

**ST JOHN'S CHURCH OF ENGLAND PRIMARY SCHOOL  
SPARKHILL, BIRMINGHAM**

NURSERY, INFANT AND JUNIOR

<b>PERSONAL, SOCIAL, HEALTH AND ECONOMIC RELATIONSHIPS EDUCATION POLICY</b>
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**1 Policy context and rationale**

- 1.1 This policy covers St John's Church of England primary School's approach to Personal, Social, Health, Economic and Relationships Education (PSHER).
- 1.2 It was produced by the Senior Leadership Team and the PSHER Team through consultation with staff, children and parents. Consultation took the form of staff and pupil voice. Staff identified the need for a clear curriculum that provides progression and the space to alter lessons in accordance with the needs of our children. Key aspects deemed important by the children included feelings, managing feelings and change, safety, concerns about growing older, and supporting their families. It was clear that children wanted the knowledge skills to be able to 'handle' difficult situations and uncertainty. Parents were invited to question or comment on the curriculum.
- 1.3 It will be reviewed in June 2022.

**2 Policy availability**

- 2.1 The policy will be available on the school's website.
- 2.2 If requested, parents will be given a paper copy.
- 2.3 Translation applications promoted by the school will enable the document to be translated into different languages. Electronic copies will also enable blind parents or carers to access the document through reading applications.
- 2.3 If you require the policy in printed format, please contact the school office.

**3 Policy aims and objectives**

- 3.1 This policy is informed by our golden rule:

**"Treat others as you want to be treated." Matthew 22 v.34-40**

- 3.2 Our PSHER Education programme promotes our values:
- Enable every child, regardless of their ability, economic or social situation, to achieve their full potential in a safe learning environment.
  - Develop community cohesion through the modelling and teaching of respect for social, spiritual, religious and cultural diversity.
  - Support our parents in both raising their children and in living fulfilling lives.
  - Challenge all forms of prejudice or bias.
  - Nurture our children into confident, inquisitive, independent thinkers who will make a positive contribution to society.

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

- 4.1 We will create a safe and supportive learning environment by setting clear ground rules in PSHER lessons.
- 4.2 We will ensure that where pupils indicate that they may be vulnerable and at risk, they will get appropriate support by informing a designated safeguarding lead.
- 4.3 This policy is informed by the school's safeguarding policy.

**5 Entitlement and equality of opportunity**

- 5.1 We recognise the right for all pupils to have access to PSHER Education learning which meets their needs.
- 5.2 We will ensure that pupils with SEND receive access to PSHER through differentiation or targeted teaching.
- 5.3 We recognise that children's personal, social, health and economic development is as important as their academic development.

5.4 All children are entitled to the PSHER curriculum and so, with the exception of lessons on puberty, parents cannot withdraw their child from PSHER lessons.

## **6 Intended outcomes**

6.1 Children at St John's will receive a comprehensive Personal, Social, Emotional and Economic Education that supports their health and wellbeing, relationships, and understanding of the world which will serve them now and in the future.

## **7 Teaching and learning – Principles and methodology**

7.1 Our PSHER programme is informed by the PSHE Association's key standards of evidence-based best practice in PSHER Education. Accordingly:

- We will determine pupils' prior knowledge/starting points by carrying out baseline assessments for each new topic. Baseline assessments will also enable teachers to make more effective judgements about pupils' development and progression in learning.
- The programme will be taught through a range of active learning methods which will be selected by each year group team to ensure the best learning outcomes for the age and stage of the children that they teach.
- We will ensure that lessons, including those on risky behaviours, maintain a positive approach which does not attempt to induce shock or guilt but focuses on what children and young people can do to keep themselves and others healthy and safe and to lead happy and fulfilling lives. Teachers will provide information which is realistic and relevant and which reinforces positive social norms.
- We will help pupils make connections between their learning and 'real life' behaviours by promoting critical reflection. Pupils will be given, where appropriate, opportunities to make real decisions about their lives, and take part in activities which simulate adult choices where they can demonstrate their ability to take responsibility for their decisions.
- We will make links to other parts of the curriculum, school values, and pastoral support to ensure that we are a setting where the responsible choice becomes the easy choice.
- It is essential that lessons are sensitive to a range of views but the school must ensure that pupils always have access to the learning they need to stay safe and healthy, and protect and enforce their human rights.

## **8 Teaching and learning – Planning**

### **Early Years**

8.1 During the Early Years Foundation Stage pupils will be given building blocks which will support PSHER Education by following the Personal, Social, and Emotional Development objectives set out in the Early Years Framework. Pupils will also learn a range of emotion words and self-regulation techniques which will be informed by elements selected from the PATHS curriculum.

### **Key Stage 1 and 2**

8.2 During Key Stage 1 and 2 children will develop concepts of:

- Identity (their personal qualities, attitudes, skills, attributes and achievements and what influences these; understanding and maintaining boundaries around their personal privacy, including online)
- Relationships (including different types and in different settings, including online)
- A healthy (including physically, emotionally and socially), balanced lifestyle (including within relationships, work-life, exercise and rest, spending and saving and lifestyle choices)
- Risk (identification, assessment and how to manage risk, rather than simply the avoidance of risk for self and others) and safety (including behaviour and strategies to employ in different settings, including online in an increasingly connected world)
- Diversity and equality (in all its forms, with due regard to the protected characteristics set out in the Equality Act 2010)
- Rights (including the notion of universal human rights), responsibilities (including fairness and justice) and consent (in different contexts)
- Change (as something to be managed) and resilience (the skills, strategies and 'inner resources' we can draw on when faced with challenging change or circumstance)
- Power (how it is used and encountered in a variety of contexts including online; how it manifests through behaviours including bullying, persuasion, coercion and how it can be challenged or managed through negotiation and 'win-win' outcomes)
- Career (including enterprise, employability and economic understanding)

8.3 During Key Stage 1 and 2 pupils will develop the skills and attributes of personal effectiveness, interpersonal and social effectiveness, and managing risk and decision making.

- 8.3.1 Personal effectiveness will be taught through:
1. Self-improvement (including through constructive self-reflection, seeking and utilising constructive feedback and effective goal-setting)
  2. Identifying unhelpful 'thinking traps' (e.g. generalisation and stereotyping)
  3. Resilience (including self-motivation, perseverance and adaptability)
  4. Self-regulation (including promotion of a positive, growth mindset<sup>1</sup> and managing strong emotions and impulses)
  5. Recognising and managing peer influence and the need for peer approval, including evaluating perceived social norms
  6. Self-organisation (including time management)
  7. Strategies for identifying and accessing appropriate help and support
  8. Clarifying own values (including reflection on the origins of personal values and beliefs) and re-evaluating values and beliefs in the light of new learning, experiences and evidence.
  9. Recalling and applying knowledge creatively and in new situations
  10. Developing and maintaining a healthy self-concept (including self-confidence, realistic self-image, self-worth, assertiveness, self-advocacy and self-respect).
- 8.3.2 Interpersonal and social effectiveness will be taught through:
1. Empathy and compassion (including impact on decision-making and behaviour)
  2. Respect for others' right to their own beliefs, values and opinions
  3. Discernment in evaluating the arguments and opinions of others (including challenging 'group think')
  4. Skills for employability, including
    - Active listening and communication (including assertiveness skills)
    - Team working
    - Negotiation (including flexibility, self-advocacy and compromise within an awareness of personal boundaries)
    - Leadership skills
    - Presentation skills
  5. Enterprise skills and attributes (e.g. aspiration, creativity, goal setting, identifying opportunities, taking positive risks)
  6. Recognising, evaluating and utilising strategies for managing influence
  7. Valuing and respecting diversity
  8. Using these skills and attributes to build and maintain healthy relationships of all kinds.
- 8.3.3 Managing risk and decision-making (which integral to personal effectiveness as well as interpersonal and social effectiveness) will be taught through:
1. Identification, assessment (including prediction) and management of positive and negative risk to self and others
  2. Formulating questions (as part of an enquiring approach to learning and to assess the value of information)
  3. Analysis (including separating fact and reasoned argument from rumour, speculation and opinion)
  4. Assessing the validity and reliability of information
  5. Identify links between values and beliefs, decisions and actions
  6. Making decisions.
- 8.4 To ensure that pupils explore a broad and balanced curriculum they will follow these themes:

Relationships		Living in the wider world			Health and Wellbeing			
Families and friendships	Safe relationships	Respecting ourselves and others	Belonging to a community	Media literacy and digital resilience	Money and work	Physical health and Mental wellbeing	Growing and changing	Keeping safe

### Sex education

- 8.5 Sex education is not mandatory in primary schools, however, inline with DfE guidance, St John's believes that boys and girls should be prepared for the changes that adolescence brings. In Year 5, a lesson about puberty will be delivered to children. Parents will be notified in advance about the lesson and its content. Parents have a right to request to withdraw their child from this lesson.
- 8.5.1 Boys and girls will be taught separately for this lesson about the changes that will happen to their bodies. A member of SLT will lead the lesson alongside the class teacher.
- 8.5.2 Boys The lesson will talk about how: adolescents can start to smell when they sweat and so they need to shower and change clothes regularly, facial and body hair will start to grow and they made need to start shaving, they may get more spots and need to wash regularly, their moods can be changeable and their voice will change.

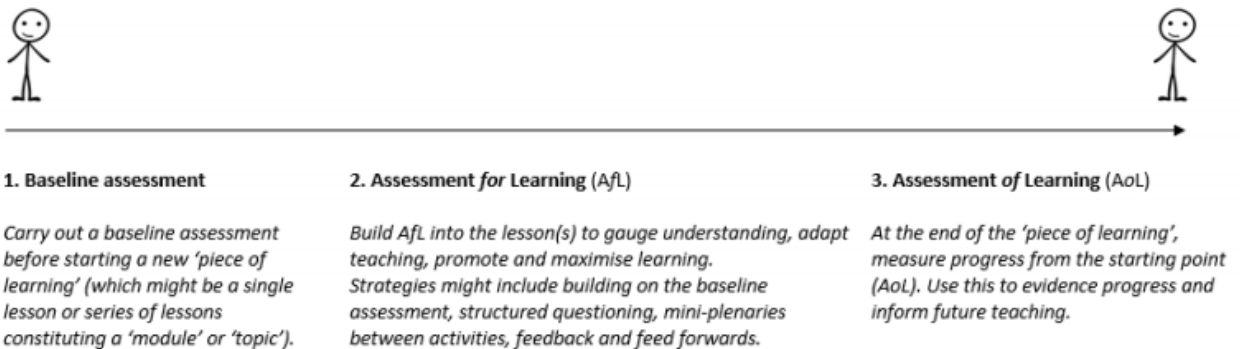
- 8.5.3 Girls The lesson will talk about how: adolescents can start to smell when they sweat and so they need to shower and change clothes regularly, body hair will start to grow, they may get more spots and need to wash regularly and their moods can be changeable. They will also be told that in the next few years they will start their periods and will be shown what a sanitary pad looks like and given an explanation about how to use it

## 9 Teaching and learning – Timetabling

- 9.5 In order to promote effective PSHER Education teaching pupils will follow a spiral programme which follows the themes set out in 7.4. At each encounter, the level of demand increases and learning is progressively deepened. This programme of learning that will ensure that we safeguard all children and fulfil statutory requirements.
- 9.6 Our PSHER Education is provided by 40-60 minute lessons provided each week.
- 9.7 Our provision is further enriched through planned days and weeks.

## 10 Teaching and learning - Assessment

- 10.1 Effective assessment is at the heart of PSHER Education. Accordingly, we have adopt an ipsative (personal best) assessment approach. Ipsative assessment compares where a pupil is at the end of a lesson or series of lessons against where they were before the lesson(s), in a similar way to an athlete measuring today's performance against their own previous performance. So the benchmark against which progress is measured is the pupil's own starting point, not the performance of others. This gives us the following model for assessing any learning in PSHER education:



- 10.2 Teaching staff will evidence PSHER Education in a class file and electronically using the Book Creator App.
- 10.3 The class files will be used to store evidence of baseline assessments/ Assessment of Learning for a single lesson or series of lessons for each child as well as their end point activity which demonstrates progress.
- 10.4 Teaching staff will be given the option to record their class's learning journey (evidence from lessons) in their class folder or using the Book Creator App. Staff are asked to keep three examples of work (which can include quotes) from three lessons per half term. These examples will show a date and learning objective. Over the year, every child in the class will have at least one piece of work used the learning journey.

## 11 Teaching and learning – Teaching responsibility and staff training

- 11.1 The PSHER Education programme will be led by the PSHER team,
- 11.2 It will be taught by classroom teachers and will be supported by teaching assistants.
- 11.3 Teachers will receive training on PSHER Education through staff meetings, insets, staff briefings, and coaching sessions.
- 11.4 We will use external contributors to enhance our embedded PSHER curriculum. When using external visitors to deliver aspects of our PSHER programme, we will ensure that their visit:
- Embeds learning
  - Avoids shock, fear and guilt
  - Avoids instructional content or inspires risky behaviours
  - Avoids bias
  - Promotes active learning strategies
  - Adheres to our school policies including the safeguarding policy.
- 11.5 The teacher or visit organiser the teacher should always manage this learning, ensuring that learning objectives and outcomes have been agreed with the visitor in advance, and that any input from visitors should be part of a planned, developmental programme rather than a substitute for it. Staff are advised to use the PSHE Association's

document '*Working with External Visitors/Contributors to PSHER Education — Guidance for Schools*' to support effective planning and evaluation of visits.

## **12 Teaching and learning – Creating a safe learning environment, confidentiality and handling disclosures**

- 12.1 A safe learning environment helps pupils to share feelings, explore values and attitudes, express opinions and consider those of others, without attracting negative feedback. As well as encouraging more open discussion, it also helps to ensure that teachers are not anxious about unexpected disclosures or comments and that pupils are not put on the spot, upset or traumatised. It is good practice for teachers to:
- work with pupils to establish ground rules about how they will behave towards each other in discussion
  - provide opportunities for pupils to discuss issues in small groups as well as sharing views with the whole class
  - make boxes available in which pupils can place anonymous questions or concerns
  - provide access to balanced information and differing views to help pupils clarify their own opinions (whilst making clear that behaviours such as discrimination and bullying are never acceptable in any form)
  - be cautious about expressing their own views, bearing in mind that they are in an influential position and must work within the school's values, policies and the law
  - be sensitive to the needs and experiences of individuals, as some pupils may have direct experience of some of the issues
  - always work within the school's policies on safeguarding and confidentiality (and ensure that pupils understand school policies on disclosure of confidential information and following up concerns in a more appropriate setting outside lessons)
  - link PSHER Education into the whole-school approach to supporting pupil wellbeing
  - make pupils aware of reliable sources of support both inside and outside the school.
- 12.2 When teaching about topics such as mental health, it is important to think carefully about the possibility of personal disclosures from pupils who, as a result of the lesson, may develop the skills, language, knowledge and understanding needed to make a disclosure about their own mental health or emotional wellbeing. Whilst this is not to be discouraged, it is very important that if pupils make personal disclosures to school staff, they do so in a suitable, one-to-one setting. It is not appropriate, therefore, to encourage pupils to talk about sensitive personal matters in the classroom. It is vital therefore, that before teaching about issues like mental health and emotional wellbeing, clear 'ground-rules' are established or reinforced and the concepts of confidentiality and anonymity covered at the start of the lesson. Ground rules need to be consistently adhered to, regularly revisited and, if necessary, renegotiated and reinforced. The teacher should lead the way by modelling the ground rules in their own communications with the class.
- 12.3 Teachers should approach all PSHER lessons with the assumption that at least one pupil could have direct experience of the topic being discussed, or find it sensitive for another reason and should plan their language use, resources and activities accordingly.
- 12.4 If a pupil makes a disclosure, we will report it to a Designated Safeguarding Lead and record it on CPOMS in accordance with the school's safeguarding policy.

## **13 Teaching and learning – Responding to pupils questions**

- 13.1 Pupils should understand that no question will be considered stupid, and when they are in doubt about an issue or topic, they should ask. It's also important that pupils realise it is never appropriate to ask a question in order to deliberately try to embarrass somebody else or to encourage pupils to laugh at someone.
- 13.2 It is important to encourage pupils to ask questions but this requires the teacher to feel confident to handle the questions raised. The following guidelines will help teachers manage this aspect of PSHER teaching safely:
- Provide opportunities for children to ask questions anonymously.
  - If concerned about a question, ask anyone whose question has not been answered to come and see you privately).
  - Be conscious of the message you give the rest of the group when responding to a question.
- 13.3 When faced with a tricky question....
- Thank them for the question and check you have understood what they are asking and what they think the answer is
  - Give a factual, age-appropriate answer when you can
  - Buy time if necessary: explain you do not know the answer/are not sure how best to answer and that you will find out more and respond later. Be prepared with a response such as 'That's a really interesting question and it deserves a good answer – let me have a think about it (for a minute) / (and get back to you later).
  - Consider whether you need to consult senior colleagues. What is the school policy? Is there a potential safeguarding issue?
- 13.4 Given ease of access to the internet, children whose questions go unanswered may turn to inappropriate sources of information. Our approach to teaching about these issues must therefore focus on equipping young people with the skills to critically evaluate the information they are presented with online.

## **14 Teaching and learning – Links to other school policies and areas of the curriculum**

14.1 This policy compliments the following policies:

- Anti-bullying
- Behaviour
- Computing/ online safety
- Early Years Foundation Stage
- Equality
- Special Education Needs
- Safeguarding

14.2 The PSHER coordinator will request and check that PSHER is referenced in the above policies during their next updates

## **15 Involving parents and carers**

15.1 PSHER Education is strongest when there is communication and collaboration between school and home. We are committed to working with parents and carers.

15.2 We will communicate with and involve parents in creating/ reviewing the PSHER education policy by email/letters.

15.3 We will offer support by offering workshops for interested parents and carers to find out more about PSHER education.

15.4 The curriculum and this policy will be available on our website.

15.5 We will communicate with and provide support to parents and carers offering materials for families to explore at home.

## **16 Review date**

16.1 The policy was originally compiled in March 2020 and reviewed by the curriculum committee in May 2021 and the Full Governing Body in June 2021. It was reviewed again in curriculum in September 2023 and amendments were made with the addition of section 8.5. This policy will be reviewed again in September 2024.