongside the condensed Kapow scheme of work as appropriate. Teachers are to ensure children access age-appropriate activities and achieve the expected Good Level of Development within the aforementioned areas.

### **Key Stage 1 and 2:**

Teachers are to follow the condensed Kapow PSHE scheme of work to inform their planning and may supplement their lessons using other Resource sites appropriate to the topic, such as My Body is My Body, Twinkl and Clever Never Goes. Teachers are to both use and adapt the sample lesson plans to ensure content is appropriate for all members of their class and the learning intentions are accessible.

Throughout the school 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.

## **Implementation of PSHE Curriculum**

At Bierton CE Combined School, PSHE is a taught subject. PSHE is timetabled once a week and delivered by class teachers or HLTAs. 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.

## **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 are underpinned by shared and understood ground rules. Each class teacher will generate these with their class at the beginning of the academic year. These will be displayed and referred to support lessons which are 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. A question box should be available for pupils who do not feel confident to ask questions or wish to have a separate conversation with a member of staff. 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

## **Health Education (HE)**

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

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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 reception. A list of key vocabulary can be found in Appendix 4 with additional information in Appendix 3. Introducing the scientific names of genitalia is recommended by the NSPCC, the PSHE Association and is recognised as good practice, supporting the safeguarding of pupils.

DfE outcomes for Health Education can be found in Appendix 2

### **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, savings and financial capability, enterprise skills, climate change and the contribution they can make in society.

### **Relationships Education (RE)**

Our PSHE curriculum covers statutory Relationships education (please see Relationships policy for further details). Relationships Education in primary schools focuses on teaching the fundamental building blocks and characteristics of positive relationships, with particular reference to friendships, family relationships, and relationships with other children and adults. By the end of primary school pupils will have been taught content on:

- Families and people who care for us
- Caring friendships
- Respectful relationships
- Online relationships
- Being safe

## **Sex Education (SE)**

As part of our PSHE provision we teach sex education. This is an important and recommended aspect of the curriculum. As a non-statutory element of PSHE parents /carers have the right to withdraw their child from **designated sex education lessons**. We encourage parents and carers to talk through any concerns they may have and make an informed choice about whether to exercise the right to withdraw their child. Please see our RSE policy.

Parents will be made aware of when RSE will be taught in their child's class and will have the opportunity to make an appointment to talk with the Class Teacher prior to lessons being taught. Within these meetings, Teachers will inform parents of the aspects of RSE that will be addressed and show any relevant images, videos, and other learning resources that will be shown to children. Parents do not reserve the right to withdraw their child from RSE lessons, other than RSE lessons that address human conception.

Teachers will use the condensed Kapow Scheme (Appendix 3) and only use the approved provided lesson resources to support their teaching. Despite some classes being mixed-aged classes, RSE will be taught in Year Groups, due to the content being age-sensitive. Lessons will be taught in mixed-gender groups, however, where appropriate, boys will be taught by male members of staff, and girls will be taught by female members of staff. Questions that are asked by children within the RSE lessons will be answered by the Teacher in an appropriate manner. If the Teacher does not feel the question is appropriate, or feels they do not wish to answer the question, the Teacher may suggest the child asks an adult they trust to discuss the question with. However, if the Teacher is concerned by the nature of the question, they are to raise this with the DSP as a safeguarding issue.

RSE lessons should be taught in an environment where all children feel safe and able to ask and answer questions. Teachers should set clear rules for each lesson where pupils are to respect the comments, questions and answers their peers make. An 'Anonymous Question Box' should be available for use by pupils. The box should be made accessible throughout the school day, not just within the lesson, enabling children to feel confident their question remains anonymous. Questions within the box should be addressed respectfully and factually, regardless of personal opinion.

## **Drugs and Alcohol**

This policy uses the definition that a drug is: 'A substance people take to change the way they feel, think or behave'.

The term 'drugs' includes:

- All illegal drugs
- All legal drugs including alcohol, tobacco and volatile substances which can be inhaled

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- All over-the-counter and prescription medicines.

Drugs and alcohol education is also taught through the condensed Kapow Scheme of Work'. This compulsory topic is taught in all years throughout the school, from Reception to Year 6. Lessons will be planned, adapted and delivered as appropriate to the age and phase of the pupils and will be differentiated according to individual learning styles. Where appropriate, visitors and outside speakers may be invited into the school to lead classes on prescription drug education, and drug and alcohol misuse.

### **Inclusivity and SEN**

All classes consist of pupils of varying abilities and with varying needs. Our classroom practice ensures that all children are able to meet the lesson objectives to their appropriate level. Teachers should be aware of individuals in their class who may need support to meet the learning objective and provide appropriate resources, or support in order for them to achieve. Some children may need a more challenging lesson to extend their thoughts to reach a greater depth of knowledge. Teachers should also be aware of these children and provide opportunities for them to extend their knowledge.

Some topics within the Scheme of Work may be of a sensitive nature and emotionally impact some pupils. Teachers should be aware of these pupils and adapt lessons, ensuring they are taught sensitively and appropriately. Senior Leadership Team and/or DSL should be alerted when lessons of a sensitive nature are taught and a designated member of staff should be available if pupils feel they need space or to talk about the topic of the lesson in a safe, supportive environment.

### **Impact**

We are confident that the impact of this comprehensive and tailored PSHE programme will ensure that;

- 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 are able to 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 off line 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

## **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 other with respect.

## **Working with outside agencies and visiting speakers**

The school will have regard to the DfE statutory guidance, 'Safeguarding children and safer recruitment'.

Any visitors to the school with an enhanced DBS or should show this to the office on arrival at Bierton CE Combined School following the school's safeguarding policy.

All staff, visitors and volunteers are required to be identified and located at all times.

For this reason, all those visiting the school should:

- Sign-in and out of the building at the office/reception
- Wear the visitor's badge at all times
- Deposit their mobile telephones in a secured locker until they leave the building.

Bierton School aims to ensure that activities are planned properly and safely, visitors should provide their own risk assessment for any activities and should inform staff of these plans and the related risk assessment.

All information on individual pupils and members of staff is confidential and the sharing of data is protected under the Data Protection Act 1998. Anyone visiting classes to deliver any aspect of PSHE curriculum is not permitted to discuss children's or staff members' personal information with other professionals in the school. In addition, such information should never be shared with anyone outside of the school. Any individual who breaks this confidentiality rule will be asked to leave the school.

There may be instances where visitors must pass information to the Headteacher, Assistant Headteacher or class teacher. These include incidents where a child is upset or when a child discloses that he or she is being harmed in any way. Visitors are strongly advised to report this to the child's class teacher and/or Designated Safeguarding Lead (Headteacher) as soon as possible. Under no circumstances should the parents be contacted by the visitor.

## **Monitoring and Evidence**

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.

All PSHE lessons, whether stand-alone or cross-curricular, are to be evidenced. This can be children's work, videos, reflection diaries, pictures and sound clips, depending on the nature of the lesson.

At present, there are no statutory requirements to formally assess children at the end of each Key Stage. However, Teachers are responsible for ensuring formative assessments are made throughout each topic to monitor whether children have met the learning objectives within the topics. This is then to be used by the teachers to adapt future plans to enable all children to access the learning intentions.

## **Working with Parents**

We believe that it is vital that parents and carers know what is being taught and how to support their child/children. Our PSHE policy and PSHE curriculum overview (Appendix 1) and RSE policy 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.

We have an open door policy for any parents/carers who wish to find out more about our PSHE provision. We consult with parents, carers and the wider community through information coffee mornings, letters and questionnaires to provide an ongoing process to ensure we all work together for the greatest benefit of the children. We understand that parents and carers may wish to approach the school to access help with concerns they may have about their child and where they can go to obtain further support.

Parents and carers are only entitled to withdraw their child from designated Sex education lessons (please see the Sex education policy for further details) and there is no right to withdraw from PSHE which includes statutory Relationships Education and Health Education. The science curriculum also includes content on human development, including reproduction, for which there is no right to withdraw from. We highly recommend all students receive the full PSHE curriculum.

## **Useful information for parents**

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<https://parentzone.org.uk/> - Help and advice for families in a digital world.

<https://www.nspcc.org.uk/> - Advice and guidance on keeping children safe from abuse

<https://www.thinkuknow.co.uk/> - advice on staying safe offline or online on phones, tablets or computers.

[https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment\\_data/file/812593/RSE\\_primary\\_schools\\_guide\\_for\\_parents.pdf](https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/812593/RSE_primary_schools_guide_for_parents.pdf) - A helpful guide from the DfE regarding Relationships and Health Education

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|---------------------------------|------------------|--------------|------------|
| <b>Policy Written by:</b>       | Mrs Audrey Moore | <b>Date:</b> | 22.11.2022 |
| <b>Head teacher:</b>            | Ms J Martin      | <b>Date:</b> | 22.11.2022 |
| <b>Chair of Governing Body:</b> | Tim Dutfield     | <b>Date:</b> | 22.11.2022 |