



## Brecknock and Torriano Schools Federation PSHE Education Policy 2022-23

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## Table of Contents

1. Purpose of Policy	2
2. Development of the Policy	2
3. Links to Other Policies	3
4. Compliance with Statutory Requirements	3
5. Definition of PSHE and Citizenship	3
6. Why teach PSHE & Citizenship	4
7. An Inclusive Approach through a Moral and Values Framework	5
8. Children with SEND	5
9. Aims of PSHE and Citizenship	5
10. Content of the PSHE and Citizenship	7
11. Where it is taught	8
12. How it is taught	9
13. Safeguarding and Child Protection	10
14. Assessing Pupils' Progress	10
15. Monitoring and Evaluation	11
16. Opportunities to Promote PSHE and Citizenship throughout the school	12
17. Training and support for staff	12
18. Working with Parents/Carers	12
19. Dissemination of the Policy	13
20. Appendix 1: Camden Protocol: Working with External Organisations Checklist	14

### 1. Purpose of the policy

This policy sets out:

- Our approach to integrating statutory Relationships Education and Health Education within a comprehensive PSHE curriculum, in line with non-statutory programmes of study.
- Our overall aims for delivering PSHE
- Our definitions for Relationships Education and Health Education
- Guidance for staff and outside visitors about approaches, organisation and content for our PSHE curriculum
- Information for parents and carers about what is taught and when in PSHE,
- Guidance for monitoring and evaluating PSHE, including arrangements for policy review
- Citizenship

### 2. Policy Development

This policy was developed in consultation with Camden Learning. We have taken account of the;

- Statutory guidance on Relationships Education, RSE and Health Education (DfE Feb 2019)
- Camden's example policy June 2021
- Equality Act 2010 and the Public Sector Equality Duty
- Ofsted Inspection framework with particular reference to safeguarding and the judgement on personal development, behaviour and welfare (Ofsted September 2016)
- Providing fundamental British values as part of SMSC in schools, (DfE November 2014)
- Keeping Children Safe in Education (Updated January 2021)

- The 2006 Education and Inspections Act placed a duty on Governing Bodies 'to promote the wellbeing of pupils at the school'

### 3. Links to other policies

This policy should be read alongside other related policies:

- Behaviour policy
- Relationships, Health and Sex Education policy
- Child Protection and Safeguarding policy
- Online safety policy
- Equalities policy
- Anti-Racist policy
- Food policy

### 4. Compliance with Statutory Requirements

Guidance from the DfE under sections 34 and 35 of the Children and Social Work Act 2017 makes Relationships Education and Health Education statutory in all Primary schools. Our policy complies with the following statutory requirements and recommendations, in delivering our PSHE curriculum:

- Relationships Education is compulsory in all Primary Schools (or those pupils receiving Primary Education) – this includes academies, free schools and independent schools
- Health Education is compulsory in all Primary and Secondary Schools (or those pupils receiving Primary or Secondary Education) – this includes all academies and free schools but not independent schools as PSHE is already statutory in these schools.
- In addition to statutory requirements, the DfE continues to recommend that all primary schools should have a Sex Education programme tailored to the age and the physical and emotional maturity of the pupils.
- As a school we are fully complying with the DfE recommendation to deliver Sex Education beyond statutory Relationships, Science and Health Education requirements.

### 5. Definition of PSHE

PSHE is a planned part of the curriculum that is also reflected in whole school activities and experiences. It brings together the statutory elements of Health Education and Relationships Education, and the non-statutory aspects which include Sex Education not covered by statutory Science, and citizenship

Relationships Education is learning about the physical, social, emotional and legal aspects of human relationships. These include friendships, family life and relationships with other children and adults. Relationships Education supports our children to be happy, healthy and safe in their connections and interactions with others, now and in the future.

Health Education is learning about the characteristics of good physical health and mental wellbeing and the equally important role that each of these play in our everyday lives. It explores the important role that physical health has on our mental health and vice versa. Health Education supports our children to be happy, healthy and safe in their health-related choices and behaviours, both physically and mentally, now and in the future.

Citizenship education provides 'knowledge, skills and understanding' to 'play a full and active part in society' (National Curriculum 2014).

The citizenship curriculum helps children:

- Explore and develop attitudes and values to become informed, active and responsible citizens. develop political literacy and explore social and moral issues,
- Distinguish right from wrong and to make a positive contribution to their local, national and global communities.

It covers rights and respect for rights, democracy, pupil participation in school life, the rule of law, respecting difference and local and global communities and how to prevent prejudice and discrimination.

## 6. Why teach PSHE

We believe that our work on PSHE contributes to our school being a healthy school by enabling children to:

- Make choices to live healthy lives
- Stay safe
- Develop self-esteem and confidence
- Make a positive contribution
- Respect one another
- Make and maintain positive relationships

Our PSHE curriculum enables us to fulfil our statutory duties to:

- Provide a broad and balanced curriculum
- Promote the spiritual, moral, cultural, mental and physical development of pupils at the school, and of society
- Promote the values of democracy, the rule of law, individual liberty and mutual respect and tolerance described by the DfE as fundamental British Values
- Prepare pupils at the school for the opportunities, responsibilities and experiences of later life
- Promote pupil wellbeing and community cohesion
- Safeguard pupils
- Meet the Public Sector Equality Duty to eliminate discrimination, advance equality of the DfE guidance September 2013 on PSHE Education states that "it is an important and necessary part of all pupils' education. All schools should teach PSHE Education, drawing on good practice." It is expected that all schools make provision for PSHE Education."

## 7. An inclusive approach through a moral and values framework

As an inclusive school, we value difference and diversity within our school community and the wider world. As such PSHE is delivered within the context of our school aims, values and moral framework, and equal opportunities policy, taking into account the following considerations:

The school has duties under the Equalities Act, British Values, and the Ofsted framework and must reflect British Law.

- Different faiths, beliefs, cultures and sexual orientation should be tolerated and not be the cause for prejudicial or discriminatory behaviour.
- Respect for ourselves and others helps develop understanding of the need for non-exploitation within relationships.
- We all have rights, duties and responsibilities, we need to know what these are and have the ability to exercise them.
- Children are growing up in a diverse world and will need to be able to work, live and play with people from all backgrounds.
- Some pupils and staff will identify as LGBT+
- Families can include single parent families, LGBT parents, families headed by grandparents, adoptive parents, foster parents/carers amongst other structures
- Some children may have a different structure of support around them (for example: looked after children or young carers).

We believe that pupils should receive comprehensive, balanced and accurate information that relates to their needs. The personal beliefs and attitudes of teachers will not influence the teaching of any elements of PSHE. For example, care is taken to ensure there is no stigmatisation of children based on their different home circumstances when teaching about the importance of marriage, or stable relationships, for family life and bringing up children

In exploring their own feelings and attitudes, and those of peers and the wider society, our pupils are able to develop values on which to base decisions about relationships, health and living in the wider world.

## 8. Children with SEND

As far as is appropriate, pupils with special educational needs should follow the same programme as all other pupils. We recognise this right for all pupils to have access to PSHE education learning which meets their needs. We will ensure that pupils with SEND receive access to PSHE through careful adaptation of lessons to suit all learners.

## 9. Aims of PSHE

This policy outlines our commitment to providing pupils with the knowledge, skills and attributes needed to manage their lives, now and in the future. Delivering a broad and balanced life-skills PSHE curriculum is essential for us in helping our children to stay healthy and safe, while preparing

them to make the most out of school, work and life. Through quality delivery, our PSHE programme aims to develop:

- confident individuals who know and understand how to live safe, happy, healthy, fulfilling lives;
- young people who are able to maintain positive, respectful and healthy relationships, within which they can thrive personally and socially;
- responsible citizens who understand they have rights and responsibilities that help them make a positive contribution to society; and
- successful learners who enjoy overall learning, making progress and achieving success

These aims will be achieved by providing pupils with the knowledge, skills, attitudes and attributes to be able to:

- develop confidence to talk, listen and think about feelings and relationships
- address concerns and correct misunderstandings and be able to protect themselves and ask for help
- develop skills to make and maintain positive relationships
- develop positive attitudes and values and respect differences in opinions
- develop a positive self-image and high self esteem
- gain accurate knowledge and understanding about sexuality and relationships
- develop personal responsibility for one's actions
- know where to get confidential advice and support

We want pupils to gain knowledge and information, explore attitudes and values and develop skills to help them live healthy, safe, fulfilling and responsible lives.

In particular the outcomes of our PSHE and Citizenship scheme of work aim to help our pupils:

- Understand and manage their emotions
- Make and maintain effective relationships
- Value and respect themselves and others
- Get on with one another and not to bully others
- Respect equality and diversity and be sensitive to the needs of others
- Appreciate the range of religious and ethnic identities in the UK
- Contribute to the school and local community
- Be responsible for their behaviour and learning
- Feel confident about themselves and their abilities and be positive about learning
- Make informed decisions that lead to a safe and healthy lifestyle
- Deal with problems positively and know where to get help
- Be resilient and able to resist pressure
- Be assertive and keep themselves safe
- Take responsibility for themselves and the environment around them
- Know the importance of managing money
- Develop enterprising skills
- Understand the importance of rights and respect for rights

Early Years and Foundation Stage (EYFS)

PSHE and Citizenship in Key Stage 1 builds on children's prior experiences in the EYFS where teaching and learning are cross-curricular taking a holistic view of the child's needs.

PSHE and Citizenship links most directly to these three areas of learning and development within the Foundation Stage:

Personal, Social and Emotional Development: Children's personal, social and emotional development (PSED) is crucial for children to lead healthy and happy lives, and is fundamental to their cognitive development.

Physical development: Physical activity is vital in children's all-round development, enabling them to pursue happy, healthy and active lives.

Understanding the world involves guiding children to make sense of their physical world and their community.

## 10. Content of PSHE Lessons

Where relevant we may use health and wellbeing data to inform us about priorities for the school and the views of staff, parents and pupils.

### Statutory content:

Relationships Education (KS 1 & 2: age 5-11 years)

- Families and people who care for me
- Caring Friendships
- Respectful Relationships
- Online Relationships
- Being Safe

Science Curriculum (contributes to Sex Education within RHE)

Key Stage 1 (age 5-7 years)

- Identify, name, draw and label the basic parts of the human body and say which part of the body is associated with each sense
- Notice that animals, including humans, have offspring which grow into adults
- Describe the importance for humans of exercise, eating the right amounts of different types of food, and hygiene

Key Stage 2 (age 7-11 years)

- Describe the life process of reproduction in some plants and animals
- Describe the changes as humans develop to old age
- Recognise that living things produce offspring of the same kind, but normally offspring vary and are not identical to their parents
- recognise the impact of diet, exercise, drugs and lifestyle on the way their bodies function

Health Education (KS1 & 2: age 5-11 years)

- Mental Wellbeing
- Internet Safety and Harms
- Physical Health and Fitness
- Healthy Eating
- Drug, Alcohol and Tobacco

- Health and Prevention
- Basic First Aid
- The Changing Adolescent Body (Puberty)

Non-Statutory Content:

- Living in the Wider World (KS1&2: age 5-11 years)
- Economic Wellbeing
- Being a Responsible Citizen
- Careers

These topics are explored at different levels as relevant to different years.

### Sex Education and the right to withdraw children

In this school we teach some sex education that is in addition to the science national curriculum and sex education is defined as teaching about sexual intercourse in the context of learning about how a baby is made and a basic understanding of pregnancy and how the baby develops. This is taught in Year 6, usually by the class teacher.

We hope that parents and carers will support this important part of children's education and we will make sure that all parents and carers know what we will be teaching and when. However we understand that some parents may want to educate their children about these particular aspects of sex education and parents have the right to request that their child is withdrawn.

*Please view our Relationships, Health and Sex Education Policy for more information about this*

Our scheme of work is based on the Camden Scheme of work which we have adapted to reflect the needs of children at the school.

In order to ensure that the teaching programme reflects the views of pupils we

- consult the school council about what is taught
- involve pupils in evaluating the programme
- assess pupils' prior knowledge before starting some topics to ensure it is relevant to their needs e.g. drug education
- take account of any health-related data available in school or locally as relevant e.g. packed lunch audit, data from the National Child Measurement Programme

## 11. Where PSHE is taught

PSHE is taught through a range of planned opportunities across the curriculum, a weekly lesson and weekly circle time. We also organise themed weeks which are mapped across the curriculum which complement and enrich, but do not replace, our planned PSHE teaching programme.

This is supported and enhanced through opportunities throughout the school that are a valuable contribution which support children's personal and social development e.g. Day for Change, Send my Friend Campaign, Children's Mental Health Week, Anti Bullying Week, Black History Season.

We also promote our aims for PSHE through displays in class throughout the school e.g. showing positive messages about equality and diversity and showing what children are learning in PSHE.



PSHE is also covered by other subjects;

- Science and PE - healthy lifestyles
- English - using stories to consider issues related to relationships and health, as well as discussions about topical issues
- RE - includes many aspects related to relationships, diversity and self-awareness
- Maths - financial capability
- Geography - citizenship work about different communities
- ICT - using databases to collate information about different opinions
- Design Technology - cooking & nutrition – diet for a healthy lifestyle

## 12. How PSHE is taught

All class teachers teach PSHE and where relevant, outside visitors support and enhance the curriculum, such as parents/carers, school nurses, police, fire service, health professionals and theatre in education

All visitors are expected to work within the framework of this PSHE and Citizenship policy and the [Camden protocol for involving outside visitors](#) - see appendix 1. We make the PSHE policy available to visitors and ask them to consider the following questions in preparation:

- What will they offer that the teachers cannot?
- How can the visitor's sessions be integrated into the PSHE programme, rather than a one off?
- What role will teachers play in the classroom?
- How will the sessions be evaluated?

### Teaching methods

Teachers have the same high expectations of pupils learning in PSHE as they would in any other subject and in addition we ensure that:

- When starting a new topic, we find out children's prior knowledge to help plan the teaching.
- Pupils have opportunities to express their views and listen to others and respect different beliefs and views, to research and evaluate information and make informed decisions.
- Through PSHE teachers promote the values of the school and will challenge opinions or behaviours that are prejudicial or discriminatory or are contrary to fundamental British values
- We set ground rules, particularly when teaching sensitive topics such as RE, to ensure that pupils discuss topics with respect and listen to the views of others, as well as ensuring that pupils and staff do not disclose personal information
- We use a wide range of active teaching methods so that pupils are fully engaged in learning, which include providing challenging tasks appropriate to pupils' needs, questioning, and opportunities to reflect on their learning, setting independent learning tasks, encouraging collaborative working and facilitating discussions. We use activities such as debating, drama, role-play, quizzes, web-based activities and stories
- We use a variety of high-quality imaginative resources in our programme. Staff view resources before they are used to ensure that their content is appropriate, relevant and up-to-date, they reflect the diversity of the school and local community, promote positive images and avoid stereotypes e.g. disabled, non-stereotypical gender roles, different families including same sex parents, ethnic, religious and cultural background

- We set ground rules, particularly when teaching sensitive topics, to ensure that pupils discuss topics with respect and listen to the views of others, as well as ensuring that pupils and staff do not disclose personal information
- Through appropriate planning, involvement of support staff, resourcing and grouping and we meet the needs of all pupils, including those with special educational needs
- In Key Stage 2 classes we have an anonymous question box for pupils to raise questions that they may not feel comfortable about raising in class
- We will always seek to answer children's' questions, taking account of their age and maturity and the appropriateness of the question.

### 13. Safeguarding and Child Protection

Teachers cannot promise pupils complete confidentiality. Teachers are clear to pupils what can and can't be kept confidential. If a pupil was to talk to staff about a personal situation, and staff were concerned that they were at risk they will follow the school's child protection procedures.

### 14. Assessing Pupil Progress

We recognise the importance of effective assessment of learning in PSHE and citizenship and use it to inform planning and consolidate or accelerate learning where appropriate. Assessment can also be used to identify vulnerable pupils who may benefit from additional support such as building self-esteem or one to one support. In PSHE we assess

- what knowledge and understanding pupils have gained and its relevance to their lives
- what skills pupils have developed and are able to put into practice
- how pupils' feelings and attitudes have been influenced and changed

Assessment in PSHE education should not be about levels or grades, passing or failing. The model of assessment that is most meaningful in PSHE education is ipsative assessment. Ipsative assessment compares the pupil's results against his or her previous results against their previous performance. 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. This gives us the following model for assessing any learning in PSHE education:

A model for assessment in a series of lessons



### **1 Baseline assessment**

*Carry out a baseline assessment before starting a new 'piece of learning' (which might be a single lesson or series of lessons constituting a 'module' or 'topic').*

### **2 Assessment for Learning (AfL)**

*Build AfL into the lesson(s) to gauge understanding, adapt teaching, promote and maximise learning. Strategies might include building on the baseline assessment, structured questioning, mini-plenaries between activities, feedback and feed forwards.*

### **3 Assessment of Learning (AoL)**

*At the end of the 'piece of learning', measure progress from the starting point (AoL). Use this to evidence progress and inform future teaching.*

We also identify wider needs through surveys e.g.

- Pupil Attitudes to School Survey (PASS)
- Annual Pupil Surveys
- Pupil focus groups
- Camden's Health Related Behaviour Questionnaire (HRBQ)

## 15. Monitoring and Evaluation

### Monitoring

We monitor PSHE through subject reviews, self-evaluation and improvement planning to provide an accurate perspective on how PSHE is being delivered and can be further improved.

The PSHE Lead with responsibility for monitoring, is responsible for the overall monitoring of the quality of PSHE which includes:

- Discussions with children
- Looking at a sample of pupils' work and classroom environment
- Feedback from PSHE lead, class teachers and pupils about what has been covered
- Discussions at staff meetings
- Discussions at governor curriculum meetings
- Learning walks

Our School Improvement Plan includes PSHE and this is monitored.

### Evaluation

We plan opportunities to regularly evaluate PSHE.

Pupils participate in a range of activities including:

- Questions and participatory activities at the end of lessons or units of work e.g. to find out pupils' views about particular activities/resources/lessons
- Questionnaires at the end of some units or as part of an end of year review of PSHE
- Feedback forms/discussions about particular aspects of the teaching e.g. outside visitors, Theatre in Education, peer education
- School council review PSHE

### Teachers

- Complete feedback forms about particular aspects of the teaching e.g. outside visitors, Theatre in Education, peer education

- Have discussions in staff meetings

#### Governors

We have a governor who is responsible for the oversight of PSHE who ensures that effective monitoring and evaluation of the subject is undertaken and identifies areas for development.

### 16. Opportunities to promote PSHE throughout the school

In addition to the taught programme, there are a number of activities that promote our aims and outcomes for PSHE throughout the whole school. We develop pupils' -

1. *Confidence, responsibility and making the most of their abilities* through positive rewards systems, target setting and class responsibilities
2. *Role as active citizens* through school council, playground friends, community projects, buddy systems, peer mentoring, developing class rules/charters, engagement with the Sustainable Development Goals, charity work and consultation on school improvement plan and policies, mock elections, debates, pupil questionnaires
3. *Healthy and safer lifestyles* through the promotion of Walk to School week, Mini Health Champions, Race2Health, the Daily Mile, lunch time clubs, playground games, annual health week and monitoring school meals and packed lunches, Online Safety Stars
4. *Good relationships and respect for differences* between people by celebrating different families, cultures and communities
5. Following a Rights Respecting mandate throughout learning, teaching and in classroom displays

### 17. Training and Support for Staff

Our aim is that teachers are confident to teach all aspects of PSHE, including Relationship and Sex education and other sensitive issues, and we ensure staff access high quality professional development annually on PSHE to keep them updated on relevant issues and to ensure they are confident to teach the full breadth of the curriculum. We participate in training and projects run by the LA and other organisations. New members of staff receive induction training on the teaching of PSHE. Our PSHE Lead attends Camden wide PSHE training and networks.

### 18. Working with parents

Our school sees the personal and social development of pupils as something that is achieved in partnership with parents and carers. We value and extend opportunities for parents and carers to be involved in PSHE through consultation and where appropriate specific input to the curriculum.

We also offer resources and information for parents and carers to support their children in aspects of PSHE e.g. online safety, drug education, healthy eating and organise meeting for parents on RSE and workshops on online safety.

## 19. Dissemination of the policy

The policy is given to all parents and is available on the website. Parents and pupils new to the school are given a copy. It is in the staff handbook, the Governors' handbook and Policy reference file/online.

Any outside contributors involved in PSHE and Citizenship are sent a copy or directed to the website, prior to teaching.

PSHE lead: Rosemary O'Brien and Laura Lien  
Lead Governor: Albyn Leah Hall and Muhammad Abu Naser

## Appendix 1

### Camden Protocol for Working with External Organisations

#### Checklist for Schools

Before engaging the services of an organisation/visitor please ensure that you:

1. have considered the importance of involving a visitor/organisation that complements and enhances the schools planned programme or scheme of work
2. are confident that the visitor/organisation has expertise in the subject they are delivering and the experience and skills in delivering sessions to children and young people (and qualifications where appropriate)
3. have discussed with the visitor how the session fits in with the school's programme/ scheme of work

BEFORE VISIT	✓ when achieved
DBS status of visitor is at the appropriate level and complies with school policy	<input type="checkbox"/>
Aims of the session agreed with the visitor/organisation	<input type="checkbox"/>
Professional boundaries (such as responsibility for class discipline) discussed and agreed with visitor/organisation	<input type="checkbox"/>
Fees (if applicable) discussed and agreed with visitor/organisation	<input type="checkbox"/>
Visitor/organisation made aware of:-	
Number, age and gender ratio of pupils	<input type="checkbox"/>
Background, ethnicity and culture of pupils	<input type="checkbox"/>
Special Education Needs (if applicable)	<input type="checkbox"/>
Copies of relevant school policies made available to visitor/organisation e.g. Sex and Relationship Education, Drug, Alcohol and Tobacco, Anti-Bullying, Confidentiality	<input type="checkbox"/>

Method of evaluation discussed and agreed	<input type="checkbox"/>
Relevant people know of presence and remit of visitor e.g. school reception, Head Teacher, School Health Adviser/Nurse	<input type="checkbox"/>
Pupils informed in advance of the planned activity (if aimed at a specific group reason for their inclusion explained)	<input type="checkbox"/>
Visitor provided with named contact	<input type="checkbox"/>
Meet and greet arrangements organised	<input type="checkbox"/>
Equipment/resource requirements, room layout organised (if applicable)	<input type="checkbox"/>
Relevant staff member (i.e. class teacher) is present during session and responsible for class discipline	<input type="checkbox"/>
Activity meets Health and Safety guidelines	<input type="checkbox"/>
Teachers supporting session clear about purpose and content of session	<input type="checkbox"/>

**AFTER VISIT**

Visitor/organisation thanked for their contribution	<input type="checkbox"/>
Agreed expenses/fees paid (if applicable)	<input type="checkbox"/>
Pupils given time to reflect on what they have learned	<input type="checkbox"/>
Agreed evaluation method of the session undertaken	<input type="checkbox"/>
Pupils share their learning with others (if relevant)	<input type="checkbox"/>