



PSHE Education Policy

(incorporating Relationships and Sex Education
and Drug, Alcohol and Tobacco Education)

Balfour Primary School

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PSHE Education Policy

Context & Introduction

The importance of PSHE education in preventing bullying, prejudice, substance misuse, sexual exploitation and in contributing to positive physical, emotional and mental health and healthy relationships is increasingly recognized. Therefore, at Balfour Primary School PSHE education is a central part of our curriculum as it enables our children to build healthy friendships and relationships and keep themselves safe now and in the future. We believe that effective PSHE education supports the teaching of behaviour for learning, safety and respect and growth mind-sets and is underpinned by our School Values and the fact we are a Rights Respecting School. PSHE contributes to the wellbeing, safety and achievement of all children in this school.

Definitions

Personal, Social, Health and Economic Education (PSHE education) is

'...a planned programme of learning through which children and young people acquire the knowledge, understanding and skills they need to manage their lives. As part of a whole school approach, PSHE develops the qualities and attributes pupils need to thrive as individuals, family members and members of society.'

PSHE Association quoted in the PSHE Education Programme of Study for Brighton & Hove Schools, 2014.

PSHE education involves the development of knowledge and understanding, skills and provides opportunities to explore attitudes and values. It is delivered through the core, inter-related three themes of:

- Health and Wellbeing
- Relationships and
- Living in the wider world

At Balfour, Relationships and Sex Education (RSE) and Drug, Alcohol and Tobacco Education (DATE) are delivered as part of these overlapping themes.

In our school citizenship is delivered through the 'Living in the wider World' theme, specifically through RRS assemblies and our whole school approach to the UNCRC. Therefore this policy covers this aspect of our curriculum.

RSE is a planned programme of learning about the emotional, social, legal and physical aspects of growing up, relationships, sex, gender identity, human sexuality and sexual health that provides children and young people with:

- the essential skills for building positive, enjoyable, respectful, equal and non-exploitative friendships and relationships, for managing risk and for staying safe.
- the opportunities to explore attitudes and values within a safe and inclusive learning environment that values every person and acknowledges different faith, cultural and personal perspectives on relationships and sex.



Relationships and Sex Education Guidance for Brighton & Hove educational settings, 2015

The definition of a drug being used in this policy as follows:

A drug is any substance which, when taken into the body, affects the chemical composition of the body and how the body functions. The definition therefore includes illegal drugs, alcohol, tobacco, medicines, volatile substances (e.g. aerosols, solvents, glue or petrol) and novel psychoactive substances (so called legal highs).

A planned alcohol and drug education programme can be an effective way of promoting pupils' wellbeing and safeguarding them from alcohol and drugs harms. Promoting children and young people's health and wellbeing, within the context of alcohol and drug education, means providing planned and structured learning opportunities to develop children's knowledge, skills, attitudes and understanding about all drugs; as well as an awareness of the benefits of a healthy lifestyle in relation to their own or other's actions. By building pupils' resilience, values and skills around alcohol and drugs, teachers help young people to develop the life skills to enter adulthood healthy and avoiding harms.

We will teach RSE and DATE thematically looking at the links between risk taking behaviours and keeping safe ('Feeling Good, Feeling Safe') as well as teaching as distinct topics (Christopher Winters).

Links to other policies

This PSHE education policy links with other school policies including those on Bullying, Equality, Safeguarding, Inclusion, RE and ICT (e-safety).

Statutory Duties

Our PSHE education programme supports our school to meet our statutory duties *'to promote the well-being of pupils at the school'* and to ensure that we have a balanced and broadly-based curriculum which:

- *promotes the spiritual, moral, cultural, mental and physical development of pupils at the school and of society, and*
- *prepares pupils at the school for the opportunities, responsibilities and experiences of later life.*

As part of this broad and balanced curriculum, PSHE education also prepares children positively for life in modern Britain and promotes the values of democracy, the rule of law, individual liberty and mutual respect for and tolerance of those with different faiths and beliefs and for those without faith. It also supports children and young people to develop social and emotional aspects of learning and contributes to the explicit teaching of character traits, attributes and behaviour for learning, safety and respect.

In the planning and delivery of PSHE education we will also show due regard under the Equality Act 2010 to the need to:

- Eliminate discrimination and harassment
- Advance equality of opportunity
- Foster good relations



We aim to ensure that our PSHE programme is inclusive of all groups of children, is informed by their needs and reflects the diversity of our school and wider community. Our PSHE programme also supports teaching about safeguarding, including developing the skills to stay safe online. Therefore, PSHE promotes preparation for and an appreciation of life in modern Britain.

PSHE education remains a non-statutory part of the National Curriculum, apart from the elements of RSE and DATE contained within the statutory science curriculum. However, we note that National Curriculum, 2014 states that:

'All schools should make provision for personal, social, health and economic education (PSHE), drawing on good practice.' and 'secondary schools must provide sex and relationship education.'

Aims and Objectives of PSHE Education

PSHE education

Our PSHE education programme is part of our whole school approach to safety, wellbeing and positive relationships.

PSHE education offers our children significant opportunities to develop the knowledge, skills and understanding they need to achieve, to be resilient and lead safe, confident, happy, healthy, responsible and independent lives. It aims to help them to understand how they are developing personally, socially and emotionally and explore a range of attitudes and values.

PSHE education provides children and young people with a safe learning environment to practice and develop the skills necessary to manage the moral, social and cultural challenges and responsibilities that are part of growing up and living in the world. It contributes to our partnership work with Public Health to improve health and wellbeing across the school community.

The PSHE education curriculum

PSHE education is given dedicated curriculum time; our discrete curriculum weekly time allowance for PSHE education is 3 sessions every half term.

In addition, our PSHE education programme is enriched by cross-curricular and other activities designed to enhance personal development and support children and young people. For example; special assemblies/workshops throughout the year reflecting the calendar of events (e.g. Black History Month), weekly RRS assemblies, Philosophy sessions and coverage in other areas of the curriculum (e.g. Y6 Fair Trade unit).

Curriculum outline

The PSHE education curriculum will be taught in an age appropriate way depending on key stage, ability and understanding and returned to in more detail as children and young people mature. Brighton & Hove Council has produced guidance, curriculum frameworks and a [Programme of Study for PSHE education](#). We have used this Programme of Study as a guide to developing our own curriculum to suit the needs and character of our school and the *children* in it.

Our PSHE education *Programme of Study* for our school can be found on the school website.



Members of the school community who wish to know more about the PSHE education curriculum content should contact Naomi Cundy (PSHE coordinator).

Participation of our children in curriculum review and development

It is our future aim that our PSHE education programme is evaluated by our children through a pupil voice meeting and that the findings from these are used to inform curriculum review and development.

In addition, relevant national and local data and research such as the *Safe and Well School Survey* will be used to inform curriculum review and development.

Inclusive PSHE education

All our children whatever their experience and background are entitled to a quality programme of PSHE education that helps them build their confidence, a positive sense of self and identity and the ability to stay safe. Our School includes children with different ethnicities, abilities and disabilities, languages, faiths, experiences and backgrounds, families and genders. To encourage all children to participate in lessons we do our best to ensure the content, resources, approaches and language used reflects this rich diversity in our school community. For example when teaching about families we will be sensitive to children who are in care, fostered or adopted and positively celebrate this as part of the diversity of families that includes families with lesbian, gay, bisexual and transgender family members.

We aim to ensure that the PSHE education curriculum is accessible to all so that all children can make progress in this subject. We also recognise that some groups may be more vulnerable to exploitation or risky behaviours and will ensure that we reflect this in our programme.

PSHE education promotes awareness, respect and understanding of the similarities and differences between individuals and groups and provides an opportunity to explore the range of different views that are held in a safe and supportive learning environment. Therefore the programme is supportive of our equality and anti-bullying policies and the promotion of our school values.

Life skills approach

PSHE is a rapidly changing area of the curriculum; however many of the skills children and young people need to keep safe and healthy do not change. For this reason we work hard to ensure that every PSHE lesson contains an opportunity to develop, practice or reflect on the skills outlined in Appendix A. Moving from a knowledge based programme to one which is skill based makes it more relevant to the real life situations children and young people are likely to find themselves in. In particular we focus on the skills needed to:

- *keep safe (including online) using a Protective Behaviours Approach*
- *access help and support when needed and support our friends to do so*
- *develop positive and healthy relationships*
- *assess and manage risk*



The organisation of PSHE education

Co-ordination

The PSHE education co-ordinator is responsible for co-ordinating and monitoring the PSHE education curriculum. They are responsible for drawing up the programme, arranging training and updates for teachers and obtaining and distributing up to date resources. The PSHE co-ordinator is also responsible for ensuring that pupil voice is used to enrich and support curriculum review and development as described in section 3.2. The PSHE Co-ordinator regularly attends local network meetings and training opportunities.

Delivery

PSHE education is delivered by well-trained teachers. The expectation is that it is the regular class teacher, not a cover teacher, who teaches PSHE. This is because it is necessary for the adult delivering the lesson to have knowledge of the backgrounds of the children prior to teaching (in case the lesson needs to be adapted or particular children will need more support). Additionally, it is so that the teacher can follow up on any issues that have arisen from the lesson.

Use of visitors

Outside speakers are used to enrich and enhance, but not replace teacher delivery of PSHE education in our school. Visitors make a valuable contribution to enriching teaching by bringing a wide range of expertise and life experiences to the PSHE education programme, providing role models, signposting to services and supporting pupils in raising their aspirations. Visitors or visiting groups are checked to ensure they support the values of the school, are skilled in working with children and young people and provide accurate information in line with school policy. Teachers will discuss the content of visitor sessions with the visitors in advance and explain that they must work within the ground rules agreed by the class and school policies on confidentiality, safeguarding and equality.

In all cases a teacher will be present when a visitor comes to a class to uphold the safeguarding and behaviour policies, to ensure agreed ground rules are kept to and to enable follow up once the visitor has left.

Staff training for the delivery of PSHE education

The importance of training for teaching staff delivering PSHE has been raised consistently in recent years by Ofsted, the Education Select Committee, and key sector organisations and as a school we ensure staff are well-trained. Staff training needs are addressed by INSET days, or staff meeting sessions as well as opportunities for the co-ordinator and others to access local authority and national network meetings, training days, conferences and workshops.

We also recognise that all staff in school have a role to play in giving messages about safety, wellbeing, equality and other areas of personal development.

Delivering the PSHE education curriculum

Safe learning environments

PSHE education involves teaching and learning about a range of subjects many of which are sensitive or challenging and for some children and young people could be directly relevant to



their lives and so it is essential to establish a safe learning environment. Clear ground rules and reinforcing our school values are important elements of creating this.

PSHE education can give rise to pupil disclosures in particular with respect to specific areas of the PSHE curriculum, for example relationships and sex education and drug and alcohol education. For more information on this see our safeguarding policy.

Teaching and learning methodology

PSHE education is about obtaining knowledge, practicing skills and exploring attitudes and choices towards a range of real life situations. We believe that effective teaching and learning in PSHE education contains the same elements as for all subjects and teachers will plan accordingly. The programme will be delivered in a safe learning environment underpinned by our school values.

Groupings

A range of different groupings will be used to deliver PSHE including pairs, small groups and whole class discussions. In general most PSHE education will be taught in mixed gender groups. It is important that all genders are encouraged to learn about each other's experiences and to communicate with each other and so develop understanding and empathy. However there may be some areas of RSE in particular, when single gender sessions may be held. This may also be used to support the participation of children and young people from a range of faith backgrounds. We are aware however that we will have some trans children in our school and will be sensitive to this. For example, we will ensure that our children will be invited to attend the group that corresponds to their gender identity (which may not be the gender they were assigned at birth). We will also ensure that trans children access the health information they made need (through support from e.g. ALLSORTS).

Specific issues

As described in section 3.3 we aim to ensure our programme provides positive visibility of all groups in our school including the range of ethnicities, disabilities, genders, gender identities, sexual orientations and faiths and religions. The PSHE education programme will also support children to develop a positive understanding of our similarities and differences and to have respect for others. Therefore our PSHE lessons aim to help children and young people to realise the nature and consequences of discrimination, teasing, bullying and aggressive behaviours (including cyber bullying), use of prejudice-based language and how to respond and ask for help. We have referred to local advice in the *Relationships and Sex Education Guidance for Brighton & Hove educational settings, 2015* to help us ensure our programme is inclusive.

Answering questions

We promote being curious as a key part of learning and PSHE education (and in particular relationships and sex education) are often areas where children and young people have a range of questions to ask. As educators we aim to respond positively to all questions bearing in mind the age and maturity of the children and the need to model that we can talk about difficult or sensitive issues. During some of work we use question boxes / worry box to encourage the posting of anonymous questions.

Prior to delivery of units of work which can provoke a range of challenging questions (such as teaching about puberty) PSHE teachers and support staff can explore and agree together how



they will respond to an anticipated range of questions that could come up, taking into account the age and needs of the class. Staff will also use strategies such as 'I need some time to think about that question...' or 'What do you think it means...' to support them in answering questions. Additionally we have made available to staff guidance provided in the *Relationships and Sex Education Guidance for Brighton & Hove educational settings*, 2015.

Responding to prejudice and stereotyping

Our PSHE education programme will include exploring a range of different attitudes and values and these may give rise to conflicts between for example the expression of religious or cultural views or attitudes (including attitudes learned at home) which run counter to school values related to difference and diversity. It is part of the process of growing up that we explore these conflicts and appropriate discussion can support this process. We think open discussion is important, however, staff will aim to fairly maintain and assert school values and policy and support pupils to behave within school policy and the law.

During discussions in PSHE education it is likely that some forms of prejudice will arise whether intentionally or unintentionally. School staff will remember that even comments made in ignorance can be hurtful and can lead to individuals not feeling safe within the school community. All prejudice based incidents will be appropriately explored or challenged and recorded.

Differentiation and additional support

We respect and recognise that our children have different levels of ability, maturity, personal circumstances and backgrounds. We respect their unique starting points by providing learning that is inclusive, differentiated and sensitive to their needs.

We believe all pupils should access the PSHE programme and those with special educational needs may need content adapted or to work one to one with a learning support assistant or teaching assistant.

We recognise that some children because of special educational or other needs, life experiences, and their risk taking behaviour may need extra support. In our school this is provided through the inclusion team and their 1:1 support.

Resources

Resources chosen to deliver PSHE education are in line with the school's values and ethos.

Confidentiality, safeguarding and disclosure

Confidentiality & Safeguarding

Please refer to our Safeguarding Policy.



Parents and carers

Partnership

We are committed to working in collaboration with parents and carers who are important educators about many aspects of the broad area of PSHE education. We are aware that many parents and carers like to follow-up on issues discussed in PSHE lessons at home and so we keep parents and carers informed of the programme including through the publication of our half termly topic letter.

If a parent or carer wishes to discuss any aspect of the PSHE education curriculum they should contact their class teacher/the PSHE coordinator/SLT/SMT.

Prior to teaching RSE in Years 5 & 6 parents are invited into school to discuss the learning that will take place and the resources used.

Faith and language

We do not make assumptions about the views of parents and carers from particular faith groups. However, we recognise that some groups of parents and carers may have concerns about the content, particularly of the relationships and sex education curriculum. We may therefore arrange to meet with concerned parents and carers if requested. We make clear the values that under-pin our programme as these values are often shared by parents and carers and when appropriate develop our programme and methods of delivery in response to parental feedback.

We work with the Ethnic Minority Achievement Service (EMAS) to support children/families that speak no or very little English.

Parental right to withdraw from relationships and sex education

We recognise the legal right for parents and carers to withdraw their children from the aspects of relationships and sex education that fall outside of National Curriculum Science. We then ask that the parent or carer who wishes to withdraw their child discusses their concerns with us so that we can have the opportunity to address any issues.

Health and Safety

Please refer to our Health and Safety policy.

Implementation of policy

Monitoring of this policy and the delivery of PSHE education

The review and monitoring of this policy will be the responsibility of the PSHE education co-ordinator and will include:

- Review of planning and guidance
- Attending PSHE PIL meetings and other network meetings
- Liaison / meeting time with any other staff who wish to be involved
- Carrying-out a SWOT
- Release time for the co-ordinator to enable them to carry out the above
- Evaluation and focus group comments from our children



- Any staff training in response to needs identified in the monitoring process
- This policy will be reviewed in three years time.



Appendix A- PSHE Education Curriculum (based on [Brighton & Hove PSHE Education Programme of Study](#))

A.1 Skills

PSHE Education teachers a range of essential skills that support character and behaviour for learning:

The intrapersonal skills required for self-management	The interpersonal skills required for positive relationships in a wide variety of settings	The skills of enquiry
<p>S1.1 Critical, constructive self-reflection (aware of own needs, motivations, strengths, next steps for development, influence of perception of peers' behaviour)</p> <p>S1.2 Learning from experience and mistakes to seek out and make use of constructive feedback</p> <p>S1.3 Setting challenging personal goals (strategies to achieve them, knowing when to change them)</p> <p>S1.4 Making decisions and choices (knowing when to be flexible, when to hold firm)</p> <p>S1.5 Recognising common ways we can develop unhelpful thinking (generalisation, distortion of events, deletion of information, misconceptions or misperceptions about the behaviour of peers)</p> <p>S1.6 Resilience (self-motivation, adaptability, constructively managing change including setbacks and stress)</p> <p>S1.7 Self-regulation (managing strong emotions, e.g. negativity, impulse, stress)</p>	<p>S2.1 Active listening</p> <p>S2.2 Empathy</p> <p>S2.3 Communication (non-verbal and verbal including assertiveness and recognising how this differs from aggressive and passive behaviour; being able to present and communicate ideas, arguments and thoughts effectively)</p> <p>S2.4 Negotiation (including flexibility, self-advocacy and compromise)</p> <p>S2.5 Team working (including agreeing clear and challenging outcomes, facilitation, cooperation, networking and the ability to provide, receive and respond to, constructive feedback and take on different roles; the ability to recognise and learn from others experience)</p> <p>S2.6 Recognising and developing strategies for managing and challenging pressure, conflict, persuasion, prejudice and coercion</p> <p>S2.7 Responding to the need for positive affirmation for self and others</p>	<p>S3.1 Formulating questions</p> <p>S3.2 Gathering and using data (including assessing the validity and reliability of sources of data and using a variety of sources)</p> <p>S3.3 Analysis (including separating fact from opinion)</p> <p>S3.4 Planning and deciding</p> <p>S3.5 Recalling and applying knowledge creatively and in novel situations</p> <p>S3.6 Drawing and defending conclusions using evidence and not just assertion</p> <p>S3.7 Identification, assessment (including prediction) and management of risk</p> <p>S3.8 Evaluating social norms and recognising stereotypes</p> <p>S3.9 Reviewing progress against objectives.</p>



<p>S1.8 Recognising and managing the need for peer and other approval</p>		
<p>S1.9 Self organisation (time management).</p>		

A.2 Overarching concepts

- **Identity** - developing sense of who I am, where I come from, personal qualities, attitudes, skills, attributes and achievements and what influences these
- **Relationships** - including different types and in different settings
- **Health and wellbeing** - including physical, emotional and social and balance related to relationships, work-life, diet, exercise and rest, spending and saving
- **Risk and safety** - managing rather than avoiding risk, keeping safe by making positive choices, managing behaviours in a range of settings
- **Diversity and equality** - in all its forms and particularly related to the Equality Act 'protected groups' - age, sex, sexual orientation, gender identity, disability, ethnicity, religion and belief, marriage and civil partnership, pregnancy and maternity
- **Rights, responsibilities and consent** - related to self and others and including participation, fairness and justice
- **Change and resilience** - the skills, strategies and 'inner resources' we can draw on to manage challenging change or deal with difficult circumstances
- **Power** - how it is used and encountered in a variety of contexts including persuasion, bullying, negotiation and 'win-win' outcomes
- **Economic wellbeing** - including aspirations, career, enterprise, economic understanding and financial capability

A.3 Themes

The broad themes of our PSHE education programme are as follows.

1. Health and Wellbeing

This theme links with the relationships theme and has cross curricula links with Science and RE.

- what is meant by a healthy lifestyle
- how to maintain physical, mental and emotional health and wellbeing including sexual health
- how to manage risks to physical and emotional health and wellbeing
- ways of keeping physically and emotionally safe



- about managing change, such as puberty, transition and loss
- about parenthood and the consequences of teenage pregnancy
- how to make informed choices about health and wellbeing matters including drugs, alcohol and tobacco; maintaining a balanced diet; physical activity; emotional health and wellbeing and sexual health
- how to assess and manage risks to health and to stay, and keep others, safe
- how to respond in an emergency
- to identify different influences on health and wellbeing
- the role and influence of the media on lifestyle
- how to identify and access help, advice and support

2. Relationships

This theme links with the health and wellbeing theme and has cross-curricula links with RE, other Humanities subjects and Global learning.

- to develop a sense of self and ethnic identity and cultural heritage
- how to develop and maintain a variety of healthy relationships, within a range of social and cultural contexts and to develop parenting skills
- how to recognise and manage emotions within a range of relationships
- how to recognise risky or negative relationships including all forms of bullying and abuse, sexual and other violence and online encounters
- how to respond to and deal with risky or negative relationships and ask for help
- about managing loss including bereavement, separation and divorce
- about the concept of safe touch and consent in a variety of contexts (including in sexual relationships)
- how to respect equality and diversity in relationships and be a productive member of a diverse community
- how to identify and access appropriate advice and support

3. Living in the Wider World



This theme has cross-curricula links with RE, Citizenship, Global Learning, Geography and Numeracy.

- about respect for self and others and the importance of responsible behaviours and actions
- about rights and responsibilities as members of families, different groups and communities, members of diverse communities, and as participants in the local and national economy
- to respect equality and to be an active citizen of a diverse community
- about the importance of respecting and protecting the environment
- about the economic and business environment
- about where money comes from, keeping it safe and the importance of managing it effectively
- how money plays an important part in people's lives
- an understanding of enterprise.
- how to make informed choices and be enterprising and ambitious
- how to develop employability, team working and leadership skills and develop flexibility and resilience
- how personal financial choices can affect oneself and others and about rights and responsibilities as consumers.