



## Policy on PSHE

### What Is PSHE?

PSHE is lifelong learning about physical, sexual, moral and emotional development. It is about the understanding of the importance of stable and loving relationships, respect, love and care for family life. It involves acquiring information, developing skills and forming positive beliefs, values and attitudes. At Sunnybrow Primary School, the term PSHE includes statutory RSE. The children will refer to lessons as PSHE lessons, with the majority of the content being taken directly from the statutory guidance and our school's long-term plan. This policy should be considered alongside the following:

- E-safety Policy
- Anti-bullying Policy
- Safeguarding Policy (including child sexual exploitation)
- Equal Opportunities
- SMSC Policy
- Science Policy (specifically teaching of reproduction)
- PE policy
- RE policy

### Aims and objectives

1.1 As a school, we believe that every child should have the chance to SHINE. At Sunnybrow Primary school, this means every child has the right to (be):

**Safe**

**Happy and Healthy**

**Independent**

**Nurtured**

**Engaged and Exceed**

- 1.2 The teaching of PSHE helps us to achieve this, as it enables children to become healthier (both physically and emotionally), more independent and more responsible members of society.
- 1.3 We believe that wellbeing is of central importance to learning and attainment, with high levels of wellbeing being associated with improved academic outcomes, so from a young age we strive to teach our pupils to identify, describe, talk about and begin to find ways to regulate their feelings and emotions.
- 1.4 Our objectives in the teaching of PSHE are for all of our children. Our PSHE programme aims to prepare pupils for an adult life in which they can:
- be emotionally happy and healthy
  - develop positive values and a moral framework that will guide their decisions, judgements and behaviour.
  - have the confidence and self-esteem to value themselves and others and respect for individual conscience and the skills to judge what kind of relationship they want.
    - understand the consequences of their actions and behave responsibly within personal relationships.
    - avoid being pressured into uncomfortable or dangerous situations.
    - communicate effectively by developing the appropriate language for sex and relationship issues.
    - have an understanding of consent
    - develop awareness of their sexuality, gender identity, challenge sexism and prejudice, and promote equality and diversity.
    - have sufficient information and skills to protect themselves in a variety of situations including from exploitation.
    - be aware of sources of help and acquire the skills and confidence to access advice and support if necessary.
    - value difference and similarities, respect others and have an open mind.

## **2 Teaching and learning style**

### **2.1 Personal and Social Skills**

- learning to manage emotions within relationships confidently and sensitively off and online.
- developing positive self-esteem and confidence.
- developing and demonstrating self-respect and empathy for others.
- making informed choices with an absence of prejudice.
- developing an appreciation of the consequences of choices made.
- managing conflict.
- empower pupils with the skills to be able to recognise inappropriate/ uncomfortable situations and/or behaviours with their peers and adults.

## **2. Attitudes and Values**

- learning the importance of values, individual conscience and moral choices.
- Learning the value and valuing family life, stable and loving relationships, marriage and civil partnerships.
- learning about the nurture of children.
- Learning the value of and demonstrating respect, love and care.
- exploring, considering and understanding moral dilemmas.
- developing skills including negotiation and decision making.
- challenging myths, misconceptions and false assumptions about normal behaviour.

## **3. Knowledge and Understanding**

- learning and understanding about physical and emotional development at appropriate stages.
- learning about reproduction, human sexuality, gender identity, personal health, emotions and relationships.
- learning about where to go for help or advice in school and how to access a range of local and national support agencies

## **3 PSHCE curriculum planning**

- 3.1 We have devised a PSHE programme of study that meets the needs of our children and incorporates the statutory guidance for RSE. We teach PSHE for an hour per week in all classes from Reception to Year 6, with objectives taken from our School's programme of Study. Our programme of study is organised into 3 main themes: Health and Wellbeing, Relationships and Living in the Wider World. Across the year, these themes are then broken up into 6 topics: Me and my feelings, Me and my actions, Me and my relationships, Me and my wellbeing, Me and my safety, Me and living in the wider world. Coverage has been mapped out to ensure progression throughout year groups so that content is built on year upon year. Each year group has an overview of PSHE coverage per half term and RSE links have been made and cross referenced throughout to ensure full coverage of the statutory requirements. We start every PSHE lesson with a warm-up activity based on the feelings language taken from the Zones of Regulation

There are occasions where we introduce PSHE topics through teaching in other subjects. For example, when teaching about local environmental issues in geography, we offer pupils the opportunity to find out who is responsible for the maintenance and upkeep of green spaces.

We also develop PSHCE through various activities and whole-school events, e.g. the school council representatives from each year group meet regularly to discuss school matters. Where possible, we offer a residential visit in Key Stage 2 where there is a particular focus on developing pupils' self-esteem and giving them opportunities to

develop leadership skills and positive teamwork. Our 'whole-school approaches to PSHCE' can be found on our PSHE programme of study and our SMSC long-term plan.

Any PSHE lesson may consider questions or issues that some pupils will find sensitive. Before embarking on these lessons, at the beginning of each academic 5 year, ground rules are established which prohibit inappropriate personal information being requested or disclosed by those taking part in the lesson. These will be decided by the children in the class and will be referred to throughout each session so that children are aware of them throughout.

When pupils ask questions, we aim to answer them honestly at an age appropriate level and within the ground rule established at the start of the sessions. If it is felt that answering a specific question would involve information at a level inappropriate to the age and development of the rest of the pupils, the question will be dealt with individually at another time. More expert or specialist teachers and other professionals, may support staff that are uncomfortable with teaching certain aspects of the PSHE curriculum. Support and professional development will be provided for these staff, so that they can develop their confidence in delivering the whole of the PSHE programme.

#### **4. Academic Resilience**

4.1. We recognise that our pupils will face a number of challenges and hurdles in their lifetime and we want our PSHCE provision to equip our pupils with the skills of resilience and 'bounce-back-ability'. We have created a whole-school provision offer for all children to help support the development of resilience. At the start of every academic year, we also assess pupils against a number of 'risk factors' to determine which of our pupils are 'high risk' and potentially more vulnerable than the rest of the cohort. These pupils are then given an individual resilience framework, which details extra provision and intervention that these pupils must have in order to nurture and accelerate the development of their resilience skills.

#### **5.PSHE and ICT**

ICT makes a contribution to the teaching of PSHCE in that children in ICT classes learn to work together in a collaborative manner. They also develop a sense of global citizenship by using the Internet and e-mail. Through discussion of safety and other issues related to electronic communication, the children develop their own view about the use and misuse of ICT (E-safety) and they also gain an insight into the interdependence of ICT users around the world. Online role-play software provides a very safe arena to try out actions without harmful consequences.

#### **6.PSHCE inclusion**

We teach PSHCE to all children, regardless of their ability, race, gender, ethnic background or special educational need. We intend our policy to be sensitive to the needs of different ethnic, cultural and religious groups. We encourage parents /carers to discuss any concerns with the Head teacher.

*Gender, Sexual Identity and Sexual Orientation:* We aim to deal sensitively and honesty with issues of sexual orientation and gender identity and answer appropriate

question and offer support. Pupils, whatever their developing sexuality need to feel that relationship and sex education is relevant to them.

SEND pupils: Our teachers provide learning opportunities matched to the individual needs of children with learning difficulties. We strive to make content accessible to all children, so they can develop the knowledge and understanding they need to be happy, healthy and safe.

For gifted and talented pupils, teachers will provide additional opportunities to take responsibility, develop leadership skills, think creatively and use their talents for the good of the class or the wider community.

## **7. Recording evidence of learning**

Our pupils carry out on-entry and end of topic self-assessments based on the key concepts of learning identified in each topic. Teachers also complete an on-entry/end of topic assessment using a traffic light system of assessment against the key concepts of learning for each topic.

The assessments that we make of pupil achievement are positive and used to inform subsequent lessons. After each PSHCE lesson we evaluate the progress made and any issues that have/could be addressed.

We record evidence of learning and pupil reflections in each session in Class Floor Books. These records and reflections could be photographs, drawings, or children's captions and writing to name a few.

## **8 INSET Provision**

All staff will be encouraged to:

- Develop and update their skills, knowledge and understanding of PSHE
- Identify their PSHE INSET needs and take advantage of training opportunities both school and centre based
- They will then relate their experiences to other staff members

## **9. Resources**

We keep resources for PSHCE in our classrooms. We have additional resources in the shared resource space and use resources from Twinkl. Our PSHE coordinator holds a selection of reference materials for teaching sensitive issues.

## **10 Monitoring and review**

This policy will be reviewed at least every two years. All staff will be consulted about this review. Any subsequent amendments will be endorsed by the Head Teacher and the school's governing body.

The PSHCE co-ordinator will monitor the medium term planning produced by each class to ensure that it follows our planned Programme of Study and that lesson content and activities are developmentally appropriate for the children.

The PSHCE co-ordinator will carry out planning and scrap-book scrutinies, alongside members of the school council, to ensure that quality-first teaching is taking place and that work produced is of a high standard.

The School's Programme of Study will be evaluated at the end of each academic year by the whole staff in a staff meeting. Successes and next steps will be identified and the programme will be adapted in line with points raised for the following academic year.

## **11. Confidentiality and Safeguarding:**

It should be made clear to pupils that all adults in school cannot guarantee absolute confidentiality. This should be made clear when forming the class Ground Rules. A child under 13 is not legally capable of consenting to sexual activity. Any offence under The Sexual Offences Act 2003 involving a child under 13 is very serious and should be taken to indicate a risk of significant harm to the child. Cases involving under 13's should always be discussed with the nominated child protection lead. Under the Sexual Offences Act, penetrative sex with a child under the age of 13 is classed as rape. Therefore, in all cases where the sexually active young person is under 13, a referral should be made to First Contact, formerly Social Care Direct identifying the young person, and the sexual partner if known. Following this, a Strategy Meeting or discussion will be held. The meeting will involve a Team Manager, Social Worker, Police, Health Worker, Education and Welfare and other relevant agencies, to discuss appropriate next steps. Where the allegation concerns penetrative sex, or other intimate sexual activity occurs, there would always be reasonable cause to suspect that a child, whether girl or boy, is suffering or likely to suffer significant harm. All cases involving under 13's should be fully documented and reported. Health professionals in school are bound by their codes of conduct but have a duty to share information with relevant others, if they believe that a child is suffering abuse. These procedures should be read in conjunction with the Durham LSCB protection procedures ([link](#)) with special reference to Sections 3 'Referral and Investigation' and Section 6.13 'Sexually Active Children under 18' - 'Young People under the age of 13'

## **12. Use of correct language:**

The following language will be used within school to describe external body parts. Children will be made aware of colloquial terms but teachers and adults in school will always refer to and use the correct language when talking about body parts to the children. Children in Year 2 will be taught the names using an anatomically correct doll as part of a PSHE lesson on staying safe. The language will be followed throughout the school. The use of correct language is not only part of the Science National Curriculum, but also acts as an important tool for safeguarding children, as they will use the correct vocabulary.

- Penis
- Testicles
- Vagina
- Vulva
- Breasts

**Signed: C. Sim**

**Date: February 2019**

June 2021