Our vision: **'Let your light shine'** based on Matthew 5.16

Egglescliffe C.E. Primary School

PSHE Policy

This policy was reviewed: January 2024

The date of the next review: January 2025

Contents:

Statement of intent

Egglescliffe believes that a strong PSHE education is important to help our pupils develop into well-rounded members of society, who can make a positive contribution to their community. Our PSHE curriculum is strongly tied to our RSE, relationships, health education and pastoral care programme.

The vision for pupils, staff and others linked to our school is to always look to achieve our personal best in every aspect of school life.

- Our school is one where everyone is encouraged and supported to achieve their personal best.
- Our school is welcoming, inclusive, has a real community feel and is a place where everyone is valued.
- Our pupils and staff treat each other equitably, fairly, with kindness and with mutual respect. At all times, staff and pupils are encouraged to show a high regard for the needs and feelings of others through their actions and words.
- Our pupils and staff are enterprising and approach challenges with a 'can-do' attitude.
- The needs and interests of all pupils, irrespective of gender, culture, ability or aptitude, will be promoted through an inclusive and varied PSHE curriculum at our school.
- Our environment is safe and clean with everyone sharing responsibility for it.
- Our culture is one of continuous improvement, creativity and enthusiasm.
- Parents will be informed about the policy via the school's website where it, and the PSHE curriculum, will be available to read and download.

The PSHE curriculum at Egglescliffe CE Primary School provides values-based, progressive content that promotes respectful behaviour, mental health, wellbeing, resilience and achievement. Research shows that there is a link between a pupil's wellbeing, positive mental health and academic achievement. Therefore, in order for our children to learn and be well, they need to have good mental health, resilience and the ability to keep themselves safe. Through our PSHE curriculum, we aim to equip children with these attributes and the skills to implement them in different contexts. This also fulfils our mission statement:

Egglescliffe CE Primary School enables everyone to be:

- Successful learners, who enjoy learning, make excellent progress and achieve to the best of their ability.
- Confident individuals who feel safe, are happy, healthy, enjoy a challenge and are resilient when facing challenges.
- Responsible citizens who care for one another and their environment and make positive contributions to the community.
- To be the change you want to see.

1. Legal framework

1.1. This policy has due regard to legislation and statutory guidance, including, but not limited to the following:

Education Act 1996

Education Act 2002

Children and Social Work Act 2017

DfE (2023) 'Keeping children safe in education' (KCSIE)

DfE (2019) 'Relationships Education, Relationships and Sex Education (RSE) and Health Education'

DfE (2019) 'School and college security'

DfE (2023) Gender Questioning Children

1.2. This policy will be followed in conjunction with the following school policies and procedures:

Complaints Procedures Policy

Primary Relationships and Health Education Policy

Child Protection and Safeguarding Policy

2. Key roles and responsibilities

2.1. The Academy Council has overall responsibility for the implementation of the school's PSHE Policy.

2.2. The Academy Council has overall responsibility for ensuring that the PSHE Policy, as written, does not discriminate on any grounds, including but not limited to age, disability, gender reassignment, marriage and civil partnership, race, religion or belief, sex, or sexual orientation.

2.3. Mrs Robertson has overall responsibility for reviewing the PSHE Policy annually.

2.4. Mrs Robertson has responsibility for handling complaints regarding this policy, as outlined in the school's Complaints Procedures Policy.

2.5. Mrs Robertson will be responsible for the day-to-day implementation and management of the PSHE Policy.

2.6. Miss Robinson is responsible for liaising with other staff and professional agencies to devise a suitable scheme of work to ensure a comprehensive PSHE education that achieves the aims laid out in this policy.

2.7. The school will consult with parents to ensure that the RSE and relationships education elements of the PSHE curriculum reflect the needs and sensibilities of the wider school community.

2.8. The school will work with parents throughout the year and will ensure that parents are routinely kept informed about their right to withdraw their children from sex education (but not relationships or health education).

2.9. The school ensures that pupils are also involved in the creation of this policy through feedback, suggestion forms and/or class discussions.

3. Aims of the PSHE curriculum

3.1. Pupils will learn to do the following:

Understand what constitutes a healthy lifestyle.

Understand how to stay safe and behave online.

Understand the dangers they may face, both in and around school and beyond, and be provided with the means to keep themselves safe.

Understand the law and consequences of risky behaviours.

Develop responsibility and independence within school which they will take forward into society in their working lives.

Respect other people, in particular, learning to respect the different cultural/ethnic/religious/gendered viewpoints of others in our school community and the wider world.

Understand what constitutes 'socially acceptable' behaviour at school and in society.

Be a constructive member of society.

Understand democracy.

Develop good relationships with peers and adults.

Develop self-confidence, self-esteem and self-worth.

Make positive, informed choices as they make their way through life.

Understand that they have a right to speak up about issues or events, and to respect other's right to do the same.

4. Teaching methods and learning style

4.1. A range of teaching and learning styles are used to teach PSHE.

4.2. Teaching is pupil-led with an emphasis on active learning techniques such as discussion and group work.

4.3. 'Ice-breaker' activities and clear ground rules regarding discussions are put in place to ensure a safe, supportive and positive learning environment. Examples of discussion guidelines include rules such as:

- No crude language.

- No raised voices/shouting.

- No talking over people.

- Show respect for another's views, even when disagreeing with them.

- Keep comments subject-specific, as opposed to personal.

4.4. Pupils learn research and study techniques and can engage in investigations and problem-solving activities.

4.5. All pupils are encouraged to take part in charity work and volunteering, as well as organising school events such as assemblies and open evenings.

4.6. The school uses visiting speakers, such as health workers and the police, to broaden the curriculum and share their real-life experiences. Any such speakers are closely monitored by the class teacher who will use their professional judgement to end a speech if they consider it to contravene any of the aims of this policy or the values of our school.

4.7. The school consults with the local community on matters related to PSHE to ensure that local issues are covered in lessons.

4.8. Pupils' questions, unless inappropriate, are answered respectfully by teachers.

5. Timetabling

5.1. The school uses direct teaching via timetabled lessons.

5.2. PSHE is taught in discrete curriculum time, delivered by teachers or teaching assistants.

5.3. The school ensures cross-curricular learning where appropriate.

5.4. There is an element of PSHE in Wellbeing and the school will ensure that PSHE and the Wellbeing lead work together to ensure that pupils feel comfortable indicating that they may be vulnerable and at risk.

6. Safeguarding, reports of abuse and confidentiality

6.1. Confidentiality

6.2. Confidentiality within the classroom is an important component of relationships, sex and health education, and teachers are expected to respect the confidentiality of their pupils as far as is possible. Teachers will, however, alert the headteacher about any suspicions of inappropriate behaviour or potential abuse as per the school's Child Protection and Safeguarding Policy. Pupils will be fully informed of the school's responsibilities in terms of confidentiality and will be aware of what action may be taken if they choose to report a concern or make a disclosure. Any reports made during lessons, or as a result of the content taught through the curriculum, will be reported to the DSL (Mrs Robertson or Mrs McCarthy) and handled in accordance with the Child Protection and Safeguarding Policy.

6.3. All staff are aware of what constitutes peer-on-peer abuse. This is likely to include, but may not be limited to, the following:

- Bullying (including cyberbullying).

- Physical abuse, e.g. hitting, kicking, hair pulling.

- Sexual violence, e.g. rape, assault by penetration and sexual assault.

- Sexual harassment, e.g. sexual comments, online sexual harassment, jokes. These may be stand-alone or part of a broader pattern of abuse.

- Up skirting (taking a picture under a person's clothes without their awareness, with the intention of viewing their genitals or buttocks to obtain sexual gratification, or cause humiliation, distress or harm.

- Sexting

- Initiation/hazing type violence and rituals.

6.4. All staff are aware of indicators, which may signal that children are at risk from, or are involved with serious violent crime. These may include:

- Increased absence from school, changes in friendships/relationships with older individuals or groups, a significant decline in performance.

- Signs of self-harm or a significant change in wellbeing.

- Signs of assault or unexplained injuries.

- New possessions or unexplained gifts could indicate that children have been approached by, or are involved with, individuals associated with criminal networks or gangs.

6.5. All staff are aware of the associated risks surrounding pupils' involvement in serious crime, and understand measures in place to manage these.

6.6. If staff have concerns regarding a child who may be at risk of or suffering from 'honour-based' violence (HBV) including forced marriage, they will speak to the DSL (or deputy). Where appropriate, they will activate local safeguarding procedures. As highlighted with section 74 of the Serious Crime Act 2015, in cases where FGM appears to have been carried out, teachers must personally report this to the police.

6.7. Staff are aware of KCSIE advice concerning what to do if a pupil informs them that they are being abused or neglected or are witnessing abuse. Staff are also aware of the appropriate levels of confidentiality. This means only involving those deemed necessary, such as the DSL (or deputy) and children's social care. Staff must never promise a child that they will not tell anyone about a report of abuse, as this ultimately may not be in the best interests of the child.

6.8. The school will involve the DSL (or deputy) in anything related to safeguarding. They can potentially provide knowledge of trusted, high quality local resources, links to the police and other agencies, and the knowledge of local issues that may be appropriate to address in lessons.

6.9. Every lesson reinforces that, if pupils have any sensitive/personal issues or wish to talk about any of the issues raised in the lesson; they are aware of how to raise concerns or make reports to their PSHE teacher or another member of staff about this, and how this will be handled. This also includes processes when they have concerns about a friend or peer.

6.10. The school invites external agencies to support the teaching of safeguarding-related subjects – they must agree in advance of the session how the external visitor will deal with safeguarding reports.

6.11. The school is aware that, when teaching new subjects, topics including self-harm and suicide may be raised by pupils. Teachers recognise the risks of encouraging or making suicide seem a more viable options for pupils, and avoid material being instructive rather than preventative. To prevent this, teachers avoid giving instructions or methods of self-harm or suicide and the use of emotive language, videos or images.

Article 34
Governments must protect children from sexual abuse and exploitation.

7. Tailoring PSHE

7.1. The school uses discussions and other pre teaching tasks during initial PSHE lessons to ascertain 'where pupils are' in terms of their knowledge and understanding of various

subjects. The teaching programme will then be adjusted to reflect the composition of the class with regards to this.

7.2. Teaching considers the ability, age, readiness and cultural backgrounds of all young people in the class and will be tailored accordingly.

7.3. Adaptations are made for those for whom English is a second language to ensure that all pupils can fully access PSHE educational provision.

7.4. All pupils with SEND receive PSHE education, with content and delivery tailored to meet their individual needs.

7.5. The school will deliver relationships and health education as part of its timetabled PSHE programme, having due regard to the school's Primary Relationships and Health Education Policy.

8. Programmes of Study

Implementation
While PSHE underpins all areas of our school and curriculum, it is taught in discrete weekly sessions from Nursery to Year 6. However, we are so passionate about the vital role that PSHE plays in supporting our pupils, our school ethos and culture is intrinsically linked to key PSHE principles. We ensure that taught content is fully aligned to the PSHE Association Framework in order to provide our children with a comprehensive and externally ratified coverage. In order to tailor our PSHE content to the needs of our pupils, we combine carefully chosen resources that make up our full PSHE offer.

EYFS
EYFS will primarily use the Development Matters document to develop each child holistically in terms of their personal, social and health development. SCARF will be used as an enhancement to provide extra lesson plans and resources focused on the following areas: Health and Wellbeing, Me and My Relationships, Valuing Difference, Keeping myself Safe, Being my Best, Rights and Responsibilities and Growing and Changing.

Key Stage 1 and Key Stage 2
All of the children in KS1 and KS2 will follow the SCARF scheme for their PSHE lessons. Each class will receive at least 30 minutes of PSHE each week using the SCARF lesson plans and resources. The lesson plans will be tailored to meet the needs of the class and teachers will use their judgement for this depending on the cohort and topic. The SCARF scheme is outlined below.

SCARF (Coram Education)
The PSHE education programme of study is organised into three core themes:
- health and wellbeing
- relationships
- living in the wider world (covering economic wellbeing and careers)

These themes include various topics related to physical and mental health, alcohol and drug education, relationships (and sex) education, economic wellbeing and careers.

We use a spiral curriculum called SCARF: Safety, Caring, Achievement, Resilience, Friendship. SCARF provides a whole-school approach to building these essential foundations – crucial for children to achieve their best, academically and socially.

Children are taught in their classes a weekly lesson from this curriculum half termly themes include:

- Me and My Relationships
- Valuing Difference - includes British Value focus.
- Keeping Myself Safe
- Rights and Responsibilities
- Being my best
- Growing and Changing

Children explore these strands year-on-year, building a toolkit of strategies and knowledge which they apply in scenario-based lessons to give a context that is sympathetic and empathetic to all of the children in our school regardless of their background. This enables the children to explore their understanding of the world by giving them the opportunity to ask questions and share their opinions in a safe and caring environment.

Families and people who care for me

8.1. Pupils will be taught the following:

The importance of families for children when growing up, as they can provide 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 within the school or in the wider world may look different from their own, but those differences should be respected, 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 growing up

That marriage represents a formal and legally recognised commitment between two people which is meant to be lifelong

How to recognise if family relationships are making them feel unhappy or unsafe, and how to seek help or advice from others if needed

Caring friendships

8.2. Pupils will be taught the following:

The importance of friendships in making us feel happy and secure, and how people choose and make friends

The characteristics of friendships, such as mutual respect, truthfulness, trustworthiness, loyalty, kindness, generosity, trust, sharing interests and experiences, and support with problems and difficulties

That healthy friendships are positive and welcoming towards others, and do not make others feel lonely and excluded

That most friendships have ups and downs, which can often be worked through so that the friendship can be repaired or even strengthened, and that resorting to violence is never right

How to recognise who to trust and not to trust, how to judge when a friendship causes them to feel unhappy or uncomfortable, managing conflict, how to manage these situations and how to seek help or advice from others if needed

Respectful relationships

8.3.   Pupils will be taught the following:

The importance of respecting others, even when they differ from them (for example, physically, in character, personality or backgrounds), or make different choices or have different preferences or beliefs

Practical steps they can take in a range of different contexts to improve/support respectful relationships

The conventions of courtesy and manners

The importance of self-respect and how this links to their own happiness

That in schools and in wider society they can expect to be treated with respect by others, and should show this respect to others in return, including those in positions of authority

About different types of bullying (including cyberbullying), the impacts of bullying, responsibilities of bystanders (primarily reporting bullying to an adult) and how to get help

What a stereotype is, and how these can be unfair, negative or destructive

The importance of permission-seeking and giving in relationships with friends, peers and adults

Online relationships

8.4.   Pupils will be taught the following:

That sometimes people behave differently online or pretend to be someone they are not

That the same principles apply to online relationships as face-to-face relationships, including the importance of respect for others online (including when anonymous)

The rules and principles for keeping safe online, recognising 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

    8.5.   Pupils will be taught the following:

What sorts of boundaries are appropriate in friendships with peers and others (including online contexts)

About the concept of privacy and the implications of it from both children and adults; including that it is not always right to keep secrets in relation to being safe

That each person's body belongs to them, and the differences between appropriate and inappropriate/unsafe physical, and other forms of, contact

How to respond safely and appropriately to adults they encounter (in all contexts, including online) whom they do not know

How to recognise and report feeling bad or unsafe around an adult

How to ask for advice or help for themselves or others, and to persist until heard

How to report concerns or abuse, and the vocabulary needed to do so

About the dangers they may face, both in and around school and beyond, and how they can keep themselves safe.

Where to get advice, e.g. family, school, other sources

Mental wellbeing

    8.6.   Pupils will be taught the following:

That mental wellbeing is a normal aspect of daily life, in the same way as physical health

That there is a normal range of emotions (e.g. happiness, sadness, anger, fear, nervousness, surprise) 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 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 wellbeing and happiness

Simple self-care techniques, such as the importance of rest, spending time with family and friends and the benefits of hobbies and interests

Isolation and loneliness can affect children and so 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 wellbeing

Where and how to seek support (including recognising the triggers for seeking support), including whom in the school they should contact if they are worried about their own or someone else's mental wellbeing or ability to control their emotions (including issues arising online)

It is common for people to experience mental ill health. For many of these people, the problems can be resolved if the right support is made available, especially if accessed early enough

Mindfulness practices in KS2 to support mental wellbeing

Understanding Mental Health and Wellbeing

At our school, we are passionate about each child being able to 'shine'. To enable this to happen, each individual needs to feel inspired and empowered. Therefore, we aim to provide the skills and knowledge for them to develop positive mental health, including strategies to support themselves if they are feeling low or anxious. We acknowledge that some children require more help with this than others. Every child can visit our Mental Health and Wellbeing Mentor to discuss their thoughts, feelings and emotions. Through our nurture/pastoral and sporting programmes within school and the deployment of skilled and caring staff, we can provide early intervention to those who need it. If any child has difficulty accessing part of the PSHE curriculum or requires extra support they will have the opportunity to discuss this with our Mental Health and Wellbeing Mentor.

Equality and Accessibility

The school understands its responsibilities in relation to the Equality Act 2010, specifically that it must not unlawfully discriminate against any pupil because of their:

- Age
- Sex or sexual orientation
- Race
- Disability
- Religion or belief
- Gender reassignment
- Pregnancy or maternity
- Marriage or civil partnership

The school is committed to making reasonable adjustments wherever possible to promote accessibility and inclusivity of the curriculum. The school understands that pupils with SEND or other needs (such as those with social, emotional or mental health needs) are entitled to learn about relationships, sex and health education, and the programme will be designed to be inclusive of all pupils. Teachers will understand that they may need to be more explicit and adapt their planning of work and teaching methods in order to appropriately deliver the programme to pupils with SEND or other needs. Provisions under the Equality Act 2010 allow our school to take positive action, where it can be evidenced to be proportionate, to respond to particular disadvantages affecting a group because of a protected characteristic. For example, we could consider taking positive action to support girls if there was evidence that they were being disproportionately subjected to sexual violence of sexual harassment. When deciding whether support is necessary to support pupils with a particular protected characteristic, we will consider our pupils' needs, including the gender and age range of our pupils. In order to foster healthy and respectful peer-to-peer communication and behaviour between boys and girls, the school implements a robust Behavioural Policy, as well as a Child Protection and Safeguarding Policy, which set out expectations of pupils.

Internet safety and harms

8.7.   Pupils will be taught the following:

How the internet acts as an integral part of life for most people, with many benefits

About the benefits of rationing time spent online, the risks of spending excessive time on electronic devices and the impact of positive and negative content online on their own and others' mental and physical wellbeing

How to consider the effect of their online actions on others and know how to recognise and display respectful behaviour online and the importance of keeping personal information private

Why social media, some computer games and online gaming, etc. 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, recognising that information (including that from search engines) is ranked, selected and targeted

Where and how to report concerns and get support concerning issues online

Physical health and fitness

8.8.   Pupils will be taught the following:

The characteristics and mental/physical benefits of leading an active lifestyle

The importance of including 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 leading an inactive lifestyle (including obesity)

How and when to seek support, such as which adults to speak to in school if they have health concerns

Healthy eating

8.9.   Pupils will be taught the following:

What constitutes a healthy diet (including understanding calories and other nutritional content)

The principles of planning/preparing a range of healthy meals

The characteristics of a poor diet and risks associated with unhealthy eating (such as obesity and tooth decay) and other behaviours (such as the impact of alcohol on diet or health)

Drugs, alcohol and tobacco

8.10. Pupils will be taught the following:

The facts about legal/illegal harmful substances and associated risks, including smoking, alcohol use and drug-taking

Article 33

Governments must protect children from the use of illegal drugs.

Health and prevention

8.11. Pupils will be taught the following:

How to recognise early signs of physical illness, such as weight loss or unexplained changes to the body

About safe/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 influence weight, mood and ability to learn

About dental health and the benefits of good oral hygiene and dental flossing, such as 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 allergies, immunisation and vaccination

Basic first aid

8.12. Pupils will be taught the following:

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

8.13. Pupils will be taught the following:

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 and key facts concerning the menstrual cycle

Economic wellbeing and being a responsible citizen

8.14. Pupils will be taught the following:

- How to contribute to the life of the classroom, and how to help create and follow group and class rules

- That everyone has individual needs and the responsibilities to meet them (such as being able to take turns, share, and understand the need to return things that have been borrowed)

- That they belong to various groups and communities such as family and school

- What improves and harms their local, natural and built environments and about some of the ways people look after them

- The different purposes for using money, including concepts of spending and saving, managing money, being a critical consumer and how money comes from different sources

- The role money plays in their lives including how to manage money, keep it safe, make informed choices about spending money and what influences those choices

- How to research, discuss and debate topical issues, problems and events relating to health and wellbeing and offer their recommendations to appropriate people

- Why and how rules and laws that protect themselves and others are made and enforced, why different rules are needed in different situations and how to take part in making and changing rules

- To understand that human rights apply to everyone, and that children have their own special rights set out in the United Nations Declaration of the Rights of the Child

- That universal rights are there to protect everyone and have primacy both over national law and family and community practices

- To know that there are some cultural practices which are against British law and universal human rights, such as FGM

- To realise the consequences of anti-social and aggressive behaviours such as bullying and discrimination of individuals and communities

- That there are different kinds of responsibilities, rights and duties differ at home, school, in the community and towards the environment

- To resolve differences by considering alternatives, seeing and respecting others' points of view, making decisions and explaining choices

- Recognising what being part of a community means, and about the varied institutions that support communities locally and nationally

- To recognise the role of voluntary, community and pressure groups, especially in relation to health and wellbeing

- To appreciate the range of national, regional, religious and ethnic identities in the UK

- To consider the lives of people living in other places, and people with different values and customs

- An initial understanding of the concepts of 'interest', 'loan', 'debt', and 'tax' (e.g. their contribution to society through the payment of VAT)

- That resources can be allocated in different ways and that these economic choices affect individuals, communities and the sustainability of the environment

- About enterprise and the skills that make someone 'enterprising'

- To explore and critique how the media present information

9. British Values

9.1 SCARF provides a robust framework for promoting a positive ethos and values cross the school community, contributing significantly to British Values education. The focus across the three themes of Health and Wellbeing, Relationships and Living in the Wider World foster and develop children's responsibility for their own actions; respect for the actions and beliefs of others; an understanding of how each individual is protected by the rule of law; and how everyone can make a positive contribution to society through the democratic process.

10. Assessment

10.1. The school sets the same high expectations of the quality of pupils' work in PSHE as for other areas of the curriculum. A strong curriculum will build on knowledge pupils have previously acquired, including from other subjects, with regular feedback on their progress.

10.2. Lessons are planned to ensure pupils of differing abilities, including the most able, are suitably challenged. Teaching is assessed, identifying where pupils need extra support or intervention.

10.3. Personal attributes, so central to PSHE education, are arguably the hardest aspects of learning to assess. It is difficult for teachers to accurately assess a pupil's self confidence or sense of their own identity and values. However, pupils themselves will be able to judge, for instance, whether they feel more confident, or have a firmer sense of their own beliefs and opinions than they did before a particular series of lessons. Such personal reflection in PSHE education lessons is essential, so ensuring pupils have time and space within the lessons to reflect on this, either privately or through discussion, is a vital part of the assessment process. Assessing learning in PSHE education must therefore use a combination of teacher assessment and pupil self- and peer assessment.

10.4. It would be inappropriate for assessment in PSHE education to be about grades, or about passing or failing. The model of assessment that is most meaningful in PSHE education is ipsative assessment. Ipsative assessment compares where a pupil is at the end of a lesson or series of lessons against where they were before the lesson(s), in a similar way to an athlete measuring today's performance against their own previous performance. So the benchmark against which progress is measured is the pupil's own starting point, not the performance of others or the requirements of an exam syllabus.

10.5. The children's learning journey in PSHE is assessed holistically as well as each term using the current assessment framework with judgements by class teachers having been informed by the contributions made by children in class discussions and work recorded in their Class Golden Book. PSHE is reported to parents/carers during parents' evening

and on our progress reports via the teacher comment where relationships, health and wellbeing are commented upon. At the end of an academic year, teachers report on each child's progress in PSHE with a summary statement.

10.6. Pupils' knowledge and understanding is assessed through formative assessment methods such as tests, written assignments, discussion groups and quizzes, in order to monitor progress. Please see Appendix 1 for further examples of assessment opportunities.

11. Parental Rights of Withdrawal from RSE

11.1. We recognise that there may be a variety of responses from parents to the teaching of the RSE curriculum. Some parents/carers may not wish the school to give their child any information about the changes that take place during puberty. These parents/carers have the 'right to withdraw' their child from the puberty lessons however we do not encourage this; research shows sex education is best taught by trained educators through a safe and positive learning environment. Parents/carers need to be aware that misconceptions can arise from natural conversations outside of these lessons therefore we advise all children to be present during these lessons. All parents/carers have the 'right to withdraw' their children from the sex education part of the school's RSE programme except the formal RSE elements found in the statutory National Curriculum Science (see section 8 of RSE Policy for further details). If a parent(s)/carer(s) wish to withdraw their child from these lessons, it must be made in writing to the headteacher. Our academy RSE policy is available on the school's website.

12. Monitoring and Review

12.1. This policy will be reviewed by Miss Robinson on an annual basis.

12.2. Any changes to this policy will be communicated to all staff and other interested parties.

12.3. The next scheduled review date for this policy is June 2023.

Appendix 1:

A MODEL FOR ASSESSMENT IN A LESSON OR SERIES OF LESSONS:

Baseline assessment PSHE education covers issues and areas of life which children and young people will be affected by in different ways and at different times. As such we cannot make any assumptions based on pupils' age or year group about their existing knowledge, understanding, attributes, skills, strategies, beliefs and attitudes. So to assess learning and progress effectively, it is important to carry out a baseline assessment before teaching anything new.

As pupils' learning in topics such as healthy eating, online safety, relationships and so on will come from a number of sources, we can only see whether they have made progress in their learning if we have established the knowledge, understanding, attributes, skills, strategies, beliefs and attitudes they had before any new teaching took place. The learning we wish to assess will relate to the pupils' attributes and skills, as well as their knowledge and understanding related to the topic. Pupils' existing knowledge and understanding is often the easiest learning to assess but whilst gauging pupils' existing skills, strategies, attitudes, beliefs and attributes can never be an exact science, there are activities that provide an insight into their starting point.

Wearing my SCARF: End of Unit Assessment – Y6/P7

Child's name _____

Unit	Assessment element	Emerging	Expected	Exceeding	Teacher and child's record of progress (Date)
Me and My Relationships	**Assertiveness**	I can tell you some assertive behaviours.	I can explain bystander behaviour by giving examples of what bystanders do when someone is being bullied.	I know the difference between an active and passive bystander and I can give examples of how these two different behaviours have an impact on a situation where someone is being bullied.	
	Cooperation	I can explain what is meant by compromise.	I can give examples of negotiation and compromise.	I can explain how I can help other people to use	

Unit	Assessment element	Emerging	Expected	Exceeding	Teacher and child's record of progress (Date)
				negotiation and compromise skills, and give positive feedback during tasks needing these skills.	
	Safe/unsafe touches	I can explain what appropriate touch is and give examples.	I can explain what inappropriate touch is and give example.	I know types of touch that are against the law and can suggest ways of getting help if someone experiences inappropriate or illegal touch.	
Valuing Difference	**Recognising and reflecting on prejudice-based bullying**	I can give examples of prejudice-based bullying	I can reflect on and give reasons for why some people show prejudiced behaviour and sometimes bully for this reason.	I can describe how empathy can help people to be more tolerant and understanding of those who are different from them.	
	Understanding Bystander behaviour	I can explain what a 'bystander' is in a bullying situation.	I can explain the difference between a passive bystander and an active bystander and give an example of how active bystanders can help in bullying situations.	I can give some different examples of what bystanders might do and how their behaviour affects a bullying situation. I can give examples of when it might be safe or unsafe to be an active bystander.	
Keeping Myself Safe	**Emotional needs**	I can explain that I have emotional needs as well as physical needs, and give an example of each.	I can explain why emotional needs are as important as physical needs and what might happen if a person doesn't get their emotional needs met.	I can give an example of how I have been able to get one (or more) of my emotional needs met.	
	Staying safe online	I can give some examples of how mobile (smart) phones can be positive (good) or	I can explain some ways of making sure that I keep myself safe when using a mobile phone, including safety around sharing	I can give an example of the law relating to mobile phone use (sharing inappropriate images) and explain	

Unit	Assessment element	Emerging	Expected	Exceeding	Teacher and child's record of progress (Date)
		negative (not so good)	personal information or images, and that there are laws relating to this.	why the law has been made.	
	Drugs: norms and risks (including the law)	I can explain the norms about young people's use of alcohol – that it is steadily decreasing.	I can explain why some people believe that more young people drink alcohol than actually do (misperceive the norm).	I can explain that if young people know the actual norms they are less likely to take part in the risky behaviour (e.g. drinking alcohol).	
Rights and Responsibilities	**Understanding media bias, including social media**	I can explain how people's social media profiles often give a biased view of them	I can explain why people might do this (why they are showing certain aspects of themselves) and how social media can affect how a person feels about themself.	I can give examples of some of the ways that a person can keep healthy in relation to their use of social media, to overcome the pressures that sometimes come with its use.	
	Caring: communities and the environment	I can give some different things that have an impact on the environment. I can explain how groups of people in the community help to do this.	I can explain that what 'environmentally sustainable' living means and give an example of how we can live in a more 'sustainable' way.	I can give examples of some things I do to help the environment and sustainability, and some of the organisations that work to improve this.	
	Earning and saving money	I can say different ways of saving money.	I can explain the advantages and disadvantages of different ways of saving money.	I can explain what the term 'interest' means in relation to money and give examples of advantages and disadvantages of long-term saving (e.g. an ISA).	
Being My Best	**Aspirations and goal setting**	I can tell you about an aspiration and goal I have and one (or more) of the	I can tell you how I can overcome problems and challenges on the way to achieving my goals.	I can give examples of ways that I've overcome challenges and barriers to achieving my goals.	

Unit	Assessment element	Emerging	Expected	Exceeding	Teacher and child's record of progress (Date)
		steps I will need to achieve my goal.			
	Managing risk	I can tell you that risks can be physical or emotional.	I can give examples of an emotional risk and a physical risk.	I can tell you about the things I (and others) can do to reduce or remove risk in different situations.	
Growing and Changing	**Keeping safe**	I can give an example of a secret that can be kept private (confidential).	I can give an example of a secret that should be shared with a trusted adult.	I can offer advice about whether a secret should be kept or shared, and who it should be shared with.	
	Body Image	I can tell you what the word 'puberty' means and give some examples of some of the physical changes associated with it.	I can tell you some emotional changes associated with 'puberty' and how people may feel when their bodies change.	I can suggest ways in which a person can feel better about their body changing and see it in a positive way.	
	Self esteem	I can give an example of something that someone can do or say that can make a person feel good about themselves and something that may make a person feel not so good.	I can give examples of other ways in which the way a person feels about themself can be affected (e.g. images of celebrities).	I can give examples of things that I can do or say to myself that can help me feel good about myself.	