



BARLBY BRIDGE CP SCHOOL

DRAFT PHSE Policy- out for consultation March 2021

Content and Rationale

This policy covers our school's approach to the teaching of PHSE within Barlby Bridge C.P School. This policy alongside our school RSE policy includes all the recent Relationship and Health Education statutory (RHE) updates.

It was produced by Rebecca Herrington (PHSE Lead) through consultation with Claire Hughes (Head Teacher), the Staff Team, the School Council, the Equality Team, the Governing Body and parents.

Consultation was taken through discussions, meetings, questionnaires and pupil voice.

Pupils have been involved in the creation of this policy through our current School Council, the Equality Team and careful consideration following the recent data within our growing up in North Yorkshire Survey.

It will be reviewed in October 2021

Availability

Parents and carers will be informed about the updated policy through a letter home and availability on our School website.

The policy is available to parents and carers through our school website. Go to School Information/ Policies. Paper copies are available on request.

If you require this policy in a different format such as braille, large print, audio format or in a different language please contact the school office who will make suitable adjustments for you.

Aims and Objectives

Barlby Bridge Community Primary School is a very special place to learn where each and every one of our children feel proud to belong. We are a true community school and view everyone associated with BBS as part of our school family. An ethos of kindness and care touches all that we do.

BBS' overarching aims and objectives for our pupils are:

- For children to operate as active learners and thinkers who achieve their potential in all aspects of the curriculum
- To inspire a love for learning
- To provide a relevant and stimulating curriculum for all
- To promote high self-esteem
- To foster a sense of belonging to both the local and wider global community

This policy informs the school's overarching aims and objectives by ensuring each and every one is of equal value throughout our PHSE curriculum. Through the clear topic areas, objectives are covered which will support our children to develop the skills, knowledge and confidence to enable them grow and develop during their time with us and long after within their wider communities.

This policy is informed by our school's ethos, **kindness and care**. Establishing and maintaining a safe and secure learning environment and a school ethos which promotes positive relationships between peers, and between pupils and staff is essential.

This policy fulfils our school ethos of kindness and care by promoting these qualities throughout our PHSE teaching also. Each topic demonstrates importance of kindness, respect and empathy within our school, local, wider and global communities. Teaching children about British Values (Democracy, Rule of Law, Individual liberty, Mutual respect for and tolerance of those with different faiths and beliefs and for those without faith) and more importantly working together as a school community to ensure they are embedded within our school and ethos.

Our PSHE education programme is underpinned by our school motto '**We Care**' and the school values...

Creativity and Kindness,

Aspiration and Achievement,

Resilience and Respect,

Equality and Empathy

... all values which are very much threaded throughout our PHSE curriculum.

Creating a safe and supportive learning environment.

PSHE education and safeguarding are inextricably linked. Paragraph 68 of the statutory guidance on [Keeping Children Safe in Education](#), the Department for Education states, "Governing bodies and proprietors should ensure children **are** taught about safeguarding, including online, through teaching and learning opportunities, as part of providing a broad and balanced curriculum. This may include covering relevant issues through personal, social, health and economic education (PSHE). Specific issues referred to in the document include child sexual exploitation, domestic violence, female genital mutilation, forced marriage, substance misuse, sexting, relationship abuse and preventing radicalisation.

The NYCC Safeguarding Audit for Schools, which will be updated in November 2018 references the contribution that PSHE makes to safeguarding. The document and other supporting documents can be accessed at: <http://cyps.northyorks.gov.uk/safeguarding>

At BBS, ensure every child is able to learn within a safe and secure learning environment building positive relationships between peers, and between pupils and staff. PSHE and Citizenship lessons explore pupils' everyday lives and does include potentially sensitive and personal issues. It is crucial that staff here at BBS establish and maintain a safe teaching and learning environment in the classroom through the following well identified successful methods:

- Establishing ground rules with pupils so there is shared ownership of them (not imposing them on the pupils)
- Using 'distancing techniques' e.g case studies or by creating a character (a pretend classmate). This is useful as not only does it allow scenarios to be brought up safely with the children, it also allows the children to explore, reflect and rehearse without compromising their privacy in a safe way. Pupils are not been asked to talk about their experiences but talk about what is happening to the characters in the case study. This distancing creates an emotional space between pupils and the issue that is being explored. Pupils may be asked to reflect on their own personal attributes, attitudes and skills but this should be done in safe way and not by putting pupils 'on the spot'
- Knowing how to deal with unexpected and spontaneous questions from pupils. Pupils will be encouraged to ask questions in PSHE so it is important that staff can handle all questions that may be asked or use methods like the 'question box'.

In the course of PSHE education lessons at BBS, pupils may indicate in some way that they are vulnerable or 'at risk'. All staff in school have had updated safeguarding and child protection training and are familiar with both policies and who our safeguarding leads are. They have all read the 'Keeping Children Safe in Education' document (DfE, 2018) and are regularly updated. Normal safeguarding procedures will be followed to ensure, children receive appropriate support. Both the safeguarding, and child protection policies can be found on the BBS website.

At BBS, we are also working hard to ensure that every child in our school knows of at least one trusted adult they can go to within school.

Entitlement and Equality of Opportunity

The [Equality Act 2010](#) places duties on schools not just to address prejudice-based bullying but also to help to prevent it happening, and in doing so to keep protected characteristic groups safe. PSHE education, with its focus on identity and equality, can help schools to fulfil this duty.

Equality is threaded right through BBS starting with our school motto- 'We Care'. We've even included equality within our values. Ensuring our school really holds equality at the heart of BBS is the 'Equality Team's' job. After carefully evaluating how equality was embedded, we began to see how we could further improve ourselves, ensuring everyone was not only welcome but also that they **felt** welcome and part of our school family. This of course is regardless of race, gender, disability or religious/ non- religious beliefs. We recognise that we are all different but all equal at BBS.

This of course extends throughout our PHSE teaching. Staff are very careful to ensure every child is carefully considered when planning the more sensitive topic areas. Our most vulnerable children are very much included within the lessons and adaptations can be and are made to meet all the needs of the children to ensure this continues.

All our PHSE topics are taught in line with our equality, diversity and inclusion policies.

At BBS, through all aspects of school life and within our PHSE teaching, we promote diversity and inclusion and expect the same from our pupils. We ensure equal access to our PSHE programme, regardless of, ability, maturity and personal circumstances (e.g. faith, culture, sexual orientation, gender identity) is a priority. Through discussion with pupils, parents and other teaching staff, plans and resources are adapted and updated without compromising any objectives.

However, parents do have a right to withdraw their children from those parts of Relationship and Sex Education (RSE) not within the national curriculum science programmes of study. Please do come in and discuss your concerns first with Mrs Hughes or Mrs Herrington. We are always very happy to discuss the curriculum with you and share any resources we will be using.

Intended Outcomes

At BBS our children are actively engaged in their PHSE learning through effective PSHE education. Pupils are provided opportunities to consider and clarify their values and beliefs and to rehearse and develop enquiry and interpersonal skills.

This is taught through a development programme matched to the age, stage and maturity which start 'where pupils are'. The spiral curriculum is especially important in PSHE and Citizenship and needs to ensure the taught planned programme is progressive with topics taught in a logical order taking into consideration the changing needs of our young people as they grow older and develop. To ensure our programme is meeting the needs of the pupils, staff will always assess the needs of pupils to understand their current understanding, culture and experiences.

The bi-annual 'Growing up in North Yorkshire' survey, which BBS always take part in, provides a wealth of information to support our planning and supports us to regularly review the curriculum to ensure it is meeting the needs of the pupils.

Our pupils also need a comprehensive, balanced and relevant body of factual information to inform their present and future choices.

A social norms approach. This evidence based approach uses the influence of peers on behaviour in a positive way. Young people over estimate the behaviours of other young people and this can lead them to engage in risky behaviours as they think that 'everyone else of my age is doing it'. e.g when asked how many year 10 pupils in North Yorkshire are regular smokers pupils will often respond 50-60% when the data from the Growing up in North Yorkshire survey (GuNY) 2017 showed it to be only 3%. *'A social norms approach provides pupils with accurate, realistic and relevant information that reinforces and actively promotes 'positive social norms'.* The data from the GuNY surveys provide schools with a wealth of data to implement this evidence based approach for teaching effective PSHE.

Learning and Teaching

PRINCIPLES AND METHODOLOGY

At BBS, we will determine our pupils' prior knowledge/starting points by using a range of assessment strategies. The children will bring differing levels of knowledge and understanding to any issue explored through PSHE education. Often this prior learning is more complex than we might assume. Where possible, we will start any new topic in PSHE education by determining this prior knowledge.

The programme will be taught through a range of teaching methods including distancing techniques like drama/ role play; case studies or create a character. Discussion in paired or small groups, questionnaires and quizzes; triads, peer questioning and envoying or buzz groups. Card sorts such as diamond nine, attitude continuums, corridors of conscience, draw and write, graffiti boards, photographs and hot seating.

At BBS, we will ensure that sessions, including those on risky behaviours, remain positive in tone by focusing on the positive choices that most of their peers in North Yorkshire take. We will use data to back up what we say from the 'Growing up in North Yorkshire' Survey.

Research shows that attempts to scare or shock young people into making a health choice rarely work, and can indeed 'backfire' by inadvertently creating excitement, curiosity or even status among pupils who accept the risk. This does not mean that potential consequences of the lifestyle choice should not be made clear, but balance is important. Young people frequently overestimate how often their peers take part in risky behaviours and feel that they are the 'odd ones out' if they don't do the same. It is important that they are reassured that the majority of young people actually make positive, healthy lifestyle choices.

It is important that pupils are helped to make connections between the learning they receive in PSHE education and their current and future 'real life' experiences. The skill of critical reflection is therefore at the heart of assessment for learning in PSHE education.

At BBS, we will help pupils make these connections by including lots of opportunities to role play, rehearsing what to do if this scenario ever happened to them. Importantly though, we will never allow a child to rehearse being the 'bully'. One good technique is to create a character (a new classmate) as a distancing technique. The use of a pretend classmate created by the children, is useful as not only does it allow scenarios to be brought up safely with the children, it also allows the children to explore, reflect and rehearse without compromising their privacy in a safe way.

PLANNING

During Key Stage 1 and 2, pupils will cover these areas of learning within the programme building on skills and knowledge through a spiral curriculum each year. The themes and outcomes are taken from the NYCC Key Stage 1-2 PSHE and Citizenship Guidance for Schools which has been updated in December 2018 to include the recent changes from the DfE regarding the Relationship and Sex and Health Education. These are to become statutory from September 2020. Risk taking and keeping safe are weaved throughout the aspects.

Relationships and Sex Education	Online safety
Drugs, Alcohol and Tobacco and wider risk taking behaviours	Careers education and personal finance
Citizenship	Healthy Lifestyles (Physical and Emotional Wellbeing) Emotional health and wellbeing

These areas are then covered through the following themes:

- **Me and my relationships**
- **Keeping myself safe**
- **My healthy lifestyle**
- **Me and my future**
- **Becoming an active citizen**

At BBS, we are careful to ensure that we do not set up polarising debates in PSHE lessons. It is essential that lessons are sensitive to a range of views but we ensure that pupils always have access

to the learning they need to stay safe and healthy, and protect and enforce their human rights through clear, impartial information.

Links with Statutory National Curriculum requirements

It is important that cross curriculum links are made for the pupils with related topics in Science, Maths, RE, History, Geography and other related subjects taught at the school.

TIMETABLING

At BBS, PSHE is taught through a 'spiral programme'. This means organising learning into a series of recurring themes, each lasting a half a term, which pupils experience every year. At each encounter, the level of demand increases and learning is progressively deepened. This approach avoids PSHE education becoming a string of 'topics' or disconnected 'issues'. An example of a theme might be 'Health and wellbeing', which offers a context for developing the key concept of 'a healthy lifestyle' and the key skills of 'critical reflection', 'decision-making' and 'managing risk'. The context might be healthy and balanced eating in Year 2, emotional well-being in year 4 and body image in Year 6 through which the key concepts are expanded and the key transferable skills rehearsed and developed. Planned enrichment days are also used to develop and extend our planned PSHE education programme. Often this is done within our school family groups. Many of these events have included an invitation to parents in order for children to share their learning. It is important to have both the regular weekly lessons as well to ensure an effective programme of learning which safeguards all pupils and fulfils curriculum requirements.

ASSESSMENT

It is important to recognise that assessment in PSHE education is not about 'passing or failing', or about behavioural outcomes. We will assess pupils' learning and progression through a series of pre and post tasks that are undertaken by the children in order to give us that clear starting point. The same or similar activity may be repeated at the end of the theme in order to assess the learning set against the lesson objectives and outcomes. We are careful to ensure the learning we are assessing is specific to PHSE education and not other areas of the curriculum.

The tasks may be a draw and write task after the children are given a scenario to explore or it could be as simple as a continuum line where by the children place themselves on a line to demonstrate their thinking having been given a question to explore.

Classes have begun exploring the idea of keeping a big book also. Although the book in itself doesn't show clear assessment of anyone child, only having an example of learning that has taken place, it does clearly show the journey of learning and the range of areas and topics covered. Alongside the assessment books for each child both complement each other well showing a clear picture of progress.

TEACHING RESPONSIBILITY AND STAFF TRAINING

The PHSE programme of learning at BBS will be led by Rebecca Herrington (PHSE Lead). She regularly attends all the PHSE Equality network meetings run by Claire Barrowman- North Yorkshires Health and Wellbeing advisor. Rebecca has also gained a National PSHE CPD qualification from the University of Roehampton, specialising in health and wellbeing. Regular updates, resources and CPD is undertaken with all teaching staff in school by Rebecca, Claire Barroman or other agencies such as Banados.

Your child's PHSE lessons will predominately be taught by your child's class teacher and supported by the PHSE lead. Occasionally, we will use external contributors to support our PHSE curriculum in school. When using external speakers to deliver aspects of our PSHE programme we will ensure

visitors to the classroom bring their expertise or personal stories to enrich pupil's learning. However, the teacher always manage this learning, ensuring that learning objectives and outcomes have been agreed with the visitor in advance, and that any input from visitors should be part of a planned, developmental programme rather than a substitute for it. Your child's class teachers will always be present to manage the learning, and to ensure that it is safe.

CONFIDENTIALLY AND HANDLING DISCLOSURES

At BBS, Clear ground rules/working agreement will be established to provide a framework for lessons and discussions. They also minimise the risk of ill-considered and unintended personal disclosures. Due to the nature of PSHE education, pupils' learning may result in them seeking advice or support on a specific personal issue. Teachers cannot offer complete confidentiality; it is important for everyone's safety that teachers and pupils are clear about what can and cannot be kept confidential.

Ground rules should stipulate that personal questions should not be asked of staff or pupils. Pupils should be encouraged to avoid giving personal anecdotes or examples. Case studies and distancing techniques are useful way to achieve this. Teachers should take care not to make personal disclosures or illustrate the lesson with examples from their own experiences. Ground rules/working agreement should be negotiated with learners and not imposed on them. Staff at BBS are aware of the school policy on confidentiality and make pupils aware of their duty to report any information that indicated that a pupil may be at risk of harm or danger to our safeguarding lead following clear procedures from our safeguarding and child protection policies.

RESPONDING TO PUPILS QUESTIONS

It is important at BBS that our pupils feel able to ask any questions that they wish and that their questions are valued. However, consideration should be given to how we respond to questions. Simply stating that all '*pupils' questions will be answered honestly and openly*', without any consideration of prior learning or readiness, can be unsafe. If necessary, there will be times when our teachers will need to ask a pupil to wait for an answer to give them time to consult with the school's leadership team or parents if they feel this appropriate. If the question raises potential safeguarding concerns or is not appropriate for the age of the child our teachers my answer by saying for instance... '*That is a really interesting question and I need time to think because I want to give you a proper answer.*' Teachers will then be able to work with colleagues or talk with parents if necessary to construct an appropriate answer. It is good practice at our school to have an anonymous question box where pupils who are not comfortable raising questions in an open setting may ask questions to be responded to at a later date.

LINKS TO OTHER SCHOOL POLICIES AND AREAS OF THE CURRICULUM

This policy supports the following policies in our school:

- Child protection/safeguarding
- Extremism
- Anti-Bullying
- Relationships and sex education
- Online safety
- Drug education and the management of drug-related incidents
- Food and drink

Learning in PSHE classes will often complement learning in Science, Maths, RE, History, Geography and other related subjects taught at the school.

- Child protection/safeguarding

- Extremism
- Bullying
- Relationships and sex education
- Online safety
- Drug education and the management of drug-related incidents
- Food and drink

Involving Parents and Carers

We are committed to working with parents and carers at BBS and endeavour to inform you of our PHSE curriculum, any updates or changes. We will continue to invite you to share learning with your child occasionally where appropriate and involve you in events and assemblies in order for you to see what your child is learning and the importance of such a curriculum. Attending such events encourages discussion at home with your child which we wholeheartedly encourage and support.

We will offer support by sharing our policies and PHSE curriculum with you, inviting you to workshops or signposting you to useful support of interest to you and your child. We are also very happy to talk to you about any worries or concerns you may have regarding your child's PHSE or health and wellbeing.

Legislation states that you as parents have the right to withdraw your child from aspect of Relationship Sex Education which do not form part of the science national curriculum. However, please do come in to discuss your concerns with your child's class teacher, Mrs Herrington or Mrs Hughes and we will be happy to discuss the learning intentions that are taught to your child at an age appropriate level.

PSHE is strongest when there is communication and collaboration between school and home.

Review Date

October 2021