



LATCHMERE
ACADEMY TRUST

PSHE Policy

Status	Curriculum
Review Cycle	Annual
Date written/ last review	September 2022
Date of next review	September 2023

Contents

1. Aims	2
2. Statutory requirements	2
3. Content and delivery	2
4. Roles and responsibilities	6
5. Monitoring arrangements	7
6. Links with other policies	7

1. Aims

PSHE is an important part of every child's education and is highly valued as part of our core curriculum offer here at Latchmere School. Our PSHE provision ensures diversity and individuality are celebrated. We are passionate in our pursuit of excellence in all aspects of school life. We nurture and inspire children to develop confidence and resilience in an environment where efforts are valued and all children flourish. It enables our children to learn how to keep safe, respect themselves and others and believe in themselves. It understands the importance of individual responsibility and how the actions of individuals can make a positive contribution to society.

2. Statutory requirements

PSHE is a non-statutory subject. However, there are aspects of it we are required to teach.

- We must teach relationships education under the [Children and Social Work Act 2017](#), in line with the terms set out in [statutory guidance](#)
- We must teach health education under the same statutory guidance

This policy also complies with the terms of our funding agreement.

3. Content and delivery

3.1 What we teach

What is PSHE Education?

PSHE Education (Personal, Social, Health and Economic Education) is a planned programme of learning through which children and young people acquire the knowledge, understanding and skills they need to successfully 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.

What do schools have to teach in PSHE Education?

- According to the National Curriculum, every school needs to have a broad and balanced curriculum that:
promotes the spiritual, moral, social, cultural, mental and physical development
- of pupils at the school;
prepares pupils at the school for the opportunities, responsibilities and
- experiences of later life;
promotes British values.

From September 2020, primary schools in England also need to teach Relationships and Health Education as compulsory subjects and the Department for Education strongly recommends this should also include age-appropriate Sex Education. Schools also have statutory responsibilities to safeguard their pupils (Keeping Children Safe in Education, DfE, 2019) and to uphold the Equality Act (2010).

How is PSHE taught and what is the PSHE Association?

“Personal, Social, Health and Economic (PSHE) education is a school subject through which pupils develop the knowledge, skills and attributes they need to manage their lives, now and in the future. These skills and attributes help pupils to stay healthy, safe, and prepare them for life and work in modern Britain. PSHE education helps pupils to achieve their academic potential, and leave school equipped with skills they will need throughout later life.”

- **PSHE Association, 2016**

To ensure our PSHE curriculum supports our children to thrive in a time of rapid change, with new and unpredictable opportunities and challenges constantly emerging, we implement the three core themes of the PSHE Association Programme of Study. Relationships Education and Health Education are embedded in the PSHE curriculum.

These have been carefully designed as a context through which to develop the concepts, skills and attributes set out below. Although the specific content of PSHE education will constantly evolve as the world changes, these concepts are timeless. It is not enough to simply teach pupils about the issues covered in the suggested subject content. It is vital that pupils have the opportunity to explore their attitudes, values and beliefs about these issues and to develop the skills, language and strategies necessary to manage such issues should they encounter them. When planning a scheme of work for PSHE education, we ensure there is a balance of these overarching concepts.

Overarching concepts developed through the Programme of Study:

- Identity (their personal qualities, attitudes, skills, attributes and achievements and what influences these; understanding and maintaining boundaries around their personal privacy, including online);

- Relationships (including different types and in different settings, including online);
- A healthy (including physically, emotionally and socially), balanced lifestyle (including within relationships, work-life, exercise and rest, spending and saving and lifestyle choices); 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);
- Diversity and equality (in all its forms, with due regard to the protected characteristics set out in the Equality Act 2010);
- Rights (including the notion of universal human rights), responsibilities (including fairness and justice) and consent (in different contexts);
- 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);
- 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);
- Career (including enterprise, employability and economic understanding).

3.2 How we teach it

Teachers and staff will use a range of strategies to deliver PSHE in a classroom or assembly setting, but will focus on active learning techniques. This will enable pupil participation and involvement in their learning and develop pupil's confidence in talking, listening and thinking about relationships and health.

These techniques include:

- Establishing ground rules with pupils - as in all aspects of PSHE a set of ground rules helps create a safe environment;
- Determining pupils' prior knowledge/starting points by implementing baseline activities from the PSHE Association Programme in order to plan;
- Using 'distancing' techniques;
- Knowing how to deal with unexpected or difficult questions or comments from pupils;
- Encouraging reflection.

Resources

All resources are selected to ensure that they are consistent with the school ethos and values and support the aims and objectives of PSHE. Care is taken to ensure resources comply with the school's Equal Opportunities Policy and are age appropriate and in line with the school's values.

Managing Difficult Questions

We recognise that some aspects of PSHE for teachers, pupils, parents and the wider school community may be considered sensitive or challenging. We respect the varied beliefs and values held by our school community, however, personal beliefs and attitudes will not influence the teaching of PSHE. Teachers and all those contributing to them are expected to work within our agreed values framework as described in this policy and supported by current legislation and guidelines. Pupils may ask explicit or difficult questions, or seek information about specific issues. It is school policy to address these questions and provide information in a straightforward, age and maturity appropriate way. Questions do not have to be addressed at the time, and can be addressed individually later. The school believes that individual teachers must use their own skill and discretion in these situations and refer to the Headteacher if they are concerned. An anonymous question box is advisable and 'open question' sessions should be avoided. The school nurse may be used to support this process. In this way, pupils will be offered reassurance and will have misinformation corrected.

Equal Opportunities and Inclusion

We promote the needs and interests of all pupils, irrespective of gender, gender identity, faith, race, culture, ability or personal circumstance. Our pupils have different abilities based on their emotional and physical development, life experiences, literacy levels and learning difficulties, but we will aim to ensure that all pupils are properly included in PSHE. Some pupils with SEN may be more vulnerable to abuse and exploitation than their peers, and others may be confused about what is acceptable public behaviour. These pupils in particular will need to develop skills to reduce the risks of being exploited, and to learn what sorts of behaviours are, and are not, acceptable. Teachers may have to be more explicit and plan work in different ways in order to meet the individual needs of pupils with SEN or learning difficulties. It is helpful to remember to focus on activities that increase a pupil's assertiveness, communication and relationship skills, their self-esteem and understanding. Active learning methods and drama techniques are particularly effective.

Promoting fundamental British values

We ensure that the fundamental British values are strongly embedded and promoted through our school vision statement, our development of SMSC, our PSHE whole-school approach and through everyday aspects of school life.

Promoting a healthy lifestyle

We strongly believe that 'a healthy body means a healthy mind' and, therefore, we promote and support children in developing a healthy lifestyle. We promote the development of healthy living by:

- Providing healthy, freshly cooked school meals every day;
- Organising sporting events including a sports day;
- Offering a range of after-school clubs, such as netball, football, multi-skills, hockey, dance clubs;
- Providing fresh fruit daily for children under 7 and fresh milk for nursery children

Monitoring and Evaluation

The review and monitoring of this policy is the responsibility of the PSHE Leader and will include:

- Review of planning and guidance.
- Learning Walks and Lesson Observations
- Liaison with class teachers
- Pupil interviews and work scrutiny
- Regular audits of provision in order to ensure we are meeting the needs of all our pupils and delivering an effective programme.

Teachers and pupils will evaluate the lessons to aid future planning.

Confidentiality and Child Protection

Our school is committed to acting in the best interest of all the individuals within the school community. Pupils in our school will be constantly reminded of the benefits of confidentiality. Pupils will also be told, in age and maturity appropriate language that teachers can keep confidentiality except when the teacher is concerned about their safety or that of another child. When appropriate, children will be informed of sources of confidential help such as the school nurse (in a one-to-one setting) and 'Childline'. Teachers and support staff are aware that teaching PSHE can lead to pupil disclosures of possible abuse. All staff and visitors involved in the delivery of PSHE are also clear that they cannot offer or give unconditional confidentiality to children in the school. All staff are aware of school child protection procedures and that any concerns must be reported to the Designated Safeguarding Lead, Deputy Designated Lead or directly to MASH in their absence. (*see Child Protection Policy*) Staff will reassure pupils that, if confidentiality has to be broken, they will be informed first and supported.

Liaison with parents and carers

Our school would like to share responsibility with parents and carers in the delivery of PSHE. We are confident that good communication and sharing our philosophy, aims and purpose of PSHE will enable parents/carers to support our programme.

Implementation of policy

This policy, including the Scheme of Work, will be implemented and delivered by all staff.

This policy will be reviewed in September 2023.

4. Roles and responsibilities

4.1 The governing board

The governing board will approve the PSHE policy and hold the headteacher to account for its implementation.

The governing board will hold the headteacher to account for the implementation of this policy.

The governing board has delegated the approval of this policy to Anna Steels.

4.2 The headteacher

The headteacher is responsible for ensuring that PSHE is taught consistently across the school.

4.3 Staff

Staff are responsible for:

- Delivering PSHE in a sensitive way
- Modelling positive attitudes to PSHE
- Monitoring progress
- Responding to the needs of individual pupils

4.4 Pupils

Pupils are expected to engage fully in PSHE and, when discussing issues related to PSHE, treat others with respect and sensitivity.

5. Monitoring arrangements

PSHE learning is recorded in PSHE class books: these books contain a range of evidence of the children's learning, which can include –but is not limited to– photocopies of cross-curricula learning; children's verbal or written comments; photographic evidence of activities and experiences.

Teachers assess children's knowledge, understanding and skills in PSHE by making observations and notes of children's comments during lessons. As part of our assessment for learning process (and in line with our school's assessment policy), children will receive both verbal and written feedback in order to aid progress in the subject (where appropriate).

6. Links with other policies

This policy should be read alongside all policies but more specifically:

- Child Protection and Safeguarding of Pupils Policy and Procedure
- Relationships Education and Health Education Policy
- Anti-Bullying Policy
- Equality Policy and British Values
- Online Safety Policy
- Staff Conduct Policy
- Behaviour Policy

As stated above, we are required to cover the content for relationships education, and health education, as set out in the statutory guidance (linked to above).

Refer to the governments relationships education policy for details.

<https://www.gov.uk/government/publications/relationships-education-relationships-and-sex-education-rse-and-health-education>