

Alma Primary PSHE and Wellbeing Policy

Personal, Social, Health & Economic, Wellbeing inc Relationships, Sex & Health Education

Responsibility: *Elena Ttofis*
 GB Committee responsible: *Learning & Children's Committee*
 Last review date: *January 2023*
 Next review date: *Spring 2025*

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Policy Development. New - change

Change	Responsible	Date
Amendments, based on agreed DfE guidance and Barnet model policy including reference to Drugs & Alcohol policy	SR & MJS	May -June 2019
Draft in consultation process with parents and governors, including amendments from new statutory guidance	SR	September - December 2020
Updated	DD	Jan 2023

1. Introduction and Aims

1.1 This policy outlines the school's commitment to providing children with the knowledge, skills and attributes needed to manage their lives now and in the future. We aim to deliver a broad and balanced PSHE & Wellbeing curriculum through our three strands of Relationships & Sex Education, Health Education and Living in the Wider World. These skills are essential to help children stay healthy and safe, while preparing them for future adult life by helping children to:

- become confident individuals who know and understand how to live safe, happy, healthy, fulfilling lives;
- maintain positive, respectful and healthy relationships, within which they can thrive personally and socially;
- be responsible citizens who understand their rights and responsibilities;
- make a positive contribution to society;
- become successful lifelong learners who enjoy making progress and achieving their potential.

1.2 Children should develop their knowledge, skills, attitudes and attributes to be able to:

- become confident speakers, listeners and thinkers;
- be able to protect themselves and ask for help;
- develop skills to make and maintain positive relationships;
- develop positive attitudes and values and respect differences in opinions;
- develop and maintain a positive self-image and high self esteem;
- gain accurate knowledge and understanding about sexuality and relationships;
- develop personal responsibility for one's actions;
- know where to get appropriate advice and support.

1.3 The school uses direct teaching to teach PSHE and Wellbeing. Lessons are delivered through a range of teaching and learning styles, including active techniques such as discussion and group work. Pupils' are encouraged to share their opinions and ask questions in a safe environment and will be responded to respectfully by teachers. Lessons are adapted to take into consideration pupils':

- ability;
- age;
- cultural backgrounds;
- with EAL;
- with SEND or other individual needs.

1.4 This policy further sets out:

- The school's approach to integrating statutory Relationships & Sex Education and Health Education within a comprehensive PSHE & Wellbeing curriculum, in line with non-statutory programmes of study;
- Guidance for staff and outside visitors about approaches, organisation and content for our curriculum;
- Information for parents and carers about the PSHE and Wellbeing curriculum, along with specific information about parent/carer rights to withdraw their child from Sex Education;
- Guidance for monitoring and evaluating PSHE, including arrangements for policy review.

2. Legal Framework

2.1 This policy has due regard to all relevant legislation and statutory guidance including, but not limited to, the following:

- Education Act 1996

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- Education Act 2002
- Children and Social Work Act 2017
- DfE (2019) 'Relationships Education, Relationships and Sex Education (RSE) and Health Education'
- DfE (2022) 'Keeping children safe in education 2022' (KCSIE)

2.2 This policy operates in conjunction with other relevant school policies, including:

- Safeguarding Policy
- SEND (Special Educational Needs & Disabilities) Policy
- Behaviour for Learning and Exclusions Policy
- Digital Safety Policy
- Preventing Bullying Policy
- Equal Opportunities Policy
- Staff Code of Conduct
- Complaints Policy

2.3 Guidance from the DfE under sections 34 and 35 of the Children and Social Work Act 2017 makes Relationships Education and Health Education statutory in all primary schools. Our policy complies with the following statutory requirements and recommendations, in delivering our PSHE curriculum:

- **Relationships Education** will be compulsory in all Primary Schools (or those children receiving Primary Education);
- **Health Education** will be compulsory in all Primary (or those children receiving Primary Education);
- In addition to statutory requirements, the DfE 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 children. Teaching at Alma Primary fully complies with the DfE recommendation to deliver Sex Education beyond statutory Relationships, Science and Health Education requirements.

3. Roles and Responsibilities

3.1 The Headteacher is responsible for:

- Reviewing the PSHE and Wellbeing Policy regularly;
- Handling complaints regarding this policy, as outlined in the school's Complaints Policy;
- Facilitating the day-to-day implementation and management of the PSHE and Wellbeing Policy.

3.2 The PSHE Subject Leader is responsible for:

- Liaising with other staff and professional agencies to devise a suitable scheme of work ensuring comprehensive PSHE, Wellbeing and **Relationships, Sex & Health** education.

3.3 The governing board is responsible for:

- Ensuring the school's PSHE and Wellbeing Policy is implemented effectively;
- Ensuring that the PSHE and Wellbeing Policy, as written, does not discriminate on any grounds or protected characteristics.

4. Safeguarding

4.1 Due to the nature of the matters discussed in PSHE, there is an increased possibilities that safeguarding concerns may arise or be disclosed by pupils. In line with the school's Safeguarding Policy, all staff should be aware of the indicators and risks of a range of safeguarding issues, including

child-on-child abuse, and will follow the appropriate procedures should a safeguarding concern be disclosed.

4.2 There is an element of PSHE in pastoral care, so the school should ensure that PSHE and pastoral care teams work together to help pupils understand how to report potential safeguarding concerns, and how reports will be handled. This also includes concerns and reports about a friend or peer. PSHE lessons encourage pupils to discuss the issues raised with parents/carers and/or teachers if they wish to do so.

4.3 Where beneficial, the DSL or deputy DSL may be involved in the development of safeguarding-related elements of the PSHE curriculum.

5. Definitions for Relationship Education, Sex Education and Health Education

5.1 **Relationships Education** is learning about the physical, social, emotional and legal aspects of human relationships. These include friendships, family life and relationships with other children and adults. Relationships Education supports our children to be happy, healthy and safe in their connections and interactions with others, now and in the future.

5.2 **Sex Education** is learning about the physical, social, emotional and legal aspects of human sexuality and behaviour, including human reproduction. Aspects of sex education are covered in the context of learning about lifecycles in science.

5.3 **Health Education** is learning about the characteristics of good physical health and mental wellbeing and the equally important role that each of these play in our everyday lives. It explores the important role that physical health has on our mental health and vice versa. Health Education supports our children to be happy, healthy and safe in their health-related choices and behaviours, both physically and mentally, now and in the future.

6. PSHE & Wellbeing Curriculum

6.1 Statutory content:

At Alma Primary our PSHE teaching will focus on the following aspects of learning:

Relationships Education (KS1&2: age 5-11 years)

- Families and people who care for me
- Caring Friendships
- Respectful Relationships
- Online Relationships
- Being Safe

Health Education (KS1&2: age 5-11 years)

- Mental Wellbeing;
- Internet Safety and Harms;
- Physical Health and Fitness;
- Healthy Eating;
- Drug, Alcohol and Tobacco;
- Basic First Aid;
- Changes that occur during adolescent and puberty.

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Science Curriculum

Key Stage 1 (age 5-7 years)

- Identify, name, draw and label the basic parts of the human body and say which part of the body is associated with each sense;
- Notice that animals, including humans, have offspring which grow into adults;
- Describe the importance for humans of exercise, eating the right amounts of different types of food, and hygiene.

Key Stage 2 (age 7-11 years)

- Describe the life process of reproduction in some plants and animals;
- Describe the changes as humans develop and age;
- Recognise that living things produce offspring of the same kind, but normally offspring vary and are not identical to their parents.

6.2 Non-Statutory Content:

Living in the Wider World (KS1&2: age 5-11 years)

- Economic Wellbeing
- Being a Responsible Citizen
- Careers

Sex Education (KS2 – Years 5 and 6 only)

- About puberty and human reproduction

7. PSHE & Wellbeing Curriculum Delivery

7.1 PSHE will be taught across the school curriculum, in dedicated PSHE lessons, cross curricular learning, assemblies, learning days, special weeks (e.g. Mental Health and Wellbeing Week) and class topics. Classroom teachers are responsible for the organisation of their timetable allocation. Lessons will normally be timetabled for 30-45 minutes per week. During PSHE lessons, pupils may work as a whole class, or be arranged in smaller groups as deemed appropriate by the teacher. Where appropriate (for example, for a child with specific individual needs), children may receive one-to-one sessions or support.

7.2 Teaching will be delivered by the class teacher, supported by relevant LSAs and other members of the class team. There are times during the programme when learning is complemented by external visiting speakers, for example: a nurse, a financial organisation such as a bank, human rights organisations, or others.

7.3 All staff are reminded annually that they must remain politically neutral when speaking to pupils. Good teaching may include opening pupils' minds to alternative viewpoints shared within our local, national and global communities, and encouraging pupils to become critical thinkers. However, as pupils may be impressionable, it is essential that political viewpoints are balanced and depersonalised (ie. not offered as a specific viewpoint held by a member of staff). Similarly, staff should not use their position to influence pupils towards any particular political viewpoint.

7.4 As PSHE often touches upon pupils' real life experiences, it is essential that the classroom is viewed as a safe, supportive and respectful learning environment. This is supported through the establishment of clear ground rules, developed and agreed with all pupils across the school. While this facilitates an atmosphere to all pupils to discuss concerns and feelings surrounding sensitive

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issues, pupils are encouraged to protect their privacy by depersonalising discussions on sensitive issues (in practical terms, this may be by pupils not referring to people by name, or sharing specific circumstances that may indirectly point towards family members, friends or other named individuals). PSHE lessons are not designed to offer individuals counselling or one-to-one support. However, lessons may be an excellent opportunity to signpost pupils to where they may receive appropriate help and support. Any potential safeguarding concerns that may arise during PSHE lessons should be managed in accordance with school policy.

7.5 Use of external providers: At appropriate times, the school may liaise with and engage various external organisations and providers to enhance the delivery of PSHE and Wellbeing across our planned programme, in order to bring in specialist knowledge and different ways of engaging with our young people. All external providers operate in line with our policies regarding confidentiality and safeguarding. Students are accompanied and supported by our staff throughout any presentation or lesson delivered by or in association with an external organisation or provider.

7.6 Responding to challenging questions: In all PSHE lessons, questions from children will be addressed and responded to in an age appropriate fashion. Where it is not deemed appropriate to respond immediately, or where a staff member does not feel comfortable or appropriately trained to respond, the pupil will be advised that the question will be responded to in due course, but not during the lesson. The staff member in question should then arrange to speak to the child once the lesson is finished or, where relevant, seek appropriate advice and/or arrange for the pupil to be spoken to by an alternative staff member.

7.7 Meeting the needs of SEND children: PSHE and Wellbeing lessons need to be accessible to all children including those with special educational needs and disabilities. The SEND Code of Practice (2015) outlines the need for schools to prepare children for adulthood outcomes. Children with special educational needs can be more vulnerable to exploitation and bullying which means that it is essential that they receive appropriate Relationships and Health Education. Alma ensures that the school curriculum is accessible to all children by using appropriate (and where appropriate, adapted) resources, ensuring that staff receive appropriate CPD and to utilise Learning Support Assistants as appropriate.

8. Assessment

The school sets high expectations in terms of assessing the impact of learning in PSHE and Wellbeing. Pupils' knowledge and understanding will be assessed through formative assessment methods such as discussion groups and quizzes, in order to monitor progress.

9 Engaging Parents/Carers and the Right to Withdraw from Sex Education

9.1 On entry to the school, parents and carers are invited to read the PSHE & Wellbeing policy, including specific references to our additional sex education provision within PSHE. The school also informs parents and carers about content relating to the sex education programme in advance of lesson delivery.

9.2 Parents and carers are also annually invited to review the PSHE and Wellbeing programme and to offer their thoughts and feedback. This feedback is carefully considered when planning and modifying the PSHE programme.

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9.3 From September 2020, parents/carers have the right to withdraw their child from Sex Education, but not the right to withdraw their child from any lessons that are in the statutory Relationships, Science and Health Education Curriculum.

9.4 If a parent/carer wishes to withdraw their child from Sex Education, we ask that they discuss it with the Headteacher and then complete a 'Request for Withdrawal from Sex Education Lessons' form, found in Appendix 1 of this policy, and send this to the Headteacher. Alternative work will be given to pupils who are withdrawn from sex education. Children who have been withdrawn from specific sex education lessons at the request of parents/carers will not be withdrawn from other lessons in the curriculum which may explore aspects of or issues related to sex and relationships. Where there are safeguarding concerns about a child, staff will continue to act in accordance with the school's safeguarding policy, regardless of requests from parents/carers regarding sex education.

9.5 We encourage curiosity in children as it is an important part of their learning. Pupils often ask questions relating to sex education, both in and outside of designated sex education lessons, regardless of whether the parents/carers have withdrawn, or intend to withdraw, their child from such lessons. In this event, it may be the case that the teacher will respond honestly and age appropriately to the pupil's question, in order to avoid a situation where the pupil resorts to seeking answers from other unregulated sources such as the internet.

10. An Inclusive Approach

10.1 Alma Primary is an inclusive school. We value difference and diversity within our school community and the wider world. As such, PSHE is delivered within the context of our school aims, values and moral framework, and equal opportunities policy, taking into account the following considerations:

- the school has duties under the Equalities Act, British Values, and the Ofsted framework. PSHE teaching must reflect British Law;
- different faiths, beliefs, cultures and sexual orientation should be respected and embraced and not be the cause for prejudicial or discriminatory behaviour;
- respect for ourselves and others helps develop understanding of the need for non-exploitation within relationships;
- we all have rights, duties and responsibilities, we need to know what these are and have the ability to exercise them;
- children are growing up in a diverse world and will need to be able to work, live and play with people from all backgrounds;
- some children and some staff will identify as LGBTQ+;
- families can include single parent families, LGBTQ+ parents, families headed by grandparents, adoptive parents and foster parents, amongst other structures;
- some children may have a different structures of support around them, for example looked after children or young carers.

10.2 Children should receive comprehensive, balanced and accurate information that relates to their needs. By exploring their own feelings and attitudes, those of peers and those prevalent in wider society, children are encouraged to develop values on which to base decisions about relationships, health and living in the wider world.

11. Assessing and Monitoring PSHE

At Alma Primary the PSHE Lead is responsible for:

- ensuring the school's PSHE policy and programmes are implemented, as agreed;
- monitoring teaching within lessons through observations, work scrutiny and discussions;
- supporting staff to assess children's progress, in line with the school's assessment procedures;
- recommending targets for whole school development to the Headteacher;
- evaluating the impact of the school's PSHE programme.

Evaluation of the programme will be made by assessing the attitudes of the children, the development of their personal skills and the knowledge and understanding they have gained. Review forms part of the content and is an ongoing process. The views of children, staff, parents and carers will be sought and taken into account as the programme develops and changes.

12. Training Staff

It is important that staff delivering PSHE work within the values and framework of this policy and have the confidence, skills and knowledge to deliver effective PSHE. Continuing professional development will be provided through a range of options including individual study and development, in-house CPD and external training courses.

13. Disseminating and Monitoring the Policy

A copy of this policy will be supplied to all staff and governors, and is published on the school website. This policy will be reviewed by the headteacher and PSHE coordinator on an annual basis.

Appendix 1

Parent/Carer Request for Withdrawal from Non-Statutory Sex Education Lessons

TO BE COMPLETED BY PARENTS/CARERS			
Name of child		Class	
Name of parent/carers		Date	
Reason for request			
Any other information you would like the school to consider			
Parent/Carer signature			

TO BE COMPLETED BY THE SCHOOL	
Follow up contact by the school (date and time etc)	
Agreed actions from discussion with parents/carers	