

Panshanger Primary School

PSHE (Personal, Social, Health Education) including RSE (Relationship and Sex Education) Policy

Introduction

Panshanger Primary School provides a curriculum that is broadly balanced and meets the needs of all pupils in line with section 78 of the Education Act 2002 and the Academies Act 2010, a PSHE/ RSE curriculum:

- Promotes the spiritual, moral, cultural, mental and physical development of pupils at the school and of society.
- Prepares pupils at the school for the opportunities, responsibilities and experiences of later life.

This policy is informed by existing DfE guidance on:

- [Relationships Education, Relationships and Sex Education \(RSE\) and Health Education](#) (February 2019)
- [Preventing and tackling bullying](#) (Preventing and tackling bullying: Advice for head teachers, staff and governing bodies, July 2013, updated 2017)
- [Drug and Alcohol Education](#) (DfE and ACPO drug advice for schools: Advice for local authorities, Head Teachers, school staff and governing bodies, September 2012)
- [Safeguarding](#) (Working Together to Safeguard Children: A guide to inter-agency working to safeguard and promote the welfare of children, March 2013 [Keeping Children Safe in Education, 2018](#))
- [Equality](#) (Equality Act 2010: Advice for school leaders, school staff, governing bodies and local authorities, revised June 2014). Schools should pay particular attention to the [Public sector equality duty \(PSED\)](#) (s.149 of the Equality Act).
- [Respectful School Communities: Self Review and Signposting Tool](#) (a tool to support a whole school approach that promotes respect and discipline)
- [Behaviour and Discipline in Schools](#) (advice for schools, including advice for appropriate behaviour between pupils)
- [SEND code of practice: 0 to 25 years](#) (statutory guidance)
- [Alternative Provision](#) (statutory guidance)
- [Mental Health and Behaviour in Schools](#) (advice for schools)
- [Preventing and Tackling Bullying](#) (advice for schools, including advice on cyberbullying)
- [Sexual violence and sexual harassment between children in schools](#) (advice for schools)
- [The Equality and Human Rights Commission Advice and Guidance](#) (provides advice on avoiding discrimination in a variety of educational contexts)
- [Promoting Fundamental British Values as part of SMSC in schools](#) (guidance for maintained schools on promoting basic important British values as part of pupils' spiritual, moral, social and cultural (SMSC))
- [SMSC requirements for independent schools](#) (guidance for independent schools on how they should support pupils' spiritual, moral, social and cultural development).
- [National Citizen Service](#) guidance for schools

Aim of the PSHE/ RSE policy

In order for children to take their place in society as they grow up, it is important to provide not only for their academic development but also for their personal and social development, including an understanding of health issues.

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 their school and communities. In doing so they learn to recognise their own worth, work well with others and become increasingly responsible for their own learning. They reflect on their experiences and understand how they are developing personally and socially, tackling many of the spiritual, moral, social and cultural issues that are part of growing up.

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.

Equalities Inclusion and Special Educational Needs

It is our intention that all children will have equal opportunity to take part in a programme of PSHE and RSE at a level, which is appropriate for their age and development, with differentiated provision if required. Teachers are sensitive to children's varying needs and class organisation, teaching materials, teaching style and approaches are adapted to ensure that all can have full access to the activities and experiences set out in the curriculum.

Inclusivity is part of the PSHE/ RSE philosophy. Teachers will, as always, tailor to meet the needs of the children in their classes. To support this differentiation, creative learning activities that allow children to choose the media with which they work and give them scope to work to their full potential will be included.

In line with the Equality Act 2010, which covers the way the curriculum is delivered; Panshanger Primary School will ensure that issues are taught in a way that does not subject pupils to discrimination. We have a duty under the Equality Act to ensure that teaching is accessible to all children and young people, including those who are lesbian, gay, bisexual and transgender (LGBT). Inclusive RSE will foster good relations between pupils, tackle all types of prejudice - including homophobia - and promote understanding and respect (The Department for Education has produced advice on The Equality Act 2010 and schools (DfE, 2014b)).

Schools have a legal duty to promote equality (Equality Act, 2010) and to combat bullying (Education Act, 2006) (which includes homophobic, sexist, sexual and transphobic bullying) and Section 4.2 of the national curriculum (2014) states "Teachers should take account of their duties under equal opportunities legislation that covers race, disability, sex, religion or belief, sexual orientation, pregnancy and maternity, and gender reassignment."

Teaching and learning

Alongside the weekly PSHE lessons linked to the Jigsaw program of study, opportunities exist throughout the curriculum for promoting pupils' personal, social and emotional development. Various teaching and learning styles are employed such as discussions, investigations and problem solving. The children are encouraged to take part in a range of practical activities that promote active citizenship such as charity fundraising, the planning of school special events such as the annual children's fair, or involvement in an activity to help other individuals or groups less fortunate than themselves. Children are encouraged to set agreed rules of classroom behaviour (class charters) and to participate in discussion to resolve conflicts. Opportunities are provided for the children to hear visiting speakers, such as health workers, police, and representatives from different faith groups, who are invited into school to talk about their positive and supportive roles in the local community. The children also have regular opportunities to talk to Governors.

Clear learning objectives, which may be covered discretely or through other planned areas of the curriculum, are set out in teachers' weekly and mid-term plans:

- Circle time activities and drugs education are examples of discrete PSHE teaching.
- Science - eating a balanced diet and keeping healthy also reproduction of animals including humans are topics covered within a wider science topic;
- Geography - exploring roles and responsibilities for local environmental issues are covered within a wider local geography study.
- Religious Education - as there is a large overlap between the programme of study for religious education and the aims of PSHE and citizenship, a considerable amount of PSHE and citizenship is covered through religious education lessons. In the Foundation Stage, PSHE and citizenship are taught as part of topic work and circle time. The learning objectives are set out in the Early Years Foundation Stage curriculum.

Residential visits are offered to older pupils. During these visits there is a particular focus on developing pupils' self-esteem and giving them opportunities to develop leadership and co-operative skills within a 'mini community'.

Panshanger Primary School has identified an entitlement for pupils throughout their school career and opportunities for enrichment within the curriculum.

In our school we promote PSHE through:

- A whole school approach to behaviour
- School expectations drawn up by the children and linked to 'Golden Time'
- The use of Year 6 children as monitors (buddy leaders) for the younger children
- Pastoral times

- Sharing / show and tell opportunities in class
- Assemblies
- Circle time
- Outside visitors
- Other experiences such as school productions and visits
- Residential visits
- Sports and team activities
- Exploring healthy lifestyles and environmental aspects through the curriculum and a range of clubs
- Buddy groups
- Recognition system for attitude - school awards
- The School Council
- Mini-enterprise and fundraising
- The Eco Council

Objectives/Pupil learning intentions:

Through our work on PSHE/ RSE our aim is to enable children to become healthy, independent and responsible members of society. The teaching and learning of PSHE at Panshanger Primary School will support the development of the skills, attitudes, values and behaviour, which enable pupils to meet the learning intentions outlined below

Relationships Education in Panshanger Primary School will cover 'Families and people who care for me', 'Caring friendships', 'Respectful relationships', 'Online relationships', and 'Being safe'.

By the end of primary school, all children should know: 'how to report concerns or abuse, and the vocabulary and confidence needed to do so'.

In line with the new guidance, the RSE curriculum will promote equal, safe and enjoyable relationships taught in a way which fosters LGBT and gender equality, in line with the Equalities Act 2010.

Children will learn about the emotional, social and physical aspects of growing up, relationships, sex, human sexuality and sexual health. This will equip children and young people with the information, skills and positive values to have safe, fulfilling relationships, to enjoy their sexuality and to take responsibility for their sexual health and well-being at an age appropriate level.

As part of the sex education, Panshanger Primary School will ensure that both boys and girls are prepared for the changes that adolescence brings and - drawing on knowledge of the human life cycle set out in the national curriculum for science - how a baby is conceived and born, the changing adolescent body, menstrual wellbeing and the menstrual cycle

As part of a broad and balanced curriculum Panshanger Primary School use a cross curricular approach to protect children by ensuring they have knowledge of their bodies, the human life-cycle, emotions, acceptable behaviour and right and wrong. This will contribute to the development of the personal skills needed by pupils if they are to establish and maintain relationships. It also enables children and young people to make responsible and informed decisions about their health and well-being. RSE makes an important contribution to health and well-being by supporting children and young people's ability to learn, achieve and flourish.

"The right to education includes the right to sexual education, which is both a human right in itself and an indispensable means of realising other human rights, such as the right to health, the right to information and sexual and reproductive rights."

Relationship Education in Panshanger Primary School – The focus is on teaching the fundamental building blocks and characteristics of positive relationships, with particular reference to friendships, family relationships, and relationships with other children and with adults. The guidance states that, by the end of primary school:

	Pupils should know...
Families and people who care for me	<ul style="list-style-type: none"> • That families are important for children growing up because they can give love, security and stability. • The characteristics of healthy family life, commitment to each other, including in times of difficulty, protection and care for children and other family members, the importance of spending time together and sharing each other's lives. • That others' families, either in school or in the wider world, sometimes look different from their family, but that they should respect those differences and know that other children's families are also characterised by love and care. • That stable, caring relationships, which may be of different types, are at the heart of happy families, and are important for children's security as they grow up. • That marriage represents a formal and legally recognised commitment of two people to each other which is intended to be lifelong (Marriage in England and Wales is available to both opposite sex and same sex couples. The Marriage (Same Sex Couples) Act 2013 extended marriage to same sex couples in England and Wales. The ceremony through which a couple get married may be civil or religious). • How to recognise if family relationships are making them feel unhappy or unsafe, and how to seek help or advice from others if needed. • About different types of bullying (including cyberbullying), the impact of bullying, responsibilities of bystanders (primarily reporting bullying to an adult) and how to get help. • What a stereotype is, and how stereotypes can be unfair, negative or destructive. • The importance of permission-seeking and giving in relationships with friends, peers and adults.
Online relationships	<ul style="list-style-type: none"> • That people sometimes behave differently online, including by pretending to be someone they are not. • That the same principles apply to online relationships as to face-to-face relationships, including the importance of respect for others online including when we are anonymous. • The rules and principles for keeping safe online, how to recognise risks, harmful content and contact, and how to report them. • How to critically consider their online friendships and sources of information including awareness of the risks associated with people they have never met. • How information and data is shared and used online.
Being safe	<ul style="list-style-type: none"> • What sorts of boundaries are appropriate in friendships with peers and others (including in a digital context). • About the concept of privacy and the implications of it for both children and adults; including that it is not always right to keep secrets if they relate to being safe. • That each person's body belongs to them, and the differences between appropriate and inappropriate or unsafe physical, and other, contact. • How to respond safely and appropriately to adults they may encounter (in all contexts, including online) whom they do not know. • How to recognise and report feelings of being unsafe or feeling bad about any adult. • How to ask for advice or help for themselves or others, and to keep trying until they are heard, how to report concerns or abuse, and the vocabulary and confidence needed to do so. Where to get advice e.g. family, school and/or other sources.

RSE CONTENT -

Year Group	Learning Intentions 'Pupils will be able to...'
FS1/2	<ul style="list-style-type: none"> • Tell you about my family • Identify some of the jobs I do in my family and how I feel like I belong • Understand how to make friends if I feel lonely • Know how to make friends to stop myself from feeling lonely • Tell you some of the things I like about my friends I can think of ways to solve problems and stay friends • Say and do if somebody is mean to me I am starting to understand the impact of unkind words • Use Calm Me time to manage my feelings • Work together and enjoy being with my friends I know how to be a good friend
KS1	<ul style="list-style-type: none"> • Identify the members of my family and understand that there are lots of different types of families • Know how it feels to belong to a family and care about the people who are important to me • Identify what being a good friend means to me • Know how to make a new friend • Know appropriate ways of physical contact to greet my friends and know which ways I prefer • Recognise which forms of physical contact are acceptable and unacceptable to me • Tell you why I appreciate someone who is special to me I can express how I feel about them • Identify the different members of my family, understand my relationship with each of them and know why it is important to share and cooperate • Accept that everyone's family is different and understand that most people value their family • Understand that there are lots of forms of physical contact within a family and that some of this is acceptable and some is not • Know which types of physical contact I like and don't like and can talk about this • Identify some of the things that cause conflict with my friends • Demonstrate how to use the positive problem-solving technique to resolve conflicts with my friends • Understand that sometimes it is good to keep a secret and sometimes it is not good to keep a secret • Know how it feels to be asked to keep a secret I do not want to keep and know who to talk to about this • Recognise and appreciate people who can help me in my family, my school and my community • Understand how it feels to trust someone • Express my appreciation for the people in my special relationships I am comfortable accepting appreciation from others

<p>Lower KS2</p>	<ul style="list-style-type: none"> • Identify the roles and responsibilities of each member of my family and can reflect on the expectations for males and females • Describe how taking some responsibility in my family makes me feel • Identify and put into practice some of the skills of friendship, e.g. taking turns, being a good listener • Know how to negotiate in conflict situations to try to find a win-win solution • Know and can use some strategies for keeping myself safe • Know who to ask for help if I am worried or concerned • Know how to express my appreciation to my friends and family • Enjoy being part of a family and friendship groups • Identify the web of relationships that I am part of, starting from those closest to me and including those more distant • Know how it feels to belong to a range of different relationships and can identify what I contribute to each of them • Identify someone I love and can express why they are special to me • Know how most people feel when they lose someone or something they love • Know how to show love and appreciation to the people and animals who are special to me I can love and be loved
<p>Upper KS2</p>	<ul style="list-style-type: none"> • Recognise how friendships change, know how to make new friends and how to manage when I fall out with my friends • Know how to stand up for myself and how to negotiate and compromise • Understand how it feels to be attracted to someone and what having a boyfriend/ girlfriend might mean • Understand that relationships are personal and there is no need to feel pressured into having a boyfriend/ girlfriend • Understand how it feels to be attracted to someone and what having a boyfriend/girlfriend might mean • Recognise the feeling of jealousy, where it comes from and how to manage it • Understand how to stay safe when using technology to communicate with my friends • Recognise and resist pressures to use technology in ways that may be risky or may cause harm to others • Explain how to stay safe when using technology to communicate with my friends • Recognise and resist pressures to use technology in ways that may be risky or may cause harm to myself or others • Identify the most significant people to be in my life so far • Understand how it feels to have people in my life that are special to me • Recognise when people are trying to gain power or control • Demonstrate ways I could stand up for myself and my friends in situations where others are trying to gain power or control • Understand how technology can be used to try to gain power or control and I can use strategies to prevent this from happening • Take responsibility for my own safety and well-being • Use technology positively and safely to communicate with my friends and family • Take responsibility for my own safety and well-being

Sex Education in Panshanger Primary School - The Relationships Education, RSE, and Health Education (England) Regulations 2019 have made Relationships Education compulsory in all primary schools. The grid below shows learning intentions for each Key Stage.

Year Group	Learning Intentions 'Pupils will be able to...'
FS	<ul style="list-style-type: none"> • Seek out others to share experiences. Show affection and concern for people who are special to them • Explain own knowledge and understanding, and ask appropriate questions of others ELG - Show sensitivity to others' needs and feelings
KS1	<ul style="list-style-type: none"> • identify the parts of the body that make boys different to girls and use the correct names for these: penis, testicles, vagina • respect my body and understand which parts are private • recognise the physical differences between boys and girls, use the correct body part names (penis, testicles, vagina) and appreciate that some parts are private • tell you what I like/don't like about being a boy/girl
Lower KS2	<ul style="list-style-type: none"> • understand that in animals and humans lots of changes happen between conception and growing up, and that usually it is the female who has the baby • express how I feel when I see babies or baby animals • understand how babies grow and develop in the mother's uterus and understand what a baby needs to live and grow • express how I might feel if I had a new baby in my family • understand that boys' and girls' bodies need to change so that when they grow up their bodies can make babies • identify how boys' and girls' bodies change on the outside during this growing up process • recognise how I feel about these changes happening to me and know how to cope with those feelings • identify how boys' and girls' bodies change during the growing up process and why these changes are necessary so that their bodies can make babies when they grow up • recognise how I feel about these changes happening to me and how to cope with these feelings • correctly label the internal and external parts of male and female bodies that are necessary for making a baby • understand that having a baby is a personal choice and express how I feel about having children when I am an adult • describe how a girl's body changes in order for her to be able to have babies when she is an adult, and that menstruation (having periods) is a natural part of this • know that I have strategies to help me cope with the physical and emotional changes I will experience during puberty
Upper KS2	<ul style="list-style-type: none"> • explain how a girl's body changes during puberty and understand the importance of looking after myself physically and emotionally • understand that puberty is a natural process that happens to everybody and that it will be OK for me • describe how boys' and girls' bodies change during puberty • Express how I feel about the changes that will happen to me during puberty • understand that sexual intercourse can lead to conception and that is how babies are usually made • understand that sometimes people need IVF to help them have a baby • appreciate how amazing it is that human bodies can reproduce in these ways • explain how girls' and boys' bodies change during puberty and understand the importance of looking after myself physically and emotionally • express how I feel about the changes that will happen to me during puberty • ask the questions I need answered about changes during puberty • reflect on how I feel about asking the questions and about the answers I receive • describe how a baby develops from conception through the nine months of pregnancy, and how it is born

- recognise how I feel when I reflect on the development and birth of a baby
- understand how being physically attracted to someone changes the nature of the relationship
- express how I feel about the growing independence of becoming a teenager and am confident that I can cope with this

Year group	Vocabulary		
Foundation Stage	<ul style="list-style-type: none"> - Boy - Girl 	<ul style="list-style-type: none"> - Washing - Family 	<ul style="list-style-type: none"> - Differences - Routine - Clean -
KS1	Words included above and: <ul style="list-style-type: none"> - Hygiene - Different - Similar - Teats 	<ul style="list-style-type: none"> - Vagina - Penis - Lifecycle - Udder 	<ul style="list-style-type: none"> - Testicles - Nipple - Breasts
Lower KS2	Words included above and : <ul style="list-style-type: none"> - Womb - Body change - Puberty 	<ul style="list-style-type: none"> - Touch - Personal space - Family - Pubic hair 	<ul style="list-style-type: none"> - Sperm - Egg (ovum) - Vagina
Upper KS2	Words included above and: <ul style="list-style-type: none"> - Physical changes - Emotional changes - Period/ menstruation - Reproduction - Uterus - Relationship 	<ul style="list-style-type: none"> - Erections - Fallopian tube - Sexual intercourse - Fertilized - Personal information - Friendship 	<ul style="list-style-type: none"> - Keeping safe - Communication - Wet dream - Pregnancy - Positive and negative relationship - Touching - sexual touching -

Physical health and mental well-being education in Panshanger Primary School – we focus on the characteristics of good physical health and mental wellbeing. Teachers are clear that mental well-being is a normal part of daily life, in the same way as physical health.

	By the end of primary school: Pupils should know
Mental wellbeing	<ul style="list-style-type: none"> • That mental wellbeing is a normal part of daily life, in the same way as physical health. • that there is a normal range of emotions (e.g. happiness, sadness, anger, fear, surprise, nervousness) and scale of emotions that all humans experience in relation to different experiences and situations. • How to recognise and talk about their emotions, including having a varied vocabulary of words to use when talking about their own and others' feelings. • How to judge whether what they are feeling and how they are behaving is appropriate and proportionate. • The benefits of physical exercise, time outdoors, community participation, voluntary and service-based activity on mental well-being and happiness. • Simple self-care techniques, including the importance of rest, time spent with friends and family and the benefits of hobbies and interests. • Isolation and loneliness can affect children and that it is very important for children to discuss their feelings with an adult and seek support. • That bullying (including cyberbullying) has a negative and often lasting impact on mental well-being. • Where and how to seek support (including recognising the triggers for seeking support), including whom in school they should speak to if they are worried about their own or someone else's mental well-being or ability to control their emotions (including issues arising online). • It is common for people to experience mental ill health. For many, the problems can be resolved if the right support is made available, especially if accessed early
Internet safety and harms	<ul style="list-style-type: none"> • That for most people the internet is an integral part of life and has many benefits. • About the benefits of rationing time spent online, the risks of excessive time spent on electronic devices and the impact of positive and negative content online on their own and others' mental and physical wellbeing. • How the effect of online actions on others and knowhow to recognise and display respectful behaviour online/ importance of keeping personal information private. • Why social media, some computer games and online gaming, for example, are age restricted. • That the internet can also be a negative place where online abuse, trolling, bullying and harassment can take place, which can have a negative impact on mental health. • How to be a discerning consumer of information online including understanding that information, including that from search engines, is ranked, selected and targeted. Where and how to report concerns and get support with issues online.
Physical health and fitness	<ul style="list-style-type: none"> • The characteristics and mental and physical benefits of an active lifestyle. the importance of building regular exercise into daily and weekly routines and how to achieve this; for example, walking or cycling to school, a daily active mile or other forms of regular, vigorous exercise. • The risks associated with an inactive lifestyle (including obesity). • How and when to seek support including which adults to speak to in school if they are worried about their health.
Healthy eating	<ul style="list-style-type: none"> • What constitutes a healthy diet (including understanding calories and other nutritional content). • The principles of planning and preparing a range of healthy meals. • The characteristics of a poor diet and risks associated with unhealthy eating (including, for example, obesity and tooth decay) and other behaviours (e.g. the impact of alcohol on diet or health).
Drugs, alcohol and tobacco	<ul style="list-style-type: none"> • How to recognise early signs of physical illness, such as weight loss, or unexplained changes to the body. • About safe and unsafe exposure to the sun, and how to reduce the risk of sun damage, including skin cancer. • The importance of sufficient good quality sleep for good health and that a lack of sleep can affect weight, mood and ability to learn. • About dental health and the benefits of good oral hygiene and dental flossing, including regular check-ups at the dentist. • About personal hygiene and germs including bacteria, viruses, how they are spread and treated, and the importance of handwashing. the facts and science relating to immunisation and vaccination

Basic first aid	<ul style="list-style-type: none"> • How to make a clear and efficient call to emergency services if necessary. • Concepts of basic first-aid, for example dealing with common injuries, including head injuries.
Changing adolescent body	<ul style="list-style-type: none"> • Key facts about puberty and the changing adolescent body, particularly from age 9 through to age 11, including physical and emotional changes. • About menstrual wellbeing including the key facts about the menstrual cycle.

Drug and Alcohol Education

Definition of 'Drugs': This policy uses the definition that a drug is: 'A substance people take to change the way they feel, think or behave' (United Nations Office on Drugs and Crime).

The term 'Drugs' includes

- All illegal drugs
- All legal drugs including alcohol, tobacco and volatile substances which can be inhaled
- All over-the-counter and prescription medicines

Effective Drug and Alcohol Education can make a significant contribution to the development of the personal skills needed by pupils as they grow up. It also enables young people to make responsible and informed decisions about their health and well-being.

Moral and Values Framework -

The Drug and Alcohol Education programme at our school reflects the school ethos and demonstrates and encourages the following values. For example:

- Respect for self
- Respect for others
- Responsibility for their own actions
- Responsibility for their family, friends, schools and wider community

Drug and Alcohol Education Content

The grid below shows specific Drug and Alcohol Education learning intentions for each year group in the 'Healthy Me' Puzzle.

Year Group	Learning Intentions 'Pupils will be able to...'
KS1	<ul style="list-style-type: none"> • understand how medicines work in my body and how important it is to use them safely • feel positive about caring for my body and keeping it healthy
Lower KS2	<ul style="list-style-type: none"> • tell you my knowledge and attitude towards drugs • understand the facts about smoking and its effects on health, and also some of the reasons some people start to smoke • can relate to feelings of shame and guilt and know how to act assertively to resist pressure from myself and others • understand the facts about alcohol and its effects on health, particularly the liver, and also some of the reasons some people drink alcohol • can relate to feelings of shame and guilt and know how to act assertively to resist pressure from myself and others
Upper KS2	<ul style="list-style-type: none"> • know the health risks of smoking and can tell you how tobacco affects the lungs, liver and heart • make an informed decision about whether or not I choose to smoke and know how to resist pressure • know some of the risks with misusing alcohol, including anti-social behaviour, and how it affects the liver and heart • make an informed decision about whether or not I choose to drink alcohol and know how to resist pressure • know about different types of drugs and their uses and their effects on the body particularly the liver and heart

- | | |
|--|---|
| | <ul style="list-style-type: none">• be motivated to find ways to be happy and cope with life's situations without using drugs• evaluate when alcohol is being used responsibly, anti-socially or being misused tell you how I feel about using alcohol when I am older and my reasons for this |
|--|---|

Safeguarding

Teachers are aware that sometimes disclosures may be made during these sessions; in which case, safeguarding procedures will be followed immediately. Sometimes it is clear that certain children may need time to talk one-to-one after the circle closes. At Panshanger Primary School we understand that it is important to allow the time and appropriate staffing for this to happen.

Monitoring and evaluation

The PSHE co-ordinator will monitor delivery of the curriculum through observation and discussion with teaching staff to ensure consistent and coherent curriculum provision.

Evaluation of the programme's effectiveness will be conducted on the basis of:

- Pupil and teacher evaluation of the content and learning processes
- Staff meetings to review and share experience

The Learning Environment

At Panshanger Primary School we pride ourselves on establishing a safe, open and positive learning environment based on trusting relationships between all members of the class, adults and children alike, is vital. To enable this, 'ground rules' are agreed and owned at the beginning of the year through Class Charters. These will be returned to should the need arise during the year.

Teaching Sensitive and Controversial Issues

In the case of sensitive and controversial issues arising in learning from real-life experience, teachers will be prepared to handle personal issues arising from the work, to deal sensitively with, and to follow up appropriately, disclosures made in a group or individual setting. Issues that we address that are likely to be sensitive and controversial because they have a political, social or personal impact or deal with values and beliefs include: family lifestyles and values, physical and medical issues, financial issues, bullying and bereavement.

Teachers will take all reasonable, practical steps to ensure that, where political or controversial issues are brought to pupils' attention, they are offered a balanced presentation of opposing views. Teachers will adopt strategies that seek to avoid bias on their part and will teach pupils how to recognise bias and evaluate evidence. Teachers will seek to establish a classroom climate in which all pupils are free from any fear of expressing reasonable points of view that contradict those held either by their class teachers or their peers.

Answering Difficult Questions and Sensitive Issues

Staff members are aware that views around RSE and Drug / Alcohol Education-related issues are varied. However, while personal views are respected, all RSE and Drug / Alcohol Education issues are taught without bias. Topics are presented using a variety of views and beliefs so that pupils are able to form their own, informed opinions but also respect that others have the right to a different opinion.

Both formal and informal RSE and Drug / Alcohol Education arising from pupils' questions are answered according to the age and maturity of the pupil(s) concerned. Questions do not have to be answered directly, and can be addressed individually later. The school believes that individual teachers must use their skill and discretion in this area and refer to the DSP if they are concerned.

Our school believes that RSE and Drug / Alcohol Education should meet the needs of all pupils, answer appropriate questions and offer support. This is regardless of their developing sexuality and be able to deal honestly and sensitively with sexual orientation, answer appropriate questions and offer support. Homophobic bullying is dealt with strongly yet sensitively. The school liaises with parents/carers on this issue to reassure them of the content and context

Links to other policies and curriculum

We recognise the clear link between the PSHE/ RSE and the following policies and staff are aware of the need to refer to these policies when appropriate

- Anti-Bullying Policy
- Behaviour Policy

- Confidentiality Policy
- Drug and Alcohol Education Policy
- Equal Opportunities Policy
- Health and Safety Policy
- Computing Policy and Safe Internet Use Policy
- Inclusion Policy
- RE Policy
- Safeguarding/Child Protection Policy
- Special Educational Needs Policy
- Inclusion Policy
- Science Policy
- Teaching and Learning Policy

Confidentiality and Child Protection/Safeguarding Issues

As a general rule a child's confidentiality is maintained by the teacher or member of staff concerned. If this person believes that the child is at risk or in danger, she/he talks to the school DSP who takes action as laid down in the Child Protection Policy. All staff members are familiar with the policy and know the identity of the member of staff with responsibility for these issues. The child concerned will be informed that confidentiality is being breached and the reasons why. The child will be supported by the teacher throughout the process.

Effectiveness Committee

Date