



# Anderton Primary School

## PSHE (Including statutory HRE) Education Policy



|   |                        |                                |                               |
|---|------------------------|--------------------------------|-------------------------------|
| Person(s) responsible for implementation and monitoring | J Dervish<br>PSHE Lead | R Norton-Smith<br>Head teacher | L Culshaw<br>PSHE<br>Governor |
| Date reviewed   | April 2020             | April 2020                     | April 2020                    |

As a maintained primary school, from 2020, we must provide relationship and health education (RS&HE) to all pupils as per section 34 of the Children and Social work act 2017. As we already deliver a comprehensive PSHE program; we have reviewed and adjusted it to meet the Department of Education (DfE) expectations (see Appendix 2-4) and are due to deliver it from September 2020.

Relationship and health education will be taught as part of our PSHE curriculum.

As a primary school, we are required to provide sex education alongside the Science Curriculum. As part of their PSHE education, pupils in Years 5 and 6 will receive stand-alone sex education lessons, delivered by a trained health professional.

### **What is Personal, Social, Health, Economic and Citizenship Education (PSHE)?**

PSHE encompasses all areas designed to promote children's personal, social, health and economic development. It gives children the knowledge, skills and understanding that they need to stay healthy and safe, develop worthwhile relationships, respect differences, develop independence and responsibility, and make the most of their own abilities and those of others. Additionally, children will come to appreciate difference and diversity, learning to appreciate what it means to be a positive member of a diverse, multicultural society.

### **What is HRE?**

Health and Relationship Education (HRE) is any combination of learning experiences designed to help individuals and communities improve their health, by increasing their knowledge or influencing their attitudes.

### **What is SRE?**

At Anderton Primary School we believe that all children should receive teaching that supports their development into mature, active citizens. As part of the Personal, Social, Health and Emotional Education (PSHE) curriculum, Sex and Relationships Education builds on the statutory national curriculum for Science ('Animals, including Humans'). Our teaching ensures that pupils consider the moral aspects of sex education, and also encourages our pupils to develop loving and caring relationships.

SRE is an ongoing developmental process which includes the exploration of values and attitudes and the development of skills, as well as the presentation of factual knowledge. Sex and Relationships Education needs to be gradual and matched to the child's maturity and stage of development.



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This policy supports/complements the following policies:

- Child protection/safeguarding
- Drug education
- SRE
- Whole School Behaviour
- Healthy Eating
- Single Equality
- Physical relationship
- Health and Safety
- Drop Off/Collection
- Personal Care

### **Our PSHE aims are:**

- To help children recognise their own worth.
- To raise confidence and self-esteem through teaching children about rights, respect and responsibility.
- To promote the highest standards of personal and collective behaviour.
- To provide health-related knowledge and to provide opportunities for the child to develop skills and understanding to use this knowledge effectively.
- To promote positive attitudes to equal opportunities and life in a multi-cultural society by dealing sensitively with values, cultural and religious beliefs, and issues of inclusion and gender.
- To encourage individual responsibility awareness and informed decision-making.
- To promote attitudes and behaviour which contribute to personal, family and community health.
- To contribute positively to the life of school and the wider community.
- To gain an understanding of how society is organised and governed by ensuring that children experience the process of democracy through the school council.
- To provide a broad and balanced curriculum that allows for progression.

### **Our SRE and HRE aims are to ensure that all children:**

- Develop confidence in talking, listening and thinking about feelings and relationships.
- Are able to name parts of their body and describe how their bodies work, change and develop.
- Can protect themselves and ask for help and support.
- Are prepared for puberty.
- Are offered SRE that is non-discriminatory and sensitive to the diverse backgrounds and needs of all young people.

### **SRE will:**

- Provide information that is understood, relevant and appropriate to the age and maturity of the children.
- Include the development of communication skills that will enable children to make and maintain appropriate relationships with family, friends and the wider community.



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- Enable pupils to develop and reflect upon their beliefs, attitudes and values in relation to themselves and others within the school and community.
- Foster self-awareness and self-esteem and a sense of responsibility and respect for themselves and others.
- Provide opportunities for young people to consider and reflect upon the range of attitudes to gender, sexuality and sexual orientation, relationships and family life.
- Raise awareness of inappropriate relationships (this could be related to sexual abuse and what pupils should do if they are worried about any sexual matters).
- Provide a clear and positive basis on which further learning and a more complex understanding can be developed in secondary school.

### **HRE will:**

- Prepare pupils for changes in their lives as they grow older
- Provide pupils with an awareness of appropriate strategies to manage their development
- Provide accurate information regarding human development and eliminate misconceptions or myths
- Keep pupils safe and help them understand behaviour which is acceptable and unacceptable
- Give pupils respect for themselves and those around them

### **Values of our policy:**

Our programme promotes Spiritual, Moral, Cultural, Mental and Physical development of our pupils by ensuring the best interest of our children are maintained. We will encourage our pupils to discuss our PSHE lessons with parents and carers. We will prepare our pupils for the experiences, opportunities and challenges of everyday life throughout our PSHE lessons and cross curricular as well as through our school values.

### **Organisation/outcomes:**

Anderton Primary School uses the Lancashire-recommended PSHE Association Programme of Study, which is progressive and tailored to the age, physical and emotional maturity of the children. We aim to cover the following core themes:

#### **Core Theme 1: Health and wellbeing**

- What is meant by a healthy lifestyle?
- To maintain physical, mental and emotional health and wellbeing
- To manage risks to physical and emotional health and wellbeing
- ways of keeping physically and emotionally safe
- About managing change, including puberty, transition and loss
- To make informed choices about health and wellbeing and to recognise sources of help with this
- To respond in an emergency
- To identify different influences on health and wellbeing

#### **Core Theme 2: Relationships**

- To develop and maintain a variety of healthy relationships, within a range of social/cultural contexts



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- To recognise and manage emotions within a range of relationships
- To recognise risky or negative relationships including all forms of bullying and abuse
- To respond to risky or negative relationships and ask for help
- To respect equality and diversity in relationships.

Core Theme 3: Living in the wider world - economic wellbeing and being a responsible citizen

- About respect for self and others and the importance of responsible behaviours and actions
- About rights and responsibilities as members of families, other groups and ultimately as citizens
- About different groups and communities
- To respect equality and to be a productive member of a diverse community
- About the importance of respecting and protecting the 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
- A basic understanding of enterprise.

The school delivers PSHE Education through focussed lessons, through cross-curricular work (in particular Science, Geography, RE and English), SEAL (Social and Emotional Aspects of Learning) materials, whole-school themes (for example Anti-bullying week) or in response to a specific identified need within the class. In addition, opportunities for PSHE will be developed through circle time, school assemblies, visitors to school and displays. Children are also given the opportunity to participate in a range of practical activities that promote active citizenship (eg charity fundraising, visiting a local retirement Home, performing class assemblies).

Anderton Primary School uses the Lancashire Sex and Relationships Education programme which is tailored to the age, physical and emotional maturity of the children. The school delivers Sex and Relationships Education through focussed lessons and through different aspects of the curriculum. Topics in Science, the PSHE and Citizenship schemes of work and the One Decision materials all have appropriate content and opportunities for developing SRE knowledge and understanding. In addition, opportunities for SRE will be developed through circle time, school assemblies, visitors to school and RE lessons.

Following extensive consultation with advisers, staff, parents and pupils the following specific elements have been agreed:

For reception, please see additional PSHE in the Early Years Policy.

Topic: Families and people who care for me

| <b>Years 1-3</b>   | <b>Years 4-6</b>  |
|--|---|
| <b>Keeping/Staying Safe Module</b> <ul style="list-style-type: none"> <li>• Keeping/Staying Safe Assessment</li> <li>• Road Safety</li> <li>• Leaning Out of Windows</li> </ul> Staying Safe | <b>Keeping/Staying Safe Module</b> <ul style="list-style-type: none"> <li>• Cycle Safety</li> </ul>   |
| <b>Relationships Module</b> <ul style="list-style-type: none"> <li>• Relationships Assessment</li> </ul> Touch   | <b>Growing and Changing Module</b> <ul style="list-style-type: none"> <li>• Growing and Changing Assessment</li> <li>• Relationships (Appropriate Touch)</li> </ul> |



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|  |   |
|--|---|
| <b>Being Responsible Module</b><br><ul style="list-style-type: none"> <li>• Water Spillage</li> </ul>                          | <b>Feelings and Emotions Module</b><br><ul style="list-style-type: none"> <li>• Anger</li> </ul>  |
| <b>Computer Safety Module</b><br><ul style="list-style-type: none"> <li>• Making Friends Online</li> </ul>                     | <b>The Working World Module</b><br><ul style="list-style-type: none"> <li>• Chores at Home</li> <li>• In-App Purchases</li> </ul>                 |
| <b>Fire Safety Module</b><br><ul style="list-style-type: none"> <li>• Petty Arson</li> <li>• Texting Whilst Driving</li> </ul> | <b>A World Without Judgement Module</b><br><ul style="list-style-type: none"> <li>• Inclusion and Acceptance</li> <li>• British Values</li> </ul> |

Topic: Caring Friendships

| Years 1-3  | Years 4-6   |
|--|---|
| <b>Keeping/Staying Safe Module</b><br><ul style="list-style-type: none"> <li>• Staying Safe</li> </ul>   | <b>Keeping/Staying Safe Module</b><br><ul style="list-style-type: none"> <li>• Peer Pressure</li> <li>• Water Safety</li> </ul>   |
| <b>Keeping/Staying Healthy Module</b><br><ul style="list-style-type: none"> <li>• Medicine</li> </ul>  | <b>Keeping/Staying Healthy Module</b><br><ul style="list-style-type: none"> <li>• Smoking</li> <li>• Alcohol</li> </ul>   |
| <b>Relationships Module</b><br><ul style="list-style-type: none"> <li>• Bullying</li> <li>• Friendship</li> <li>• Body Language</li> <li>• Touch</li> </ul>    | <b>Growing and Changing Module</b><br><ul style="list-style-type: none"> <li>• Growing and Changing Assessment</li> <li>• Relationships (Appropriate Touch)</li> </ul>              |
| <b>Being Responsible Module</b><br><ul style="list-style-type: none"> <li>• Helping Someone in Need</li> <li>• Stealing</li> </ul>                             | <b>Being Responsible Module</b><br><ul style="list-style-type: none"> <li>• Looking Out for Others</li> </ul>   |
| <b>Feelings and Emotions Module</b><br><ul style="list-style-type: none"> <li>• Anger</li> <li>• Jealousy</li> </ul>   | <b>Feelings and Emotions Module</b><br><ul style="list-style-type: none"> <li>• Jealousy</li> </ul>   |
| <b>Computer Safety Module</b><br><ul style="list-style-type: none"> <li>• Online Bullying</li> <li>• Image Sharing</li> <li>• Making Friends Online</li> </ul> | <b>Online Bullying</b><br><ul style="list-style-type: none"> <li>• Making Friends Online</li> </ul>   |
|  | <b>A World Without Judgement Module</b><br><ul style="list-style-type: none"> <li>• Breaking Down Barriers</li> <li>• Inclusion and Acceptance</li> <li>• British Values</li> </ul> |

Topic: Respectful relationships

| Years 1-3   | Years 4-6   |
|---|---|
| <b>Keeping/Staying Safe Module</b><br><ul style="list-style-type: none"> <li>• Staying Safe</li> </ul>  | <b>Keeping/Staying Safe Module</b><br><ul style="list-style-type: none"> <li>• Water Safety</li> <li>• Peer Pressure</li> </ul>   |
| <b>Relationships Module</b><br><ul style="list-style-type: none"> <li>• Bullying</li> <li>• Friendship</li> <li>• Body Language</li> <li>• Touch</li> </ul> | <b>Growing and Changing Module</b><br><ul style="list-style-type: none"> <li>• Relationships (Appropriate Touch)</li> </ul>       |
| <b>Being Responsible Module</b><br><ul style="list-style-type: none"> <li>• Practice Makes Perfect</li> <li>• Helping Someone in Need</li> </ul>            | <b>Being Responsible Module</b><br><ul style="list-style-type: none"> <li>• Stealing</li> <li>• Looking Out for Others</li> </ul> |



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|   |   |
|---|---|
| <ul style="list-style-type: none"> <li>• Water Spillage</li> <li>• Stealing</li> </ul>  |   |
| <b>Feelings and Emotions Module</b><br><ul style="list-style-type: none"> <li>• Jealousy</li> </ul>   | <b>Feelings and Emotions Module</b><br><ul style="list-style-type: none"> <li>• Jealousy</li> </ul>   |
| <b>Computer Safety Module</b><br><ul style="list-style-type: none"> <li>• Computer Safety Assessment</li> <li>• Online Bullying</li> <li>• Image Sharing</li> </ul> | <b>Computer Safety Module</b><br><ul style="list-style-type: none"> <li>• Online Bullying</li> <li>• Image Sharing</li> </ul>   |
|   | <b>A World Without Judgement Module</b><br><ul style="list-style-type: none"> <li>• Breaking Down Barriers</li> <li>• Inclusion and Acceptance</li> <li>• British Values</li> </ul> |

Topic: Online Relationships.

| Years 1-3   | Years 4-6  |
|---|--|
| <b>Computer Safety Module</b><br><ul style="list-style-type: none"> <li>• Online Bullying</li> <li>• Image Sharing</li> <li>• Making Friends Online</li> <li>• Computer Safety Documentary</li> </ul> | <b>Computer Safety Module</b><br><ul style="list-style-type: none"> <li>• Online Bullying</li> <li>• Image Sharing</li> <li>• Making Friends Online</li> <li>• Adults' and Children's views</li> </ul> |

Topic: Being Safe

| Years 1-3   | Years 4-6  |
|---|--|
| <b>Keeping/Staying Safe Module</b><br><ul style="list-style-type: none"> <li>• Keeping/Staying Safe Assessment</li> <li>• Staying Safe</li> </ul>   | <b>Keeping/Staying Safe Module</b><br><ul style="list-style-type: none"> <li>• Keeping/Staying Safe Assessment</li> <li>• Peer Pressure</li> <li>• Water Safety</li> </ul>                   |
| <b>Relationships Module</b><br><ul style="list-style-type: none"> <li>• Relationships Assessment</li> <li>• Bullying</li> <li>• Touch</li> </ul>  | <b>Keeping/Staying Healthy Module</b><br><ul style="list-style-type: none"> <li>• Smoking</li> <li>• Alcohol</li> </ul>  |
| <b>Feelings and Emotions Module</b><br><ul style="list-style-type: none"> <li>• Feelings and Emotions Assessment</li> <li>• Jealousy</li> <li>• Worry</li> </ul>                                      | <b>Growing and Changing Module</b><br><ul style="list-style-type: none"> <li>• Growing and Changing Assessment</li> <li>• Relationships (Appropriate Touch)</li> <li>• Conception</li> </ul> |
| <b>Computer Safety Module</b><br><ul style="list-style-type: none"> <li>• Online Bullying</li> <li>• Image Sharing</li> <li>• Making Friends Online</li> <li>• Computer Safety Documentary</li> </ul> | <b>Being Responsible Module</b><br><ul style="list-style-type: none"> <li>• Looking Out for Others</li> </ul>  |
| <b>Fire Safety Module</b><br><ul style="list-style-type: none"> <li>• Texting Whilst Driving</li> </ul>   | <b>Feelings and Emotions Module</b><br><ul style="list-style-type: none"> <li>• Worry</li> </ul>   |
|   | <b>Computer Safety Module</b><br><ul style="list-style-type: none"> <li>• Online Bullying</li> <li>• Image Sharing</li> <li>• Making Friends Online</li> </ul>                               |

Topic: Mental Wellbeing

| Years 1-3                             | Years 4-6                                 |
|---------------------------------------|---|
| <b>Keeping/Staying Healthy Module</b> | <b>Keeping/Staying Healthy Assessment</b> |





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|   |   |
|---|---|
| <ul style="list-style-type: none"> <li>• Keeping/Staying Healthy Assessment</li> <li>• Washing Hands</li> <li>• Brushing Teeth</li> </ul>   | <ul style="list-style-type: none"> <li>• Healthy Living</li> <li>• Smoking</li> <li>• Alcohol</li> </ul> Keeping/Staying Healthy Module                                   |
| <b>Relationships Module</b> <ul style="list-style-type: none"> <li>• Bullying</li> <li>• Body Language</li> </ul>   | <b>Relationships (Appropriate Touch)</b> <ul style="list-style-type: none"> <li>• Puberty</li> </ul> Growing and Changing Module  |
| <b>Being Responsible Module</b><br>Practice Makes Perfect   | <b>Looking Out for Others</b><br>Being Responsible Module   |
| <b>Feelings and Emotions Module</b> <ul style="list-style-type: none"> <li>• Feelings and Emotions Assessment</li> <li>• Jealousy</li> <li>• Worry</li> <li>• Anger</li> <li>• Grief</li> </ul> | <b>Feelings and Assessments Module</b><br>Feelings and Emotions Assessment <ul style="list-style-type: none"> <li>• Anger</li> <li>• Jealousy</li> <li>• Worry</li> </ul> |
| <b>Computer Safety Module</b> <ul style="list-style-type: none"> <li>• Online Bullying</li> <li>• Image Sharing</li> </ul>  | <b>Online Bullying</b> <ul style="list-style-type: none"> <li>• Making Friends Online</li> </ul> Computer Safety Module   |
| <b>Fire Safety Module</b><br>Petty Arson <ul style="list-style-type: none"> <li>• Texting Whilst Driving</li> </ul>   | <b>Growing and Changing Module</b> <ul style="list-style-type: none"> <li>• Relationships (Appropriate Touch)</li> </ul>  |
| <b>Keeping/Staying Healthy Module</b> <ul style="list-style-type: none"> <li>• Keeping/Staying Healthy Assessment</li> <li>• Washing Hands</li> <li>• Brushing Teeth</li> </ul>                 | <b>Feelings and Emotions Module</b><br>Jealousy <ul style="list-style-type: none"> <li>• Worry</li> </ul>   |
| <b>Relationships Module</b> <ul style="list-style-type: none"> <li>• Body Language</li> <li>• Bullying</li> </ul>   | <b>Being Responsible Module</b><br>Looking Out for Others   |
| <b>Feelings and Emotions Module</b> <ul style="list-style-type: none"> <li>• Feelings and Emotions Assessment</li> <li>• Jealousy</li> <li>• Worry</li> <li>• Anger</li> <li>• Grief</li> </ul> | <b>Computer Safety Module</b><br>Online Bullying  |
| <b>Computer Safety Module</b> <ul style="list-style-type: none"> <li>• Online Bullying</li> <li>• Image Sharing</li> </ul>  | <b>A World Without Judgement Module</b><br>Breaking Down Barriers<br>Inclusion and Acceptance<br>British Values   |

Topic: Internet Safety and Harms

| Years 1-3   | Years 4-6  |
|---|--|
| <b>Keeping/Staying Healthy Module</b> <ul style="list-style-type: none"> <li>• Keeping/Staying Healthy Assessment</li> </ul>            | <b>Keeping/Staying Healthy Module</b> <ul style="list-style-type: none"> <li>• Keeping/Staying Healthy Assessment</li> <li>• Healthy Living</li> </ul> |
| <b>Computer Safety Module</b> <ul style="list-style-type: none"> <li>• Computer Safety Assessment</li> <li>• Online Bullying</li> </ul> | <b>Computer Safety Module</b> <ul style="list-style-type: none"> <li>• Computer Safety Assessment</li> <li>• Online Bullying</li> </ul>                |



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|   |  |
|---|--|
| <ul style="list-style-type: none"> <li>• Image Sharing</li> <li>• Making Friends Online</li> <li>• Computer Safety Documentary</li> </ul> | <ul style="list-style-type: none"> <li>• Image Sharing</li> <li>• Making Friends Online</li> </ul> <p><b>Keeping/Staying Healthy Module</b></p> <ul style="list-style-type: none"> <li>• Keeping/Staying Healthy Assessment</li> </ul> |
|---|--|

Topic: Physical Health and Fitness

| Years 1-3   | Years 4-6   |
|---|---|
| <p><b>Keeping/Staying Healthy Module</b></p> <ul style="list-style-type: none"> <li>• Keeping/Staying Healthy Assessment</li> <li>• Healthy Eating</li> </ul> | <p><b>Keeping/Staying Healthy Module</b></p> <ul style="list-style-type: none"> <li>• Keeping/Staying Healthy Assessment</li> <li>• Healthy Living</li> </ul> |
| <p><b>Being Responsible Module</b></p> <ul style="list-style-type: none"> <li>• Practice Makes Perfect</li> </ul>   | <p><b>Feelings and Emotions Module</b></p> <ul style="list-style-type: none"> <li>• Feelings and Emotions Assessment</li> </ul>                               |

Topic: Healthy Eating

| Years 1-3   | Years 4-6   |
|---|---|
| <p><b>Keeping/Staying Healthy Module</b></p> <ul style="list-style-type: none"> <li>• Keeping/Staying Healthy Assessment</li> <li>• Healthy Eating</li> <li>• Brushing Teeth</li> </ul> | <p><b>Keeping/Staying Healthy Module</b></p> <ul style="list-style-type: none"> <li>• Keeping/Staying Healthy Assessment</li> <li>• Healthy Living</li> <li>• Smoking</li> <li>• Alcohol</li> <li>• Adults' and Children's views</li> </ul> |

Topic: Drugs, Alcohol and Tobacco

| Years 1-3   | Years 4-6   |
|---|---|
| <p><b>Keeping/Staying Healthy Module</b></p> <ul style="list-style-type: none"> <li>• Keeping/Staying Healthy Assessment</li> <li>• Medicine</li> </ul> | <p><b>Keeping/Staying Healthy Module</b></p> <ul style="list-style-type: none"> <li>• Keeping/Staying Healthy Assessment</li> <li>• Smoking</li> <li>• Alcohol</li> <li>• Adults' and Children's views</li> </ul> |
| <p><b>Hazard Watch Module</b></p> <ul style="list-style-type: none"> <li>• Is it safe to eat or drink?</li> </ul>                                       |   |

Topic: Health and Prevention

| Years 1-3  | Years 4-6   |
|--|---|
| <p><b>Keeping/Staying Safe Module</b></p> <ul style="list-style-type: none"> <li>• Keeping/Staying Safe Assessment</li> </ul>  | <p><b>Keeping/Staying Healthy Module</b></p> <ul style="list-style-type: none"> <li>• Keeping/Staying Healthy Assessment</li> <li>• Healthy Living</li> <li>• Adults' and Children's views</li> </ul> |
| <p><b>Keeping/Staying Healthy Module</b></p> <ul style="list-style-type: none"> <li>• Keeping/Staying Healthy Assessment</li> <li>• Washing Hands</li> <li>• Brushing Teeth</li> </ul> | <p><b>Feelings and Emotions Module</b></p> <ul style="list-style-type: none"> <li>• Feelings and Emotions Assessment</li> <li>• Adults' and Children's views</li> </ul>                               |

Topic: Basic First Aid

| Years 1-3  | Years 4-6   |
|--|---|
| <p><b>Keeping/Staying Safe Module</b></p> <ul style="list-style-type: none"> <li>• Staying Safe</li> <li>• Leaning Out of Windows</li> </ul> | <p><b>Keeping/Staying Safe Module</b></p> <ul style="list-style-type: none"> <li>• Cycle Safety</li> <li>• Peer Pressure</li> <li>• Water Safety</li> </ul> |
| <p><b>Being Responsible Module</b></p> <ul style="list-style-type: none"> <li>• Water Spillage</li> </ul>                                    |   |





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|   |  |
|---|--|
| <b>Fire Safety Module</b><br>• Fire Safety Assessment<br>• Hoax Calling |  |
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Topic: Changing Adolescence Body

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|--|
| <b>Years 4-6</b>   |
| <b>Growing and Changing Module</b><br>• Growing and Changing Assessment<br>• Puberty<br>• Conception |



In addition to this, all the classes will cover further PSHE, SRE and HRE topics in other subjects such as, naming body parts, stereotypes, body changes and puberty. These will follow the National Curriculum and will be age relevant.

All classes are mixed but there may be occasional single sex lessons according to the need and the subject matter

The school actively co-operates with agencies such as the Local Health Authority and the school nurse may provide support when needed.

The school liaises with the SRE Advisor and the Local Health Authority on the provision of suitable teaching materials. An opportunity is arranged for all parents and carers of children in Upper Key Stage 2 to discuss the programme of our lessons.

### **Approaches to Teaching and Learning**

To facilitate pupils learning in PSHE:

- Ground rules are discussed, agreed and displayed and referred to as appropriate during the lesson.
- The purpose of each lesson is made clear.
- Appropriate learning experiences are planned to meet the needs of all the pupils in the class.
- Planned activities may consolidate previous learning or may be designed to challenge and develop new learning.
- Learning experiences draw on pupils' own experiences or existing knowledge and provide a range of opportunities for pupils to learn, practise and demonstrate skills, attitudes and knowledge and understanding.
- Time is given for pupils to reflect, consolidate and apply their learning.
- A range of teaching strategies will be used: discussion and debate; question and answer; individual and group investigations; presentations by the teacher who will act as facilitator and role model; drama and role play; DVDs; and visits to relevant venues.
- Staff will have opportunities to update their own expertise through courses, Inset and information from the subject leader.

All members of staff will deliver PSHE, using the materials and ideas for their year group as appropriate.



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### **Timetabling:**

- Each class allocates a PSHE lesson of at least 30 minutes each week.
- PSHE education is addressed during additional lessons such as, science, circle time, story time, Religious Education.
- PSHE assemblies regarding values will take place each week.
- Our PSHE education is mapped and planned effectively.

### **Inclusion/SEND:**

We recognise the right for all pupils to have access to PSHE education learning which meets their individual needs therefore, we ensure that pupils with SEND will receive access to PSHE through PSHE, science, RE, circle time and nurture groups. Teaching will take into account the ability, age, development and cultural backgrounds of our pupils and those with English as an additional language. We promote social learning and expect our pupils to show high regard for the needs of others.

### **Equality**

We promote the needs and interests of all pupils, irrespective of gender, culture, ability or aptitude. Teaching will take into account the level of maturity, varied life experiences, ability, age, readiness, cultural and language backgrounds of our pupils, to ensure that all can fully access PSHE education provision.

Lessons are planned to allow all children's perceptions to be articulated, with all contributions being valued and respected, making use of specialist equipment or adult support where necessary.

### **The Role of the Governing Body**

The Governing Body is required to maintain a policy for Sex and Relationships Education. The policy for Anderton Primary School fulfils this statutory requirement and is reviewed by the lead School Governor for PSHE.

### **The Role of the SLT**

In consultation with the Subject Leader, the SLT must ensure that PSHE, including HRE, education is provided in a broad and balanced way and that teachers promote the needs and interests of all pupils, irrespective of gender, culture, ability or aptitude.

The SLT must ensure that Sex and Relationships Education is provided in a way that ensures pupils are taught about the nature of stable relationships and their importance for family life and for bringing up children. In particular, the children are to be taught that families can be different (same sex families, single parent families, step families, adopted families, fostered families) but that the same loving stable values are established. Pupils are protected from teaching materials which are inappropriate, having regard to the age and cultural background of the pupils concerned.

### **The Role of the Subject Leader**



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- Lead policy development and implementation.
- Plan and lead staff training.
- Advise and support colleagues.
- Keep up to date with developments by attending termly PSHE conferences.
- Arrange for relevant advice and information from courses/conferences to be disseminated.
- Assess progression and attainment throughout the school.
- Manage resources.

### **The Role of the Teachers**

- To plan and teach PSHE according to the PSHE Association Programme of Study.
- Teachers have a responsibility to ensure the safety and welfare of pupils.

Teachers are required to adhere to the school's policy on confidentiality between themselves and pupils. If any disclosure is made, the school's child protection procedure should be adhered to.

Teachers are required to adhere to the school's policy on confidentiality between themselves and pupils, especially when they believe that a pupil has embarked on a course of conduct that would place him or her at moral or physical risk or in breach of the law. Teachers cannot offer or guarantee absolute confidentiality. It is only in the most exceptional circumstances that schools should be in the position of having to handle information without parental knowledge. Where younger pupils are involved this will be grounds for serious concern and safeguarding issues will need to be addressed. The school's policy on confidentiality may encourage pupils to talk to their parents or carers and give them support to do so. If there is evidence of abuse the school's child protection procedure should be adhered to, ensuring that pupils are informed of sources of confidential help, for example, the school nurse, counsellor, GP, local young person's advice service or Childline.

### **The Role of Parents**

Our aim is to build a positive and supporting relationship with parents through mutual understanding, trust and co-operation. In promoting this objective we ensure that the PSHE programme of study and PSHE Policy are displayed on the school website. Before SRE lessons are undertaken all parents/carers will be informed in advance by letter of when the lessons will take place so that they may be prepared for questions from the children.

Our aim is to build a positive and supporting relationship with parents through mutual understanding, trust and co-operation. In promoting this objective we:

- Inform parents about the school's Sex and Relationships Education policy and practice.
- Answer any questions that parents may have about the Sex and Relationships Education of their child;
- Take seriously any issue that parents raise with teachers or governors about this policy or the arrangements for Sex and Relationships Education in the school;

### **The role of the pupils:**



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Pupils will support PSHE in schools through the Sports Council. They will have an input on the activities that is carried out after speaking with their class and addressing any needs or issues within school. Pupils will have the opportunity to review and reflect on their PSHE lessons during lesson time and annually. Their view on what is currently being taught, will support our action plan.

### **Answering difficult questions**

Sometimes an individual child will ask an explicit or difficult question in the classroom. Teachers use their skill and discretion in these situations. The question may be answered directly, addressed individually later or the child advised to discuss the issue at home. The teacher will refer to the head teacher if they are concerned. A question box is provided for pupils who do not wish to ask a question in front of the class. The class teacher will discuss the answer with the pupil as appropriate. The DfE SRE Guidance document makes it clear that teachers should deal honestly and sensitively with questions relating to sexual orientation, and offer support if appropriate.

### **Confidentiality:**

Each class will complete a class agreement regarding confidentiality during our PSHE lessons and will be reminded of this at the beginning of each lesson.

Staff will use CPoms to report on any concerns discussed during lessons.

### **Assessment, Recording and Reporting**

Assessment of pupils in PSHE is ongoing through circle time, practical and written activities in lessons and observations of how pupils work individually in pairs and in groups. Reception pupils will be assessed using the Development Matters Pupils have opportunities to reflect on their progress and, in conjunction with staff, to set personal goals and agree strategies to reach them.

Parents' evenings and annual written reports, give teachers the opportunity to comment on pupils' personal and social development.

### **Monitoring and Evaluating**

The subject leader will discuss with staff to ensure continuity and progression alongside completing audits. Baseline assessments will be carried out during Year 1 using the One Decision scheme.

### **Review**

This policy will be reviewed in 2 years (2022) to assess new guidelines and scheme of work are effective.



Anderton Primary School  
PSHE (Including statutory HRE) Education Policy



J Dervish (PSHE Lead)  
September 2022

L Culshaw (PSHE School Governor)  
September 2022