



Redbourn Primary School

Personal, Social, Health and Economic Education (PSHE) Policy

Implemented: December 2024

Review date: December 2027

Introduction

At Redbourn Primary School, personal, social, health and economic (PSHE) education reflects overarching aims and objectives in supporting our children to become healthy, independent and responsible members of society, as well as preparing them for life and work in modern Britain. Our Redbourn PSHE education is an embedded part of our broad and balanced curriculum. Our intent is that by the time they leave, children are kind, feel confident and have developed the life-long skill of learning. This policy should be read in conjunction with our RSE policy. Our PSHE education promotes our school ethos and is underpinned by our school THRIVE values; Team, Healthy, Responsibility, Innovative, Valued, Empathetic.

1. Aims

Through PSHE teaching we want the children to:

- Build positive relationships with others, listening and communicating effectively and showing respect towards all;
- Understand how to look after their physical and mental wellbeing;
- Know how to take responsibility for their own actions, words and choices and to reflect on these;
- Know how to keep safe and who to go to for support;
- Understand how to recognise and manage influences from the wider world such as media, online and social media platforms
- Know how to make decisions about their economic wellbeing.

2. Statutory requirements

PSHE is a non-statutory subject. However, there are aspects of it we are required to teach.

- › We must teach relationships education under the [Children and Social Work Act 2017](#), in line with the terms set out in the [Relationships Education, Relationships and Sex Education \(RSE\) and Health Education guidance \(2019\)](#). [See our RSE Policy for further guidance.](#)

Our RSE policy reflects recommendations set out in the Government's Review of RSHE Statutory Guidance (May '24).

3. Content and delivery/ Curriculum Planning and organisation

3.1 What we teach

As stated above, we are required to cover the content for relationships and sex education, and health education, as set out in the statutory guidance (linked to above).

Refer to our relationships and sex education policy for details about what we teach, and how we decide on what to teach, in this subject.

For other aspects of PSHE, including health education, see the attached scheme of work (Appendix 1) for more details about what we teach in each year group.

3.2 How we teach it

PSHE is taught through the school's scheme of work, which focuses on one of the school's THRIVE Values each half term. The values have been linked to the objectives covered by the PSHE Association Programme of Study and RSE guidance. It is taught through a 'spiral curriculum' where topics are revisited, which enables teachers to reinforce children's previous learning and build on it through their time at primary school.

3.3 Creating a safe and supportive learning environment

Establishing a safe, open and positive learning environment based on trusting relationships between all members of the class, adults and children alike, is vital. Teachers will create a safe and supportive learning environment by enabling each class to establish 'ground rules' that are agreed at the beginning of the year and are reinforced in every PSHE lesson and displayed in the front of children's PSHE books. Ideally, teachers and children will devise their own 'ground rules' at the beginning of the year so that they have ownership of them. The ground rules aim to create the correct environment for sensitive topics and makes sure PSHE feels different to other academic subjects. The ground rules will need to include the aspects below:

- We will listen to each other in a calm manner without interrupting.
- We respect each other's privacy (confidentiality).
- We will show respect for each other and each other's views, even where they are different from our own.
- We have the right to pass.
- We use correct, kind and positive words.
- We agree that it is OK to make mistakes and learn from them.
- We are open and honest, however, we avoid using names when discussing topics.

PSHE is taught once a week for a minimum of 40 minutes by class teachers in KS1 and KS2. In the Early Years Foundation Stage (EYFS), PSED (Personal, Social and Emotional Development) is taught as an integral part of the curriculum. We relate the PSED aspects of the children's work to the objectives set out in the Early Learning Goals (ELGs). We also support citizenship education in EYFS classes, when we teach 'Understanding the World'.

Each lesson begins with a definition of what PSHE means, the key vocabulary that is covered in the upcoming lesson and the 'ground rules' to follow. Teachers adapt the scheme of work so that it addresses the specific needs of their cohort each year, for example focusing on empathy or resilience or on a particular circumstance which may affect a class, year-group or the whole school. Discussions are carried out as required to revisit or reinforce previous PSHE learning and continuing to develop confidence. Weekly assemblies are linked to our school's THRIVE values and British Values to embed and reinforce children's learning from their PSHE sessions. Throughout the year, the school recognise and place emphasis on key themes such as Racial Equality Week, Anti-Bullying Week, Empathy Day and World Kindness Day; along with rich, high-quality texts to explore different themes and support the teaching of PSHE.

Our PSHE education provision is mapped and planned effectively using the PSHE Association Planning Toolkit and PSHE Association accredited resources. Updates of accredited resources are shared during staff meetings and accessible to all teachers on the school server. The programme will be taught through a range of teaching methods, including class discussions, sharing of own life experiences, whole school assemblies, THRIVE council, outside agencies. We will ensure the curriculum is broad and balanced and each child from Year 1 onwards will have a PSHE book that moves with the child as they move throughout KS1 and KS2. In EYFS, floor books are used to record evidence of PSHE learning.

All teaching and non-teaching staff should ensure that all pupils, irrespective of gender, ability, ethnicity and social circumstances, have access to, and make the greatest progress possible, in all areas of the curriculum. Children with special educational needs are taught the full PSHE curriculum which is tailored by their teacher to meet their needs. Some children may receive additional support to help them take a full and active role in PSHE lessons. By working with parents and carers, special provision will be made for pupils with SEN and content and teaching will be tailored to the meet the specific needs of individual children. This includes tailoring the content, teaching in smaller groups where necessary and giving pupils more time to understand and apply new vocabulary taught.

3.4 Assessment, reporting and recording

Pupils will be encouraged to reflect upon their work as individuals, in class groups and through self-assessment as appropriate. Our teachers assess the children's work in PSHE both by making judgements as they observe and listen to children during lessons and by marking their recorded work against specific learning objectives from the scheme of work for Key stage 1 and 2. Children have the opportunity to discuss and record what they already know about the topic for the half term, which is reviewed at the end of the topic to show their learning and progress. Teachers hold parent consultation meetings twice a year, where they report to parents about their child's PSHE development. This is followed up with a written report at the end of the academic year. If there is a concern regarding any aspect of a child's PSHE learning, teachers will contact parents or carers to discuss this.

All teachers and non-teaching staff must avoid expressing their own, personal views so as not to influence others and will model positive attitudes towards PSHE teaching. We want all children to feel their questions are valued.

All teachers will follow these steps:

- At the start of the session, children will be told that teachers want to answer all questions, but that some might not be appropriate to answer in front of the whole class, or without checking with their grown-ups first.
- The teacher will thank each child for the question and check they have understood what the child is asking and what the child thinks the answer might be.
- The teacher will give a factual, age-appropriate answer, if possible.
- If the teacher feels a question is not age appropriate or would like to clarify facts before answering they will remind the child what was said at the beginning of the session and use a phrase such as "That's a really interesting question, which deserves a good answer. Let me have a think about it and I will get back to you later."

At the end of the session the teacher will:

- Mention to children that if their question hasn't been answered, to come and have a chat in a quiet moment.
- Consider whether there is a potential safeguarding issue surrounding a question and speak to a DSP if necessary.
- Consider whether the child's guardian needs to be contacted to discuss the question and how to answer, either in school or at home.
- Consult with Subject Lead about the best means of answering the question and consult the 'Answering Questions document' (Appendix 2).
- Reassure the child that their question will be answered and they have done nothing wrong.

4. Confidentiality and handling disclosures

As a general rule a child's confidentiality is maintained by the teacher or member of staff concerned. However, if this person believes that the child is at risk or in danger, she/he must record their concerns and pass this onto the designated safeguarding member of staff. The child concerned will be informed that confidentiality is being breached and reasons why. The child will be supported by the teacher throughout the process. Pupils' questions will be answered by members of staff in a supportive and informative manner.

Discussing and teaching about complex or sensitive issues safely is central to best practice in all PSHE teaching, as every topic in PSHE education has the potential to be sensitive for pupils. We feel that it is vital pupils are able to have such discussions and engage in learning activities in a safe climate of trust, cooperation and support.

We will aim to ensure this is the case for PSHE lessons by:

- Ensuring the class teacher delivers all PSHE lessons
- Establish ground rules by working with pupils to agree how to behave towards each other during discussion.

- Topics will be distanced from the pupils using techniques such as stories, scenarios and video-clips to de-personalise discussions and allow pupils to participate more objectively in discussion.
- Pupils are encouraged to talk openly, but to avoid using names when discussing sensitive topics. This is reiterated in our ground rules, where children are encouraged to use sentence stems such as: 'I know someone who...'
- Small group interactions in addition to whole class discussion

4.1 Safeguarding

At Redbourn we understand that by nature certain subjects may carry an increased risk of pupil disclosure, in cases where there is a safeguarding risk, school safeguarding policy in relation to Keeping Children Safe in Education 2023 will be followed. In all other cases; concerns will be recorded on CPOMS and pupils will be supported by the Deputy Head, Assistant Head Teacher, SENDCo or Head Teacher. All external contributors will be informed of our safeguarding policy prior to working with the children. We also recognise there may be disclosures that aren't safeguarding issues, but opportunities to support the child. If this occurs staff may refer or suggest local or national support services or information for pupils and/or their families. If the question raises potential safeguarding concerns, staff should respond in a way that will allow them time to seek advice from the Deputy Head, Assistant Head Teacher, SENDCo or Headteacher by replying with, for instance: 'That is a really interesting question and I need time to think because I want to give you a proper answer.'

5. Roles and responsibilities

PSHE has two designated co-ordinators and a Link Governor that will regularly monitor the subject and attend CPD from the Local Authority. The PSHE Coordinators will ensure there is appropriate and regular INSET for all teaching staff. When using external speakers to deliver aspects of our PSHE programme, we will ensure that the School Visitors Policy is adhered to.

5.1 The governing board

The governing board will approve the PSHE policy and hold the Headteacher to account for its implementation.

The governing board has delegated the approval of this policy to Gilly Ennals (PSHE link governor) and Emma Fenn (Headteacher).

5.2 The Headteacher

The Headteacher is responsible for ensuring that PSHE is taught consistently across the school.

5.3 Staff

Staff are responsible for:

- Delivering PSHE in a sensitive way
- Modelling positive attitudes to PSHE
- Monitoring progress
- Responding to the needs of individual pupils

5.4 Pupils

Pupils are expected to engage fully in PSHE and, when discussing issues related to PSHE, treat others with respect and sensitivity.

6. Monitoring arrangements

The delivery of PSHE is monitored by Daisy Ambler and Helen Keith through:

Monitoring of PSHE is carried out by the PSHE Co-ordinators through learning walks, planning scrutinies, evidence in books, staff questionnaires, pupil discussions and pupil questionnaires. PSHE education is reported to parents in end of year reports. The PSHE Coordinators will meet termly with the Link Governor to report and update on PSHE education. This policy will be reviewed by Helen Keith and Daisy Ambler every three years. At every review, the policy will be approved by Gilly Ennals (PSHE link governor) and Emma Fenn (Headteacher).

7. Links with other policies

This policy links to the following policies and procedures:

Relationships and Sex Education Policy, Safeguarding, Anti-Bullying, E-safety policies, Child Protection Policy, Behaviour Policy, Governor Visits Policy, Special Education Needs and Disabilities Policy.

Supporting Documentation:

Please see the supporting documents below for further information about our PSHE curriculum coverage.

- Whole school scheme of work (Nursey – Year 6)
- Whole School Overview & Vocabulary
- PSHE Vocabulary Progression Map

Appendix 1

How to answer questions during lessons:

Teaching

- Prepare thoroughly.
- Know what is and is not covered in the year group you are teaching (look at learning objective overview and the vocabulary list).
- Establish clear ground rules from the outset (Read our 'Ground Rules' guidance if unsure – Appendix 2)
- Remember to explain at the start of the lesson that you may not be able to answer all questions straight away, but that if you can't, you will follow up at another time. This will help you to avoid a situation later on, where a child is upset or feels anxious if their question is one that is not answered in the lesson.
- Maintain a relaxed and confident manner. It will help the children to relax too.

Dealing with difficult questions from children

- Find out the context first and what they think the answer might be. This will help determine if the child has a genuine question, has misconceptions, or is just trying to get a reaction from you or the class.

"That's an interesting question, what's made you ask that one?"

"What makes you ask that question?"

"What do you think the answer might be?"

"Have you got any ideas about what the answer might be?"

- If a question goes beyond what we cover in the curriculum for the year group you are teaching, you **must not** provide this information. However, it is important that the child does not feel they are in trouble for asking it. Thank them for the question then explain that in this year group we don't cover that content, but they will learn about this in older year groups. *Follow this up with the child's parent/carer and explain that you cannot answer the question in class but it may be something they would want to discuss at home.*

*"Thank you for your question. It's a great one, but it's not something we learn about in Year ***. You will get more information about that later in school though, or if you feel you'd really like to know now, you could ask your grown-up when you get home."*

Use your judgement. If you feel the question was very inappropriate for the age group you are teaching and that other children may have heard language or content that concerns you, please speak to the PSHE subject lead or a member of SLT, who will:

- a) guide you on whether there is a potential safeguarding issue to follow up on.
- b) guide you on whether other parents need to be informed.

- If you are unsure how to answer, or whether it is appropriate to answer in your year group:

"That's a really interesting question. Thank you for asking it."

"I'd like a little more time to give you a really clear answer/I'd like a little more time to check a few facts."

"Shall we have a quick chat at the end of our learning/at breaktime/in LTP"

Or

"I'll have an answer for you as soon as I can."

Follow up with PSHE Lead/DSP who will support you in deciding on your answer (which may be briefly factual, or an explanation that we don't cover that yet / in school, see above).

Appendix 2

Ground Rules to establish a safe environment for teaching PSHE at Redbourn Primary School

Ground rules help to minimise inappropriate and unintended disclosures and comments of a negative nature made towards other pupils; whether intentional or not. They are also paramount to effectively managing discussions that might elicit strong opinions from pupils. To be effective, pupils and teachers need to develop ground rules together and then test them in discussion and group activities, amending them as necessary. Here are some examples of the ground rules you could include when teaching your class:

- **We will listen to each other in a calm manner without interrupting** - We will not make assumptions about people's values, attitudes, behaviours, identity, life experiences or feelings. We will listen to the other person's point of view respectfully and expect to be listened to ourselves.
- **We respect each other's privacy (confidentiality).**
- **We will show respect for each other and each other's views, even where they are different from our own** - We feel safe discussing issues and we know that our teacher will not repeat what is said in the classroom unless they are concerned we are at risk, in which case they will follow the school's safeguarding policy. It is okay for us to disagree with another person's point of view but we will not judge, make fun of, or put anybody down. We will 'challenge the opinion, not the person'. We will not make assumptions about people's values, attitudes, behaviours, identity, life experiences or feelings.
- **We have the right to pass** - Taking part is important. However, we have the right to pass on answering a question or participating in an activity and we will not put anyone 'on the spot'.
- **We use correct, kind and positive words** - We will use correct terms rather than slang terms, as they can be offensive. If we are not sure what the correct term is, we will ask our teacher.
- **We agree that it is OK to make mistakes and learn from them** - We are encouraged to ask questions and they are valued by our teacher. However, we do not ask personal questions or anything intended to deliberately try to embarrass someone. If we need further help or advice, we know how and where to seek it—both in school and in the community. We will encourage friends to seek help if we think they need it.
- **We are open and honest, however, we avoid using names when discussing topics** - We will be open and honest, but not discuss directly our own or others' personal/private lives. We will discuss examples but will not use names or descriptions which could identify anyone.