



**Leeds East  
Primary Partnership**  
A CO-OPERATIVE TRUST

**Cross Gates  
Primary School**

# Policy and Procedure

Cross Gates Primary School

## **PSHE Policy**

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## **Aims**

Our personal, social, health and economic education (PSHE) programme promotes children's personal, social, and economic development, as well as their physical and mental health and wellbeing. It helps to give children the knowledge, skills and understanding they need to lead confident, healthy, independent lives and to become informed, active, responsible citizens.

At **Cross Gates Primary School**, children's wellbeing, happiness and safety are our first priority, and PSHE is the key vehicle through which we share this with children. We regard PSHE as an important, integral component of our curriculum; it is central to our approach and at the core of our ethos. Our PSHE curriculum is broad and balanced, ensuring that it:

- Promotes the spiritual, moral, cultural, mental and physical development of our children and of society;
- Prepares our children for the opportunities, responsibilities and experiences they already face and for adult life;
- Provides information about keeping healthy and safe, emotionally and physically;
- Encourages our children to understand how all actions have consequences and how they can make informed choices to help themselves, others and the environment.
- provide a safe and happy learning environment where children can express themselves freely.

## **Definition of PSHE**

PSHE education is a school subject through which pupils develop the knowledge, skills and attributes they need to keep themselves healthy and safe, and prepared for life and work in Modern Britain. Well-delivered PSHE programmes have an impact on both academic and non-academic outcomes for pupils, particularly the most vulnerable and disadvantaged.

## **Statutory requirements**

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

Schools are required to comply with relevant requirements of the Equality Act 2010. Further guidance is available for schools in The Equality Act 2010 and school's advice. The DfE guidance states that schools should pay particular attention to the Public sector equality duty (PSED)

Under the provisions of the Equality Act, schools must not unlawfully discriminate against pupils because of their age, sex, race, disability, religion or belief, gender reassignment, pregnancy or maternity, marriage or civil partnership, or sexual orientation (collectively known as the protected characteristics). Schools must also make reasonable adjustments to alleviate disadvantage and be mindful of the SEND Code of Practice when planning for these subjects.

We must teach relationships education under the [Children and Social Work Act 2017](#), in line with the terms set out in [statutory guidance](#). We must teach health education under the same statutory guidance. We must teach relationships and health education under the [DfE statutory guidance](#)

Please see our separate Relationships and Sex Education (RSE) Policy for further information.

## Links with other policies

This policy links to the following policies and procedures:

- Child Protection and Safeguarding Policy
- Online Safety Policy
- Relationships and Sex Education Policy
- Special Educational Needs and Disability Policy.
- Anti-bullying Policy
- Equality Policy
- Prevent Policy

## Intent

Our comprehensive and developmental Programme of Study for PSHE education aims to develop skills and attributes such as resilience, self-esteem, risk-management, team working 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). We regularly review our long-term plan for PSHE to ensure that it supports the needs of our children and school community. Leaders take on or construct a curriculum that is ambitious and designed to give all learners, particularly the most disadvantaged and those with special educational needs and/or disabilities (SEND) or high needs, the knowledge and cultural capital they need to succeed in life. Our PSHE programme has a positive influence on the ethos, learning and relationships throughout school. It is central to our values and to achieving our school's stated aims and objectives.

At Cross Gates Primary School, we want our PSHE (Personal, Social, Health and Economic) curriculum to support children to:

- become healthy, independent and responsible members of society
- help them develop their knowledge, understanding and emotions to be able to play an active role in tackling many of the moral, social and cultural issues that are part of growing up
- encourage them to play a positive role in contributing to whole school life
- nurture and support them to develop the skills to build positive, respectful relationships with others
- help them to gain confidence in themselves and have high aspirations
- gain the knowledge and skills required to stay healthy, happy and safe and thrive in their futures (on and offline)
- develop pupils' confidence, resilience, and self-esteem, and their ability to identify and manage risk, make informed choices and understand what influences their decisions
- support children developing the essential skills for future employability and achieving economic wellbeing
- support children in developing the capacity to be active and effective global citizens now and in their future
- for pupils to be encouraged to talk openly about their mental health and access support as and when required
- understand healthy relationships, including different types and in different settings
- lead a healthy lifestyle, including physically, emotionally and socially
- understand diversity and equality, in all its forms

## **Implementation**

Cross Gates Primary School has adapted the scheme 'You & Me PSHE.' This scheme of work provides school with a clear and progressive primary PSHE curriculum with breadth across all year groups, where knowledge and skills build upon prior learning.

The PSHE scheme is divided into 7 different strands:

- Relationships and Sex Education
- Drugs, Alcohol and Tobacco Education
- Physical Health and Wellbeing
- Mental Health and Emotional Wellbeing
- Keeping Safe and Managing Risk
- Careers, Financial Capability and Economic Wellbeing
- Identity, Society and Equality

Within each strand, there are age appropriate topics for the different year groups. One topic per half term is taught to each year group. Each lesson contains an overall learning intention and specific learning outcomes based on knowledge and understanding, skills and the development of attitudes.

In addition, we use the MindMate scheme which focuses on developing children's emotional literacy.

The long-term plans in place for our PSHE curriculum meets the breadth and depth of the DfE Statutory Guidance for Health Education and Relationships and Sex Education. Our pupils influence the content of our long-term plan through completion of the yearly 'My Health My School Survey.' Data from this survey is analysed so that the PSHE teaching can be tailored to meet the direct needs of our pupils and the wider school community.

Links are made with SMSC, British Values and other areas of the curriculum and we take part in many national awareness events such as anti-bullying week. Whole school, Key Stage and class assemblies make links to PSHE, British Values, and SMSC.

We also have our 7 R's which are an integral part of our whole school values and underpin all areas of learning and behaviour.

These are:

- Resilience
- Responsibility
- Risk-taker
- Relationships
- Respect
- Resourceful
- Reflective

We work restoratively throughout the whole school, basing our practice around principles that encourages children to take responsibility for their behaviour by thinking through the causes and consequences. It supports children to develop their empathy and self-learning to maintain and repair relationships. This permeates through and underpins our whole school ethos

## **Entitlement and Progression**

There are aspects of PSHE that we are required to teach:

- We must teach relationships education (primary) /relationships and sex education (RSE) (secondary) under the Children and Social Work Act 2017, in line with the terms set out in the statutory guidance (a separate RSE policy is available on the school's website).
- We must teach health education under the same statutory guidance.

## **What we teach**

We are required to cover the content for relationships education/RSE and health education, as set out in the statutory guidance (linked above). Please refer to our relationships education/RSE policy for details of what we teach in this subject. The RSE policy can be found on our school website.

We are committed to ensuring that all the children receive high quality PSHE lessons, including health education, which are planned, sequenced and mapped out using an adapted version of the Leeds 'You & Me PSHE' scheme. For details about all aspects of PSHE we teach in each year group/Key Stage, including health education, please see visit our school website where you can see our 'Whole School Curriculum Overview.' In addition to this we also support a range of focused weeks to further reinforce learning – these include Anti-bullying week, Children's Mental Health Week, E-safety day.

## **How we teach it**

Pupils receive their entitlement for learning PSHE through a spiral curriculum which demonstrates progression. The PSHE programme is delivered through a variety of opportunities as set out below. Lessons are planned in line with the whole school programme for PSHE and are in-line with school policies and ensure that:

- Effective learning strategies are used to engage pupils and challenge their thinking
- Pupils are involved in active and participatory activities through which they develop skills and attitudes, as well as knowledge and understanding
- The teacher feels confident to teach the lesson, pupils enjoy their learning and make progress
- PSHE is taught in each year group x1 a week for 45 minutes
- PSHE is delivered by the class teacher (although we are always looking for opportunities where we ask outside agencies to support our teaching or PSHE)
- Aspects of the PSHE curriculum also delivered through SMSC and British Values, enrichment days and whole school events such as Black History Month, World Peace Day, various fundraising days etc. Elements of PSHE are also taught through other curriculum areas such as Design and Technology, Art, Drama, Science etc
- Pupil's work is presented in floor books using photos, quotes and work samples.

## **Resources**

We primarily use the Leeds PSHE scheme 'You, Me & PSHE' programme of study and the resources recommended within it. We select carefully resources which meet the pupils' needs as well as appropriate objectives. We evaluate carefully teacher resources, leaflets, online resources and videos before using them.

We use books, both fiction and non-fiction, within our PSHE programme. Teachers read and assess the books before using them to ensure they are appropriate for the planned work. They also consider the needs and circumstances of individual pupils in their class when reading texts, in case they need to have a preparatory conversation with a pupil before the teaching takes place, for instance.

## **Working with visitors and other external agencies**

Where appropriate, we may use visits and visitors from external agencies or members of the community to support PSHE, for example NSPCC or Leeds Rhinos. This is an enrichment of our programme and not a substitute for our core provision which is based upon the strong relationships between teachers and pupils. It may be the case that the subject under discussion is better coming from an expert or experienced health professional who can

challenge pupil's perceptions. When visitors are used to support the programme, the school's policy on use of visitors will be used. A teacher will be present throughout these lessons. Visitors will be given a copy of this policy, and any other relevant policies, and expected to comply with the guidelines outlined within it.

Residential trips can make a significant contribution to pupils' personal development. When planning such visits, we use opportunities to promote pupils' learning in relevant areas of the PSHE curriculum. Our partnership with the local community is also a priority, and we recognise and value its contribution to the PSHE programme.

## **Roles and Responsibilities**

### **The governing body:**

The governing body will approve the policy and hold the headteacher to account for its implementation.

### **Staff:**

Staff are responsible for:

- ensuring that they are up to date with school policy and curriculum requirements regarding PSHE
- delivering PSHE in a sensitive way, ensuring that their personal beliefs and attitudes will not prevent them from providing balanced PSHE in school
- modelling positive attitudes to PSHE
- tailoring their lessons to suit the needs of all pupils in their class, across the whole range of abilities, faiths, beliefs, culture, gender identity and sexual orientations, including SEND
- responding to the needs of individuals
- monitoring progress

### **Pupils:**

Pupils are responsible for:

- supporting one another with issues that arise through PSHE by, for example, alerting relevant members of staff to any potential worries or issues
- listening in class, being considerate of other people's feelings and beliefs and complying with the ground rules that are set in class
- talking to a member of staff, in confidence, regarding any concerns they have in school related to PSHE or otherwise
- giving feedback on the school's PSHE provision [termly/annually]; opinions on provision and comments will be reviewed by the lead member/s of staff for RSE and taken into consideration when planning

## **Protected Characteristics**

All children and young people, whatever their experience, background or identity are entitled to good quality PSHE that helps them build a positive sense of self. Respect for themselves and each other is central to all teaching. We have a clear duty under the [Equality Act 2010](#) to ensure that our PSHE teaching is accessible to all pupils and we do not unlawfully discriminate against pupils because of their age, sex, race, disability, religion or belief, gender reassignment, pregnancy or maternity, marriage or civil partnership, or sexual orientation (collectively known as the protected characteristics). We also make reasonable adjustments to alleviate disadvantage and be mindful of the SEND Code of Practice when planning for these subjects.

PSHE lessons help pupils to explore discrimination, prejudice, bullying, aggressive behaviour and other unhealthy relationships. Teachers of PSHE agree to work within the school's framework for PSHE as described in this policy. Teacher's personal beliefs, values and attitudes will not affect their teaching of PSHE.

The school will ensure:

- approaches to teaching and learning take into account all needs of the pupils to ensure all can access the full PSHE provision
  - staff approach PSHE sensitively, as pupils are all different, with different types of family
  - staff encourage pupils to explore topics from different gender viewpoints and never assume that intimate relationships are between opposite sexes
  - PSHE caters for all pupils and teachers and teaching materials are respectful of the rights of pupils with disabilities and how pupils choose to identify themselves
- links between PSHE and the school's Equal Opportunities Policy are made

### **Establishing a safe and supportive environment**

If pupils are to benefit fully from a PSHE programme, they need to be confident speakers, good listeners and effective, sensitive communicators. A set ground rules will help staff to create a safe and relaxed environment in which they do not feel embarrassed or anxious about unexpected questions or comments from the pupils. They also reduce the possibility of inappropriate behaviour and the disclosure of inappropriate personal information.

Teachers establish a safe and supportive environment by:

- Boundaries for discussion and confidentiality are discussed before the lessons begin.
- Each class/group establishes its own ground rules, explaining how they would like everyone to behave in order to learn.
- Distancing techniques (e.g. role play, third person case studies and an anonymous question box) are used when teaching sensitive issues.

### **Confidentiality in the context of PSHE lessons**

Please refer to the school's confidentiality policy and safeguarding policy.

Staff working with pupils cannot offer unconditional or absolute confidentiality. Staff have an obligation to pass the information on to one of the school's Designated Safeguarding Lead (DSL) if what is disclosed indicates that a pupil is at risk of harm. Staff in the classroom establish boundaries where pupils feel safe and respected whilst protecting privacy. Pupils are reminded during lessons that if they divulge anything that indicates that they may be at risk from harm then this information has to be passed on.

In one to one situations, a member of staff will remind the pupil that they may not be able to keep some information confidential (e.g. if they think that the pupil is at risk of harm or abuse).

Visiting speakers when working in the classroom are bound by the same conditions and must pass on any information they feel needs responding to via the member of staff present.

We provide information to pupils about support services and useful websites.

## **Impact**

Impact should be evident through the following:

- older children recognise the importance of personal attributes in gaining employment and financial stability
- children can identify the features of a healthy relationship
- children can discuss assessing and managing risk at age appropriate level
- children can identify ways to be safe when online
- positive and healthy relationship evident in school on all levels
- children are demonstrating an understanding of what good secrets are and when they should seek support
- children contribute positively to our local community
- children have a healthy outlook towards school – attendance and behaviour are both good
- pupils have a very good understanding of what constitutes good behaviour.
- our children have positive, growth mindset attitudes with increasing resilience.
- pupils buy into schools no tolerance for bullying
- pupils demonstrate positive attitudes and commitment to their education

## **Assessment and Recording**

Lessons are planned starting with establishing what pupils already know. In this way, teachers can also address any misconceptions that pupils may have. We ensure that each strand is taught of the scheme is revisited in each year group to ensure progression of skills. At the start of each unit children are invited to complete a pre-assessment where they can record 'what they already know' in a chosen format, for example:

- Brainstorms and discussions
- Mind Maps
- Quizzes
- Group discussions

We use a variety of key teaching strategies to ensure that we know the children have learnt what has been taught e.g. metacognition, use of a spiral curriculum, revisiting topics, discussion of key vocabulary, use of quizzes, unpicking key definitions to promote understanding.

Teachers complete a post topic assessment at the end of each topic where they assess children against the learning objectives covered within that topic.

## **Monitoring arrangements**

The delivery of PSHE is monitored through planning scrutinies, learning walks, book looks and pupil voice questionnaires.

This policy will be reviewed by every 2 years. At every review, the policy will be approved by the governing board and headteacher.

**'We have a clear duty under the Equality Act 2010 to ensure that our teaching is accessible to all pupils.'**

**Inclusive PSHE will foster good relations between pupils, tackle all types of prejudice, promote understanding and respect, enabling us to meet the requirements, and live the intended spirit, of the Equality Act 2010.'**