



## **Trannack Personal, Social and Health Education (PSHE) Policy June 2020**

### **Related Policies**

This policy should be read in line with

- Safeguarding and Child protection
- Prevent
- Positive Behaviour and Anti-Bullying
- Relationships and Sex Education
- Online safety and data security
- Equality
- Drug education

### **Policy Content and Rationale**

- This policy covers our school's approach to Personal, Social and Health Education. The relationships and health aspects of PSHE will be compulsory in all schools from September 2020.
- It was produced using the guidance from training and resources from the PSHE Association and through consultation with staff, parents and governors in each school.
- It will be reviewed in September 2022

### **Policy Availability**

- The policy is available to all stakeholders through the school website on <http://www.trannack.cornwall.sch.uk/website> Paper copies are also available in the school office on request
- If you require this policy in another format, please contact Mrs Stritt ( executive head teacher ) or Mrs Hoskins ( secretary) by calling 01326 572100 or emailing [secretary@trannack.cornwall.sch.uk](mailto:secretary@trannack.cornwall.sch.uk)

### **Policy and Objectives**

- This policy is committed to broad outcomes for children and is informed by our school's ethos, the Co-operative values, British values and our commitment to the Virtues in Education project.

- Our PSHE programme aims to fulfil our moral obligation to support children through understanding different life experiences and circumstances, while preparing them for opportunities and responsibilities, now and in the future.

The aim for PSHE education is to provide pupils with essential personal and interpersonal skills to develop:

- accurate, balanced and relevant knowledge
- opportunities to turn that knowledge into personal understanding
- opportunities to explore, clarify and if necessary challenge, their own and others' values, attitudes, beliefs, rights and responsibilities
- the skills, language and strategies they need in order to live healthy, safe, fulfilling, responsible and balanced lives
- opportunities to develop positive personal attributes such as resilience, self-confidence, self-esteem and empathy

Using the Scheme of Work from the PSHE Association, PSHE is delivered under each of the three core themes

- Health and Wellbeing
- Relationships
- Living in the Wider World

### **Creating a safe and supportive learning environment**

- This policy is informed by the school's safeguarding and child protection policy. If a safeguarding issue arises, staff will follow safeguarding procedures for their school and inform the DSL who is Mrs Emma Stritt.
- We will ensure that if pupils are identified as vulnerable, further support and advice from the SENDco or SLT will be sought and outside agencies may be consulted if deemed necessary.
- As PSHE education works within pupils' real life experiences, it is essential to establish a safe learning environment where clear 'ground rules' are established at the beginning of each session and are understood by all adults and pupils. This environment is created by encouraging and modelling an open and honest classroom culture which is underpinned by the Co-operative values, British values and Trannack School's commitment to the Virtues Project.

### **Entitlement and Equality of Opportunity**

- Full PSHE education provision should be accessible to every pupil, in line with SPCMAT Equality Policy, although parents have a right to withdraw their children from those parts of RSE not within the national curriculum science programmes of study. For further details, please see government proposals for teaching

requirements from September 2020.

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

- Teaching will take into account the age, ability, readiness and cultural backgrounds of children and those with English as a second language to ensure that all can fully access PSHE education provision.
- We celebrate diversity and inclusion to ensure equality for all by raising awareness and developing understanding, tolerance, respect and acceptance.
- We will ensure that all pupils with SEND receive access to PSHE. This may be through differentiated learning opportunities and outcomes, 1:1 support, small group work, differentiated discussions and guidance from outside agencies.

### **Intended Outcomes**

As a result of our PSHE programme of learning, pupils will develop skills to:

- stay as healthy as possible
- keep themselves and others safe
- have worthwhile and fulfilling relationships
- respect the differences between people
- develop independence and responsibility in their learning and behaviour
- play an active role as members of a democratic society
- make the most of their own abilities and those of others
- behave in a socially and morally acceptable way including towards authority and each other
- become involved in the life of their community
- know about democracy and how to be active citizens, embodying British Values
- know about economic wellbeing.
- be aware of global issues
- value the achievements they make, and the achievements of others
- make informed choices about dealing with risks and meeting challenges

### **Teaching and Learning**

#### *Principles and Methodology*

- PSHE education will consider pupils' starting points. Pupils will bring differing levels of knowledge and understanding to any issue explored through PSHE education. Where possible, any new topic in PSHE education will start by determining pupils' prior knowledge.
- The potential consequences of lifestyle choices will be made clear. It is important that pupils are reassured that the majority of young people actually 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 spiral, progressive nature of the PSHE curriculum will allow themes to be revisited, developing the skill of critical reflection as understanding is deepened.

### *Planning*

Our scheme of work is based on that recommended by the PSHE association although we have made it into a rolling programme in order to deliver it to classes comprising more than one year group. Children will revisit themes, building on their knowledge, understanding and skills.

Careful consideration, planning and differentiation will be used to ensure that delivery is at the right level for pupils, regardless of their year group when participating in each cycle of the rolling programme. Some topics will be taught each year, only to pupils in year 6.

- Lessons will be designed to be sensitive to a range of views but the school will ensure that pupils always have access to the learning they need in order to stay safe and healthy, and to know and protect their human rights. This will include clear, impartial information in relation to matters such as forced-marriage, female genital mutilation and abortion.
- Planned enrichment days may be used to develop, extend and enhance the PSHE education programme.

### *Assessment*

- A range of assessment strategies will be used and will focus on PSHE learning objectives and outcomes to inform the next stage of teaching and learning.
- We will use dynamic planning to respond to and explore issues that may arise within our school community, wider community, nationally or globally.

### *Confidentiality*

- Teachers will not offer complete confidentiality; for everyone's safety, teachers will inform pupils about what can and cannot be kept confidential.
- External contributors, including school nurses, will be informed about these rules and that whilst working in the school, they are bound by the school's confidentiality policy.

### *Responding to Pupils' Questions*

- The use of ground rules, negotiated between teachers and pupils, will help to create a supportive climate for discussion, in which questions can be openly asked and answered, within the context of the PSHE programme and with consideration to prior learning and readiness
- If necessary, teachers will ask a pupil to wait for an answer to give them time to consult with the school's leadership team if they feel this appropriate, or if the question raises potential safeguarding concerns. (*For instance: 'That is a really important question and I will answer that later/ in the next session.'*)

- Teachers will promote accessibility to an anonymous question box where pupils who are not comfortable raising questions in an open setting may ask questions to be responded to at a later date.

#### *Involving Parents and Carers*

- PSHE is strongest when there is communication and collaboration between school and home. We are committed to working with parents and carers.
- The school will offer materials for parents or carers to explore with their children before the lessons take place.
- Schools may also offer an evening or workshop for interested parents and carers to make them aware of external information and guidance materials from relevant organisations that they can use/explore with their children
- Legislation states that parents have the right to withdraw their children from aspects of RSE which do not form part of the science national curriculum. Schools will inform parents and carers of their right to withdraw their children from aspects of RSE before the lessons take place.

#### **Policy Review**

- The PSHE policy should be reviewed at least every 2 years from September 2020 or when statutory guidelines change to ensure that it continues to meet the needs of pupils, staff and parents, and that it is in line with current DfE advice and guidance.