



**MANOR BEACH PRIMARY SCHOOL
PSHE, including
Relationships and Health Education Policy**

**REVIEW DATE: DECEMBER 2020
REVIEW DUE: DECEMBER 2022**



PRIMARY PSHE (INCLUDING STATUTORY HRE) EDUCATION POLICY



Manor Beach Primary School PSHE, including Relationships and Health Education Policy

Manor Beach Mission Statement:

We want to develop pupils that respect their own and others individuality, who can form positive relationships and take on responsibilities. We celebrate children reflecting on their learning and promote high expectations for all, inspiring and empowering children to become resilient in all aspects of life.

Inspiring Minds; Shaping Futures



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|--|--|------------------|------------------------------------|-----------------|
| Consultation has taken place | The school workforce | Governors | Children & young people | Families |
| | December 2019 | December 2020 | December 2019 | January 2021 |
| Date formally approved by Governors: | December 2020 | | | |
| Date policy became effective: | December 2020 | | Review Date: December 2022 | |
| Person(s) responsible for implementation & monitoring | Mrs Toni Latus – Subject Leader | | | |
| Links to other relevant policies | SMSC | Safeguarding | Online safety | Food & Drink |
| | Confidentiality | Anti-bullying | SEND inclusion | Equalities |
| | Visitor | Behaviour | | |



INTENT OF PSHE EDUCATION

Purpose

Personal, social, health, social and economic (PSHE) education is a vitally important aspect of the curriculum at Manor Beach Primary School. It is important because it helps pupils to build confidence and self-esteem, recognise and manage feelings, play and work cooperatively together, and understand and treat each other with respect. This work is absolutely key to helping children develop healthy relationships now and in the future, and to keep themselves healthy.

Much of the content of PSHE is non-statutory, but this policy covers, in particular, our school's approach to Relationships and Health Education (RHE) for which guidance is statutory from September 2020.

The policy was produced by the Subject Leader in consultation with pupils, staff, parents and Governors. Parents and carers will be informed about the content of the policy through a parent/teacher consultation, making clear the teaching and learning objectives covered in PSHE (RE). The policy will be available to parents and carers through our school website.

Statutory and non-statutory guidance

The Education Act 2002 sets out the statutory duties which schools are required to meet: 'Every state-funded school must offer a curriculum which is balanced and broadly-based and which:

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

Further, we have a responsibility under The Relationships Education, Relationship & Sex Education and Health Education (England) Regulations 2019, made under sections 34 & 35 of the Children & Social Work Act 2017, to provide comprehensive Relationships and Health Education for all pupils receiving primary education. Under the new guidance issued by the DfE, by September 2020, Relationships Education at primary school will be compulsory. The law requires that Relationships and Sex Education (RSE) is to be taught in all **secondary** schools in England, and that Relationships Education is to be taught in all **primary** schools in England.

Primary schools are also required to teach the elements of sex education contained in the science curriculum, and Health Education will also be mandatory in all Government-funded schools, which includes content on puberty. At Manor Beach, we do not intend to teach sex education beyond the statutory science requirements. However, this will be reviewed each year to reflect the cohort of children and will be adapted according to the needs of the children. Parents will be informed of any changes to the curriculum.

Aims and objectives of PSHE Education

At Manor Beach Primary School, we aim to build a PSHE curriculum which develops the whole child. We embed the acquisition of knowledge and skills which enable children to access the wider curriculum and to prepare children for the wider world now and in their future roles. The intent of our PSHE curriculum is to deliver a curriculum which is accessible to all and that will maximise the outcomes for every child so that they know more, remember more and understand more.

Our programme aims to assist children to prepare for adult life by supporting them through their physical, emotional and moral development, and helping them to understand themselves, respect others and to form and sustain healthy relationships. We aim to develop some essential skills and attributes through our PSHE lessons. These include:

Personal effectiveness

- Self-improvement (including through constructive self-reflection, seeing and utilising constructive feedback and effective goal-setting)



- Identifying unhelpful 'thinking traps' (e.g. generalisation and stereotyping)
- Resilience (including self-motivation, perseverance and adaptability)
- Self-regulation (including promotion of a positive, growth mindset and managing strong emotions and impulses)
- Recognising and managing peer influence and the need for peer approval, including evaluating perceived social norms
- Self- organisation
- Strategies for identifying and accessing appropriate help and support
- Clarifying own values and re-evaluating values and beliefs in the light of new learning, experiences and evidence
- Recalling and applying knowledge creatively and in new situations
- Developing and maintaining a healthy self-concept (including self-confidence, realistic self-image, self-worth, assertiveness, self-advocacy and self-respect)

Interpersonal and social effectiveness

- Empathy and compassion (including impact on decision-making and behaviour)
- Respect for others' right to their own beliefs, values and opinions
- Discernment in evaluating the arguments and opinions of others (including challenging 'group think')
- 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
- Enterprise skills and attributes (e.g. aspirations, creativity, goal setting, identifying opportunities, taking positive risks)
- Recognising, evaluating and utilising strategies for managing influence
- Valuing and respecting diversity
- Using these skills and attributes to build and maintain healthy relationships of all kinds (PSHE Association 2017 toolkit)

At Manor Beach Primary School, we have a commitment to ensure that our programme is relevant to all pupils and is taught in a way that is age and stage appropriate. We ensure it is inclusive and meets the needs of all our pupils, including those with special educational needs and disabilities (SEND) by setting suitable learning challenges, responding to pupils' diverse learning needs, and overcome potential barriers to learning and assessment for particular individuals and groups of pupils.

We ensure PSHE fosters gender equality and respect for differences in family structures, regardless of their background or circumstances.

Curriculum Relevance

Our curriculum is being designed to meet the needs of our children and families at Manor Beach, using various data and sources. For example, the Health LSIP, CPOMS information, teacher's views, children's views and parent's views. We are also ensuring that the statutory requirements for Relationships and Health Education are met.

We are planning a 'spiral programme' which introduces new and more challenging learning, while building on what has gone before, which reflects and meets the personal developmental needs of our children. Curriculum links are made where appropriate. For example 'Healthy Eating' in Science is taught alongside our PSHE programme.

The programme has three strands:



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

These are shown in the Programme overview as 'Core Themes'.

We are using the PSHE Association 'Programme Builder' to help ensure there is clear progression within and through the year groups. Essential skills are clear in each year group and are used to inform planning. The curriculum will be reviewed each year, taking into account the different cohort information and teachers and children's evaluations across each strand.

The Early Years Foundation Stage (EYFS) in Reception lays firm foundations to nurture children to form positive relationships in a setting that supports mutual respect and understanding that celebrates and acknowledges differences. It supports children in developing and practising healthy hygiene routines and habits. With adults as guides and role models, children will develop their sense of belonging and strong self-image as they are encouraged to gain a knowledge and understanding of their own culture and community.

Intended outcomes

The learning outcomes of our programme will be that pupils will:

- know and understand relevant issues, how to keep themselves safe, keep themselves healthy
- understand they have a right to have a voice
- understand they have a responsibility to listen to others,
- develop the knowledge, skills and attributes they need to keep themselves healthy and safe, and prepared for life and work. Such as resilience, self-esteem, risk-management, teamworking and critical thinking in the context of three core themes: health and wellbeing, relationships and living in the wider world (including economic wellbeing and aspects of careers education)
- Know and understand how to support themselves and others and where they can go for help and support.

Our PSHE programme helps children to achieve their potential by supporting their wellbeing and tackling issues that can affect their ability to learn, such as anxiety and unhealthy relationships. PSHE education also makes a unique contribution to safeguarding; helping us to fulfil the statutory duty to teach children to keep themselves safe. We can enhance children's education so they become caring, respectful, confident and resilient individuals. Children at Manor Beach also acquire an understanding and experiences of British values that are necessary if they are to make sense of their experiences, value themselves, respect other, appreciate differences and feel confident and informed as a British citizen.

Creating a safe and supportive learning environment

We will create a safe and supportive learning environment for PSHE education by building positive relationships with the children, ensuring trust and understanding and using adults as role models, enabling children to gain accurate knowledge, develop their own values and attitudes, and develop skills to grow into happy, confident, successful young people and adults.

Group agreements are negotiated with classes on an individual basis at the beginning of the year and are used to create and maintain a safe learning environment for staff and children.

We will use distancing techniques to remove the risk of sharing personal information, such as role play, puppets scenarios and moral dilemmas.

We will answer pupils' questions honestly and accurately within an agreed, developmentally appropriate framework in school. Questions which arise due to their developmental stage and/or from planned content of lessons. The asking of questions require a consistent, clearly understood way of responding respectfully. This includes:

- All classrooms will have an 'ask it' basket all the time as questions may be linked to any topic



- If a question is believed to be intended to embarrass or to push the boundary, the response needs to ensure children are not discouraged from asking questions. The response needs to thank the child for asking the question and to check there is clear understanding of what exactly is being asked. This is to ensure safeguarding concerns are not missed but also that questions are not misinterpreted. E.g. a question about touch may not be inappropriate touch, it may be about the invasion of personal space
- If the teacher or visitor (see Visitor Policy) is unsure whether or not to answer a question, for whatever reason the response is that it is not going to be answered now but the teacher “will get it answered for you as soon as possible’. Ask the child to write it down (or adult) and put it in the ‘ask it’ basket
- If a pupil asks a question, it needs to be addressed as soon as possible because they want to know the answer. If it is not provided in the safe learning environment of a classroom, there is a risk they will search for the answer using unreliable sources on the internet or other people
- Depending on the question, the member of staff delivering or with the visitor, should decide who to refer the question to, depending on if:
 - The question falls within our school’s agreed framework of what will be answered in class and can be followed up the next lesson
 - There is a need to take any safeguarding issues into consideration, the teacher may contact home to share the questions with parents/carers to ask if they would like to answer it, or school staff to answer it or to answer it together in partnership
 - There needs to be a safeguarding response – CPOMS, SLT/DSL.

Teachers will keep a record of questions asked and how they were dealt with to ensure continuity and to inform future curriculum planning.

SEND, inclusion, equality and diversity

We recognise the right for all pupils to have access to PSHE education learning which meets their needs. The Planning framework for pupils with SEND is to support teachers in breaking down the learning outcomes into smaller steps, re-visiting, re-enforcing, consolidating and generalising previous learning, as well as introducing new concepts, knowledge and skills. It may be further modified and adapted to pupils’ needs. More able pupils are challenged with questioning and effective and responsive teaching.

We offer a nurturing learning environment in which each child is encouraged to develop their full potential and where their achievements and successes are celebrated and rewarded. As a school, we believe that children are all individuals and therefore, we aim to encourage mutual respect, responsibility and foster self-esteem in a happy and caring atmosphere.

We will ensure that children with SEND receive access to PSHE programme through inclusion in lessons. Learning may need to be regularly re-visited and consolidated – the focus being on the quality of learning rather than quantity of ‘topics’ covered. It is vital that they have the opportunity to explore, recognise and understand the subject content. This will help children develop the essential skills and attributes identified in the framework, including key communication skills, vocabulary, strategies and confidence to help manage issues when they encounter them.

Teaching will take into account the ability, age, development and cultural backgrounds of our young people and those with English as a second language to ensure that all can fully access PSHE education provision

We will use our PSHE programme as a vehicle to address diversity issues and to ensure equality for all by teaching children to understand that everyone is different.

Equality

Our PSHE aims are consistent with, and so reinforce, the ethos and general aims of the School and the protected characteristics named under the Equality Act 2010 (age, disability, gender reassignment, marriage and civil partnership, pregnancy and maternity, race, religion and belief, sex, sexual orientation).



PSHE education forms a valuable part of our pastoral system but also supports the academic curriculum and has its own educative purpose.

The needs and interests of all pupils, irrespective of gender, family, culture, ability or aptitude are addressed and respected by listening to and giving equal opportunities to all.

The school is committed to the provision of PSHE to all of its pupils. Our programme aims to respond to the diversity of children's cultures, faiths and family backgrounds.

This will be achieved by:

- generating a trusting, safe atmosphere where questions can be asked and answered openly and without embarrassment when appropriate.
- making Relationship Education an integral part of our PSHE programme.
- using circle time and the setting of group agreement to foster trust, security and openness.
- providing information which is easily understood, relevant and appropriate to the age and maturity of the pupils.
- delivering the PSHE programme by adults with whom the pupils are familiar with or in conjunction with trained health professionals.

Inclusion

We will identify pupils' different starting points by using a baseline assessment to find out children's understanding at the beginning of a unit. Then we will assess again at the end of a unit.

We will respect pupils' unique starting points by providing learning that is tailored to an individual child.

We will ensure that pupils with special educational needs receive access to PSHE education through breaking down learning objectives as necessary.



INTENT OF RELATIONSHIPS AND HEALTH EDUCATION (RHE)

Aims and objectives of our Health and Relationships Education programme

The Department for Education guidance states “The aim of teaching pupils about physical health and mental wellbeing is to give them the information that they need to make good decisions about their own health and wellbeing. It should enable them to recognise what is normal and what is an issue in themselves and others and, when issues arise, know how to seek support as early as possible from appropriate sources.”

The aim of RHE is to provide children with age appropriate information, explore attitudes and values and develop skills in order to empower them to make positive decisions about their health related behaviour. This will take place with consideration of the qualities of relationships within families (see aims and objectives of PSHE)

IMPLEMENTATION OF RELATIONSHIPS AND HEALTH EDUCATION

| <u>Statutory Guidance on Relationships Education</u> | <u>Statutory Guidance on Health Education:</u> |
|--|---|
| <p>KS1& 2 Five Topics:</p> <ul style="list-style-type: none"> • <i>Families and people who care for me</i> • <i>Caring Friendships</i> • <i>Respectful relationships</i> • <i>Online relationships</i> • <i>Being safe</i> | <p>KS 1 & 2 Eight Topics:</p> <ul style="list-style-type: none"> • <i>Mental wellbeing</i> • <i>Internet safety and harms</i> • <i>Physical health and fitness</i> • <i>Healthy eating</i> • <i>Drugs, alcohol and tobacco</i> • <i>Health and prevention</i> • <i>Basic first aid</i> • <i>Changing adolescent body</i> |

Statutory Relationships Education (from September 2020)

What pupils should know by the end of primary school:

Topic 1: Families and people who care for me

- that families are important for children growing up because they can give love, security and stability.
- the characteristics of healthy family life, commitment to each other, including in times of difficulty, protection and care for children and other family members, the importance of spending time together and sharing each other’s lives.
- that others’ families, either in school or in the wider world, sometimes look different from their family, but that they should respect those differences and know that other children’s families are also characterised by love and care for them.
- that stable, caring relationships, which may be of different types, are at the heart of happy families, and are important for children’s security as they grow up.
- that marriage/civil partnership represents a formal and legally recognised commitment of two people to each other which is intended to be lifelong.
- how to recognise if family relationships are making them feel unhappy or unsafe, and how to seek help or advice from others if needed.

Topic 2: Caring friendships

- how important friendships are in making us feel happy and secure, and how people choose and make friends.
- the characteristics of friendship, including mutual respect, truthfulness, trustworthiness, loyalty, trust, sharing interest and experiences and support with problems and difficulties.



- that healthy friendships are positive and welcoming towards others, and do not make others feel lonely or excluded.
- that most friendships have ups and downs, and that these can often be worked through so that the friendship is repaired or even strengthened, and that resorting to violence is never right.
- how to recognise who to trust and who not to trust, how to judge when a friendship is making them feel unhappy or uncomfortable, how to manage these situations and how to seek help or advice from others, if needed.

Topic 3: Respectful relationships

- the importance of respecting others even when they are very different from them (for example, physically, in character, personality or backgrounds), or make different choices or have different preferences or beliefs.
- practical steps they can take in a range of different contexts to improve or support respectful relationships.
- the conventions of courtesy and manners.
- the importance of self-respect and how this links to their own happiness.
- that in school and in wider society they can expect to be treated with respect by others, and that in turn they should show due respect to others, including those in positions of authority.
- about different types of bullying (including cyberbullying), the impact of bullying, responsibilities of bystanders (primarily reporting bullying to an adult) and how to get help.
- what a stereotype is, and how stereotypes can be unfair, negative or destructive.
- the importance of permission-seeking and giving in relationships with friends, peers and adults.

Topic 4: Online relationships

- that people sometimes behave differently online, including by pretending to be someone they are not.
- that the same principles apply to online relationships as to face-to-face relationships, including the importance of respect for others online including when we are anonymous.
- the rules and principles for keeping safe online, how to recognise risks, harmful content and contact, and how to report them.
- how to critically consider their online friendships and sources of information including awareness of the risks associated with people they have never met.
- how information and data is shared and used online.

Topic 5: Being safe

- what sorts of boundaries are appropriate in friendships with peers and others (including in a digital context).
- about the concept of privacy and the implications of it for both children and adults; including that it is not always right to keep secrets if they relate to being safe.
- that each person's body belongs to them, and the differences between appropriate and inappropriate or unsafe physical, and other, contact.
- how to respond safely and appropriately to adults they may encounter who they do not know.
- how to ask for advice or help for self and for others, and to keep trying until they are heard, including having the vocabulary and confidence to report concerns or abuse.
- where to get advice from e.g. family, school and/or other sources.

Statutory Health Education (from September 2020)

What pupils should know by the end of primary school:

Topic 1: Mental wellbeing

- that mental wellbeing is a normal part of daily life, in the same way as physical health.
- that there is a normal range of emotions (e.g. happiness, sadness, anger, fear, surprise, nervousness) and scale of emotions that all humans experience in relation to different experiences and situations.
- how to recognise and talk about their emotions, including having a varied vocabulary of words to use when talking about their own and others' feelings.
- how to judge whether what they are feeling and how they are behaving is appropriate and proportionate.



- the benefits of physical exercise, time outdoors, community participation, voluntary and service-based activity on mental wellbeing and happiness.
- simple self-care techniques, including the impact of relaxation, time spent with friends and family and the benefits of hobbies and interests.
- Isolation and loneliness can affect children and that is it very important for children to discuss their feelings with an adult and seek support.
- that bullying (including cyberbullying) has a negative and often lasting impact on mental wellbeing.
- Where and how to seek support (including recognising triggers for seeking support), including whom in school they should speak to if they are worried about their own or someone else's mental wellbeing or ability to control their emotions (including issues arising online).
- it is common for people to experience mental ill health. For many people who do, the problems can resolve if the right support is made available and accessed, especially if the access support as early as possible.

Topic 2: Internet safety and harms

- that for most people the internet is an integral part of life and has many benefits.
- about the benefits of rationing time spent online, the risks of excessive time spent on electronic devices and the impact of positive and negative content online on their own and others' mental and physical wellbeing.
- how to consider the effect of their online actions on others and know how to recognise and display respectful behaviour online and the importance of keeping personal information private.
- why social media, some computer games and other online gaming, for example, are age restricted.
- that the internet can also be a negative place where online abuse, trolling, bullying and harassment can take place, which can have a negative impact on mental health.
- where and how to report concerns and get support with issues online.
- how to be a discerning consumer of information online including understanding that information, including that from search engines, is ranked, selected and targeted.

Topic 3: Physical health and fitness

- the characteristics and mental and physical benefits of an active lifestyle.
- the importance of building regular exercise into daily routines and how to achieve this, for example a daily active mile or other forms of regular, vigorous exercise.
- the risks associated with an inactive lifestyle (including obesity).
- how and when to seek support including which adults to speak to in school if they are worried about their health.

Topic 4: Healthy eating

- what constitutes a healthy diet (including understanding calories, and nutritional content).
- the principles of planning and preparing a range of healthy meals.
- the characteristics of a poor diet and risks associated with unhealthy eating (including, for example, obesity) and other behaviours (e.g. the impact of alcohol on diet and health).

Topic 5: Drugs, alcohol and tobacco

- the facts about legal and illegal harmful substances and associated risks, including smoking, alcohol use and drug-taking.

Topic 6: Health and prevention

- how to recognise early signs of physical illness, such as weight loss, or unexplained changes to the body.
- about safe and unsafe exposure to the sun, and how to reduce the risk of sun damage, including skin cancer.
- the importance of sufficient good quality sleep for good health and that a lack of sleep can affect weight, mood and ability to learn.
- about dental health and the benefits of good oral hygiene, including visits to the dentist.
- about personal hygiene and germs including bacteria, viruses, how they are spread and the importance of hand washing.



- the facts and science relating to allergies, immunisation and vaccination.

Topic 7: Basic first aid

- know how to make a clear and efficient call to emergency services if necessary.
- Concepts of basic first-aid, for example dealing with common injuries, including head injuries.

Topic 8: Changing adolescent body

- key facts about puberty and the changing adolescent body, particularly from age 9 through to age 11, including physical and emotional changes.
- about menstrual wellbeing including the key facts about the menstrual cycle

The PSHE overview shows in which year these topics are covered.



IMPLEMENTATION OF PSHE EDUCATION, including Relationships and Health Education

Timetabling PSHE education

At Manor Beach, the main PSHE content is delivered through PSHE lessons. Our provision is further enriched by many different areas of the curriculum and school life. For example collective worship, educational visits, sports activities, supporting charitable organisations, whole school events and visiting speakers.

Our PSHE education takes place in many different forms. It is sometimes a discrete lesson or can be cross curricular (EG Science and healthy eating). It can include role play, written activities, discussion etc.

Responsibilities

The subject leader is Mrs T Latus and the curriculum will be taught by class teachers and teaching assistants throughout school.

The school will support members of staff delivering PSHE education to access appropriate Continuing Professional Development (CPD) by offering courses and support as appropriate.

Staff are kept up to date with changes and have had training on Drug use and Mental Health (Staff are First Aid Mental Health trained). The subject leader has been on the Network Cluster Meetings and has had a consultation with Kate Piercy from The Teacher Adviser Education Health & Wellbeing Team. All requirements and intentions are fed back to staff during staff meetings.

Resources

Our PSHE education provision is mapped and planned effectively to ensure all aspects which are statutory and important to Manor Beach are included. We use the PSHE Association Programme Builders to support our curriculum and work on a thematic approach. For example, for the theme 'Mental Health and Wellbeing' we used the PSHE Association lesson plans, Powerpoint and other resources. The PSHE Association quality assures all its resources in order 'to support teachers in delivering the highest quality PSHE education to their pupils' (PSHE Association website).

The school will use a common set of vocabulary when talking about aspects of PSHE, particularly in topics relating to relationships and health education. This vocabulary will be shared with parents.

At Manor Beach we have an open door policy in relation to sharing teaching approaches and resources and how they are used. We are happy to share any resources we may use in the classroom with parents/carers on request.

The use of visitors to the classroom

'Visitors should complement but never substitute or replace planned provision. It is the PSHE subject leader and teacher's responsibility to plan the curriculum and lessons.'

Sex and Relationships Guidance DfEE 0116/2000 P29 6.11

When appropriate and as part of a planned programme, we will engage visitors, such as the school nurse, to input into the delivery of PSHE education at an age-related level. We will ensure visitors are prepared before their visit and teachers will collect feedback from the children, visitor and staff to evaluate the effectiveness of the visit and plan for future learning. The importance of safeguarding will be made clear to visitors, if there is a disclosure, information may not be able to be kept confidential.

See visitor policy for more information.



IMPACT OF PSHE EDUCATION, including Relationships and Health Education

Assessment

Teacher's plan for a baseline assessment before starting a new 'piece of learning'. We can only see whether children have made progress in learning if we establish the knowledge, understanding, attributes, skills, strategies, beliefs and attitudes they had before any new teaching takes place. This baseline can be the first lesson in a series of lessons, or it can take place sometime before the first lesson to find out what the children already know and need to know. The teacher then has time to plan with this in mind.

Examples of baseline assessments could be via storyboards, draw and write activities, questioning, discussion, brainstorming, responding to a scenario, repeating an activity, mind mapping or a quiz. At the end of a 'piece of learning' (across a lesson or series of lessons) progress is measured from the starting point and this is used as evidence of progress and to inform future teaching. Assessment for learning is then built into lessons to gauge understanding, embed knowledge, adapt teaching and promote and maximise learning. Strategies might include structured questioning, mini-plenaries and feedback.

Each child has a 'PSHE Journal' where assessments and individual pieces of work will be recorded, and the journal will move through school with the child. Each class also has a 'big book' where class activities can be recorded in the form of a photograph or comment from a child on a post-it note.

Because of the nature of the learning we are assessing, it is also important to build in time for personal reflection, measured against their own starting point, not the performance of others.

At the end of each year, a handover from the current teacher to the new teacher must take place to ensure outcomes are discussed.

Monitoring, reporting and evaluation

Monitoring is the responsibility of the head teacher, named governor and teacher with responsibility for PSHE and Relationships and Health Education. This may include, as appropriate, direct classroom observations of teaching and learning, book and planning scrutinies. This will also include monitoring and recording progress through the assessment procedures.

The effectiveness of the PSHE programme will be evaluated by assessing children's learning and implementing change if required. Pupil voice will be influential in adapting and amending planned learning activities as appropriate. Governors will from time to time welcome reports on the implementation and impact of the PSHE programme and will ensure that the statutory elements of PSHE education are in place.

Confidentiality

Teachers are aware that effective PSHE education, which brings an understanding of what is and what is not appropriate in a relationship, can lead to a disclosure of a child protection issue. In such cases, teachers/staff will consult the Designated Safeguarding Lead and record as appropriate. A member of staff cannot promise confidentiality if concerns exist.

Teachers must use their professional discretion as to whether to report the issue to the DSL, taking into account the knowledge of the child and the impact on the child's learning, behaviour and relationships.



Parents and Carers

We are committed to working with parents and carers. We will offer support by ensuring we have an open door policy at all times and we welcome parents to view resources and discuss any aspects of this curriculum by arrangement with Mrs T Latus (PSHE subject lead). We will communicate with parents and carers through our website and consultations.

Right to withdraw

At Manor Beach, we do not intend to teach anything in sex education beyond the statutory science requirements without consulting with parents about any changes.

Other aspects of school life that contribute to PSHE education include:

Opportunities to take responsibilities in school include school council, buddies, kindness council, eco council, RE lunch club, monitors (assembly, playtime etc).

Opportunities to participate include a variety of clubs/teams, residential trips, whole school events.

Responsibility for the implementation of this policy

Key (Personal Development) Governor: Sarah Hackney

Head teacher: Jane Mason

PSHE Lead: Toni Latus

Parents / carers

Policy will be reviewed 2022

Additional documents and references:

Keeping Children Safe in Education 2020 (KCSIE)

Children and Social Work Act (2017)

Equality Act (2010)

Appendix:

PSHE curriculum overview