



# PSHE EDUCATION POLICY



## (INCLUDING STATUTORY HEALTH AND RELATIONSHIPS EDUCATION) (HRSE) POLICY

Medlar with Wesham Church of England Primary School				
Consultation has taken place:	Staff	Governors	Pupils	Families
	Date: October 2024	Date: November 2024	Date: September 2024	Date: October 2024
Date formally approved by Governors:	November 2024			
Date policy became effective:	November 2024		Review Date: November 2025	
Person(s) responsible for implementation & monitoring:	Mrs Panther PSHE Leader			
Policies to cross reference:		Safeguarding and CP	Online safety	
	Confidentiality	Anti Bullying	SEND	Behaviour for Learning
	Visitor	Equalities	P.E.	Computing
INTENT OF PSHE EDUCATION (HRSE)				
<p><b>Purpose:</b></p> <p>This policy covers our school's approach to all non-statutory elements of PSHE Education, statutory guidance on Health and Relationships Education (HRSE). It also includes our approach to sex education.</p> <p>Our school's overarching intent for our pupils is to provide outstanding PSHE education in a safe place where everyone is valued for being a child of God. In PSHE we want the children to recognise that they are learning 'what it's like to be me'. This policy outlines a co-ordinated approach to ensure that our delivery of PSHE provides opportunities for all pupils to learn, achieve and flourish as part of our Christian family. Children will be inspired to become curious learners, who have the resilience and confidence to succeed in life.</p> <p>We believe it is important because our PSHE curriculum will ultimately enable pupils to acquire learning that will allow them to make their own choices through the development of good sense and practical wisdom, whilst also embedding the Christian values rooted in God's teaching in the Bible. In promoting our values, we will ensure that our pupils are offered a balanced curriculum with a range of viewpoints, which reflects the diverse world we live in today. We will provide equal opportunities for all pupils in relation to gender, sexual orientation, race, disability, religion and cultural belief because we believe every child is special as a child of God.</p> <p>It was produced by the PSHE Leader. Through consultation with SLT, governors, staff, pupils, parents and carers. Parents and carers will be informed about the policy through email, Class Dojo and the school website. This policy is available to parents and carers through email, school website and school office.</p>				

**Overall school aims and objectives:**

This policy reflects our Christian vision expressed in our Mission Statement.

**Mission Statement:**

*We are a loving, caring, distinctively Christian family, providing an excellent education in a safe, happy environment, where every individual is valued as a child of God.*

Our school motto is:



**Curriculum Statement of Intent:**

Children will be inspired to become curious learners, who have the resilience and confidence to succeed in life.

Our vision for 'PSHE' in our school is deeply rooted in the Bible and its teachings.

The scripture we have chosen to allow everyone in our school family to flourish now and in the future is:

**'Whatever you do, in word or deed, do everything in the name of Lord Jesus' Colossians 3:17**

### **What values will underpin this policy?**

Our curriculum promotes the spiritual, moral, social, cultural, mental and physical development of pupils.

The values we promote are:

- **Courage**
- **Respect**
- **Hope**
- **Forgiveness**
- **Wisdom**
- **Faithfulness**

The character strengths we promote are:

- **Teamwork and Friendship**
- **Bravery and Honesty**
- **Love and Kindness**
- **Exploring and Learning**
- **Love of Life and Our World**

We prepare pupils for the experiences, opportunities and challenges of everyday life now and in the future by tailoring our PSHE curriculum to the needs of the children and the needs of our local community.

### **What are the aims and objectives of PSHE Education (HRSE)?**

Our curriculum aims to assist children to prepare for adult life by supporting them through their physical, emotional and moral development. This is by helping them to understand themselves, respect others and form and sustain healthy relationships. This includes providing them with opportunities to reflect on a variety of issues, beliefs and viewpoints, with the objective of them leaving us with:

- Spiritual awareness.
- A positive sense of themselves as an individual and a child of God.
- Positive relationships with others.
- Practical wisdom.
- Mutual respect for others.
- An understanding of differences between people and their viewpoints.
- A feeling of empowerment.
- Knowledge and understanding of a healthy and safe lifestyle both physical and mental.
- Aspirations for the adult world.
- Desire to uphold British values.

A key feature of effective PSHE Education (HRSE) is that pupils learn how to access appropriate support safely in school and outside for themselves and to help others when needed. We address this by signposting and empowering children throughout their PSHE lessons as they progress throughout the school.

## How will we ensure the curriculum is relevant to our pupils?

Our PSHE education needs to 'start from where pupils are'. It is likely that pupils will bring prior understanding, almost understanding, misunderstanding, or gaps in understanding to any issue explored through PSHE education. Often this prior learning is more complex than we might assume. Any new topic in PSHE education should start by enabling pupils to share this prior knowledge with us.

Pupils frequently overestimate how often their peers take part in risky behaviours and feel that they are the 'odd ones out'. It is important that they are reassured that, in reality, the majority of young people make positive, healthy lifestyle choices.

It is important that pupils are helped to make connections between the learning they receive in PSHE education and their current and future 'real life' experiences. The skill of critical reflection is therefore at the heart of assessment for learning in PSHE education. A critical component of PSHE education is providing opportunities for our children 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.

Building on the foundations laid in Early Years our curriculum is sequenced within and between KS1 and KS2 using the PSHE Association Thematic Programme Builder as our basis from which to tailor our bespoke PSHE curriculum for our children. We ensure our curriculum builds on prior learning.

While promoting the values above and meeting statutory requirements, we will ensure that pupils are offered a balanced curriculum designed to meet their needs by using:

- Relevant local data and school information (such as CPOMS, PAQ and attendance) related to Relationships/Health/PSHE Education to inform planning and to address the identified needs of the whole school community.
- Health Needs Assessment Survey.
- Health LSIP, which includes the school's NCMP weighing and measuring data for Reception and Year 6 pupils.
- Public Health data on road traffic accidents, attendance at A&E, alcohol and drug use, social deprivation, family life, career and life chances.
- By meeting the needs of each cohort. Our school will encourage children to talk to their parents and carers by using half termly themes and information on the school newsletter, via Homework tasks, challenges/competitions, curriculum overviews and Class Dojo posts.
- <https://pshe-association.org.uk/guidance/gather-pupils-views>

## What are our intended outcomes for PSHE (HRSE)?

PSHE education addresses both pupils' current experiences and preparation for their future. Our PSHE education in school therefore provides a spiral curriculum to develop knowledge, skills and attributes, where prior learning is revisited, reinforced and extended year on year.

Our PSHE curriculum aims to enable our children to flourish as individual children of God and acquire knowledge and understanding of themselves, others and the world they live in so that they may grasp what is ethically important in situations in order to make wise choices with strong Christian roots and foundations; which they can draw upon as they journey through life.

### The learning outcomes of our curriculum are that pupils will:

1. **Understand they have an identity as a child of God.** (their personal qualities, attitudes, skills, attributes and achievements and what influences these; understanding and maintaining boundaries around their personal privacy, including online)
2. **Understand the complex nature of relationships.** (including different types and in different settings, including online)
3. **Learn they have a responsibility for maintaining a healthy** (including physically, emotionally and socially), **balanced lifestyle** (including within relationships, work-life, exercise and rest, spending and saving and lifestyle choices)
4. **Understand and make wise choices about 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. **Be respectful and understand about diversity and equality.** (in all its forms, with due regard to the protected characteristics set out in the Equality Act 2010)
6. **Understand they have rights** (including the notion of universal human rights), **responsibilities** (including fairness and justice) **and consent.** (in different contexts)
7. **Develop the skills to cope with 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. **Know and understand they and others have 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) **and to use their power to participate actively in our democracy.**
9. **Develop aspirations about various careers** (including enterprise, employability and economic understanding) **and act in the wider world in a way that makes the most of their own and others' potential.**

Consultation and involvement of pupils in PSHE education is crucial if teaching is to meet the needs of our pupils and address the issues they are facing. Without such engagement, teachers are left to 'guess' what is needed. Involvement of pupils also means that teachers can learn what pupil views of what is currently being taught.

## Creating a safe and supportive learning environment in PSHE (HRSE)

<https://pshe-association.org.uk/guidance/ks1-5/handling-complex-issues-safely-classroom>

Group agreements are negotiated with classes on an individual basis at the beginning of the academic year and are used to create and maintain a safe learning environment for staff and pupils throughout. They are regularly revisited to ensure a consistent approach particularly when more sensitive topics are beginning. There is a Staff agreement on methods of deliver using resources recommended by the PSHE Association and LCC. Staff are supported and trained by PSHE Leader who attends regular network meetings with the LCC PSHE Advisor

We will ensure that where pupils indicate that they may be vulnerable and at risk, they will get appropriate support by informing the DSLs in school and follow the school's policy for safeguarding and confidentiality.

The school seeks to ensure all members of staff are role models for positive, safe interpersonal relationships by showing respect and modelling appropriate behaviour in lessons and around school.

We will use distancing techniques to remove the risk of sharing personal information such as role play, scenarios and moral dilemmas. We will answer pupils' questions honestly and accurately within an agreed, developmentally appropriate framework in school. Questions will arise due to their developmental stage and/or from the planned content of lessons. The asking of questions requires a consistent clearly understood way of responding respectfully using the correct and appropriate terminology.

•If a question is believed to be intended to embarrass or to push the boundary, the response needs to ensure pupils are not discouraged from asking questions. The response needs to thank the pupil for the question and to check there is a clear understanding of what exactly is being asked. This is to ensure safeguarding concerns are not missed but also that questions are not misinterpreted. E.g. a question about touch may not be inappropriate touch, it may be about the invasion of personal space.

•If the teacher or visitor is unsure whether or not to answer a question for whatever reason, the response is that it is not going to be answered now but the teacher "will get it answered for you as soon as possible".

•If a pupil asks a question, it needs to be addressed as soon as possible because they want to know the answer. If it is not provided in the safe learning environment of a classroom, there is a risk they will search for the answer using unreliable sources on the internet or other people.

•Depending on the question, the member of staff delivering or with the visitor, needs to know who to refer the question to which is a school decision e.g. PSHE Lead, SLT/DSL.

*The decision may be:*

- The question falls within the school's agreed PSHE scheme of what will be answered in class and can be followed up in the next lesson.
- Taking any safeguarding issues into consideration, the decision may be to contact home to share the question with parents and carers to ask if they would like to answer it, or school staff to answer it or to answer it together in partnership. Eg. If asked questions about particular topic such as FGM, masturbation, contraception.
- There needs to be a safeguarding response.

The nature of questions which will be answered in class and which ones will be addressed in partnership with parents and carers links to the Key Learning Objectives outlined in the PSHE Scheme of Work. Class teachers will keep a record of sensitive questions asked on CPoms and how they were dealt with in case there is any recourse.

## Confidentiality in PSHE (HRSE):

<https://pshe-association.org.uk/safe-classroom-and-effective-teaching-interactive-posters>

Due to the nature of PSHE education, pupils' learning may result in them seeking advice or support on a specific personal issue. No teacher can offer complete confidentiality, and it is important for everyone's safety that teachers and pupils are clear about what can and cannot be kept confidential.

Monitoring, reporting and evaluation of PSHE Education will take place by the PSHE Leader, SLT and Governors in consultation with staff, pupils and parents.

We outline what is meant by confidentiality as set out in our Confidentiality Policy and Safeguarding Policy. We will ensure that where pupils indicate that they may be vulnerable and at risk, they will get appropriate support by informing the DSL in school and follow the school's policy for Safeguarding.

Our school recognises the importance for children, families and staff having access to confidential services, including health services to support their physical and emotional needs.

We do this through:

- Pupils being supported by their Class Teachers, Teaching Assistants and the Learning Mentor, however this is via the understanding no member of staff can offer complete confidentiality.
- Families being supported by SLT, SENCO and signposted to services that can help confidentially with their needs.
- Staff being supported by SLT and signposted to services that can help confidentially with their emotional health and well-being needs too.

## **SEND, inclusion, equality and diversity**

<https://pshe-association.org.uk/send>

We recognise the right for all pupils to have access to PSHE Education (HRSE) learning which meets their needs. We ensure all pupils have access to PSHE Education (HRSE) through our PSHE curriculum as it positively supports the school's policy for inclusion. Our PSHE curriculum provides opportunities for all pupils to excel. We promote the needs and interests of all pupils, irrespective of gender, culture, ability or aptitude by ensuring PSHE education is accessible to every pupil.

Teaching takes into account the ability, age, development and cultural backgrounds of our children and those with English as a second language to ensure that all can fully access the PSHE Education (HRSE) curriculum through differentiated lesson planning and activities tailored to their needs, in order for them to flourish.

We promote social learning and expect our pupils to show a high regard for the needs of others by setting clear group agreements for discussions and respecting the rights of all individuals in our classes. We use PSHE Education (HRSE) as a vehicle to address diversity issues and to ensure equality for all by ensuring our children and staff celebrate differences and use this as an opportunity to educate.

### **How will we ensure that our equalities obligations are fulfilled?**

Under the Equalities Act 2010 our Governing body has a responsibility to ensure that our school strives to do the best for all pupils irrespective of disability, educational needs, race, nationality, ethnic or national origin, pregnancy, maternity, sex, gender identity, religion or sexual orientation or whether they are looked after children. We will ensure we are sensitive to the different needs of individual pupils and may need to adapt over time as the pupil population changes.

Through the teaching of British Values and Protected Characteristics pupils will understand about the law of this country and to respect people who are different to them. This forms part of their learning to celebrate being a unique individual child of God, in developing their sense of self.

The needs and interests of all pupils, irrespective of sex, gender identity, family, faith, culture, sexual orientation, ability or aptitude are addressed and respected by everyone in our school community.

We ensure PSHE Education (HRSE) fosters equality by every member of our community being treated equally and as an individual. We assess the needs of different pupils through pupil discussions and observations in the classroom as well as individual planned tasks for the children to carry out.

### **How will we ensure inclusion and differentiate learning?**

We identify pupils' different starting points by assessing pupil's knowledge and understanding at the start of PSHE themes and identify any misconceptions during this process, tailoring the following lessons to suit their ability and needs.

We respect pupils' unique starting points by providing learning that is differentiated and up to date according to the cohort of children.

We ensure that pupils with special educational needs receive access to PSHE Education (HRSE) through adjustments, TA support, 1:1 and group sessions and individual timetables for pupils as needed for children with SEN.

We offer challenge in PSHE to our more able pupils through differentiated tasks that provide high levels of challenge through breadth, depth and pace. Use of higher-order questioning to develop investigation, enquiry and promote high-level thinking skills. Opportunities to excel in PSHE by being chosen as Gospel Value Heroes, School Council Reps, Prefects, House Captains and Behaviour Ambassadors, Subject Ambassadors, Worship Team and Anti Bullying Ambassadors.

## RELATIONSHIPS EDUCATION

DfE statutory guidance states that from September 2020, all Primary Schools must deliver Relationships Education

KS1 & 2 Five Topics:

- *Families and people who care for me*
- *Caring Friendships*
- *Respectful relationships*
- *Online relationships*
- *Being safe*

### **INTENT OF RELATIONSHIPS EDUCATION**

**What is the purpose of Relationships Education in our school?**

Our school vision is to ultimately enable pupils to acquire learning that will allow them to make their own choices through the development of practical wisdom, whilst also embedding the Christian values rooted in God's teaching in the Bible.

We define Relationships Education as part of our wider PSHE and Religious Education. It will provide a context of values and beliefs which are derived from Christian teaching and is in accordance with our school's mission statement. Much emphasis is placed upon children developing their own self-worth and value, whilst maintaining a respect for others around them in the relationships they experience now and in the future.

Relationships Education our school makes explicit links to the values of: Courage, Respect, Hope, Forgiveness, Wisdom and Faithfulness.

Relationships Education our school makes explicit links to character strengths in My Happy Mind Programme. Love and kindness, Bravery and Honesty, Exploring and Learning, Teamwork and Friendship, Love of Life and Our World.

We think it is important for our pupils and our school because it is part of lifelong learning about physical, moral and emotional development. It is about the understanding of the importance of marriage for family life, stable and loving relationships, respect, love and care. Any sex and relationships education teaching in our school will be within the ethos of the Christian Church. We acknowledge, it is important for schools to teach about 'the importance of stable relationships', 'marriage' and 'family life' in the context of the life experiences of our pupils today. Within this the school ensures there is no discrimination of children based on their different home circumstances. Our curriculum is underpinned by an overtly positive Christian ethos where all our children and their families are valued. We believe in our school that all individuals are children of God, it is important that all our children are helped to understand and value themselves as creatures of worth in their own and in God's eyes and as people destined for eternal life.

Our school's overarching aims for our pupils are that they will:

Understand they have an identity as a child of God.

Understand the complex nature of relationships.

Understand and make wise choices about risk.

Be respectful and understand about diversity and equality

Understand they have rights, responsibilities and consent.

Develop the skills to cope with change and resilience.

Know and understand they and others have power and to use their power to participate actively in our democracy.

Develop aspirations about various careers and act in the wider world in a way that makes the most of their own and others' potential.

## What are the aims and objectives of our Relationships Education curriculum?

Our curriculum aims to:

- Present children with Christian views of relationships.
- Address and correct understandings children may have gained from the media, social media, online websites and their peers.
- To educate about misinformation, which may be gained from a variety of sources such as TV, social media, jokes/hearsay, and peers.
- To enable pupils to understand the importance of positive, caring relationships.
- Increase children's confidence in forming and maintaining relationships.
- Develop skills to help protect themselves from abuse and know how to get help for themselves and others.
- Enable our young people to explore differing viewpoints.

We want Relationships Education in our school to put in place the key building blocks of healthy, respectful relationships, focusing on family and friendships, in all contexts, including online. We want our children to leave us respecting themselves and others to enable them to move with confidence from childhood through adolescence into adulthood.

## What are our intended outcomes for Relationships Education?

The learning outcomes of our Relationships Education curriculum are that pupils will:

- Recognise what makes them unique and special as a child of God.
- Recognise steps to take to ensure themselves and their friends are striving to be curious, resilient and confident.
- Recognise the characteristics of a family and healthy family life provided by the people who care for them.
- Understand about developing caring friendships with others and how to handle the ups and downs and managing these situations.
- Know how to enter into respectful relationships and the importance of self respect.
- Recognise different types of bullying and how to get help.
- Know that in online relationships they need to apply the same principles as face to face relationships and how to keep themselves safe online.
- Be able to keep themselves safe with both children and adults they come into contact with and know how to get help if needed.

## IMPLEMENTATION OF RELATIONSHIPS EDUCATION

### Relationships Education Curriculum

Relationships Education is embedded within our PSHE Education by teaching our pupils to be responsible and make well informed decisions about their lives. It is not delivered in isolation and is firmly rooted within the framework for PSHE and RE in our school with our Christian vision

## HEALTH EDUCATION

DfE statutory guidance states that from September 2020, all Primary Schools must deliver Physical Health and Wellbeing Education (Health Education)

KS 1 & 2 Eight Topics:

- *Mental wellbeing*
- *Internet safety and harms*
- *Physical health and fitness*
- *Healthy eating*
- *Drugs, alcohol and tobacco*
- *Health and prevention*
- *Basic first aid*
- *Changing adolescent body*

The statutory guidance for Health Education outlines what schools must cover – though not everything that schools should cover – in PSHE from 2020. The Department for Education (DfE) says: ‘All elements of PSHE are important and the government continues to recommend PSHE be taught in schools’. These new statutory requirements do not extend to sex education at KS1 and 2 (beyond the biological/reproductive aspects schools are already required to cover in science) However, the Department for Education ‘continues to recommend that all primary schools should have a sex education programme tailored to the age and the physical and emotional maturity of the pupils’. Where schools provide sex education at key stages 1 and 2, parents will have the right to withdraw their child from sex education but not from statutory Health Education.

### **INTENT OF HEALTH EDUCATION**

**What is the purpose of Health Education in our school?**

The aim of teaching our pupils about physical health and mental wellbeing is to give them the information that they need to make good decisions about their own health and wellbeing. It should enable them to recognise what is normal and what is an issue in themselves and others and, when issues arise, know how to seek support as early as possible from appropriate sources.

This links to our school values of:

- Courage, Respect, Hope, Forgiveness, Wisdom, Faithfulness

Health Education in our school makes explicit links to character strengths in My Happy Mind Programme. Love and kindness, Bravery and Honesty, Exploring and Learning, Teamwork and Friendship, Love of Life and Our World.

We believe Health Education is important for our pupils and our school because we want to give them the tools and understanding of how to keep themselves healthy physically and mentally, in order to make wise choices with strong Christian roots and foundations; which they can draw upon as they journey through life.

We view the partnership of home and school as vital in providing the context of healthy living as parents and carers are the key people in their home life, where they live out the healthy choices. Maintaining the culture and ethos of the family and helping their children cope with the emotional and physical aspects health and preparing them for the challenges and responsibilities that lie ahead as they mature and grow into adults.

## What are the aims and objectives of our Health Education curriculum?

Our curriculum aims to work towards giving children ability to manage effectively the physical and mental health aspects of life as they grow from children to adolescents into adults.

## What are our intended outcomes for Health Education?

- To understand how to keep healthy and make healthy choices by eating a balanced diet and understanding the importance of exercise and hygiene routines.
- To know why sleep is important and have healthy sleep habits.
- To manage feelings, self regulation and understand what affects feelings and mental health, including bullying and how to get help.
- To know ways to take care of mental health and manage change, loss and bereavement as well as managing time online.
- To know how to maintain oral hygiene and dental care.
- To understand how rules and age restrictions help us keep safe online by keeping personal information safe.
- To be aware of safety, risks and hazards in different unfamiliar environments and understand risk and safety at home.
- Keeping safe in different situations, including responding to emergencies, firstaid.
- To understand about sun safety, vaccinations, immunisations and allergies.
- To have a knowledge of medicines, household products, drugs common to everyday life drug use and the law including alcohol and tobacco.
- To know key facts about puberty and the changing adolescent body, particularly from age 9 through to age 11, including physical and emotional changes.
- To understand menstrual wellbeing including the key facts about the menstrual cycle.
- To have a knowledge and understanding of human reproduction, conception and birth.

## IMPLEMENTAION of HEALTH EDUCATION

### Health Education Curriculum:

Health Education is embedded within our PSHE Education by ensuring pupils understand physical health and mental wellbeing are interlinked, and it is important that pupils understand that good physical health contributes to good mental wellbeing, and vice versa. It is not delivered in isolation and is firmly rooted within the framework for PSHE in our school with our Christian vision.

## Health Education

### **Curriculum Content:**

Our school has chosen to teach sex education beyond what is in the statutory requirements for Science. Parents have the statutory right to withdraw their children from Sex Education lessons as stated below and parents wishing to exercise this right are asked to make an appointment with the PSHE Leader, Headteacher or member of SLT to discuss their child being excused from these lessons.

### Statutory Science Education (no right to withdraw your child)

#### *National Curriculum Science*

##### *Key Stage 1*

1. b) that animals including humans, move, feed, grow, use their senses and reproduce
2. a) to recognise and compare the main external parts of the bodies of humans  
f) that humans and animals can produce offspring and these grow into adults
4. a) to recognise similarities and differences between themselves and others and treat others with sensitivity

##### *Key Stage 2*

1. a) that the life processes common to humans and other animals include nutrition, growth and reproduction
2. f) about the main stages of the human life cycle

### Sex Education within Health Education Y6: (right to withdraw your child)

Growing and changing: Human reproduction and birth.

- Identify the links between love, committed relationships and conception.
- What sexual intercourse is, and how it can be one part of an intimate relationship between consenting adults.
- How pregnancy occurs i.e. when a sperm meets an egg and the fertilised egg settles into the lining of the womb.
- That pregnancy can be prevented with contraception.

## **IMPLEMENTATION OF PSHE EDUCATION (HRSE)**

### **Timetabling PSHE Education (HRSE)**

We allocate at least 1 hour curriculum time per week to PSHE Education (HRSE) Our PSHE Education (HRSE) takes place as part of each classes' weekly timetable and a My Happy Mind Session is weekly too. Our PSHE Education (HRSE) is provided as a core subject in our school.

Our PSHE Education (HRSE) provision is mapped and planned effectively to ensure we are meeting all the statutory objectives and needs of of our children and school community.

Our PSHE Education (HRSE) provision is further enriched by linking PSHE Education to our RE, Gospel Values and Christian vision.

### **Who will be responsible for the curriculum?**

The PSHE Education (HRSE) curriculum will be led by our PSHE Leader – Claire Panther  
It is taught by all the class teachers and teaching assistants if supporting children with these needs.

The school supports staff delivering PSHE Education (HRSE) to access appropriate CPD by signing up to the LCC SLA Agreement with the PSHE Advisor and facilitating, planned progressive PSHE staff meetings which build on the skills and confidence of the staff.

### **The use of visitors in the classroom**

<https://pshe-association.org.uk/guidance/ks1-5/selecting-and-working-with-visitors-and-speakers>

The use of visitors and external agencies is organised via the PSHE Leader, Cultura Capital Leader and SLT. It is also necessary for external contributors, to be clear about the group agreements in the classroom and that whilst working with children, they are bound by the school's Safeguarding policy, not their own.

The use of visitors and external agencies is organised via the PSHE Leader and SLT. We use external contributors in the following circumstances:

Eg. Theme Weeks, NSPCC, BSYW, Bikeability, RNLI, Network Rail

We ensure external contributors' input enhances the learning opportunities as part of a planned programme by only using accredited speakers and visitors.

### **Key Principles and Teaching Methodology in PSHE (HRSE)**

We will use as a starting point the PSHE Association programme builder resource which takes a thematic approach to primary PSHE education, covering all three core themes of the Programme of Study (Health and Wellbeing; Relationships; and Living in the Wider World) over the school year. This approach allows our year groups to work on similar themes at the same time, building a spiral programme year on year, whilst offering flexibility in terms of medium-term planning to meet the needs of a cohort of children and make links to our Gospel Value of the half term.

(See PSHE Overview for whole school)

Lesson materials and resources come from PSHE Association recommended sources.

<https://pshe-association.org.uk/>

### **Teaching methods include:**

- My Happy Mind Programme and Picture News
- Whole school theme weeks
- Whole school and class Worships
- Assemblies
- Creativity topics in other subjects/curriculum areas
- Circle Time
- Group work
- Partner Work
- Role Play
- Videos
- Story Telling
- Use of outside visitors

**What topics will be covered and broadly when?**  
(See Medlar with Wesham C of E PSHE Whole School Overview)

**Medlar with Wesham C of E School PSHE Whole School Overview**

Term	PSHE Themes	Gospel Value	British Value	Protected characteristics
<b>MY HAPPY MIND CHARACTER TRAITS:</b> Love and kindness, Bravery and Honesty, Exploring and Learning, Teamwork and Friendship, Love of Life and Our World.				
1	<b>Relationships</b> Families and friendship  Online Safety, Media Literacy and Digital Resilience	Courage	Democracy	<p>These are aspects of a person's identity that are protected under the <b>Equality Act 2010</b>. This law makes it illegal to discriminate against someone based on these characteristics, helping to promote a fairer and more equal society.</p> <ul style="list-style-type: none"> <li>• age</li> <li>• disability</li> <li>• gender reassignment</li> <li>• marriage and civil partnership</li> <li>• pregnancy and maternity</li> <li>• race</li> <li>• religion or belief</li> <li>• sex</li> <li>• sexual orientation</li> </ul>
2	<b>Relationships</b> Safe relationships  Respecting Ourselves and Others  Online Safety, Media Literacy and Digital Resilience	Respect	Respect	
3	<b>Living in the Wider World</b> Belonging to a Community  Online Safety, Media Literacy and Digital Resilience	Hope	Rule of Law	
4	<b>Living in the Wider World</b> Money and Work  Online Safety, Media Literacy and Digital Resilience	Forgiveness	Tolerance	
5	<b>Health and Wellbeing</b> Physical Health and Mental Well Being  Online Safety, Media Literacy and Digital Resilience	Wisdom	Liberty	
6	<b>Health and Wellbeing</b> Growing and Changing  Keeping Safe  Online Safety, Media Literacy and Digital Resilience	Faithfulness	Democracy Respect Rule of Law Tolerance Liberty	

**Media Literacy and Digital Resilience (Taught throughout the academic year complimenting Computing Curriculum)**

EYFS	<b>Managing Self</b> Children will know what a sensible amount of screen time is and why this is important for their health.
Cycle B	Using the internet and digital devices, communicating online.
Cycle A	The internet in everyday life; online content and information.
Year 3	How the internet is used, assessing information online.
Year 4	How data is shared and used.
Year 5	How information online is targeted, different media, types, their role and impact.
Year 6	Evaluating media sources, sharing things online.

A more detailed year group by year group overview is provided on the PSHE Curriculum Page of our school website and Classes each have a half termly overview on their Class Pages. <https://www.weshamcofe.lancs.sch.uk/pshe-10/>

## IMPACT OF PSHE (HRSE)

### How will we assess this learning?

The DfE states in the statutory guidance for Relationships, Sex and Health education that “schools should have the same high expectations of the quality of pupils’ work in these subjects as for other curriculum areas” — therefore assessment for and of learning should be central to any PSHE education provision. Pupils need opportunities to reflect on their learning and its implications for their lives. Teachers need to know that learning has taken place, be able to demonstrate progress and identify future learning needs. Assessment increases pupils’ motivation and improves learning, as their raised awareness of their progress illustrates the value of this learning. Assessment allows our SLT, parents, governors and to see Health education’s impact on pupils and whole school outcomes.

We assess pupils’ learning through such techniques as suggested in  
(*A GUIDE TO ASSESSMENT IN PRIMARY PSHE EDUCATION KS1 - 2*)

<https://pshe-association.org.uk/guidance/ks1-4/assessment>

This is evidenced by individual PSHE Books.

The model of assessment we advocate is that for each new theme, an initial activity is carried out that gauges pupils’ starting point in terms of their existing knowledge, skills, attitudes and beliefs. This is used to inform the teacher’s planning for the PSHE theme using the model below.

#### A MODEL FOR ASSESSMENT IN A LESSON OR SERIES OF LESSONS



##### 1. Baseline assessment

*Carry out a baseline assessment before starting a new ‘piece of learning’ (which might be a single lesson or series of lessons constituting a ‘module’ or ‘topic’).*

##### 2. Assessment for Learning (AfL)

*Build AfL into the lesson(s) to gauge understanding, adapt teaching, promote and maximise learning. Strategies might include building on the baseline assessment, structured questioning, mini-plenaries between activities, feedback and feed forwards.*

##### 3. Assessment of Learning (AoL)

*At the end of the ‘piece of learning’, measure progress from the starting point (AoL). Use this to evidence progress and inform future teaching.*

### How will we involve and consult pupils?

Pupils have been involved in the creation of this policy through pupil interviews and classroom questionnaires. Pupils’ views of what is currently being taught and how, will help to inform the curriculum by enabling teachers to plan lessons which meet the children’s specific needs. The PSHE Ambassadors are used to gather views and impact of PSHE teaching and learning. At the start of the year class teachers carry out a ‘Gathering Pupil’s Views’ lesson in KS2 based on the PSHE Association lesson model to ensure they can meet the needs of their class during the coming academic year.

<https://pshe-association.org.uk/guidance/gather-pupils-views>

Pupils have opportunities to review and reflect on their learning during lessons through Confidence Trackers different activities as teachers incorporate assessment for learning and opportunities for pupils to reflect on what the learning means for their own lives.

## **Monitoring, reporting and evaluation**

The quality of teaching and learning in PSHE Education (HRSE) is monitored by the PSHE Leader and SLT. This will be carried out via Learning Walks, Pupil Conferencing, Book Looks, staff discussions and training focusing on best practice and questionnaires.

The content in PSHE Education (HRSE) is monitored by the PSHE lead via PSHE staff Meetings, Book Monitoring, Pupil Conferencing and questionnaires as part of the Monitoring Cycle.

PSHE is reported to parents and carers in Termly Interim Pupil Reports.

PSHE is reported to Governors in termly Curriculum Committee Meetings and Head Teacher's Report. Our key Governor is Anthony McCann.

The contribution of visitors and external agencies to PSHE Education (HRSE) monitored and evaluated via discussions, feedback and observations given to or directly experienced by the PSHE Leader and Cultural Capital Leader. This includes pre visit and post visit dialogue linked to the Key Learning criteria and evaluate this.

During planned PSHE lessons time is given to the pupils to evaluate curriculum content as well as during Pupil Conference sessions with PSHE Ambassadors.

## **How will parents and carers be involved?**

We view the partnership of home and school as vital in providing the context for which the children live out their PSHE education. We are clear that parents and carers are the prime educators for children on many of these matters. Schools complement and reinforce this role. We are committed to working with parents and carers.

We offer support by signposting them to outside agencies and working with TA's and SENCO. We communicate with parents and carers via Class DoJo.

We offer a monthly Safeguarding Newsletter and 'Drop in Session' to discuss the issues covered in the newsletter.

We encourage discussion of topics at home by updating parents on Class Dojo about PSHE related themes we are learning in school.

PSHE is discussed at Parents Evening and consultations are held when updating and reviewing policies, which is an on – going dialogue where parents are encouraged with an 'open door' policy if they want more information or want to raise questions about PSHE related teaching and learning.

Parents and carers are informed about and consulted on the policy through, Class Dojo, school website, Parent Workshops and the opportunity to make contributions is promoted. When possible, parents are invited in to view resources or signposted to websites where examples of the resources can be viewed.

Parents are pointed in the direction via our website of the DFE FAQ website below to support their understanding of what is being taught and why.

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

**Other aspects of school life that contribute to PSHE Education (HRSE) include:**

Opportunities to take responsibilities include:

Worship Team  
Gospel Value Heroes  
School Council  
Prefects and Senior  
Prefects  
Anti Bullying  
Ambassadors  
Play Leaders  
Librarians  
House Captains

**Opportunities to participate include:**

School Sports Clubs and Teams  
Sports Tournaments  
School Productions  
Class Worships  
Half termly trips and visits in each year group  
Singing and music activities at local care homes  
Representing school in our Church  
Representing School at Club Day  
Remembrance Day Service  
Christingle Service  
Harvest Service and Collection  
Fair Trade Fortnight  
PTFA Events  
Bikeability  
Right Start Road Safety Training  
Year 6 Residential

Year 5 Residential

Charity Events: Children in Need, Brian House Hospice Fundraising, Foodbank Collection, Bishop's Harvest.

**Responsibility for the implementation of this policy.**

Medlar with Wesham C of E Governing Body  
Key (PSHE/Personal Development) Governor: Mr McCann  
Head teacher: Mrs Panther  
PSHE Leader: Mrs Panther  
Professional Development Lead: Mrs Panther  
Mental Health Leader: Mrs Thompson DHT  
Parents and carers