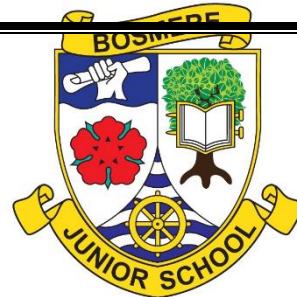


Bosmere Junior School

South Street

Havant



Growing Lifelong Learners

POLICY FOR PERSONAL, SOCIAL AND HEALTH EDUCATION (PSHE)

(Includes the Sex Education Policy and the Drug Education Policy)

Date:	April 2023
Review Date:	April 2026
Responsibility:	PSHE Manager/Governing Body
Statutory	✓
Checked against Single Equality Scheme	✓

Subject Governor:	Date:
PSHE Manager:	Date:
Headteacher:	Date:

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Bosmere Junior School

POLICY FOR PERSONAL, SOCIAL AND HEALTH EDUCATION

(including Sex and Relationships Education and Drug Education)

Description of our School

Bosmere Junior School is a popular school in the middle of the busy town of Havant, Hampshire. Situated on the edge of both a large council estate with significant social and economic problems and a prosperous residential area, the school's pupils reflect a wide variety of backgrounds. A three form entry school, Bosmere has a committed, pro-active Governing Body and a small PTA which is involved in fund-raising and support for teaching staff. At the time of writing, 17% of the children are registered with Special Educational Needs and 25% of children on roll receive Pupil Premium funding.

Policy context and rationale

This policy covers Bosmere's approach to the teaching of PSHE, including Sex and Relationships and Drug education. It was written by the PSHE manager, through consultation with members of the Senior Management Team, the governing body, staff, pupils and parents.

Pupils were involved in the initial creation of this policy by consultation regarding the content of PSHE lessons. Pupils were invited to complete a survey sent out via Parentmail during the Covid-19 school closure and we received 147 responses. Pupils identified Anti-bullying (91.2%), E-safety (89.8%), Staying Safe at Home and in the Community (85.7%) and the Law Surrounding Drugs, Alcohol and Tobacco as their top four most important PSHE topics. We consulted parents/carers in the same way and received 168 responses. The top three units, considered to be most important were identified as E-safety (97.6%), Anti-bullying (95.8%) and the Development of Safe, Positive Relationships Between Children and Adults (95.8%). This data has been used to inform planning and to ensure coverage meets the needs of our pupils and their families. A full breakdown of the survey results can be found in Appendix 5 and 6. As part of the policy review process every three years, parents are invited to share any comments regarding the content of PSHE lessons (page 5).

The policy may be amended as necessary by the PSHE manager, but will be reviewed every three years. Reviews will be completed in conjunction with staff, governors, pupils and parents, with the reviewed policy being sent out for parent consultation. These reviews will ensure the policy continues to meet the needs of our school community, and the statutory requirements of the DFE.

This policy applies to all staff and pupils as well as parents, carers, governors and representatives of partner agencies who work with our school, and has been produced in line with the school's safeguarding policy.

Policy availability

The policy is available to parents and carers through our website. If it is required in an alternative format, this can be requested via the school office.

Updates to the policy will be sent out using our online communication system, Parentmail, and published on our school website.

The role of the PSHE manager

The PSHE manager is responsible for ensuring PSHE can be delivered to the highest possible standard across the school through careful planning, monitoring, liaison with year teams, consultation with pupils and the provision of quality, up to date resources.

The PSHE Manager will respond to teacher's requests for advice/information as these occur and provide additional resources wherever possible.

The PSHE manager will remain up to date with statutory guidance, through use of online resources, training opportunities and membership to the PSHE Association.

Through INSETS, the PSHE manager will deliver whole school updates and relevant training.

The PSHE manager is responsible for writing, and updating the PSHE policy.

The PSHE manager is responsible for the election and running of the School Council.

PSHE and the National Curriculum

The national curriculum states that 'all schools should make provision for personal, social, health and economic education (PSHE), drawing on good practice'. PSHE education contributes to schools' statutory duties outlined in the Education Act 2002 and the Academies Act 2010 to provide a balanced and broadly-based curriculum and is essential to Ofsted judgements in relation to personal development, behaviour, welfare and safeguarding. The relationships and health aspects of PSHE education is compulsory in all schools from 2020.

Compulsory PSHE has been driven by the need for a harm prevention approach and for a positive life-course intervention to increase the health and wellbeing of children and young people (HIAS, 2020). Today's children and young people are growing up in an increasingly complex world and living their lives seamlessly on and offline. This presents many positive and exciting opportunities, but also challenges and risks. In this environment, children and young people need to know how to be safe and healthy, and how to manage their academic, personal and social lives in a positive way. PSHE education teaches children about the basics of safeguarding. This includes how to raise their concerns or make a report and how any report will be handled, as well as how to stay safe online.

PSHE education allows pupils to develop the knowledge, skills and attributes they need to keep themselves healthy and safe, and prepared for life and work. Well-delivered PSHE programmes have an impact on both academic and non-academic outcomes for pupils, particularly the most vulnerable and disadvantaged (PSHE Association 2020).

At Bosmere, we will teach the compulsory content within a wider programme of Personal, Social and Health Education.

Philosophy and Rationale

At Bosmere Junior School, Personal, Social and Health Education (PSHE) with Spiritual, Moral, Social and Cultural (SMSC) development are integral to the ethos of the school. Children are provided with the knowledge, skills and understanding they need to lead confident, healthy and independent lives, thus becoming informed, active and responsible citizens. Both PSHE and

SMSC are concerned with the skills, knowledge, understanding and attitudes that pupils develop in relation to their own self-knowledge, their relationships with others, as well as within their community.

Pupils are encouraged to take part in a wide range of activities and experiences across and beyond the curriculum, contributing fully to the life of this school. In doing so, they learn to recognise their own worth, to work co-operatively with others and to become increasingly responsible for their learning. The aim is to help children reflect on their experiences and learning, to help them understand their personal and social development, thus enabling them to tackle issues that are part of growing up. Pupils also find out about the main political and social institutions that affect their lives and about their responsibilities, rights and duties as individuals and members of communities. They learn to understand and respect our common humanity, diversity and differences so that they can go on to form the effective, fulfilling relationships that are an essential part of life and learning.

Bosmere recognises that PSHE encompasses all aspects of school life and its principles are embedded in the ethos of our school. Our HEARTS and GROW-IT values compliment, and support, the delivery of our PSHE curriculum.

PSHE is delivered to children through pastoral care and guidance. It is a recognised part of activities beyond the classroom as well as being taught as a discrete subject.

Teaching Methods, Delivery and Learning Approaches

The review of PSHE (2019-2020) enabled staff at Bosmere to re-allocate units of PSHE across the school, ensuring a wide and varied curriculum and age-appropriate learning. Units have been planned using guidance from the PSHE Association and DfE. All of the compulsory subject content will be taught sensitively and inclusively, with respect to the backgrounds and beliefs of pupils and parents while always with the aim of providing pupils with the knowledge they need of the law. From September 2020, SCARF resources will be trialled at Bosmere. In addition, data from the Hampshire Child Health Profile has been used to identify those units that address the needs of our local families.

In addition to teaching units of work set by government guidance, contemporary themes are also addressed; discussions about events being reported in the news take place in classrooms and in assemblies.

We aim to offer a broad and balanced curriculum that ensures our pupils have the knowledge they need to stay safe and healthy. Units have, in careful consultation with teachers and SMT, been allocated to year groups as follows:

Year 3	Year 4	Year 5	Year 6
Physical health and fitness. Healthy eating. Caring friendships, including online relationships.	Staying safe online – online relationships. Families and people who care for me. This includes different family structures	Health and prevention (immunisations and vaccines). Online relationships. Changing	Drugs, alcohol and tobacco, including medicine safety. Internet safety and harms. Mental wellbeing. Relationships,

Basic first aid and how to make a 999 call. Respectful relationships, including the NSPCC PANTS campaign.	and healthy/unhealthy relationships, taught to the appropriate level. Internet safety and the impact on mental health. Changing adolescent body.	adolescent body. Being safe. Including privacy, secrets, relationships with adults, asking for advice or help.	including sexual education.
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Each unit will support key learning objectives and develop key skills as identified on the PSHE curriculum overview (available on request).

Teachers use the following methods to deliver individual PSHE lessons or units of work, with the emphasis on flexible, active learning:

- effective starting and ending strategies – including warm-up games or activities, self-assessment and pupil-led lesson summaries;
- careful questioning of children to assess understanding – particularly open-ended questions requiring thought and explanation;
- questioning led by the Living Difference approach adopted in RE to ensure the inclusion, and acknowledgement of faith perspectives. **(Appendix 1)**
- co-operative learning, problem solving and sharing – working in pairs, small groups and larger teams;
- clarification and exploration of values – children are encouraged to question different ideas and values, forming their own opinions as well as gaining a better understanding of the opinions of others;
- information gathering and sharing – through a variety of sources including fiction, non-fiction, teacher resources and the internet: sharing information may be informal through class discussions or, where appropriate, presentation-style activities;
- understanding another point of view – children are encouraged to develop empathy and tolerance towards others while feeling confident in their abilities to express their own ideas;
- speaking and listening – teachers create a safe environment where children are able to discuss different topics openly and a considerable amount of time is dedicated to discussion during PSHE lessons: children are supported in the sharing of their ideas and are encouraged to show respect towards others;
- Circle Time – offers an opportunity for whole class discussion in a calm, structured environment: this method of delivery tends to be used more in the lower school and works particularly well when topics involving feelings are being addressed;
- outdoor classroom time – learning outdoors provides opportunities for effective learning beyond the confines of the classroom;
- school council – an opportunity for elected pupils to meet once every half term with the head teacher and PSHE manager to discuss topics arising from class council meetings;
- class councils – give every child a voice and an opportunity to positively contribute to school life;
- drama and role-play – a popular method of delivery across the school which supports children's understanding and application of new learning;
- involvement of visitors – where appropriate external agencies are used to enrich the learning provided by staff; for example tailored assemblies delivered by the NSPCC to upper and lower KS2;

- recognition of positive learning through house-points, celebration assembly and Head Teacher Awards.
- Use of correct terminology/vocabulary (to be shared with parents and carers) (**Appendix 2**)

PSHE provision allows for at least 30 hours per year of designated teaching time per year group. Time can be blocked as part of topic work and can be arranged to suit the needs of a particular year group. The school also provides a range of experiences beyond the classroom, which add to the PSHE curriculum. These include:

- visits and trips;
- sport and team activities;
- school orchestra and choir;
- playground buddies;
- school council;
- eco council;
- GROW IT / HEARTS mornings;
- lunchtime and after school clubs;
- themed and class assemblies;
- opportunities for children to take responsibility for jobs around the school;
- whole school fund raising and charity events;
- participation in local initiatives, e.g. Junior Citizen, Remembrance;
- links to the wider community, e.g. concerts in Church and residential homes;
- links with local secondary schools and Further Education Colleges.

Pastoral care is largely provided by the class teacher and LSAs, but is also provided by the head teacher, deputy head teacher, Home School Link Worker, ELSA support teachers, Lunchtime Supervisory Assistants and by the office staff. Where appropriate for individual children, outside agencies may be co-ordinated to undertake pastoral care under the direction of the head teacher and deputy head teacher.

Supporting Children with Special Educational Needs and Disabilities (SEND)

The teaching of PSHE at Bosmere ensures inclusivity for every child. Some of the issues covered in PSHE require sensitive handling, particularly for those children with SEND. Staff at Bosmere take the following steps to ensure PSHE is accessible to all.

- Environment: Staff promote a calm and safe place, promote familiarity and prepare children for changes to their normal routine and new activities.
- Structure: Where required, ground rules are clearly stated at the beginning of PSHE lessons and an overview of the lesson shared before beginning.
- Interact and observe: Staff ensure they work closely with children with SEND, identifying any needs and responding to them in a consistent and flexible way. PSHE is taught in the afternoon, without LSA support, making this an essential use of teacher time.
- Peer support: PSHE often involves teamwork. SEND children are placed in groups/pairs with children who have the skills to support their learning and who value their contributions.
- Good use of resources: Teachers adapt resources so they are age appropriate and stimulating.
- Outcomes: Lesson objectives meet the needs of every child, with varying expectations for recorded outcomes. Often, the understanding of a child with SEND can be assessed more effectively through conversations, and staff make time for this. There is no 'lid' on PSHE outcomes, and children with SEND are encouraged to complete tasks to the best of their abilities, with appropriate support and scaffolding in place.

Drug Education

Drug misuse can have a detrimental effect on the lives of individuals and their families. Bosmere Junior School recognises it has an important role to play in enabling its children to make responsible and healthy decisions in order to protect them from the damage that drug misuse produces and enable those who have concerns about drugs to seek help.

Drug education is an integral part of the PSHE curriculum whose core values of respect, trust and honesty are reflected by relationships in, and management of, both the classroom and the whole school. Bosmere provides an effective drug education programme within the school curriculum, addressing issues concerning illegal drugs as well as considering tobacco, alcohol and prescribed medicines:

- providing accurate information about drugs and health as well as up to date coverage of the effects drugs, risks and legal aspects of drug taking have;
- providing opportunities for pupils to develop their abilities to communicate, assert themselves and make responsible decisions, identify risks and help others, thereby enhancing their confidence and self-esteem;
- exploring pupil's own and other people's attitudes towards drugs, drug use and drug users, including challenging stereotypes and exploring media and social influences.

Relationships and Sex Education (RSE)

Rationale and ethos

Effective sex and relationship education is considered essential in order to help our pupils make responsible, informed and healthy decisions about their lives, both now and as they mature into adulthood. We aim to create an environment of mutual trust and respect between children and adults, whereby children are able to gain knowledge and understanding about the sexual function of their bodies and also to cope with the physical and emotional challenges of growing up and having relationships.

RSE plays a vital part in meeting our school safeguarding obligations and Ofsted is clear that schools must have a preventative programme that enables pupils to learn about safety and risks in relationships.

Perhaps even more importantly, children and young people *want* to be prepared for the physical and emotional changes they undergo at puberty, and young people want to learn about relationships. In a pupil survey, 72.1% of respondents indicated that learning about growing up, and their changing body, is very important to them, while 82.3% felt that learning about safe, positive relationships between children and adults was very important.

Statutory Guidance

Department for Education statutory guidance states that from September 2020, all primary schools must deliver relationships education.

Relationships education will put in place the key building blocks of healthy, respectful relationships, focusing on family and friendships, in all contexts, including online. This will sit alongside the essential understanding of how to be healthy. Teaching about mental wellbeing is central to these subjects, especially as a priority for parents is their children's happiness. Children

and young people are increasingly experiencing challenges; the new subject content will give them the knowledge and capability to take care of themselves and know where to access support if problems arise.

Working with parents

We are clear that parents and carers are the prime educators for children on many of these matters. Our role is to reinforce and compliment this teaching, working in partnership with parents and carers. We have provided consultation opportunities and will continue to operate an open-door policy with regard to the curriculum.

Delivery

Lessons are delivered using resources from Living and Growing and SCARF. Guidance from Re-think Periods training has been shared with staff during a recent INSET. Lessons on the menstrual cycle have been updated to include the environmental impact of sanitary products, responsible use and the alternative products available. Parents are invited to preview the materials being used and have an opportunity to discuss these with class teachers. Our RSE programme will be taught through a range of teaching methods and interactive activities, including video clips, work sheets and drama/role play activities. Pupils are given opportunities to explore products alongside the topics of hygiene and the menstrual cycle. These lessons are taught inclusively, with boys and girls in class together and a focus on respect and empathy. High quality resources will support our RSE provision and will be regularly reviewed by year teams and the PSHE manager. All resources are carefully selected, age appropriate and accessible to all.

Content

The emphasis on children's mental health and well-being has been at the heart of Bosmere for some time; statutory status of PSHE has supported this coverage and offered additional teaching resources to support our pupil's understanding of this important topic. A comprehensive RSE programme will have a positive impact on our pupils' health and wellbeing and their ability to achieve.

Through carefully planned and integrated lessons, class teachers talk to pupils about a variety of different family structures, including foster families, adoptive families and families with lesbian or gay parents (LGBTQ). It is our intention to give our pupils the knowledge, skills and understanding to respond to these differences in a respectful, sensitive way, with a focus on equality.

Sex and relationships education provides knowledge about the changes experienced throughout puberty, processes of reproduction and the nature of sexuality and relationships. The programme of work is designed to encourage self-respect, respect for others, responsibility for one's own actions and for one's family, friends, school and wider community. It teaches children how to stay safe, their lawful rights and where to seek support and advice. Sex education is offered to all pupils and is taught with the aims of:

- promoting the spiritual, moral, cultural, mental and physical development of pupils at the school;
- introducing and teaching, at the appropriate stage, the concept of health, including sexual health in order that pupils acquire knowledge, understanding and skills to meet the national curriculum requirements in science;
- providing acceptable vocabulary for parts of the body;
- creating an environment where children are able to ask questions about their sexuality and reproduction and receive age appropriate responses;

- ensuring relevance by drawing on the experience of family and community, whilst respecting their privacy;
- helping pupils to develop the skills and understanding they need to live confident, healthy and independent lives;
- highlighting the importance of listening, talking and thinking about feelings;
- helping children to learn to respect themselves and others as they move through childhood into adolescence and adulthood;
- challenging some of the images children are continually subjected to through the media and setting sex education in the context of a stable loving relationship;
- appreciating that there are different types of families in different cultures with different perceptions;
- acknowledging the range of particular needs of different young people as they develop, to help avoid fear and to challenge discrimination and prejudice;
- providing progression, co-ordination, continuity and differentiation throughout the programme of study which will be delivered according to the agreed Hampshire County Council guidelines.

Following consultation with parents and other members of the community, the planned sex education model is:

Year 3 – The importance of friendship. Knowing it is ok to say ‘no’ – NSPCC PANTS campaign.

Year 4 – Puberty and the changes in the body including menstruation and issues that may cause anxiety;

Year 5 – Understanding the continuing changes that occur in puberty and dealing with issues or concerns they may cause;

Year 6 – Understanding pregnancy and birth, including sexual relationships. Understanding their body and their legal rights to remain safe, including FGM (taught to an appropriate level).

Sex and relationship education will be delivered as part of a wider programme of PSHE and will also include those aspects that form part of the National Curriculum programmes of study for Science.

Right to withdraw

The rights of parents who wish to withdraw their children from all or part of the sex and relationship education provided is respected, except for those parts included in the statutory National Curriculum. Parents will be encouraged to discuss their reasons for withdrawal of their children with the class teacher and head teacher in case any concerns can be successfully addressed. A request for withdrawal must be submitted to the head teacher in writing. In such cases, the school will make alternative arrangements to accommodate the child in school.

Supporting children with Special Educational Needs and Disabilities

As with the entire PSHE curriculum, RSE will be delivered in a sensitive way. Individual needs of children, and their families, will inform the teaching of this unit. Our child protection system, CPOMS, enables us to identify potential concerns and address them before RSE begins.

We will work closely with parents and carers of children who, although academically at an age where SRE is considered appropriate, their emotional or educational needs may mean it is not the right time to expose them to the information being provided.

Issues of friendships and relationships are handled sensitively, and social rules are made clear. Children with additional needs can feel very isolated and have little opportunity for friendship; SRE is taught and explored with this in mind.

The majority of PSHE is differentiated by outcome, and RSE is no different. Children with SEND will access SRE at their own level, supported by small group work and targeted learning support. Where necessary, we can liaise with our ELSA (Emotional Literacy) team to ensure every child's emotional needs are being met.

Ground Rules and Distancing Techniques when dealing with questions – Confidentiality and Handling Disclosures.

Teachers are careful to ensure that their personal beliefs and attitudes do not influence the teaching of PSHE. To this end, ground rules have been agreed to provide a common values framework within which to teach. There are clear parameters as to what will be taught in the whole class setting and what will be dealt with on an individual basis:

- Pupils will be given preparation so that they will know how to minimise any embarrassment they feel.
- No-one (teacher or pupil) should be expected to answer a personal question.
- No-one will be forced to take part in a discussion.
- Meanings of words will be explained in a sensible and factual way.

When dealing with questions:

- Teachers should establish clear parameters about what is appropriate and inappropriate in a whole class setting.
- Teachers should set the tone by speaking in a matter-of-fact way and ensuring that pupils discuss issues in a way which does not encourage giggling or silliness.
- Pupils should be encouraged to write down questions anonymously and post them in a question box – the teacher will have time to prepare answers to all questions before the next session and will choose not to respond to any questions which are inappropriate.
- If a verbal question is too personal the teacher should remind the pupil of the ground rules.
- If a question is too explicit, feels too old for the pupil, is inappropriate for the whole class or raises concerns, the teacher should acknowledge and promise to attend to later on an individual basis.
- Teachers should not be drawn into providing more information than is appropriate to the age of the child.

If a disclosure is made, or if a teacher is concerned that a pupil is at risk, the usual child protection procedures will followed in line with our school safeguarding policy. Staff at Bosmere understand they cannot unconditionally agree to offer confidentiality to a child, arising from a professional duty to report any concerns about an individual pupil.

Assessment and Recording

Assessment is as central to effective teaching and learning in PSHE as it is in any other subject. Learning in PSHE should be assessed for several reasons, as outlined by the PSHE Association:

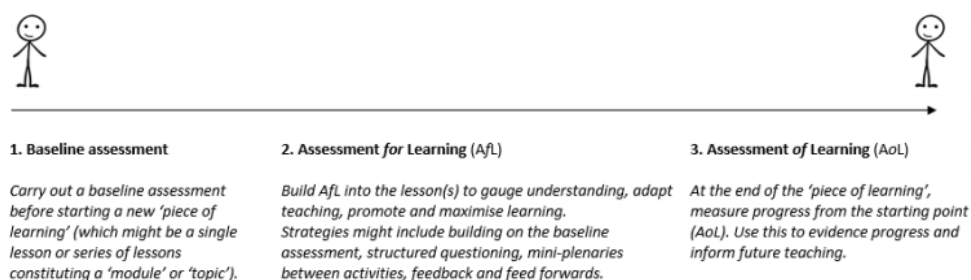
- It is important for pupils to have opportunities to reflect on their learning, especially when that learning relates directly to the individual's identity – their personal qualities, attitudes, skills, attributes, achievements and influences.

- It is important for teachers to feel confident that learning has taken place, to be able to demonstrate progress, and to identify future learning needs.
- Assessment increases pupils' motivation and improves learning, as their increased awareness of their own progress and development illustrates the value of their learning.
- It allows the leadership team, parents, governors and school inspectors to see the impact PSHE is having for pupils and for whole-school outcomes, such as Ofsted and ISI judgements on personal development, safeguarding, SMSC development and the promotion of fundamental British values.
- The Department for Education (DfE) states in the statutory guidance for Relationships, Sex and Health education that "schools should have the same high expectations of the quality of pupils' work in these subjects as for other curriculum areas"

It is recognised that it is difficult for teachers to accurately assess a pupil's self-confidence or sense of their own identity and values. However, pupils themselves will be able to judge, for instance, whether they feel more confident, or have a firmer sense of their own beliefs and opinions than they did before a particular series of lessons. Such personal reflection in PSHE lessons is essential. At Bosmere we ensure pupils have time and space within lessons to reflect on this, either privately, through discussion or through written self-assessment tools. This will be used in conjunction with peer and teacher assessment.

Assessment in PSHE at Bosmere does not imply that children are judged to fail as individuals or citizens. The model of assessment that is most meaningful in PSHE is ipsative assessment. 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) began. It does not compare them against others or against a set of criteria.

A MODEL FOR ASSESSMENT IN A LESSON OR SERIES OF LESSONS



(PSHE Association 2020)

At Bosmere, teachers will use:

Baseline assessment opportunities – *Appendix 3*

End point activities – *Appendix 4*

to assess learning across individual units.

Children complete a self-assessment form at the end of each unit, traffic lighting themselves against the objectives for the unit. This is used in conjunction with the previous assessment opportunities to identify children needing further information or support.

Where it is appropriate to record learning, children will do so in their topic books. Often PSHE lends itself to discussion and group work. In these instances, children can assess their learning against a dated 'I can' statement in their books. Photographic evidence should be included where teachers feel this adds value.

Monitoring

The PSHE Manager will review the delivery of PSHE with every teaching colleague, check children's work and use pupil conferencing in order to confirm coverage of the subject.

CPOMS is an effective assessment tool and can be used to monitor the success of PSHE delivery across the school, and that of targeted interventions. It is used to identify areas of concern, and related trends. For example, if instances of bullying increase and this issue is addressed, this intervention should be reflected in CPOMS data trends. This will be monitored by the Headteacher and Deputy Headteacher half termly and a report shared with the PSHE manager.

Celebrating success

Recognition of children's achievement is evidenced through their participation in class assemblies to the whole school and wider community, participation in the Christmas Fair and end of year concerts, Sports Days, as well as assumption of roles of responsibility; e.g. school councillors, lunchtime buddies, librarians, class monitors, prefects and lunchtime office monitors. Individual triumphs are recognised and celebrated by peers, class teachers, the head teacher, deputy head teacher and the governors. The whole school is a showcase for photographic and written evidence of children's knowledge and understanding of PSHE and Citizenship issues, their development of skills and attitudes and their success at promoting positive relationships.

Involving parents and carers

We recognise that PSHE is most successful when it is delivered with communication and collaboration between our school and parents/carers.

We are committed to working with parents and carers; we have an open door policy and actively encourage parents to engage with us regarding their children's education. We communicate with parents and carers regularly through meetings, parental consultations, Parentmail and the school website. Year groups' curriculum are shared each term with parents. Draft copies of curriculum changes and updated policies are made available for consultation with parents. The final draft of the PSHE policy, and curriculum changes, are approved by governors and then made publicly available via the school website.

Guidelines for Visitors

Visitors are recognised and actively encouraged as contributors to the richness and diversity of the school's PSHE curriculum, and in their capacity to offer expertise. All visitors and community based agencies who visit to provide curriculum support are carefully monitored to ensure the following:

- they use engaging teaching and learning methods which involve the children actively and communicate at appropriate levels for the age group concerned;
- they make clear to children who they are, who they represent and what they are offering to children;
- they use an open approach, avoiding any hidden agendas.

Prior to visitors attending the school, relevant staff will ensure:

- visitor input is integrated within the PSHE curriculum;
- resources have been checked for suitability;
- dates and times of the visit have been confirmed;

- children have been suitably prepared and are actively involved in welcoming and thanking the visitors;
- the visitor's background is known to the school or has been checked beforehand.

Opportunities for whole staff and teacher training will be identified by the head teacher and deputy head teacher as changes in legislation and national and county guidelines occur. Individual staff are encouraged to request access to training as they feel appropriate.

This Policy has been formulated using the following guidance:

- Sex and Relationship Education Guidance (DfES 2019)
- Drugs: Guidance for Schools DfES 2004
- Sex and Relationship Education, healthy lifestyles and financial responsibility QCA 2005
- Hampshire Guidelines including HIAS 'Supporting Personal and Social Development – Guidelines for all Schools' 2001.
- 'Primary School Sex and Relationship Education Pack' Cohen 2001.
- HIAS RSE training – October 2020
- The PSHE Association – Creating a PSHE policy for your school 2018.
- The PSHE Association – Creating a RSE policy for your school 2018.
- The PSHE Association – A Guide to Assessment in Primary Education 2020

Related Policies

- Child Protection and Safeguarding Policy
- Drug Related Incident Policy
- SMSC Policy
- Behaviour Policy
- Inclusion Policy
- Equal Opportunities Policy

Living Difference Hampshire Agreed syllabus



Step of the enquiry	Examples of questions
Communicate	What do you notice?
Apply	Has anyone else had an experience of...?
Enquire	What's the main idea here? Do we have any questions about this idea?
Contextualise	How might a (religious) person such as... make sense of this in their lives?
Evaluate	Why might ... be important for...?



Appendix 2 - Key vocabulary/terminology

Year 3	Year 4	Year 5	Year 6
Balanced diet	Relationship	Privacy	Womb
Nutrition	Trust	Secret	Sperm
Food groups	Online	Promise	Egg
Health	Respect	Appropriate/	Conception
Responsibility	Safety	inappropriate contact	Fertilisation
Choices	Cyber bullying	Safe	Pregnancy
Mental health	E-safety	Unsafe	Sexual intercourse
Safe and unsafe	Mental health	Trust	Twins
Friendship	Appropriate	Respect	Fostering
Trust	Responsible	Puberty	Adoption
Respect	Fostering	Physical changes	IVF
Healthy/unhealthy	Adoption	Emotional changes	Relationship
Positive/negative	Stereotypes	Moods	Friendship
Feelings	Family	Menstruation	Love
E-safety	Lesbian	Periods	Consent
Emergency	Gay	Tampons	Intimacy
First Aid	Puberty	Sanitary towels	Privacy
Hoax call	Lifecycle	Wet dreams	Human rights
Medicine	Reproduction	Semen	Protection
Drug	Menstrual cycle	Erection	Female Genital
Prescription	Physical	Sweat	Mutilation
Respect	Pregnancy	Breasts	
Difference	Breasts	Spots	
Beliefs	Sperm	Pubic hair	
Bullying	Egg	Facial hair	
Abuse	Pubic hair	Underarm hair	
Permission	Emotions	Sexual feelings	
Rights	Feelings	Privacy	
Relationships	Tampons	Human rights	
Similar	Sanitary towels	Protection	
Different		Female Genital	
Male / Female		Mutilation	
Body parts			
Penis			
Vagina			
Comfortable			
Uncomfortable			
Touch			
Hug			
Kiss			
Family			

Baseline assessment activity:	More useful for assessing:	Less useful for assessing:
Questioning	Knowledge, understanding, attitudes, beliefs, strategies, pupils' questions relating to the topic	Skills, attributes
Discussion	Knowledge, understanding, attitudes, beliefs, strategies, pupils' questions relating to the topic	Skills, attributes
Brainstorming	Knowledge, understanding, attitudes, beliefs	Skills, strategies, attributes
Role-play, hot-seating, freeze-frame and other drama techniques	Skills, strategies, attitudes, attributes	Knowledge, understanding
Storyboards/cartoon strip/scenario script writing	Skills, strategies, attitudes	Knowledge, understanding, attributes
Responding to a scenario, picture or video clip	Knowledge, understanding, attitudes, beliefs, strategies	Skills, attributes
Mind map or spider diagram	Knowledge, understanding, attitudes, beliefs	Skills, strategies, attributes
'Graffiti wall'/working wall'	Starting point of a group, knowledge, understanding, attitudes, beliefs, pupils' questions relating to the topic	Starting point of individuals, skills, strategies, attributes
Quiz	Knowledge, understanding	Skills, strategies, attributes
Questionnaire	Knowledge, understanding, attitudes, beliefs	Skills, strategies, attributes
Continuum/washing line'	Attitudes, beliefs, attributes	Knowledge, understanding, skills, strategies
Points on a scale (e.g. pupils rating themselves on a scale for where they see themselves to be in relation to the learning outcomes)	Attitudes, beliefs, attributes	Knowledge, understanding, skills, strategies
'Draw and write' (pupils respond in pictures and words to an open-ended, neutral instruction: e.g. draw someone doing something risky, draw a healthy person)	Knowledge, understanding, attitudes, beliefs, complex concepts	Skills, strategies, attributes
Explain to an alien	Knowledge, understanding, attitudes, beliefs, strategies, complex concepts	Skills, attributes
Card sort, e.g. 'diamond 9'	Attitudes, beliefs, understanding	Skills, knowledge, attributes

Using baseline activities to measure progress in the endpoint activity

Baseline assessment activity		Endpoint activity to demonstrate progress
Questioning		Revisit key questions, extending with higher order questions. Invite pupils to think of key questions for future learning.
Discussion		Revisit main arguments from baseline discussion; formal debate; presentations.
Brainstorming		If written down, revisit in a different colour – add, amend, expand.
Role-play, hot-seating, freeze-frame and other drama techniques		Repeat activity, showing how strategies have developed/changed and demonstrating new skills; script a conversation or role-play on a related but more challenging situation.
Storyboards/cartoon strip/scenario script writing		Evaluate effectiveness of baseline strategies/ideas through discussion; revisit in a different colour – add, amend, expand, change; role-play their revised script.
Responding to a scenario, picture or video clip		If written down, revisit in a different colour – add, amend, expand; discuss or write down any changes to their response as a result of the learning.
Mind map or spider diagram		Revisit in a different colour – add, amend, expand.
'Graffiti wall'/working wall		Revisit in a different colour – add, amend, expand; answer questions written on the wall at the beginning and think of key questions for future learning.
Quiz		Repeat quiz; ask pupils to write a new set of quiz questions for peers to answer.
Questionnaire		Repeat questionnaire; ask pupils to write a new questionnaire for peers to answer.
Continuum/washing line		Repeat the activity, asking pupils to discuss whether- and if so how far- they have moved along the continuum and why; photograph new continuum or washing line positions and compare with photo of baseline positions.
Points on a scale (e.g. pupils rating themselves on a scale for where they see themselves to be in relation to the learning outcomes)		Pupils rate themselves on the same scale in the light of the new learning.

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'Draw and write' (pupils respond in pictures and words to an open-ended, neutral instruction: e.g. draw someone doing something risky, draw a healthy person)	Revisit in a different colour – add, amend, expand.
Explain to an alien	Revisit in a different colour – add, amend, expand; think of additional questions for the alien to ask to explore the concept further and answer each other's questions.
Card sort e.g. 'diamond 9'	Repeat the card sort; photograph and compare to a photo of the original; justify verbally or in writing any changes to the order resulting from the new learning.

Appendix 5

PSHE Survey for Pupils Summary (05/05/2020)

Friendship skills - getting on and falling out.

Option	Percentage	Quantity
Very important	74.8%	110
Important	22.4%	33
Not as important	2.7%	4
Total		147

Developing safe, positive relationships with children and adults.

Option	Percentage	Quantity
Very important	82.3%	121
Important	12.9%	19
Not as important	4.8%	7
Total		147

Online safety – (e-safety).

Option	Percentage	Quantity
Very important	89.8%	132
Important	8.2%	12
Not as important	2.0%	3
Total		147

Healthy lifestyles – diet and exercise.

Option	Percentage	Quantity
Very important	81.0%	119
Important	15.6%	23
Not as important	3.4%	5
Total		147

Staying safe at home and in the community - managing risk and knowing where to seek help.

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Option	Percentage	Quantity
Very important	85.7%	126
Important	12.9%	19
Not as important	1.4%	2
Total		147

Growing up – your changing body.

Option	Percentage	Quantity
Very important	72.1%	106
Important	23.1%	34
Not as important	4.8%	7
Total		147

Understanding the laws and risks associated with drugs, alcohol and tobacco.

Option	Percentage	Quantity
Very important	85.7%	126
Important	10.9%	16
Not as important	3.4%	5
Total		147

Anti-bullying.

Option	Percentage	Quantity
Very important	91.2%	134
Important	5.4%	8
Not as important	3.4%	5
Total		147

Families – similarities and differences.

Option	Percentage	Quantity
Very important	66.7%	98
Important	22.4%	33
Not as important	10.9%	16
Total		147

Appendix 6

PSHE Survey for Parents Summary (05/05/2020)

Friendship skills - getting on and falling out.

Option	Percentage	Quantity
Very important	89.3%	150
Important	10.1%	17
Not as important	0.6%	1
Total		168

Developing safe, positive relationships with children and adults.

Option	Percentage	Quantity
Very important	95.8%	161
Important	3.6%	6
Not as important	0.6%	1
Total		168

Online safety – (e-safety).

Option	Percentage	Quantity
Very important	97.6%	164
Important	1.8%	3
Not as important	0.6%	1
Total		168

Healthy lifestyles – diet and exercise.

Option	Percentage	Quantity
Very important	81.0%	136
Important	17.9%	30
Not as important	1.2%	2
Total		168

Staying safe at home and in the community - managing risk and knowing where to seek help.

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Option	Percentage	Quantity
Very important	91.7%	154
Important	6.5%	11
Not as important	1.8%	3
Total		168

Growing up – your changing body.

Option	Percentage	Quantity
Very important	86.3%	145
Important	13.1%	22
Not as important	0.6%	1
Total		168

Understanding the laws and risks associated with drugs, alcohol and tobacco.

Option	Percentage	Quantity
Very important	86.9%	146
Important	10.7%	18
Not as important	2.4%	4
Total		168

Anti-bullying.

Option	Percentage	Quantity
Very important	95.8%	161
Important	4.2%	7
Not as important	0%	0
Total		168

Families – similarities and differences.

Option	Percentage	Quantity
Very important	73.2%	123
Important	23.2%	39
Not as important	3.6%	6
Total		168