

St. Francesca Cabrini Primary School

# PSHE Policy



*‘Education of the Heart’*

*Respect-Love-Trust-Prayer-Excellence*



# **ST FRANCESCA CABRINI PRIMARY SCHOOL**

## **PSHE POLICY**

### Aims of the Policy:

St Francesca Cabrini Primary School aims to be a vibrant learning community where everyone feels safe and happy in a culture of tolerance and respect. Children and staff are supported and challenged to achieve their full potential with positive regard to gender, religion, age, economic background, disability and ethnicity. The needs of the whole child are at the centre of our inclusive environment. Attainment and progress are valued in order to ensure children are confident, independent learners who are not afraid to ask questions of themselves and others.

St Francesca Cabrini Primary School fosters positive attitudes to learning, where children embrace their mistakes as the next steps along their educational journey. We aim to develop resilient, inquisitive learners; children who love learning and are intrinsically motivated who leave our school confident in their abilities and eager to continue their education and personal development.

“Education of the Heart”

### **Personal, Social and Health Education**

The policy supports a whole school approach to PSHE in the curriculum and throughout the whole school. It is consistent with current legislative framework and statutory guidance.

Our personal, social and health education (PSHE) programme promotes children's personal, social and economic development, as well as their health and wellbeing. It helps to give children the knowledge, skills and understanding they need to lead confident, healthy, independent lives and to become informed, active, responsible citizens. Children 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. They learn to recognise their own worth, work well with others and become increasingly responsible for their own learning. They reflect on their experiences and understand how they are developing personally and socially, tackling many of the spiritual, moral, social and cultural issues that are part of growing up. It gives children an understanding of the rights and responsibilities that are part of being a good citizen and introduces them to some of the principles of prudent financial planning and understanding. They learn to understand and respect our common humanity, diversity and differences so that they can go on to form the effective, fulfilling relationships that are an essential part of life-long learning.

At St Francesca Cabrini Primary School we regard PSHE as an important, integral component of the whole curriculum. We provide a broad and balanced curriculum, ensuring that 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.

### **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 (2014) states specifically that 'all schools should make provision for PSHE, drawing on good practice.'

### **Health and wellbeing:**

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

### **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

- the content of the PSHE curriculum 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, and pupils' learning is assessed using both formative and summative approaches
- opportunities for cross-curricular approaches are being used where appropriate for example during focused weeks.
- 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, for example, through sharing the policy on the school web site,
- a variety of methods is employed to communicate the key points of the policy and curriculum to the community such as through focused weeks e.g.: health and well-being week, anti bullying week, digital-5-a-day.

### **Location and dissemination**

This policy document is freely available on request. A copy of the policy can be requested from the school office. A physical copy of the policy is available from the school office.

### **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.*

## **Policy relationship to other policies**

The policy links to:

- Child Protection/Safeguarding
- Confidentiality
- Sex and Relationship Education
- No Smoking
- Equal Opportunities
- SEN/Inclusion
- Behaviour/Anti-bullying
- Health & Safety
- Continued Professional Development
- Assessment, Recording and Reporting
- Teaching and Learning
- Monitoring and Evaluation
- Visitors in School
- E-safety/IT
- Pastoral
- Science
- Medicines
- Asthma
- Religious Education
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### **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 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.

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, responsibilities including fairness and justice and consent in different contexts

- change and resilience, the skills, the strategies we can draw on when faced with challenging change or circumstance
- power in a variety of contexts including persuasion, bullying and negotiation
- career, including enterprise, employability and economic understanding

Non-statutory Guidance for PSHCE 2000)

### **To whom the policy applies**

- 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
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### **Key responsibilities for PSHE**

All staff will:

- 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 Coordinator 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 Coordinator, should they need it
- The lead members of staff are entitled to receive training in their role and responsibilities. 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.

The lead members 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

### **Governor**

The governing body as a whole plays an active role in monitoring, developing and reviewing the policy and its implementation in school.

### **Pupils**

Pupils' involvement in the development of the PSHE curriculum is intrinsic to an effective PSHE programme. In our school we provide opportunities for this through;

- Class and school council
- House Captains
- Buddy Systems
- Green team
- Play leaders
- Circle time, PSHE and SEAL
- Pupil interviews
- My School MY Health Survey

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 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 yearly and be expected to take this responsibility seriously; opinions on provision and comments will be reviewed by the lead members of staff for PSHE and taken into consideration when the curriculum is prepared for the following year's pupils

### **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
- gathering parent /carers' views on the policy and take these into account when it is being reviewed through parents questionnaires
- 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 newsletters, websites, learning log tasks, twilights
- expecting parents/carers to share the responsibility of PSHE and support their children
- 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

### **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 head teacher who may choose to liaise with PSHE coordinator
- 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 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 when requested

### **PSHE Provision**

#### **Intended learning outcomes for PSHE**

In the Early Years Foundation Stage, PSHE is encouraged through the 'Personal, Social and Emotional Development' curriculum, but can be linked to all aspects of the curriculum.

PSHE is about making connections and is strongly linked to learning through play. PSHE is taught through activities that are part of topics, as well as on an individual basis to develop personal skills such as dressing (PE, going out to play) feeding and toileting. Positive experiences are built through daily opportunities to share and enjoy a range of activities, including 'Move to Include' (Nursery) and weekly 'Circle Time' (Reception). The children are given opportunities to engage in social activities, as members of a small group or whole school activities, such as Anti bullying week and Health and Well being week.

KS1 and KS2

The programme is delivered through the SEAL themes.

Religious Education – Come & See

National Curriculum - Science

### Curriculum overviews (appendix 1a)

- Curriculum Provision Mapping -							
P.S.H.E – Personal, Social & Health Education							
Year Group/Term	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2	
KS1	YEAR 1	<b>New Beginnings</b> Key Aspects – Self-awareness Empathy Managing feelings Social Skills	<b>Getting On &amp; Falling Out</b> Key Aspects – Social Skills Well-being Considering others	<b>Going for Goals!</b> Key Aspects – Motivation Considering others Self-awareness	<b>Good to be Me!</b> Key Aspects – Motivation Considering others Self-awareness	<b>Relationships</b> Key Aspects – Social Skills Considering others Self-awareness	<b>Changes</b> Key Aspects – Appreciation of self Considering others Managing feelings
	YEAR 2	<b>New Beginnings</b> Key Aspects – Self-awareness Empathy Managing feelings Social Skills	<b>Getting On &amp; Falling Out</b> Key Aspects – Social Skills Well-being Considering others	<b>Going for Goals!</b> Key Aspects – Motivation Considering others Self-awareness	<b>Good to be Me!</b> Key Aspects – Motivation Considering others Self-awareness	<b>Relationships</b> Key Aspects – Social Skills Considering others Self-awareness	<b>Changes</b> Key Aspects – Appreciation of self Considering others Managing feelings
KS2 Lower	YEAR 3	<b>New Beginnings</b> Key Aspects – Self-awareness Empathy Managing feelings Social Skills	<b>Getting On &amp; Falling Out</b> Key Aspects – Social Skills Well-being Considering others	<b>Going for Goals!</b> Key Aspects – Motivation Considering others Self-awareness	<b>Good to be Me!</b> Key Aspects – Motivation Considering others Self-awareness	<b>Relationships</b> Key Aspects – Social Skills Considering others Self-awareness	<b>Changes</b> Key Aspects – Appreciation of self Considering others Managing feelings
	YEAR 4	<b>New Beginnings</b> Key Aspects – Self-awareness Empathy Managing feelings Social Skills	<b>Getting On &amp; Falling Out</b> Key Aspects – Social Skills Well-being Considering others	<b>Going for Goals!</b> Key Aspects – Motivation Considering others Self-awareness	<b>Good to be Me!</b> Key Aspects – Motivation Considering others Self-awareness	<b>Relationships</b> Key Aspects – Social Skills Considering others Self-awareness	<b>Changes</b> Key Aspects – Appreciation of self Considering others Managing feelings
KS2 Upper	YEAR 5	<b>New Beginnings</b> Key Aspects – Self-awareness Empathy Managing feelings Social Skills	<b>Getting On &amp; Falling Out</b> Key Aspects – Social Skills Well-being Considering others	<b>Going for Goals!</b> Key Aspects – Motivation Considering others Self-awareness	<b>Good to be Me!</b> Key Aspects – Motivation Considering others Self-awareness	<b>Relationships</b> Key Aspects – Social Skills Considering others Self-awareness	<b>Changes</b> Key Aspects – Appreciation of self Considering others Managing feelings
	YEAR 6	<b>New Beginnings</b> Key Aspects – Self-awareness Empathy Managing feelings Social Skills	<b>Getting On &amp; Falling Out</b> Key Aspects – Social Skills Well-being Considering others	<b>Going for Goals!</b> Key Aspects – Motivation Considering others Self-awareness	<b>Good to be Me!</b> Key Aspects – Motivation Considering others Self-awareness	<b>Relationships</b> Key Aspects – Social Skills Considering others Self-awareness	<b>Changes</b> Key Aspects – Appreciation of self Considering others Managing feelings

#### 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

- questionnaires/surveys (e.g. the My Health My School Survey)
- draw and write activities
- the use of anonymous question boxes
- self-assessment activities
- pre and post assessment activities for PSHE
- reflection sheets at the end of each topic
- school council meetings
- full class consultation activities which ensure all pupils have a voice in the process

#### Subject topics which may link to PSHE

In the Early Years Foundation stage PSHE feeds through all aspects of the curriculum – See Development matters in the Early Years Foundation Stage (EYFS) (2012)

Key stage 1 & 2

Science:

Year 1 Animals including humans

Year 2 Living things and habitats

Animals including humans

Year 3 Animals including animals

Light

Year 4 Living things and their habitats

Animals including humans

Electricity

Year 5 Living things and their habitats

Animals including humans

Properties and changes of materials

Earth and space

Year 6 Living things and their habitats

Animals including animals

Evolution and their offspring

Geography:

KS1 Geographical skills and fieldwork

KS2 Locational knowledge

Human and physical geography

Design technology:

KS1 &2 Understand and apply principles of nutrition and learn how to cook

Maths and Literacy

- RE
- ICT

### **Curriculum organisation**

Pupils receive their entitlement for learning PSHE through a spiral curriculum which demonstrates progression. The PSHE programme is delivered through a variety of opportunities including:

- Timetabled in each week; taught discreetly or linked to other curriculum areas.
- In school SEAL and Circle time are closely linked.
- Taught either by a teacher or member of staff who is aware of children's individual learning needs

- Focus weeks and assemblies will address certain areas, such as health, and promoting it throughout the school community.
- Through the school and weekly ethos statements.
- Assemblies
- Use of external agencies/ services

### **Working with visitors and other external agencies.**

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.

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

### **Monitoring and evaluating visitors' and external agencies' contributions**

The visitors will comply with the school policy on confidentiality and visitors' values are in line with the school's ethos and values, and that they use facts and evidence to inform their teaching.

### **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
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## **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.

## **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.

The three principles for inclusion are;

### **A) Setting suitable learning challenges**

High standards are expected for all children. This will be done by delivering a comprehensive scheme of work which provides continuity and progression for all.

### **B) Responding to children's diverse learning needs**

Teaching and learning should be planned so that all lessons are inclusive and all children are enabled to participate fully and effectively.

### **C) Overcoming potential barriers to learning and assessment for individuals and groups of children**

Short term planning should seek to lower as much as is possible barriers to learning, participation and assessment through flexible approaches to teaching/learning both in the classroom and in the wider school environment.

### **Resources**

We use the SEAL resources pack and planning scheme. 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.

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.

- Sticker Charts
- Class Dojo resources

### **Learning environment and ground rules**

Staff are careful to ensure 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 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.

The classroom rules are negotiated at the beginning and throughout each school year between the teacher and children.

### **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 may use a question box 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
- 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.

### **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). Assessment methods:

- baseline at the beginning of each topic
- needs assessment is used to identify existing knowledge and skills of pupils KS1 & 2
- assessment is built into the PSHE programme to inform planning
- summative assessment takes place at the end of each unit
- pupil self-assessment
- 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
- teachers will keep a note of pupils who have missed some or the entire module due to absence from school
- pupil progress and achievement is reported to parents/carers (Foundation stage)
- pupil achievement in PSHE is celebrated and shared

*The following are examples of questions that can be used with pupils to support the reflection stage and to develop pupil understanding of what they have learned and the progress they have made:*

- *What do I know already?*
- *What new information have I learnt?*

- *What do I now think and believe?*
- *What feelings did I have during the session?*
- *How did I feel about what I found out?*
- *Has listening to the views of others changed my views and/or beliefs?*
- *Did it help me confirm what I really believe?*
- *Did I learn anything I did not expect to?*
- *How will it change my behaviour in the future?*
- *What do I now need to learn?*
- *Is there anyone else I need to talk to about this?*

### **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
- pupil and staff interviews/questionnaires
- pupil/staff/parent surveys
- monitoring of staff planning
- samples of pupils' learning in their Glad to be Me folders

### **Safeguarding and Child Protection**

PSHE plays a very important part in fulfilling the statutory duties all schools have to meet and the PSHE policy should be 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 a link needs to be made with the pastoral system and safeguarding arrangements. All adults involved in PSHE delivery need to be aware of the pastoral system and safeguarding arrangements in place.

### **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.

*If a child does make a disclosure, they are placing their trust in the member of staff's judgment and acknowledging that they need help. Before allowing a pupil to make a full disclosure, therefore, it is essential that the member of staff should explain to the pupil that the information might need to be passed on to the designated Child Protection person – Headteacher or Designated leads for Safeguarding. They may make a record and pursue Child Protection procedures if necessary. The pupil's right to privacy should be respected, regardless of the gravity of the incident, so sensitive information should only be shared with relevant staff/agencies.*

*See Child Protection Policy*

**Ratified by Governing Board March 2020**

**Date of next review: Spring term 2023**