Personal, Social and Health Education

Policy Guidance

Reviewed and updated date: September 2017   Review date Sept 2018

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

Version 1.0

2. 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 SRE 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
- 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 parent/carer information sessions
- a variety of methods is employed to communicate the key points of the policy and curriculum to the community

This policy was drafted by *Sheryll Carter, PSHE Leader,* in consultation with a *PSHE consultant.* Parents/carers were consulted through *a parents group, (the PSHE curriculum is outlined during the annual SRE parents meeting* and is made available during parent's evenings, and the draft policy was made available to view and comment on during parents evening. Teaching and non-teaching staff were consulted through staff meetings, and pupils were consulted through *the school council.* The draft policy was sent to all governors to read and comment on. 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: Sheryll Carter. It will be reviewed in full every [*2 – 3 years*].

3. Location and dissemination

This policy document is freely available on request to the whole school community. A copy of the policy can be found on the school website. A physical copy of the policy is available from the school office.

4. 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.

PSHE Association July 2013

5. Policy relationship to other policies

This policy links to:
- Child Protection/Safeguarding Children
- Equal Opportunities
- SEN and disability
- Positive Behaviour
- Anti-bullying
- Race Related Incidents
- Visitors in School
- Science
- Internet Access
- First Aid
- School Attendance

6. 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.

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

<div align="right">PSHE Association July 2013</div>

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

7. 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
- Religious leaders/faith groups

8. Key responsibilities for PSHE

i) All staff

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 Leader 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 Leader, should they need it

ii) Lead member/s of staff

The lead member of staff is entitled to receive training in his/her 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.

Specific responsibilities	Who
Co-ordinating the PSHE provision, ensuring a spiral curriculum	SC PSHE Leader
Named governor responsible for safeguarding	G.B.
Accessing and co-ordinating training and support for staff	Head teacher - HS
Establishing and maintaining links with external agencies/other health professionals	SC PSHE Leader/safeguarding team/Deputy
Policy development and review, including consultation	SC PSHE Leader
Implementation of the policy; monitoring and assessing its effectiveness in practice	SC PSHE Leader
Managing child protection/safe guarding issues	Safeguarding team
Establishing and maintaining links with parents/carers	SLT / Family support worker EB
Liaising with link schools to ensure a smooth transition	Learning mentor – ET Deputy - JL

The lead member/s of staff will:
- develop the school policy and review it on a yearly basis
- ensure that all staff are given regular and ongoing training/support 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. When/if 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 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 member/s of staff for PSHE and taken into consideration when the curriculum is prepared for the following year's pupils

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
- 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 *parent workshops and the school website*
- 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

9. 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 Head teacher* who liaises with *the PSHE leader*
- 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 *training courses, workshops, and support meetings.*

10. PSHE Provision

i)   Intended learning outcomes for PSHE

Key Stage 1

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

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.

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
- questionnaires/surveys (e.g. the My Health My School Survey)
- draw and write activities
- the use of anonymous question boxes
- 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
- school council meetings
- full class consultation activities which ensure all pupils have a voice in the process

iii)   Topics to be covered

See appendix for the scheme of work

Social, Emotional and Mental Health(SEMH)

We are implementing the Mindmate Champions programme in schools to promote pupils' wellbeing through the development of healthy coping strategies and an understanding of pupils' own emotions as well as those of other people. These lessons can be used as a vehicle for providing pupils who do develop difficulties, with strategies to keep themselves healthy and safe, as well as aiding pupils to support any of their friends who are facing challenges.

See appendix for Mindmate Champions scheme of work

iv)   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:

- designated PSHE/ Mindmate time
- values work
- circle time
- use of external agencies/services
- school ethos
- small group work
- cross curricular links
- assemblies
- enrichment days / weeks
- residential trips

v)   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.

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:

- 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

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 the You, Me and PSHE scheme or work and resources. 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.

Some resources may be shared with parents/carers to gain opinions on their suitability for specific year groups.

viii)   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 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.

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/ Safeguarding team. 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 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 will explain that they will 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). 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
- 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 and will be recorded using the same criteria throughout school (commencing, developing, secure, advanced and deep)
- pupil self-assessment is used where appropriate
- assessment focuses on knowledge as well as skill development and attitudes
- QCA End of Key Stage Statements are used to assess progress in PSHE
- pupil progress and achievement is reported to parents/carers

xi)   Monitoring and evaluation

Monitoring activities:
- a system for regular review of the PSHE policy and programme
- pupil and staff interviews/questionnaires
- pupil/staff/parent surveys
- samples of pupils' work

Evaluation activities:
- teacher and pupil evaluation of lessons, units and the overall PSHE programme
- teacher and pupil evaluation of resources
- evaluation of contributions of external partners
- feedback and evaluation by pupils
- scrutiny of assessment records
- sampling pupils' work and portfolios

11. Safeguarding and Child Protection

If a member of staff is delivering PSHE to a pupil who is thought to be 'at risk', they will seek advice from the safeguarding team.

12. 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

13. Liaison with other schools

During the annual cluster training day, the PSHE leader is able to liaise with other PSHE leaders from the local area. This provides an opportunity to discuss schemes of work and good practice and ensures a level of consistency throughout the cluster.

14. 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.   We have a designated team in school to support the health and wellbeing of pupils. Any children that we feel would benefit from additional support/ intervention, will be discussed with the team and appropriate intervention will be put in place. We have a PSHE display where children can access support leaflets. There is also a comments box for children to request specific support materials or request to speak to a member of staff. This maybe a member of the SEMH team in school or any member of staff that they feel comfortable talking to. The box is checked daily. KS1 classes have emotions registers where children place a peg to show how they are feeling that day. Any children that are showing an uncomfortable feeling will be spoken to that morning. We are in the process of putting together 3 separate support leaflets for staff, pupils and parents/carers. These will clearly signpost where children can access support both inside and outside of school.

15. Complaints

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

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.nat.org.uk/Publications/Teachers-resources.aspx
http://www.childbereavementuk.org/
http://www.winstonswish.org.uk/

APPENDIX 2a   **Checklist prior to visit**

Checklist for schools and agencies	
TIME AND PLACE	
Date(s) of Involvement:	Time: From to Number of days / weeks:
Venue / room(s):	Agency arrival time:
Room Layout:	Agency to be greeted by:
Equipment required to be provided by the school:	Session plans: Attached: yes / no

	To be forwarded to:
PEOPLE	
School: Contact details:	Agency name: Specialism:
School address: Tel No: E-mail:	Agency address: Tel No: E-mail:
Child protection teacher: Learning mentor / other contact:	Agency contact: Other Contact:
Teachers to be involved:	Do parents/carers need to be consulted before the session? yes / no
Have disclosure / confidentiality procedures been discussed? yes / no Other policies for consideration:	Is the school satisfied with the agencies CRB / liability arrangements? yes / no
Number of pupils:	Learning needs:

Key Stage: Year Group:	Other / individual needs:
Intended learning outcomes:	What has been taught previously? How will the work be continued?
How will skills and progress be assessed?	Who will be present? How will they support the session?
How does the work support the CPD of teachers e.g. team teaching?	Do staff require / want any additional training? yes / no
How will the effectiveness of the session be evaluated by pupils? How will the effectiveness of the session be evaluated by adults?	Which routes for referral, procedures and services will pupils be signposted to?
AGREEMENTS	

| Have any expenses been agreed to?

yes / no | |

| Checklist completed by:

Designation:

Date:

Meeting carried out: in person / by phone / other (please circle) |

APPENDIX 2b   Checklist

During & after visit

Joint Evaluation Form	
Please fill this in together where possible	
Aim of session:	Session date: Time:
Agency:	Year group:

School:		Class:

Question	**Scale 1 - 10**	**How do you know?**
1. How well did the programme meet the needs of the pupils?		
2. How well has the work developed the skills of pupils to manage their wellbeing?		
3. How well has the input contributed to the PSHE Schemes of Work?		
4. Has there been an impact on staff skills and confidence?		
5. How well did the pre-planning support the session / visit?		
6. How will be the work be continued and / or adopted into the Schemes of Work next year?		

7. Were there any elements that could be improved in the future?

8. Any other comments?

Please keep a copy for your records.

Appendix

PSHE Long Term Plan

Year 1					
Autumn		**Spring**		**Summer**	
Keeping safe and managing risk: Feeling safe	**Physical health and wellbeing:** Fun times	**Identity, society and equality:** Me and others	**Drug, alcohol and tobacco education:** What do we put into and on to bodies?	**Mental health and emotional wellbeing:** Feelings	**Careers, financial capability and economic wellbeing:** My money

Year 2					
Autumn		**Spring**		**Summer**	
Physical health and wellbeing What keeps me healthy?	**Mental health and wellbeing** Friendship	**Sex and relationship education** Boys and girls and families		**Keeping safe and managing risk** Indoors and outdoors	**Drug, alcohol and tobacco education** Medicines and me

Year 3					
Autumn		**Spring**		**Summer**	
Mental Health and Emotional Wellbeing Strengths and Challenges	**Keeping safe and managing risk** Bullying - see it, say it, stop it	**Identify, society and equality** Celebrating difference	**Physical health** What helps me choose?	**Drug, alcohol and tobacco education** Tobacco is a drug	**Careers, financial capability and economic wellbeing** Saving, spending and budgeting

Year 4		
Autumn	**Spring**	**Summer**

Identify, society and equality	Physical health	Keeping safe and managing risk	Drug, alcohol and tobacco education	Sex and relationship education
Democracy	What is important to me?	Playing safe	Making choices	Growing up and changing

Year 5

Autumn		Spring		Summer	
Identify, society and equality	**Physical health**	**Keeping safe and managing risk**	**Mental health and emotional wellbeing**	**Sex and relationship education**	**Careers, financial capability and economic wellbeing**
Stereotypes, discrimination and prejudice	In the media	When things go wrong	Dealing with feelings	Growing up and changing	Borrowing and earing money

Year 6

Autumn		Spring		Summer	
Identify, society and equality	**Identify, society and equality**	**Sex and relationships education**	**Mental Health and emotional wellbeing**	**Drug, alcohol and tobacco education**	**Keeping safe and managing risk**
Human rights	Human rights	Healthy relationships/How a baby is made	Healthy minds	Weighing up risk	Keeping safe – out and about

	Year 1	Year 2	Year 3	Year 4	YEAR 5	YEAR 6
Feeling good and being me	Can name something they are good at and how it feels Can name a feeling and how it makes their body feel	Can name something they are good at and why Can tell others about a comfortable and an uncomfortable feeling they have	Can talk about something they find difficult Can reframe this into a positive statement Can offer to help someone reframe	Can talk about an event that made them have strong feelings Can listen to someone else talking about a similar event	Can talk about a time when their comfortable/uncomfortable feelings have influenced their thinking and behaviour and impact on those around them. Can listen to a friend doing the same	Can use a way of resisting peer pressure in line with topics identified in lesson Can name factors that can help them cope with difficult feelings and situations
Friends and Family **(including school and home behaviours)**	Can talk about things that make them happy and laugh Can tell the difference between laughing at and with someone	Can offer to share things and include others in activities	Can talk about a time when they have been unkind and apologise if they have been unkind Can talk about a time when they have seen someone be unkind and how it made them feel	Can name a wide range of attributes that can contribute to a healthy relationship Can identify some of these qualities that they have Can understand we don't all like the same things and show that its ok	Can talk about a problem they have had in the past with a friend and talk about what they learnt about themselves from it	Can identify a range of the qualities that they admire in themselves, friends and famous people. Can explain why they like them using a wide range of feelings words Can tell others why they like them and offer praise

Life Changes and Transition	Can talk about something that has changed and say what they like and don't like about it Can understand that different people have different feelings about changes	Can tell how feelings of loss e.g. a pet, can make their bodies feel Can listen to others talking about loss	Can work with others to overcome a new challenge and can then talk about the sequence of individual events involved in this	Can use 'I' messages especially (e.g. I feel X when X happens I would like to fell X) if experiencing difficult emotions Can listen to others 'I' messages	Can ask how others are feeling and respond with empathic statements such as 'You sound ….'	Can identify something that motivates them to keep going when things are difficult. Can help another pupil to do this
Strong emotions	Can recognise a small range of strong emotions and say that person looks…	Can complete the sentence I feel unhappy when … and can ask others what makes them unhappy and listen to the response	Can chose a calming down strategy that will work for them and explain the steps involved	Can complete the sentence 'I feel stressed/anxious when …and my body feels…' and the sentence 'When I feel stressed or anxious I can ask for help by …'	Can give an example of a strong uncomfortable emotion, how it affected their behaviour and a strategy that could help them feel more positive/in control of their behaviour	Can talk about their happiest memories of school and their most comfortable feelings about their new school and can listen to others doing the same.
Being the same and being different	Can identify a way their friend is different to them and say its ok	Can create a sentence, series of sentences, they could use to help someone who is being teased or bullied	Can use problem solving phrases such as 'what will happen next?' Can listen to someone else's point of view when planning strategies	Can use a range of vocabulary to apologise when they have done something wrong/unkind. Can use feedback to improve their self- awareness in this regard	Can use statements and questions to challenge stereotypes	Can use appropriate vocabulary, such as 'in my opinion…'to talk about lesson topics in a discussion and ask others for their opinions

Solving problems /Making it better	Can name three goals/targets and say who can help with them	Can explain a time they had to try really hard and how it made them feel when they did	Can say how they feel in difficult situations. Can listen to others doing the same.	Can develop a coping strategy that will work for them and explain the steps involved	Can listen to others talking about a problem. Can help others develop coping strategies that will work for them	Can say something positive about themselves and others and can offer and receive praise for these things