



Burhill Primary School Personal Social Health and Economic (PSHE) Policy

Context and Rationale

This policy covers our school's approach to the teaching of PSHE. It was produced by the PSHE curriculum lead through consultation with staff, parents and children. Consultation took the form of a parent forum meeting about the content of curriculum. Pupils have been involved in the creation of this policy through whole class discussion and also through a working party consisting of members from the Pupil Parliament with representatives from each class.

This policy will be reviewed in July 2022.

Policy Availability

Parents and carers will be informed about the policy through curriculum. The policy is available to parents and carers on the school website. If you require this policy in printed form, please contact the school office.

Policy Aims and Objectives

Our school's vision is that children at Burhill will be inspired and equipped with the skills, knowledge and emotional resilience required for their future. We endeavour as a school to achieve academic excellence.

The school's aims are:

1. All children love learning new things, feel ready for the future and want to keep on learning more.
2. All children know what it feels like to be good at something and have achieved their very best.
3. All children develop the confidence and resilience to transition successfully to secondary school and beyond.
4. All children understand how to look after physical and mental wellbeing.
5. All children will develop positive relationships with others.
6. All children will feel part of our community, be proud of our school and be inspired to make a difference.

At Burhill, we recognise the importance of PSHE and the role it has in developing the qualities and attributes pupils need to thrive as individuals. The intent of our PSHE curriculum is to prepare our children for life outside of the classroom and to help them build skills which will allow them to protect and keep themselves safe in the wider community. We strive to help pupils build their confidence, resilience and self-esteem through developing an understanding of themselves and others.

The PSHE curriculum helps children to:

- Have a sense of purpose
- Value self and others
- Form relationships
- Make and act on informed decisions
- Communicate effectively
- Work with others
- Respond to challenge
- Be an active partner in their own learning
- Be active citizens within the local community
- Explore issues related to living in a democratic society
- Become healthy and fulfilled individuals

Creating a Safe and Supportive Learning Environment

When setting up any lesson that deals with potentially sensitive subjects, it's essential to begin by creating a safe, secure learning environment. This will help children feel confident to share their ideas, values and attitudes without fear of negative feedback from their peers. A safe learning environment with clear boundaries also helps teachers to manage discussions on sensitive issues with greater confidence.

We will create a safe and supportive learning environment by working with the pupils at the start of each academic year to produce a set of ground rules for PSHE lessons. The following elements will be encouraged when developing the ground rules with the class:

- Listen to and respect each other
- Use language that won't offend or upset other people.
- Use the correct terms, and if we don't know them, we'll ask for help.
- Comment on what was said, not the person who said it.
- Don't share our friends' personal experiences.
- Don't put anyone on the spot or ask personal questions.
- We have the right to pass.
- Don't judge or make assumptions about anyone.

The ground rules will be variations of the elements above. They will be written in the children's own words. They will be displayed in the classroom and revisited at the start of PSHE lessons. The children will monitor the ground rules themselves at intervals throughout the lesson and across units. These ground rules will be upheld consistently by the adults in the class.

To encourage children to ask the questions surrounding sensitive topics that they may not feel able to ask in front of the class, there will be an 'Ask it basket'. This will be placed on the teacher's desk at the start of a PSHE lesson and be accessible afterwards. The purpose of the Ask it basket will be explained to pupils using the following points.

- Anyone can use it to post a question, at any time and as many times as they want.
- Questions can be anonymous, or they can put their name on their question so the teacher can follow it up with them individually.
- Only the teacher will see the questions, unless there are significant issues about a pupil's safety or wellbeing that need to be shared with others.
- Questions raised will be dealt with in the following lesson (or sooner if relevant to a pupil's safety and wellbeing).

Depending on the nature of the question, some responses may be answered as part of a small group session or one-to-one and will be treated anonymously so no-one knows who asked the original question.

To ensure that pupils do not feel self-conscious about being seen to be asking a question, each pupil will be given a piece of paper and asked to write down something, such as what they had for breakfast or lunch, and then add any questions they have. This means that everyone is writing at the same time. Time will be set aside at the end of each PSHE lesson to do this.

Children will be provided the opportunity to discuss issues in small groups as well as sharing views with the class as this will help some children feel more confident. Discussions will also be depersonalised by using distancing techniques, such as stories, role plays, scenarios of real situations with fictional characters, storylines, etc.

During topics, children will be provided with balanced information, including a variety of views, to help pupils clarify their own opinions, whilst being clear that behaviours such as discrimination and bullying are never acceptable in any form.

This policy is informed by the school's safeguarding/child protection policy. Working within the school's policies on safeguarding and confidentiality, Designated Safeguarding Leads (DSL) in school will ensure that teachers are aware of any sensitive circumstances that may impact on a child's interactions with the content of PSHE lessons. Teachers will be aware of and sensitive to the needs and experiences of individual children that may have direct experience of some of the issues being discussed. Within lessons, teachers will provide information to children about how they can get help and support both in school and outside, as appropriate. We will ensure that where pupils indicate that they may be vulnerable and at risk, they will get appropriate support.

Teachers will explain to pupils in simple terms that, whilst we usually try to keep everything that's said in the room, in the room; if they were concerned about a pupil's safety or wellbeing, they would have to tell one other member of staff. If a question, behaviour, or language arises that a teacher finds concerning, this should be recorded on CPOMS as per the

safeguarding policy (all DSLs alerted and assigned to the DSL with phase responsibility for the child). Any situation which indicates knowledge about sex or sexual activity which is inappropriate for the pupil's age should be addressed.

There may be times when a question raised by a pupil should be referred to parents/carers

It is good practice to talk to the pupil(s) concerned before involving a parent or carer—to explain that it is in their best interests to talk to their parent(s) or a trusted adult. If a child refuses or rejects talking to their parent or carer, this should be taken seriously and discussed with a DSL, and acted upon in accordance with the school's confidentiality policy.

It is important to note that a disclosure regarding sexual orientation or gender identity is not, in itself, a safeguarding issue and does not need to be reported to anyone, including parents/carers.

Entitlement and Equality of Opportunity

PSHE will be taught in accordance with the school's inclusion policy. Classroom practice and pedagogy will take into account pupils' ability, age, readiness and cultural backgrounds, and will be adjusted to enable all pupils to access the learning.

Full PSHE education provision should be accessible to every pupil, although parents have a right to withdraw their children from those parts of Relationships and Sex Education (RSE) not within the national curriculum science programmes of study or DfE Health curriculum. As far as is appropriate, pupils with special educational needs should follow the same PSHE education programme as all other students. Careful consideration will be given concerning the level of differentiation needed, and in some cases the content or delivery will have to be adapted. Teachers and/or learning support assistants should work with individual pupils where required, and if appropriate. In these situations the school Special Educational Needs Co-ordinator (SENCO) should be consulted before any adaptations are made.

Learning and Teaching – Principles and Methodology

PSHE education needs to consider pupils' starting points. Pupils will bring differing levels of knowledge and understanding to any issue explored through PSHE education. We will determine pupils' prior knowledge and starting points by completing an informal pre-unit assessment task at the start of each new unit.

The programme will be taught through a range of teaching methods and teachers will encourage active learning. Lessons may include small group and class discussion, sorting tasks, drawing responses as well as presentation tasks. Teachers will help make connections between their learning and 'real life' behaviours by drawing on the personal experiences of the children during class reflections and referring to in school shared experiences.

Attempts to scare or shock young people into making a healthy choice rarely work, and can indeed 'backfire' by inadvertently creating excitement, curiosity or even status among pupils who accept the risk. Potential consequences of the lifestyle choice should be made clear, but balance is important. Young people frequently overestimate how often their peers take part in risky behaviours and feel that they are the 'odd ones out' if they don't do the same. Teachers will reassure children that the majority of young people actually make positive, healthy lifestyle choices. We will ensure that sessions, including those on risky behaviours, remain positive in tone by using the terminology 'It is ok to' and 'It is not ok to' as well as 'It is safe to' and 'It is not safe to'.

Learning and Teaching – Planning

As a school, we follow the Coram Life Education SCARF scheme for PSHE. Teachers have access to the scheme to support with the planning of a broad and balanced curriculum that fully meets the objectives outlined in the DfE Relationship Curriculum and also meet all of the objectives in the PSHE Associations Programmes of Study. Each objective is covered at least once, and for many objectives more than once to embed and reinforce the objectives in an age appropriate manner.

PSHE is taught through a 'spiral programme'. Every year covers the following recurring themes lasting a half term for each unit. At each encounter, the level of demand increased and learning is progressively deepened.

The themes are outlined below:

Autumn 1 - Me and My Relationships

Autumn 2 - Valuing Difference

Spring 1 - Keeping Myself Safe

Spring 2 - Rights and Responsibilities

Summer 1 - Being my Best

Summer 2 - Growing and Changing

Our provision is further enriched by themed days, weeks or months, such as Wellbeing Month, Anti-bullying week and First Aid Day.

Learning and Teaching – Timetabling

We allocate half hour weekly to PSHE education in key stage 1 and 2. In EYFS, the children will have weekly inputs for PSED, and the learning will be enhanced through the continuous provision available.

Learning and Teaching – Assessment

Assessments will be completed at the start and finish of each unit in the form of a pre- and post-unit assessment. Evidence of learning will be gathered formatively throughout the unit to inform teacher's understanding of progression. These assessments will be used to guide the personalisation of the scheme to meet the needs of the class and of individuals within the class.

Intended Outcomes

The intended learning outcomes for each year group can be found outlined in the PSHE progression document. This is available on the school website.

Teaching Responsibility and Training Requirements

Teachers will have access to the PSHE CPD videos available through SCARF, and during the internal school CPD programme of INSET training.

Visitors to the classroom can bring their expertise or personal stories to enrich pupil's learning. However, the teacher should always manage this learning, ensuring that learning objectives and outcomes have been agreed with the visitor in advance, and that any input from visitors should be part of a planned, developmental programme rather than a substitute for it.

Confidentiality and Handling Disclosures

Due to the nature of PSHE education, pupils' learning may result in them seeking advice or support on a specific personal issue. Teachers cannot offer complete confidentiality; it is important for everyone's safety that teachers and pupils are clear about what can and cannot be kept confidential. It is also very important for external contributors, including school nurses, to be clear about these rules and that whilst working in the classroom, they are bound by the school's confidentiality policy, not their own.

The ground rules listed above will be revisited at the start of every lesson and children will be made aware that teachers may not be able to maintain confidentiality for safeguarding reasons. If a pupil makes a disclosure, we will follow the school's Child Protection Policy and Procedures.

Responding to the Pupils' Questions

It is important that pupils feel able to ask any questions that they wish and that their questions are valued. Pupils' questions will be answered throughout the lesson as appropriate. If necessary, teachers can ask a pupil to wait for an answer to give them time to consult with the school's leadership team of a Designated Safeguarding Leader. Teachers can respond something along the wording of: 'That is a really interesting question and I need time to think because I want to give you a proper answer.'

During PSHE lessons that might raise questions pupils feel uncomfortable asking in person, each child will be given a post it note. Pupils will be able to raise anonymous questions by writing them on a post it note. If they do not have a question, they will be encouraged to draw a picture or write something they have learnt (as age appropriate). All post it notes will then be collected in and responded to. These can be responded to in the lesson or at a later date. If a safeguarding issue is raised by an anonymous question, advice will be sought from a DSL.

Involving Parents and Carers

PSHE is strongest when there is communication and collaboration between school and home. We are committed to working with parents and carers. Parents will be invited to consult on changes to the PSHE and RSE policies. We will invite

parents to review resources used for RSE lessons prior to teaching. We will communicate to parents about their right to withdraw their children by sending a letter before the RSE units begin. If a parent wishes to withdraw their child, a member of SLT will discuss this with the parent to discuss their reasoning.

Review Date

This policy will be reviewed by September 2022. It will be reviewed by the PSHE Coordinator. This will ensure that it continues to meet the needs of pupils, staff and parents, and that it is in line with current DfE advice and guidance.