



A policy for PSHE and SRE

At Lower Farm Primary we follow a whole school provision supported by Programme of Study set out by the PSHE association. This is a whole school community approach that is flexible and adapted to best meets the needs of the pupils, based information drawn from the local community (e.g. local authority, public health team, police). It is agreed in collaboration with staff, parents and governors.

PSHE education is a planned, developmental 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.

PSHE education equips pupils to live healthy, safe, productive, capable, responsible and balanced lives. It encourages them to be enterprising and supports them in making effective transitions, positive learning and career choices and in achieving economic wellbeing. A critical component of PSHE education is providing opportunities for children and young people to reflect on and clarify their own values and attitudes and explore the complex and sometimes conflicting range of values and attitudes they encounter now and in the future.

PSHE education contributes to personal development by helping pupils to build their confidence, resilience and self-esteem, and to identify and manage risk, make informed choices and understand what influences their decisions. It enables them to recognise, accept and shape their identities, to understand and accommodate difference and change, to manage emotions and to communicate constructively in a variety of settings. Developing an understanding of themselves, empathy and the ability to work with others will help pupils to form and maintain good relationships, develop the essential skills for future employability and better enjoy and manage their lives.

The main aims of this curriculum are to provide pupils with:

- Accurate, balanced 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
- Opportunities to develop positive personal attributes such as resilience, self-confidence, self-esteem, and empathy

The overarching concepts children will develop are:

1. **Identity** (their personal qualities, attitudes, skills, attributes and achievements and what influences these; understanding and maintaining boundaries around their personal privacy, including online)
2. **Relationships** (including different types and in different settings, including online)
3. **A healthy** (including physically, emotionally and socially), **balanced lifestyle** (including within relationships, work-life, exercise and rest, spending and saving and lifestyle choices)
4. **Risk** (identification, assessment and how to manage risk, rather than simply the avoidance of risk for self and others) and **safety** (including behaviour and strategies to employ in different settings, including online in an increasingly connected world)
5. **Diversity** and **equality** (in all its forms, with due regard to the protected characteristics set out in the [Equality Act 2010](#))
6. **Rights** (including the notion of universal human rights), **responsibilities** (including fairness and justice) and **consent** (in different contexts)
7. **Change** (as something to be managed) and **resilience** (the skills, strategies and ‘inner resources’ we can draw on when faced with challenging change or circumstance)
8. **Power** (how it is used and encountered in a variety of contexts including online; how it manifests through behaviours including bullying, persuasion, coercion and how it can be challenged or managed through negotiation and ‘win-win’ outcomes)
9. **Career** (including enterprise, employability and economic understanding)

Essential skills and Attributes they will develop:

Personal effectiveness	Interpersonal and social effectiveness
<ol style="list-style-type: none"> 1. Self-improvement (including through constructive self-reflection, seeking and utilising constructive feedback and effective goal-setting) 2. Identifying unhelpful ‘thinking traps’ (e.g. generalisation and stereotyping) 3. Resilience (including self-motivation, perseverance and adaptability) 4. Self-regulation (including promotion of a positive, growth mind-set¹ and managing strong emotions and impulses) 5. Recognising and managing peer influence and the need for peer approval, including evaluating perceived social norms 6. Self-organisation (including time management) 7. Strategies for identifying and accessing appropriate help and support 8. Clarifying own values (including reflection on the origins of personal values and beliefs) and re-evaluating values and beliefs in the light of new learning, experiences and evidence 9. Recalling and applying knowledge creatively and in new situations 10. Developing and maintaining a healthy self-concept (including self-confidence, realistic self-image, self-worth, assertiveness, self-advocacy and self-respect) 	<ol style="list-style-type: none"> 1. Empathy and compassion (including impact on decision-making and behaviour) 2. Respect for others’ right to their own beliefs, values and opinions 3. Discernment in evaluating the arguments and opinions of others (including challenging ‘group think’) 4. Skills for employability, including: Active listening and communication (including assertiveness skills), Team working, Negotiation (including flexibility, self-advocacy and compromise within an awareness of personal boundaries), Leadership skills, Presentation skills 5. Enterprise skills and attributes (e.g. aspiration, creativity, goal setting, identifying opportunities, taking positive risks) 6. Recognising, evaluating and utilising strategies for managing influence 7. Valuing and respecting diversity 8. Using these skills and attributes to build and maintain healthy relationships of all kinds

Managing risk and decision-making (integral to all of the above)

1. Identification, assessment (including prediction) and management of positive and negative risk to self and others
2. Formulating questions (as part of an enquiring approach to learning and to assess the value of information)
3. Analysis (including separating fact and reasoned argument from rumour, speculation and opinion)
4. Assessing the validity and reliability of information
5. Identify links between values and beliefs, decisions and actions
6. Making decisions

Curriculum

This will be separated into 3 core themes and within each of these there are focuses and learning opportunities.

1. Health and Wellbeing

1. what is meant by a healthy lifestyle
2. how to maintain physical, mental and emotional health and wellbeing
3. how to manage risks to physical and emotional health and wellbeing
4. ways of keeping physically and emotionally safe
5. about managing change, including puberty, transition and loss
6. how to make informed choices about health and wellbeing and to recognise sources of help with this
7. how to respond in an emergency
8. to identify different influences on health and wellbeing

2. Relationships

1. how to develop and maintain a variety of healthy relationships, within a range of social/cultural contexts
2. how to recognise and manage emotions within a range of relationships
3. how to recognise risky or negative relationships including all forms of bullying and abuse
4. how to respond to risky or negative relationships and ask for help
5. how to respect equality and diversity in relationships

3. Living in the wider world

1. about respect for self and others and the importance of responsible behaviours and actions
2. about rights and responsibilities as members of families, other groups and ultimately as citizens
3. about different groups and communities
4. to respect diversity and equality and how to be a productive member of a diverse community
5. about the importance of respecting and protecting the environment

6. about where money comes from, keeping it safe and the importance of managing it effectively
7. the part that money plays in people's lives
8. a basic understanding of enterprise

The school has a whole school overview looking at opportunities to develop PSHE as part of the wider curriculum with values and SMSC. Each year group has an audit showing how objectives are met through other subjects or visitors into school. Each year group has a long term plan showing when other objectives are taught.

Teaching

Each class teacher delivers the PSHE curriculum regularly each half term, with visitors providing additional support and CPD. Lessons are planned and taught based on the curriculum set out by the PSHE association, this may be taught through discrete lessons, other subjects or special celebratory days. A long-term plan for each year group and a school calendar provides clarity on when all objectives are taught and how. We ensure that the curriculum is age appropriate, focusing on knowledge, skills, language understanding and attitudes, provide a spiral curriculum and meet the needs of all learners.

All children are entitled to a balanced curriculum that is tailored to their needs. We will create a safe and supportive learning environment when children can discuss and explore in safe boundaries by:

- Use of distancing techniques.
- Each class to set ground rules.
- Develop skills to debate, discuss, find solutions, explore judgements and so develop emotional literacy.
- Develop skills to make healthy decisions.
- Safeguarding – children understand things are not a secret in class.
- Children and staff are signposted to support.
- Using resources that are non-emotive through language, images and videos.
- Content of lessons is agreed by stakeholders and set out in the long term plan.
- Staff receive CPD in order to feel confident to teach sensitive issues and ensure staff well-being.
- We will create a culture of open exploration of mental health issues, but we will not talk about specific methods of: self-harming, weight loss or purging, suicide, methods of hiding harm or weigh change.

Where children indicate they may be at risk or are vulnerable, they will get appropriate support through following procedures in our Safeguarding Policy.

As part of the teaching we will signpost sources of support so that children in our care understand the importance of seeking help for themselves or a friend if they have concerns. We will make it clear to pupils how to seek help and what will happen when they do, including being upfront about issues related to confidentiality. As well as recommending in school sources of support we will also highlight and teach about anonymous support, such as Childline or the Samaritans, which would act as a stepping stone for those not ready for a face-to-face conversation. There are further signposting books, online support, charities for specific needs as recognised and suggested by the PSHE association.

Monitoring and Assessment

PSHE is monitored in line with the school policy (learning walks, book trawls, assessment). Children complete work or reflections in PSHE and other subject books as appropriate. Children are regularly asked for their opinions and voice. Children are assessed through their work in class.

Assessment of work should focus not just on content but the development of knowledge, skills and attitudes, their social and emotional development, this may also be evidenced in their attendance record and behaviour.

External visitors

These will support the teaching and learning of objectives, as well as provide CPD for staff. These will develop children's skills and values within school. Their impact will be evidenced through achievement of learning objectives, displays, books, pupil talk.

Parents

Parents are consulted about our curriculum and resources can be shared to help them to understand the curriculum. We support parents in helping them support with content at home. They are invited to discuss any concerns with the class teacher or the Senior Leadership Team. Parents understand they are able to withdraw their children from sex education aspects of our curriculum but not from the Science aspects. If parents request to withdraw their children from aspects of the curriculum they are advised by staff about the benefits of the lesson as well as the impact of this on the children relating to emotional, social and safeguarding.

Policies and Inclusion

This PSHE Policy is created in-line with school policies on Safeguarding and Teaching and learning. In accordance with the Equality Act of 2010 the teaching should eliminate discrimination between groups. Our teaching and learning is also guided by: Keeping Children Safe in Education, Sexual Violence and Harassment between Children in schools and colleges, Internet Safety greenpaper, Education for a connected world framework, Government response to 'transforming children and young people's mental health provision.

We promote the needs and interests of all pupils, irrespective of gender, culture, ability or personal circumstance. Teaching will take into account the age, ability, readiness, and cultural backgrounds of children, and those with English as a second language, to ensure that all can fully access PSHE education provision. We promote diversity and inclusion will consider all pupils' needs. We expect our pupils to consider others' needs. We will use PSHE education as a way to address diversity issues and to ensure equality for all.

We recognise the right for all pupils to have access to PSHE education learning which meets their needs. We will ensure that pupils with SEND receive access to PSHE. We will not exclude access to PSHE for any pupil.

This policy was completed in consultation with key stakeholders and agreed by governors. The policy is made available to key stakeholders through the school website

Classroom ground rules

It is important to think carefully about the possibility of personal disclosures from pupils who, as a result of the lesson, may develop the skills, language, knowledge and understanding to make a disclosure about their own mental health or emotional wellbeing. While this is not to be discouraged, and appropriate disclosures should be seen as a positive impact of the learning, it is very important that if pupils make personal disclosures to school staff they do so in a suitable, one-to-one setting. **It is not appropriate to encourage pupils to talk about sensitive personal matters in the classroom.**

Before teaching, clear 'ground rules' should be established or reinforced, and the concepts of confidentiality and anonymity should be covered **at the start of the lesson**. Ground rules need to be consistently kept to, regularly revisited and, if necessary, renegotiated and reinforced. The teacher should lead the way by modelling the ground rules in their own communications with the class.

Ground rules are most effective when:

- Negotiated and agreed with pupils
- written in pupils' own words
- visually displayed in the classroom
- physically signed by pupils in some cases (like an informal contract)
- monitored by pupils themselves
- kept to consistently by the teacher as well as the pupils.

Openness

Encourage an ethos of openness, but within specific boundaries. These should be governed by your school's safeguarding policy.

It needs to be agreed with pupils that **lesson time is not the appropriate setting to directly discuss their own personal experiences or the private lives of others**. General situations can be used as examples, but names and identifying descriptions should be left out.

Keep the conversation in the room

Pupils need to feel safe discussing general issues without fear that these discussions will be repeated by teachers or pupils beyond this setting. Pupils should feel confident exploring their misconceptions or questions in this safe setting. But it is important to make it clear that if you become concerned that a child may be at risk then you will need to follow the school's safeguarding policy, and that you personally cannot completely guarantee that no other pupil will repeat what has been said outside the classroom.

Non-judgemental approach

When we tackle issues, we often find that pupils have a lot of existing beliefs, misunderstandings and inappropriate attitudes towards the topics concerned. It is important that these can be explored within the classroom environment without fear of being judged or ridiculed. Discuss with pupils the idea that it is okay – and often healthy – to disagree with another person's point of view, but it is never okay to judge, make fun of or put down other pupils. Where pupils disagree with another's point of view, they should challenge the belief and not the person.

Right to pass

Although participation in the lesson is important, every pupil has the right to choose not to answer a question, or not to participate in an activity. Pupils may choose to pass on taking part if a topic touches on personal issues which they should not disclose in a classroom setting, or if the topic of the activity or discussion makes them feel uncomfortable in any way. They could be invited to discuss their concerns with the teacher individually. Teachers can prepare the class by letting them know the nature of the topic beforehand and offering pupils the opportunity to let the teacher

know, either anonymously or directly, if they have any concerns about themselves or a friend. This will enable you to ensure that your teaching is as inclusive as possible and is matched to the pupils' needs.

Make no assumptions

In addition to not judging the viewpoints of others, pupils must also take care not to make assumptions about the attitudes, life experiences, faith values, cultural values or feelings of their peers.

Listen to others

Every pupil in the class has the right to feel listened to, and they should respect the right of their peers to feel listened to as well. You might choose to revisit what active listening to others means. It is okay to challenge the viewpoint of another pupil, but we should always listen to their point of view, in full, before making assumptions or formulating a response.

Use of language

Pupils should be reminded to take care in their use of language in (and beyond) lessons. They should not be using vocabulary that is inaccurate or offensive. There are many words that have negative connotations or may be misunderstood by pupils.

It can be valuable to explore these words and understand exactly why they are inappropriate and should not be used either in the setting of a lesson, or in day-to-day life. You might, for example, consider with pupils how they would feel if such words were applied to them. Pupils should also be reminded not to use words or phrases that trivialise issues. There are a lot of commonly-used phrases that trivialise issues and pupils often use them without meaning to cause harm. Taking the time to consider how such phrases might be perceived by someone who was facing anxiety, depression or other mental health issues can help to address their use of such language both within and beyond the PSHE classroom.

You might suggest the following **ground rules**: 'We will use the correct terms for the things we will be discussing rather than the slang terms as they may be offensive. If we are not sure what the correct term is, we will ask our teacher' and 'We will not use language that might be perceived as trivialising mental health issues.'

Ask questions

It is important to foster an open environment where pupils feel safe asking questions and exploring their preconceptions about a topic. Pupils should understand that no question will be considered stupid, and that when they are in doubt about an issue or topic, they should ask. It's also important that pupils realise it is never appropriate to ask a question in order to deliberately try to embarrass somebody else or to encourage pupils to laugh at someone.

Making an anonymous question box available to pupils can be an effective way of enabling pupils to ask questions they may feel uncomfortable about posing in a classroom setting. You can make this available before, during or after the lesson. You will need to allow yourself time to go through and read the questions. Inviting questions prior to the lesson can be a good way to help you direct the lesson during its development, based on the current needs and understanding of your class, and can also give a good indicator of any safeguarding issues or pastoral issues which need to be followed up.

Seeking help and advice

Pupils should be actively encouraged to seek support or advice if they have concerns about themselves or a friend, either during or following a lesson.

Distancing the learning

Use distancing techniques to prevent the lesson feeling too personal for pupils. Ideas that work well include:

- case studies and scenarios
- role play and storyboarding
- puppets
- images
- short film clips.

Pupils can be encouraged to provide advice to characters in these fictional scenarios – this exploration of ‘something happening to someone else’ is very different from talking about their own experiences. Any personal disclosures should be supported in a safe context outside of the main lesson.

Case studies in the form of short videos can work especially well. When using case studies or videos, take care to consider them fully ahead of the lesson to ensure that they are not similar to any pupil in your class – otherwise this can occasionally happen completely accidentally. It is also important when drawing on case studies or video resources to ensure that these do not inadvertently provide a ‘how to guide’ for vulnerable pupils. For example, explicit discussion of means of self-harming or weight loss can be instructive rather than preventative.

Teaching in a non-judgemental way

It is a key principle of PSHE education that there is a positive approach to learning which does not attempt to induce shock or guilt but focuses on what pupils can do to keep themselves and others healthy and safe. However, in encouraging pupils to share their existing understanding about mental health, teachers may identify some preconceived ideas on the subject, based on personal experience or what they have heard or seen from friends, family or the media.

Teachers should not be judgemental when confronted with young people’s pre-existing views on mental ill health, some of which may directly contradict the aims of our teaching. The aim should be to ‘take young people on a journey’, encouraging them to understand mental health and emotional wellbeing and why promoting and supporting good mental health in ourselves and in others is so important. However, there may be instances when what pupils say raises such concern that you are obliged to share it with others in line with the school’s safeguarding policy.

Ending the lesson

It is worth considering how best to finish a lesson of this nature, which can be emotionally draining both for pupils and teacher. Building in an activity which is light-hearted at the end of the lesson can be a good way to change the class atmosphere so that pupils are ready for their next lesson. You may also want to ensure that you are available for a short period following the lesson so that if a pupil has found the lesson in any way distressing or wishes to make a disclosure about themselves or a friend, they are able to do so.

Reflection and assessment

It is important for pupils to have opportunities to draw together and reflect on their learning, for teachers to feel confident that learning has taken place, and for both pupils and teachers to identify future learning needs. Clear learning objectives (the aims and purposes of the lesson) and intended learning outcomes (what pupils will be able to demonstrate at the end of the lesson) should be the starting point of each lesson you intend to teach. Pupils' existing knowledge, understanding, skills, beliefs and attitudes should be identified and used both to plan relevant learning, ensuring the lesson objectives and intended learning outcomes are meaningful, and to assess pupils' progress. Assessment in PSHE education should not simply focus on factual knowledge. It should provide opportunities to assess:

- an increase in knowledge (Before I only knew ..., now I also know ...)
- an increase in understanding (I always knew ... but now I can see how it connects to ... and now I can see how I could use this in my life)
- a change or reconfirmation of a belief (*I used to feel ... but I now feel ...*)
- a richer vocabulary (Before I would have said ... but now I can say ...)
- increased competence in skills (Before I didn't know how to ... but now I know how to ...)
- new strategies acquired (Before I wouldn't have known how to ... but now I know new/more effective ways to ...)
- an increased confidence (Before I could/would say and do ... but now I feel I am able to say and do ...)
- changed and challenged assumptions (Before I thought that ... but now I realise that was just a myth or a stereotype).

Teachers may also include more formal activities to assess and gather evidence of pupils' progress at the end of a lesson or series of lessons. An effective way of doing this is to carry out and later revisit a baseline activity where pupils share everything they understand about a topic. Activities such as 'mind maps' or 'draw and write' exercises can be revisited, with the pupils using a different coloured pen to add additional thoughts, information and ideas, correct their original misconceptions and fill gaps in their prior knowledge. These activities provide assessment evidence in their own right. In addition, if success criteria have been established, progress could be assessed against these criteria to make a judgement on whether pupils are 'working towards', 'working at', or 'working beyond' the intended outcome for that piece of learning.

Personal reflection in PSHE education lessons is essential. Pupils need opportunities to consider how new learning will be relevant in their own lives, both now and in the future. Reflection is therefore a valid and valuable component of PSHE assessment. Sometimes pupils may reflect in writing or through discussion, but it is often more appropriate for their thoughts not to be recorded. Equally, it is important to recognise and respect that pupils may not feel comfortable sharing all of their personal reflections with peers or staff. It is perfectly acceptable, and an equally valid part of the assessment process, to pose questions for private reflection only.

Baseline assessment activity:	More useful for assessing:	Less useful for assessing:
Questioning	Knowledge, understanding, attitudes, beliefs, strategies, pupils' questions relating to the topic	Skills, attributes
Discussion	Knowledge, understanding, attitudes, beliefs, strategies, pupils' questions relating to the topic	Skills, attributes
Brainstorming	Knowledge, understanding, attitudes, beliefs	Skills, strategies, attributes
Role-play, hot-seating, freeze-frame and other drama techniques	Skills, strategies, attributes, attitudes	Knowledge, understanding
Storyboards/cartoon strip/scenario script writing	Skills, strategies, attitudes	Knowledge, understanding, attributes
Responding to a scenario, picture or video clip	Knowledge, understanding, attitudes, beliefs, strategies	Skills, attributes
Mind map or spider diagram	Knowledge, understanding, attitudes, beliefs	Skills, strategies, attributes
'Graffiti wall'/'working wall'	Starting point of a group, knowledge, understanding, attitudes, beliefs, pupils' questions relating to the topic	Starting point of individuals, skills, strategies, attributes
Quiz	Knowledge, understanding	Skills, strategies, attributes
Questionnaire	Knowledge, understanding, attitudes, beliefs	Skills, strategies, attributes
Continuum/'washing line'	Attitudes, beliefs, attributes	Knowledge, understanding, skills, strategies
Points on a scale (e.g. pupils rating themselves on a scale for where they see themselves to be in relation to the learning outcomes)	Attitudes, beliefs, attributes	Knowledge, understanding, skills, strategies
'Draw and write' (pupils respond in pictures and words to an open-ended, neutral instruction: e.g. draw someone doing something risky, draw a healthy person)	Knowledge, understanding, attitudes, beliefs, complex concepts	Skills, strategies, attributes
Explain to an alien	Knowledge, understanding, attitudes, beliefs, strategies, complex concepts	Skills, attributes
Card sort, e.g. 'diamond 9'	Attitudes, beliefs, understanding	Skills, knowledge, attributes

Using baseline activities as the basis for the end point activity	Baseline assessment activity	End point activity to demonstrate progress
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Questioning	Revisit key questions, extending with higher order questions. Invite pupils to think of key questions for future learning.
Discussion	Revisit main arguments from baseline discussion; formal debate; presentations.
Brainstorming	If written down, revisit in a different colour – add, amend, expand.
Role- play, hot-seating, freeze-frame and other drama techniques	Repeat role-play showing how strategies have developed/changed and demonstrating new skills; script a conversation or role-play on a related but more challenging situation.
Storyboards/cartoon strip/scenario script writing	Evaluate effectiveness of baseline strategies/ideas through discussion; revisit in a different colour – add, amend, expand, change; role-play their revised script.
Responding to a scenario, picture or video clip	If written down, revisit in a different colour – add, amend, expand; discuss or write down any changes to their response as a result of the learning.
Mind map or spider diagram	Revisit in a different colour – add, amend, expand.
'Graffiti wall'/'working wall'	Revisit in a different colour – add, amend, expand; answer questions written on the wall at the beginning and think of key questions for future learning.
Quiz	Repeat quiz; ask pupils to write a new set of quiz questions for peers to answer.
Questionnaire	Repeat questionnaire; ask pupils to write a new questionnaire for peers to answer.
Continuum/'washing line'	Repeat the activity asking pupils to discuss whether, and if so how far, they have moved along the continuum and why; photograph new continuum or washing line positions and compare with photo of baseline positions.
Points on a scale (e.g. pupils rating themselves on a scale for where they see themselves to be in relation to the learning outcomes)	Pupils rate themselves on the same scale in the light of the new learning.
'Draw and write' (pupils respond in pictures and words to an open-ended, neutral instruction: e.g. draw someone doing something risky, draw a healthy person)	Revisit in a different colour – add, amend, expand.
Explain to an alien	Revisit in a different colour – add, amend, expand; think of additional questions for the alien to ask to explore the concept further and answer each other's questions.
Card sort e.g. 'diamond 9'	Repeat the card sort; photograph and compare to a photo of the original; justify verbally or in writing any changes to the order resulting from the new learning.
play, hot-seating, freeze-frame and other drama techniques	Repeat role-play showing how strategies have developed/changed and demonstrating new

	skills; script a conversation or role-play on a related but more challenging situation.
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Additional ideas for end point activities to demonstrate learning at the end of a series of lessons:

- Presentations
- Producing resources and materials to teach younger pupils
- Leading a discussion or other learning activity with younger pupils
- Producing a blog or podcast
- Keeping a journal, diary or log of times when they have demonstrated a particular skill or attribute during the week

To be aware of:

Key issues and factors concerning pupils, identified by 2014 Young Minds Report that will influence planning: Fear of failure, bullying, body image, the online environment, sexual pressures, employment prospects.

Common triggers for unhealthy responses: family relationship difficulties, peer relationship difficulties, trauma, being exposed to unhealthy coping mechanisms, difficult times of year such as anniversaries, trouble in school or with the police, exam pressure, transition to a new school, illness in the family, vulnerable groups (children in care, adopted, LGBT pupils, families with history of mental health issues, young carers, young offenders).