

John Ruskin Primary School and Language Classes

# PSHE Education Policy

Co-ordinator: Hannah Cane

Last review: January 2023

Next review: 2026



**"Be responsible, be fair, stay positive and care"**

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**PSHE Education Policy 2023**



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Date reviewed: 2023

This policy was written by the PSHE education coordinator and was approved by staff and governors. It is reviewed and updated every three years.

**What is PSHE Education?**

Personal, Social, Health and Economic education is a school subject through which pupils develop the knowledge, skills and attributes they need to keep themselves healthy, safe and prepared for life and work. Relationship education is also taught covering the fundamental building blocks and characteristics of positive relationships, with particular reference to friendships, family relationships, and relationships with other peers and adults.

**Aims**

This area of the curriculum aims to promote the spiritual, moral, cultural, mental and physical development of children. It will prepare them for the opportunities, responsibilities and experiences of adult life. It will play a part in raising their self esteem and confidence especially in their relationship with others.

**Rationale**

A PSHE education policy is important in providing a whole school approach. It will support teachers and inform parents and carers. It ensures that our school is meeting the mandatory responsibilities to teach Relationship education and Health education. Most importantly, it shows that our school is committed to delivering PSHE education, so that our children begin to prepare for adult life and to play active roles as citizens.

**Moral Framework**

PSHE education including Relationship education should reflect the moral framework of the school. Our 8 Core Values 'hope, honesty, wisdom, kindness, courage, responsibility, respect, fairness' and School Code 'Be responsible, be fair, stay positive and care' should be evident throughout the teaching of PSHE education.

This policy directly relates to the Health and Safety policy, Relationship and Sex Education policy, Child Protection policy, Anti-bullying policy, Behaviour policy, Drug Education policy, Computing policy and Safe Internet Use policy, Equal Opportunities policy and the School Code.

### **Teaching and learning of PSHE education including Relationship education**

In key stage 1 & 2, teaching and learning of Personal, Social, Health and Economic education (PSHE) including Relationship education will take place through dedicated curriculum time. Each half term, there are two PSHE education weeks dedicated to covering the PSHE education objectives. Being able to spend this quality time on the objectives, not only helps our children to really understand the topics covered, but it also shows that as a school we value the time spent on this subject. In addition, there are links with other curriculum areas such as science, Computing, and RE. There is also a strong cross curricular link with Philosophy 4 Children where the children have the opportunity to discuss and debate a wide variety of PSHE education topics. The children's work and self-evaluation sheets are recorded in their topic books, but due to the nature of this subject, lessons will also be quite practical through discussions and group work, therefore there will not be evidence of all of the objectives in books.

In EYFS, PSHE education is taught as an integral part of topic work and is embedded throughout the curriculum. PSHE is fundamental in the development of the whole child and covered daily through PSED, PD, CLL and UW objectives.

The curriculum will be enhanced by other PSHE activities, school events and the ethos, structures and daily practices of the school. For example, residential experience (year 5), Chatzone, fundraising events, Anti-bullying week, Children's Mental Health week, Aspiration's afternoon, enterprise projects and visitors to the school such as; police/community support officers, road safety officer, fire safety officer and school nurse. Pupils' participation in class assemblies, school council and Junior Travel Ambassadors.

In addition to the PSHE education curriculum, there are half termly assemblies on safety which include Road/Street safety, Fire/firework safety, Safer strangers, Basic First aid, Electrical safety, Sun safety, Water safety; and assemblies on the British Values, topical issues and feelings.

The main elements to the learning of PSHE education are; skills, knowledge and attitudes. There are four main strands of PSHE education to be covered over the year.

They are to:

- develop pupils' confidence and responsibility and make the most of their abilities.
- prepare pupils to play an active role as citizens.
- develop healthy safer lifestyles.

- develop good relationships and respect the differences between people.

PSHE education including Relationship education is divided into three areas; Health and Wellbeing, Relationships and Living in the Wider World and will cover topics such as:

- Healthy lifestyles
- Mental Health
- Ourselves, growing & changing
- Keeping safe including first aid
- Drug alcohol & tobacco
- Families and close positive relationships
- Friendships
- Managing hurtful behaviour and bullying
- Safe relationships
- Respecting self and others
- Shared responsibility
- Communities
- Media and digital literacy
- Economic wellbeing

(See PSHE education curriculum plan)

### **Assessment, monitoring, evaluation and reviewing.**

Assessment in PSHE education should not imply children are failing as people or citizens. It should not be a judgement on the worth, personality or value of the pupil or their family. Pupils' knowledge, understanding and skills will be assessed through pupil self assessment sheets, peer group assessment and teacher assessment. There is no formal assessment.

Class teachers, PSHE education coordinator and SLT are responsible for monitoring and evaluating PSHE education lessons. Ensuring it is age appropriate and there is adequate curriculum coverage. This is carried out by monitoring by SLT and PHSE Education coordinator (as part of the monitoring timetable), planning monitoring by SLT, and monitoring sessions by outside agencies.

### **Working with external agencies.**

Work with external agencies should enhance the PSHE education curriculum including Relationships education. It should be planned and the input should be monitored. Teachers will work alongside visitors when they work in the classroom. External agencies including inviting parents and carers should not be left alone with a class or a group. Any procedures should complement the school's policy and procedures on Child Protection.

## **Confidentiality**

PSHE education covers many complex or sensitive issues, therefore it is vital to create and maintain a safe learning environment for all lessons. A safe learning environment helps the children to share feelings, explore values and attitudes and express opinions and consider those of others without attracting negative feedback. It is good practice to work with the children to establish ground rules about they behave towards each other in discussions and lessons.

PSHE education teachers cannot offer absolute confidentiality and should therefore be clear about the boundaries of their legal and professional roles and responsibilities. Always work within the school's policies on safeguarding and confidentiality (and make sure that the children understand the school's policies on disclosure and confidentiality). Some external agencies are bound by their own professional codes of conduct. Any concerns the staff may have should be discussed with the designated Child Protection Officer.

Issues will be addressed with sensitivity and at a level appropriate to the age group and developmental stage and will take into account any additional SEND needs, in an objective manner, free from personal bias. When confronted by a difficult question, thank the child for their question, give a factual age-appropriate answer when you can, if a child has asked a non-age-appropriate question the teacher should suggest that the child discusses it with an adult at home that the child trusts. Buy time, if need be, and refer to the PSHE education year groups learning intentions if unsure of an appropriate answer. Be prepared with a response such as, 'that's a really good question, it deserves a really good answer. Let me have a think and get back to you.'

## **Resources**

There are many resources for the teaching of PSHE education and these are reviewed and updated every year. We enhance our lessons by using the PSHE Association mental health and drug education lesson plans and resources and the St John's Ambulance first aid lesson plans and resources. For SRE lessons, we follow the Christopher Winter Project lesson plans and resources. The SEAL pack and Citizenship lesson plans are available to support lessons. Children's books and resource books are found in the gold and pink sections of the library. Also, there are boxes with resources in the science room.

**John Ruskin School and Language Classes- Equality Impact  
Assessment Form**  
(covering race, disability, gender, age, religion or belief and sexual orientation)

Complete the sections/questions below and place a tick in the boxes, as appropriate:

**Section 1 - General Information**

1. Title of the policy or practice being assessed:

PSHE education including Relationships and Health Education

2. Aim(s) of the policy or practice being assessed:

To promote the spiritual, moral, cultural, mental and physical development of children.

3. Type of policy or practice being assessed:

☒ Existing

☐ Proposed

4. Department and/or name of person responsible for the policy or practice:

Hannah Cane

5. Which members of our school community are affected/likely to be affected by the policy or practice?

☒ Pupils

☒ Staff

☒ Parents and carers

☒ Governors

☐ School volunteers

☐ Visitors to the school

☐ Wider school community


☐ Other – (please list) \_\_\_\_\_

☐ Not relevant to members of our school community ⇒ **Process Ends** ⇒  
equality impact assessment not required

## Section 2 - Monitoring impact - gathering evidence


6. Do we currently collect or plan to collect any data or information to monitor the impact of the policy or practice on members of our school community (as listed in Q5)?

Tick all that apply:



- ☐ Performance indicators or targets
- ☐ People profiles – eg pupils, staff, governors, visitors, wider school community
- ☐ User satisfaction methods – eg from pupils, parents and carers, staff, governors, visitors, wider school community
- ☐ Consultation methodologies, eg sampling of policies using pupils, parents and governor forums, 1-to-1 meetings with people from diverse groups
- ☒ Collating complaints and compliments
- ☒ Other – (please list). Monitoring planning, lessons and sessions by outside agencies.
- ☐ None 

7. Is the data we collect (or intend to collect) broken down into the following groups?

Tick all that apply:


- ☒ children or people from different ethnic backgrounds
- ☒ disabled children or people
- ☒ boys or girls, men or women, people who identify as transgender
- ☒ people of different ages
- ☒ children or people with different religions or belief
- ☒ children or people who are heterosexual, gay or lesbian
- ☐ None of the above 

8. Do we know, from the data or information collected, if the uptake of any services, benefits or opportunities associated with the policy or practice is generally representative of our school community?

☒ Yes ☐ No ☐  Insufficient evidence to make a judgement 

9. Is there evidence or reason to believe that some groups within our school community may be affected differently by the policy or practice – either adversely or positively?

☒ No – Go to Section 3

☐ No – insufficient evidence to make a judgement–  Go to Section 3

☐ Yes  - these being:

☐ children or people from different ethnic backgrounds

☐ disabled children or people

☐ boys or girls, men or women, people who identify as transgender

☐ people of different ages

☐ children or people with different religions or belief


☐ children or people who are heterosexual, gay, lesbian or bisexual


Give detail of evidence and/or reasons why:

### Section 3 - Anticipating future impact

10. Now consider what the policy or practice is aiming to deliver in the future, how will it do this and how it will impact on groups within our school community? Is there a possibility it may disadvantage or exclude from any groups within our school community? (See Appendix 2 – ‘Equality strands and factors to consider’ as a prompt)

☒ No

☐ Yes 

☐ Not sure 

Please describe any potential issues here:



#### Section 4 - Addressing the red flags:

11. You now need to think about the implications of any red flags triggered during this assessment.

- How straightforward will it be to address the red flag triggers?  
Can you fill any gaps in information by carrying out small consultations (eg 1-to-1s) or surveys? Can you analyse existing data, or collect new data relevant to the policy or practice? Can you amend the policy or practice to address the issues? Decide how the red flag triggers can be best addressed appropriately and reasonably for your school.
- Are these red flags highlighting major gaps in your evidence or understanding which will need more detailed consideration?

Please indicate your conclusions below. This will explain the next steps you need to take.

☒ There are no red flags or issues identified. No further action is required. Go to Section 7 - Completion

☐ The red flags can be easily addressed for example, by collecting and analysing data, amending the policy or practice, or through carrying out small consultations.

Or we have identified an objective, lawful reason to justify the issue(s).

Go to Section 5 - Improvement Actions

☐ Red flags are highlighting major gaps in evidence or issues that will be difficult to address and we need to undertake more evidence gathering.

Go to Section 6 - Additional evidence gathering.

#### Section 5 - Improvement Actions

12. Please describe any actions which you intend to undertake to address any issues which have been highlighted by the EqlA. Then go to Section 7 - Completion.

#### Section 6 - Additional evidence gathering

If your assessment identified complex issues which would be difficult to address, or you had insufficient evidence to make a judgement, you need to undertake an additional evidence gathering process. This is described below:

(a) Gather and analyse relevant additional evidence to address gaps in your

knowledge, enhance understanding of the issues and inform options for addressing these. Additional evidence may include any of the following:

- Involving for example, pupils, staff, parents, carers and governors from different equality groups in discussions about the how the policy or practice may affect them
- Information from specialist staff/in-house expertise, either within school or at Southwark borough council
- Benchmarking with other schools
- Analysing data of take up/use of policy or practice by school community profile groups
- Using results of any school surveys or consultation exercises undertaken in relation to equality
- Research reports on the needs and experiences of diverse groups
- National best practice guidance from, for example from Department for Children, Schools and Families, ([www.dcsf.gov.uk](http://www.dcsf.gov.uk)) or Equalities and Human Rights Commission ([www.equalityhumanrights.com](http://www.equalityhumanrights.com))
- Expert views from organisations representing diverse groups (ie disability/race equality groups; trade unions etc – see Useful Resource Contacts on Southwark schools equality pages for details of contacts)

(c) Use your additional evidence gathering and analysis to develop options for addressing the issues identified, and consulting with relevant management teams/governors where necessary to discuss issues and confirm proposed actions.

(d) Following completion of the above, please confirm the following:

<b>Summary of evidence gathered, including any consultation:</b>
<b>The conclusions and agreed actions:</b>

## Section 7 - Completion

Name and job title:	Hannah Cane – PSHE education coordinator
Names and titles of any other people who assisted with this assessment:	
Date:	Dec 2019
Date of next review:	Dec 2022
<b>When completed, a copy of this form should be saved with the master copy of the</b>	

function/policy for audit purposes.

