

PSHE POLICY



This PSHE Policy was formally approved by Stanningley Primary School Governing Body in February 2018.

To be reviewed by Governors on or before Friday 28th February 2020.

Chair of Governors: _____ Mr A. Wibrew
February 2018

Headteacher: _____ Mrs J. Brewer
February 2018

Personal, Social and Health Education Policy (PSHE)



Date of policy: February 2018

Review date: February 2021

1. Context, including national and local policy and legislation



Stanningley Primary School takes its responsibility to provide a relevant, effective and responsible Personal, Social and Health Education curriculum to all of its pupils very seriously. This 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
-  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

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 Y5/6 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 Mrs Stott-Moore (Deputy Headteacher/PSHE Leader) in consultation with Leeds City Council Health and Wellbeing Service and was supported by senior leadership. All school staff were offered an opportunity to respond to the policy. This policy has been approved and adopted by the head teacher, Mrs Julie Brewer and governing body, Mr Alex Wibrew.

The member of staff responsible for overseeing and reviewing this policy is the Headteacher who will be supported by the PSHE Lead: Mrs T. Stott-Moore. The policy will be reviewed briefly annually and in full every 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

The policy links to:

- Child Protection/Safeguarding
- Confidentiality
- Sex and Relationship Education
- Drug Education
- Managing Drug Related Incidents
- No Smoking
- Equal Opportunities
- SEN/Inclusion
- Behaviour/Anti-bullying
- Health & Safety
- Teaching and Learning
- Visitors in School
- E-safety / IT
- Science
- Medicines
- Asthma

6. Overall school aims for Personal, Social and Health Education

At Stanningley Primary School 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








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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

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 Coordinator (Mrs Tammy Stott-Moore) on any areas that they feel are not covered or inadequately provided for in the school's PSHE provision
-  encourage pupils to communicate concerns regarding their social, personal and emotional development in confidence and listen to their needs and support them seriously
-  follow the school's reporting systems if a pupil comes to a member of staff with an issue that they feel they are not able to deal with alone
-  ensure that their personal beliefs and attitudes will not prevent them from providing balanced PSHE in school
-  tailor their lessons to suit all pupils in their class, across the whole range of abilities, faiths, beliefs and cultures, including those pupils with special educational needs
-  ask for support in this from the school SEND coordinator or the PSHE Coordinator, should they need it

ii) Lead member/s of staff

The lead members of staff are entitled to receive training in their roles and responsibilities. This supports them to lead on the development of the school's policy and practice and to monitor its implementation. This practice includes the curriculum and approaches to teaching and learning, as well as whole school approaches to health and wellbeing.

The lead member/s of staff will:

-  develop the school policy and review it briefly annually and in full every 3 years.

-  ensure that all staff are given regular and ongoing training on issues relating to PSHE and how to deliver lessons on such issues
-  ensure that all staff are up to date with policy changes, and familiar with school policy and guidance relating to PSHE
-  provide support to staff members who feel uncomfortable or ill-equipped to deal with the delivery of PSHE
-  ensure that PSHE is age appropriate and needs-led across all year groups; this means ensuring that the curriculum develops as the pupils do and meets their needs
-  ensure that the knowledge and information regarding PSHE to which all pupils are entitled is provided in a comprehensive way
-  support parent/carers 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

iii) Governors

The governing body as a whole plays an active role in monitoring, developing and reviewing the policy and its implementation in school. There is a named link governor for PSHE who works closely with, and in support of, the lead member/s of staff. When 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 annually 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
-  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: class newsletters/parent workshops/websites
-  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

It is important that all school staff feel comfortable to deliver PSHE lessons and answer questions from pupils. There are certain members of the school leadership team, such as the PSHE Coordinator, who will hold more responsibility for ensuring that the school's PSHE education provision is relevant to our pupils and effective, but this is generally a responsibility for all staff members and the school expects staff to voice opinions and share expertise in this area.

Staff Support and CPD needs are identified and met through the following ways:

-  training and support is organised by the Headteacher (Mrs Brewer) who will liaise with Deputy Headteacher / PSHE Leader (Mrs Stott-Moore)
-  Training needs are often identified as part of the performance management process
-  staff involved in the delivery of 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 potentially difficult questions
-  support and CPD needs are met through support from the Health and Wellbeing Service and other outside agencies and health professionals

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 / pupil interviews
-  questionnaires/surveys (e.g. the Y5/6 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
-  pre and post assessment activities for PSHE
-  school council meetings
-  full class consultation activities which ensure all pupils have a voice in the process



Asking pupils their views on PSHE gives them an opportunity to be active citizens and ensures that teaching can meet the specific needs of the pupils it is aimed at. Findings from consulting pupils are also a powerful tool for communicating the needs of pupils to parents/carers, school staff and governors. By making pupil consultation part of school culture, there will be ongoing evidence showing how pupils' needs are being identified and met.

Suggested questions to ask pupils:

- Does what is taught in school at the moment answer all of your questions?
- What would you like more information on?
- Do you feel able to ask for support and advice?
- Do you feel confident talking about feelings and emotions?
- Do you feel safe to learn in PSHE lessons?
- Do the activities used in lessons help you to learn?
- What do you think would improve PSHE in our school?

iii) Topics to be covered

We primarily use the Leeds scheme of work/programme of study: 'You Me & PSHE.' The topics covered are organised and delivered in the format shown below;

 Stanningley Primary School PSHE Whole School Curriculum 						
	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Autumn 1	Keeping safe and managing risk Feeling safe	Keeping safe and managing risk Indoors and outdoors	Keeping safe and managing risk Bullying – see it, say it, stop it	Keeping safe and managing risk Playing safe (Who can Play? - Media violence)	Keeping safe and managing risk When things go wrong	Keeping safe and managing risk Keeping safe - out and about FGM = Summer 2
					CYBERSENSE RESOURCE	CYBERSENSE RESOURCE
Autumn 2	Identity, society and equality Me and others	Sex and relationship education Boys and girls, families (6 sessions)	Identity, society and equality Celebrating difference	Identity, society and equality Democracy	Identity, society and equality Stereotypes, discrimination and prejudice (including tackling homophobia)	Identity, society and equality Human rights
Spring 1	Mental health and emotional wellbeing Feelings	Mental health and emotional wellbeing Friendship	Mental health and emotional wellbeing Strengths and challenges	No specific unit of work for this year group. Mental health is covered in Year 4 SRE: puberty (emotions, feelings, behaviour and relationships)	Mental health and emotional wellbeing Dealing with feelings	Mental health and emotional wellbeing Healthy minds
Spring 2	Drug, alcohol and tobacco education What do we put into and on to bodies?	Drug, alcohol and tobacco education Medicines and me	Drug, alcohol and tobacco education Tobacco is a drug	Drug, alcohol and tobacco education Making choices	Drug, alcohol and tobacco education Different influences	Drug, alcohol and tobacco education Weighing up risk
Summer 1	Careers, financial capability and economic wellbeing My money <small>SRE units may be covered in Spring 2 to coincide with Healthy Week. Dependent on the cohort and the individual needs of the children the units may be covered earlier in the school year.</small>	Sex and relationship education Boys and girls, families	Careers, financial capability and economic wellbeing Saving, spending and budgeting	Sex and relationship education Growing up and changing	Sex and relationship education Growing up and changing	Sex and relationship education Healthy relationships / How a baby is made
						FGM = 4x LESSONS
						HIV = 2x LESSONS
Summer 2	Physical health and wellbeing Fun times	Physical health and wellbeing What keeps me healthy?	Physical health and wellbeing What helps me choose?	Physical health and wellbeing What is important to me?	Physical health and wellbeing In the media	Careers, financial capability and economic wellbeing Borrowing and earning money/ Y6 Unit – see Y6 Planning

 The red flag demarcates where lessons link directly to safeguarding

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Mindmate

At Stanningley Primary School we are also proud to deliver half termly Mindmate lessons. Mindmate lessons help form a brand new and exciting Social, Emotional and Mental Health (SEMH) curriculum which also fully supports and enhances our PSHE primary curriculum.

Mindmate lessons are grouped into the following themes/topics:

 <p>Feeling good and being me</p> <p>This theme lays the groundwork for the subsequent themes. Beginning with developing an understanding of feelings (both comfortable and uncomfortable), strengths and self the lessons go on to look at concepts such as resilience, self-esteem and aspirations for the future. Key skills developed here include goal-setting and using a solution focused approach to problem solving.</p>	 <p>Friends and family</p> <p>This theme focuses on relationships, both healthy and unhealthy. The lessons explore how to tell the difference between the two and how to end an unhealthy relationship. Loss and bereavement are also covered here. Key skills include pupils identifying the qualities they like in themselves being able to talk through relationship problems and support others doing the same.</p>	 <p>Life changes</p> <p>This theme deals with the concept of change including the complex feelings associated with it. For Years 6 and 11 the transition from primary to secondary school, and beyond, are covered. Key skills developed in this theme are acceptance of these feelings and coping well with change.</p>	 <p>Strong emotions</p> <p>This theme provides an opportunity to focus in on the emotions that are felt most strongly e.g. anger stress and sadness. For years 6 & 11 the strong emotion of happiness is included to support them in transition. Key skills here are recognising these emotions, how they feel in the body and strategies to manage uncomfortable feelings. Pupils will also learn how to support their friends with these emotions.</p>
 <p>Being the same and being different</p> <p>Beginning with a simple recognition that everyone is different this theme takes issues of stereotyping and discrimination and shows how they can negatively impact on mental health. This will include the stigma related to having a mental health condition or illness. Key skills in these lessons will be learning how to feel comfortable with difference and how to challenge disrespectful and discriminatory behaviour.</p>	 <p>Solving problems (and making it better)</p> <p>The final themes builds on those that have gone before; pulling together learning to develop ways of managing life when it is difficult. These include perseverance and talking things through in KS1 & KS2 and coping with exam stress and knowing about some key talking therapies in KS2. Key skills here are seeing the positive/reframing, supporting others to cope and Motivational Interviewing techniques.</p>	 <p>Focus modules</p> <p>These are additional lessons which explore some of the lesson topics in more depth. They can be used with a whole class or with targeted groups of pupils. Examples of the topics covered are <i>Mindfulness</i> and <i>Unsafe relationships</i> and the <i>impact on mental health</i>.</p>	

iv) Curriculum organisation

At Stanningley Primary School we recognise that a good quality personal, social and health education requires sufficient time for planning, delivery and evaluation. We are committed to deliver a weekly timetabled programme, with clear learning outcomes, that ensures regular and repeated input that builds year on year. Pupils receive their entitlement for PSHE through a spiral curriculum which demonstrates progression.

As well as weekly lessons we ensure that PSHE flows through our school ethos, weekly assemblies and themed weeks such as, 'Peace Week' and 'Healthy Week.'






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. Visitors will be given a copy of this policy, and any other relevant policies, and expected to comply with the guidelines outlined within it.

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:

-  the visitor understands the school's confidentiality policy, values and approach to the educational programme
-  there is appropriate planning, preparatory and follow up work for the sessions
-  the visitor understands the emotional, intellectual, cultural, religious, social and ability level of the pupils involved, including where there may be a specific issue relating to child protection
-  the teacher needs to be part of the experience in order for the pupils to value the lessons and to build on the pupils' learning after the session/s as well as answer any questions the pupils may subsequently have
-  the guidelines and checklist (Appendix 2a and 2b) should be used with the visitor to ensure success

Monitoring and evaluating visitors' and external agencies' contributions

Outside visitors will need to be comfortable and able to work within the schools values framework. Loco parentis remains with the teacher when an outside visitor is leading a class and it is important that the teacher and visitor have agreed roles and responsibilities so that they do not undermine each other. The visitor's input will also be more effective if it is planned with the teacher who provides the context and follow-up. Teachers should always be present when classes have visitors.

External visitors contributing to PSHE could include youth workers, peer educators, theatre-in-education companies, members of a faith or community group or staff from the Health and Wellbeing Service etc.

Children often say that visitors enrich their learning because their visits are memorable. If external visitors contribute to PSHE they should be selected because they have the right skills and experience to make a unique contribution and add value.

An external visitor should not be used as a substitute for a teacher. They should also comply with the school policy on confidentiality and it is vital to establish that visitors' values are in line with the school's ethos and values, and that they use facts and evidence to inform their teaching. Ultimately schools are responsible for providing a broad and balanced curriculum that meets the needs of pupils.

If outside visitors are invited into school to contribute to the school PSHE programme, you should consider:

- *Is there a protocol for the use of outside visitors?*
- *Do pupils have access to information about external sources of information, advice and support?*

Pupils also benefit from having accessible information at school about local support services available - for example, in pupil planners. This should include information about local young people's health services, NSPCC, Childline, Samaritans. Having visitors from local services can be invaluable to increase confidence and know-how to access help and support if and when needed.

NB. See Appendix 2a & 2b for the visitors' guidelines and checklist







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

At Stanningley Primary School we use primarily the Leeds PSHE Scheme of Work, 'You Me & PSHE,' and the resources recommended within it. The resource is stored electronically on our school network. 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.







In planning for Mindmate lessons we use the resources from the Mindmate Champions Website which is accessed using a school password. For access to this password please contact the Deputy Headteacher / PSHE Leader (Mrs Stott-Moore).

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/ Child Protection Officer. Questions may be referred to parents/carers if it is not appropriate to answer them in school. We may use a question box where questions may be asked anonymously.

When answering questions, we ensure that sharing personal information by adults, pupils or their families is discouraged. Where a question or comment from a pupil in the classroom indicates the possibilities of abuse or risk of harm, teachers will pass this information to the designated person for safeguarding and child protection, in line with school policy and procedures.





Ground rules are essential when discussing sensitive subject matters. Staff will establish clear parameters about what is appropriate and inappropriate in a whole-class setting by for example:









-  staff will set the tone by speaking in a matter-of-fact way
-  pupils will be encouraged to write down questions, anonymously if desired, and post them in a question box 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 promise to attend to it later on an individual basis
-  staff will not provide more information than is appropriate to the age of the pupil
-  if staff are concerned that a pupil is at risk of abuse, designated staff 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).

Assessment methods:

-  baseline or pre-assessment (essential for needs-led PSHE)
-  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

-  pupil self-assessment is used where appropriate
-  assessment focuses on knowledge as well as skill development and attitudes
-  all class teachers have assessment sheets to support the module to record progress
-  identify pupils who have exceeded or fallen short of the module objectives and those that have achieved it
-  teachers will keep a note of pupils who have missed some or the entire module due to absence from school
-  QCA End of Key Stage Statements are used to assess progress in PSHE
-  pupil progress and achievement is reported to parents/carers
-  pupil achievement in PSHE is celebrated and shared

Assessment is the process by which an individual pupil's achievements are measured against the lesson objectives. Assessment plays a key role in effective PSHE teaching and learning. Assessment is a process through which judgements are made about an individual's learning and development. It is not about making judgements on the character, worth or values of individual pupils, nor is it about continual testing.

Teachers should not rely entirely on pupil self-assessment, which should be supported by evidence of achievement. Although there is no attainment target for PSHE education, end of Key Stage Statements were developed by QCDA to help teachers assess progress. These statements can be used to plan PSHE education programmes.

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

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

xi) Monitoring and evaluation

Monitoring activities:

- effective PSHE leadership with a system of lesson observations and peer support
- a system for regular review of the PSHE policy and programme
- pupil and staff interviews/questionnaires
- samples of pupils' work

Evaluation activities:

- teacher and pupil evaluation of lessons, units and the overall PSHE programme
- teacher and pupil evaluation of resources
- evidence from lesson observations
- evaluation of contributions of external partners
- feedback and evaluation by pupils
- sampling pupils' work and portfolios

11.Safeguarding and Child Protection

Stanningley Primary School is committed to safeguarding and promoting the wellbeing of all children and expects our staff, visitors and volunteers to share this commitment.

PSHE plays a very important part in fulfilling the statutory duties all schools have to meet and the PSHE policy should be closely aligned to the school's safeguarding policy. PSHE helps pupils to know and understand how to keep themselves and others safe, make informed decisions and manage risk and equips them with the knowledge and skills to get help if they need it. When teaching any sensitive issue, pupils may give cause for concern, and a link needs to be made with the pastoral system and safeguarding arrangements. All adults involved in PSHE delivery need to be aware of the schools safeguarding systems.

Any member of staff who has a concern about a child's welfare should follow the procedures as laid out in the Schools' Child Protection and Safeguarding procedures. Staff should be aware that they can make a referral to children's social care and their responsibility to understand the process for making a referral.



Designated Safeguarding Lead (DSL) / Headteacher – Mrs Julie Brewer



Designated Teachers

(Safeguarding Deputies)

Mrs Stott-Moore (DHT)

Mrs Whiteley (AHT)

Di Greenwood (Family Support)

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.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. Parents/Carers who require one-on-one support on providing effective PSHE at home should contact the schools Family Support Manager, Di Greenwood.

14.Complaints

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

15.Local support available to schools

The Health and Wellbeing Service can offer support through training, bespoke lessons and in school advisory sessions.

Training available:

- **PSHE & Healthy Schools network meeting**
- **Grief & Bereavement in Schools – everybody's business**
- **Growing up in a Social Media World**
- **Leading and Managing PSHE**
- **PSHE & Assessment**
- **Creative Approaches to PSHE**
- **Oh Lila – Primary Risk & Resilience and Drug Education**
- **Rory – Primary Alcohol Education**

- Delivering DAT with Confidence
- Smoke Free Homes
- KS1 Drug Education - Nothing

Further information on the above training, as well as how to book, can be found at: www.schoolwellbeing.co.uk and www.leedsforlearning.co.uk

Bespoke primary PSHE lessons delivered in school:

- Puberty & Conception
- Body Image
- Healthy Relationships
- Social Media

For further information on the above bespoke sessions, please contact Emma Newton at: emma.newton@leeds.gov.uk

In school advisory sessions:

Primary PSHE: Helen Smithies – helen.smithies@leeds.gov.uk

Primary PSHE: Gill Mullens – gillian.mullens@leeds.gov.uk

16. Local and national websites

Local sources of support:

www.schoolwellbeing.co.uk
www.healthyschools.org.uk
<http://www.leeds.gov.uk/phrc/Pages/default.aspx>
www.leeds.gov.uk/phrc/Pages/public-health-training.aspx
<http://www.leedsiscb.org.uk/>
<http://www.themarketplaceleeds.org.uk/>
<http://www.leedsletschange.co.uk/>
<https://www.mindmate.org.uk/>

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/>

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<https://www.gov.uk/government/publications/equality-act-2010-advice-for-schools>

DfE (2014c) *Single science GCSE subject content*, Crown copyright.

<https://www.gov.uk/government/publications/gcse-single-science>

DfE (2014d) *Combined science GCSE subject content*, Crown copyright.

<https://www.gov.uk/government/publications/gcse-combined-science>

Education Act (1996) Crown copyright.

<http://www.legislation.gov.uk/ukpga/1996/56/contents>

Education Act (2002) Crown copyright.

<http://www.legislation.gov.uk/ukpga/2002/32/contents>

Education and Inspections Act (2006), Section 38, Crown

copyright. <http://www.legislation.gov.uk/ukpga/2006/40/contents>

Equality Act (2010) Crown copyright.

<http://www.legislation.gov.uk/ukpga/2010/15/contents>

Education and Inspections Act (2006) Crown copyright.

<http://www.legislation.gov.uk/ukpga/2006/40/section/38>

Learning and Skills Act (2000), Section 148, Crown copyright. <http://www.legislation.gov.uk/ukpga/2000/21/section/148>

Mainstream academy and free school: single model funding agreement (2014)

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Ofsted (2013) 'Not yet good enough; personal, social, health and economic education in schools, Ofsted, May 2013 <http://www.ofsted.gov.uk/resources/not-yet-good-enough-personal-social-healthand-economic-education-schools>

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Appendix 1 – Interactive teaching methods

Agony aunt/uncle/problem pages

Small groups of three to four. Each group takes on the role of an agony aunt or uncle. The group is asked to respond to an imaginary problem or letter. Groups may wish to share their solutions.

Buzz group

Small groups of three to four. Groups are asked to discuss a dilemma or situation for a short, specified time, and then return to the large group to discuss ideas.

Carousel

Half the group forms a circle facing outwards. The other half forms another circle around them, facing inwards. Each person in the inner circle should face someone in the outer circle. Each pair can be asked to talk about an issue or dilemma. Partners can be changed with ease by one or another circle moving round one place.

Circle time / Circle discussion

Structured discussion where all participants sit in a circle – representing an inclusive and safe environment within which to discuss an issue or idea. Uses strategies such as silent statements (change places if you think that...), stem sentences (what I'm looking forward to most about becoming an adult is...), optional rounds (thumbs up if you'd like to say something about...) and open forum discussion.

Consequences

Each group considers the possible options and consequences of a situation. It is important to consider realistic consequences, both positive and negative.

Continuum

An imaginary line is drawn down the room. Pupils are told that one end of the line represents one extreme viewpoint, and the other end represents the opposite view. Statements relating to a particular issue are read out, and pupils stand along the continuum according to what they think. Pupils may discuss their view with someone else nearby, and/or with someone who has a different view.

Corridor of conscience/conscience alley

Class line up in two lines as 'corridor' through which individual walks down. Each pupil in the corridor shouts out suggestions/advice/feelings to the individual walking. Could be used to explore a moral dilemma, hot seat a book/film character etc.

Data search

Pupils search through a selection of resources to find out information and answers to questions. Pupils could devise their own questions, or set questions for another group to answer.

Debate - active

Pupils have to decide to agree or disagree with a statement and move to the corresponding part of the room. They then discuss their opinion with other people in their group and decide upon the three main reasons why they have chosen to take that side; these are then shared with the class. Everyone is given an opportunity to change sides if convinced by the arguments of another group. Can be expanded into strongly agree, agree, disagree, strongly disagree. Consider use of online blogs, votes /& discussion forums.

Debate - formal

A motion is decided on for discussion. Two opposing views are then presented to the pupils with relevant information or supporting evidence. After a question-and-answer session and discussion, the group votes for or against the motion. Consider use of online blogs, votes /& discussion forums

Diamond 9

Small groups are given prepared cards (nine or more), each with a statement relating to an issue for discussion, e.g. 'The qualities of a good friend'. Each group arranges nine cards in the shape of a diamond to represent their views on the relative importance of each statement. Pupils can also be given the opportunity to suggest their own statements for cards.

Discussion

In pairs, small groups, larger groups. Consider use of online blogs, votes /& discussion forums Drama / Role play/simulations Can be facilitated by theatre in education groups.

Draw and write

Pupils are asked to draw and/or write in response to a specific question, (e.g. in the box draw yourself showing how your body will change when you reach puberty. Write about these changes.) Can be used as needs assessment before a unit of work and/or assessment afterwards see 'Health for life' Nelson

Thornes envoys

Various groups of pupils are formed, each with a different task or issue to discuss or research. After a given amount of time, a representative from each group goes to another group to relate the key points or findings to them.

Film /TV

For example, films or TV soaps with substance misuse storylines supported by follow-up discussion, hot-seating of characters.

Fishbowl

One group performs an activity while the others sit around them and observe. The audience may be asked to observe generally, or to look for specific things. They could have a checklist of things to look for.

Graffiti boards

Pupils are asked to write comments/opinions/facts onto a large piece of paper that can then be displayed. Alternatively, each person may be given a piece of card, which can then be part of a 'wall' to which they all contribute. Consider use of online blogs, votes /& discussion forums

Interactive ICT

Educational software can be used. Pupils can also be given use of video recorders/digital cameras/computers to prepare presentations on a given topic.

Literature

Pupils' literature can be combined with techniques such as hot-seating of characters/ agony aunt letters.

Matching

This activity requires cards to be made up which can then be matched together by the pupils. For example, cards with the names of body parts may be matched to body functions.

Media analysis

For example, consider gender issues reported in newspapers, how different types of family groupings are portrayed in TV soaps. Consider use of range of video resources including those on www.thinkuknow.co.uk

Mind maps

Write an issue, topic or problem in the middle of a page. Branch out from the centre with the main themes and continue to branch out the ideas as far as possible.

Peer education

Individuals of the same or similar ages act as educators or mentors, e.g. small groups could research different topics and then teach the other groups about their topic.

Puppets

A distancing technique to use with younger pupils

Question boxes / Ask-it baskets

Pupils write down questions, anonymously if preferred, and post them in a question box or ask-it basket. The teacher/nurse may choose to answer the questions in the next lesson/session having had time to consider appropriate responses. Consider use of online blogs, votes /& discussion forums

Question display

What questions do we want to find the answers to? Display the questions and refer to them as the questions are answered. Pupils to decide: How can we find out the information? How

can we display the results? Consider use of online blogs, surveys, votes /& discussion forums.

Questionnaires / Quizzes

Can be done individually, in pairs or small groups. Can be teacher/nurse led or researched and written by pupils for peers. Consider use of online blogs, surveys, votes /& discussion forums.

Role play

Pupils take on the role of another person and act out a scenario. The audience can rewind the action, fast-forward, freeze-frame and explore different consequences and decisions. They can also 'spotlight' certain characters and question them in role.

Rounds

Everyone is given the opportunity to express a view or opinion about a particular situation. This works well at the beginning or end of sessions.

Sides

Similar to the Continuum, except there is no middle ground.

Snowballing

Everyone works alone for a few minutes, listing ideas related to a task. They then form pairs and share views. The pairs then double up and share their ideas.

Syndicates

A type of role play where pupils formed into groups to represent a view, opinion or organisation. The group has to enter negotiations with another group representing a different view.

Tour

Groups of pupils prepare visual material in the form of posters to display on the wall. They then tour the displays and discuss the materials.

Triad

A pupil engages in an activity with another individual while a third observes, maybe writes notes, and gives feedback. Roles can then be changed.

Word storm / Thought shower

Individuals offer spontaneous suggestions regarding any issue. This is a short, quick activity where suggestions are recorded, but not discussed or challenged. Recorded material can be used later.

(From PSHE CPD Leads Handbook, March 2009)

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:	Agency name:
Contact details:	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: Key Stage: Year Group:	Learning needs: 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**

<u>Joint Evaluation Form</u>		
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.		