

# **PSHE Policy**

**including Statutory Relationships  
and Sex Education (RSE) and  
Health Education**

## **Oxford Gardens Primary School**



Last review date: September 2022

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2023

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## **1. Philosophy**

At Oxford Gardens Primary School, we see PSHE as being at the centre of the teaching and learning of our pupils. It has a positive influence on the ethos, learning and relationships within the school and therefore receives the full commitment and involvement of the whole school community.

As a school we believe we have an important role to play in the formation of children's attitudes, encouraging a positive and confident view with regard to self and relationships with others. Personal, Social, Health and Economic Education provides the opportunity for all members of the school community to explore and understand their relationship to themselves, to others and the world we live in.

At Oxford Gardens we shape our curriculum to inspire and create learners who are successful, independent, confident, innovative and responsible. We aim to provide a secure and caring atmosphere where moral and spiritual values are developed through the whole curriculum. We believe that by developing the 'whole person' we will enable individuals to lead a rewarding, satisfying and fulfilling life.

PSHE is more than part of the curriculum, it is a way of life for the whole school community.

## **2. Aims**

'Personal, Social, Health and Economic (PSHE) education is an important and necessary part of all pupils' education. All schools should teach PSHE, drawing on good practice, and this expectation is outlined in the introduction to the proposed new National Curriculum.

PSHE is a non-statutory subject. To allow teachers the flexibility to deliver high-quality PSHE we consider it unnecessary to provide new standardised frameworks or programmes of study. PSHE can encompass many areas of study. Teachers are best placed to understand the needs of their pupils and do not need additional central prescription.

However, while we believe that it is for schools to tailor their local PSHE programme to reflect the needs of their pupils, we expect schools to use their PSHE education programme to equip pupils with a sound understanding of risk and with the knowledge and skills necessary to make safe and informed decisions.

Schools should seek to use PSHE education to build, where appropriate, on the statutory content already outlined in the national curriculum, the basic school curriculum and in statutory guidance on: drug education, financial education, Relationships and Sex education (RSE) and the importance of physical activity and diet for a healthy lifestyle'.

### ***National Curriculum guidance on PSHE 2020***

At Oxford Gardens we are striving towards ensuring that all our pupils have the essential knowledge, skills, understanding and attitudes to enable them to achieve in

a changing world. Our aspirations for our children throughout the 21st Century encompass technology and the development of learning communities where education is viewed as a lifelong activity. At Oxford Gardens, high standards of teaching and learning underpin a commitment to success for all, where everyone feels safe, valued and fulfilled.

The key principles of our Learning Culture are as follows:

- Making mistakes is an important aspect of becoming a successful, lifelong learner. All pupils are encouraged to experiment and find solutions.
- We know that we learn in different ways and at different paces, therefore all our achievements are equally valued and celebrated.
- We empower children to deal with their emotions and develop positive communication skills.
- We inspire children to become independent and self-motivated learners.
- Children will have ownership of their learning; they will make their own choices and will help to set their own targets to become lifelong learners.
- Children co-operate positively and constructively, enabling them to work successfully in teams.
- Children appreciate and value being an active part of our diverse school community.
- Technology is an essential part of life in the 21st Century, and we use ICT responsibly to further our learning.
- Children feel confident and secure about taking risks in their learning.
- Children are encouraged to take responsibility to ensure that they become valued citizens in the wider community.
- The Oxford Gardens Team are committed to ensuring that all children give of their best and continually aspire for personal fulfilment and recognition of their achievements throughout their lives as learners.

Through our Learning Culture our aims are:

- To provide every child with learning experiences that will enable them to achieve their potential and lead a fulfilling life.
- To meet the needs of all by considering the differences of gender, ability, ethnicity, cultural, social and religious backgrounds.
- To promote the spiritual, moral, cultural, mental and physical development of pupils.
- To prepare pupils for the opportunities, responsibilities and experiences of adult life.
- To recognise the role of parents and carers as co-educators and promote strong partnerships with families and the wider community.
- To value each member of our school and develop self-esteem, tolerance and caring.
- To develop independence and self-discipline and promote confidence in decision making and communication.

### **3. Policy Development**

This policy was developed by the school governors and PSHE Subject Leads, in consultation with pupils, staff and parents.

#### 4. Links to other School Policies

This policy should be read in conjunction with the following school policies:

- Anti-Bullying Policy
- Behaviour Policy
- Child Protection and Safeguarding Policy
- Confidentiality Policy
- Drugs Policy
- Emotional Health and Well-being Policy
- Equal Opportunities Policy
- Health and Safety Policy
- Inclusion Policy
- Online Safety Policy
- SMSC Policy
- Special Educational Needs Policy

#### 5. 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** will be compulsory in all Primary Schools (or those pupils receiving Primary Education) – this includes academies, free schools and independent schools.
- **Health Education** will be 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 recommendations to deliver Sex Education beyond statutory Relationships, Science and Health Education requirements. Please refer to section 14 below for details. As such we are referring to Relationships Education throughout this policy as Relationships and Sex Education (RSE).

## **6. Purpose of the Policy**

This policy further 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, including Relationships Education, Health Education and Living in the Wider World.
- 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, along with specific information about their involvement with RSE and the right to withdraw.
- Guidance for monitoring and evaluating PSHE, including arrangements for policy review.

## **7. Definitions for Relationship Education and Health Education**

### **Relationships Education:**

“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:**

“Health Education is learning about the characteristics of good physical health and mental well-being 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.”

## **8. Objectives and Organisation of PSHE**

Education in PSHE cannot be confined to a taught programme. Pupils learn above all from the personal relationships and the attitudes they experience in their whole life, in the school, in every part of the curriculum and in every activity. PSHE should be managed and organised according to the following principles:

- It should be progressive and developmental, from the Nursery to Year 6.
- It should be integrated into the whole of the school curriculum, recognising the contribution each area can make.
- It should take into account all aspects of the growth and development of our pupils; spiritually, physically, mentally, emotionally and morally.

Our PSHE curriculum, including Relationships and Sex Education (RSE) and Health Education, is based on The Jigsaw Mindful Approach PSHE scheme of work. This scheme is based on six main strands of learning:

1. Being Me in My World (my place in the community)
2. Celebrating Difference
3. Dreams and Goals
4. Healthy Me
5. Relationships
6. Changing Me

These strands will support the development of the skills, attitudes, values and behaviour which enable the pupils to:

- have a sense of purpose.
- develop self-awareness and positive self-esteem.
- become more mature, independent and self-confident.
- learn to respect the differences between people and cultures.
- learn to keep themselves and others safe.
- develop effective and satisfying relationships.
- make informed choices about their health, lifestyle and environment and help pupils resist peer, social and media pressures where necessary.
- develop their sense of social justice and moral responsibility.
- take more responsibility, both individually and as part of a group, for their own learning and to identify and resist bullying.
- begin to understand that their own choices and behaviour can affect local, national or global issues.
- play an active role as members of the school and citizens in the wider society.
- make the most of their abilities.
- correct misinformation.
- provide a forum where pupils can share their concerns and offer a climate of support where they will be listened to sensitively.

All of these skills will be practised in a variety of contexts relevant to the children's age, ability, gender and culture. Each year group will have different objectives and will ensure progression throughout the Key Stage.

British values are also taught through every lesson and tackling bullying behaviour is addressed and regularly touched upon. The scheme breaks the curriculum into half terms, identifies different areas for each year group and ensures continuity and progression between the Foundation Stage, Key Stage 1 and Key Stage 2, as well as between each age group. In implementing the scheme of work, particular attention has been paid to the concept of the transferable skill; generic skills that we all need to use every day, in order to maintain our relationships, be aware of ourselves and to reduce risk. The transferable skills identified are:

1. Emotional Well-being.
2. Managing Change.
3. Managing Risk.
4. Communication and Participation.
5. Self-Awareness.
6. Relationships and Valuing Difference.

These are delivered within our PSHE curriculum in many ways.

- As taught by the class teacher to the class as a whole.
- Through cross curricular work, particularly RE, Science, History, Geography (covered in the IPC - International Primary Curriculum) and Literacy.
- Through enrichment activities such as assemblies, visits, performances, etc.
- On a daily basis, incidentally when an issue is raised by a pupil or as an incident takes place.
- Through the hidden curriculum - ethos, atmosphere of the school.
- Assemblies and follow-up work in class.
- Through the Healthy Schools Initiative.

The scheme of work is available for all staff on the school system and for all parents and carers on the school website. This includes the curriculum map for PSHE. The activities are planned by each team of teachers, with the co-ordinators helping in an advisory capacity when requested to do so.

## **9. Curriculum Content**

At Oxford Gardens we shape our curriculum to inspire and create learners who are successful, independent, confident, responsible and innovative. In line with the visions and values underpinning our Learning Culture, each Key Stage builds upon knowledge and develops pupils' understanding to enable them to make informed choices, lead confident and healthy independent lives and to become informed, active and responsible citizens.

### **Foundation Stage Targets - PSED**

As outlined through the learning statements and Early Learning Goals in the Early Years Foundation Stage Curriculum, Personal, Social and Emotional Development is covered under the following three headings:

- ELG 06: Self-confidence and self-awareness
- ELG 07: Managing feelings and behaviour
- ELG 08: Making relationships

### **Key Stage 1 Targets – PSHE**

At the end of Key Stage 1 most children should be able:

- To recognise what they like and dislike, what is fair and unfair, and what is right and wrong.



- To share their opinions of things that matter to them and explain their views.
- To recognise, name and deal with their feelings in a positive way.
- To think about themselves, learn from their experiences and recognise what they are good at.
- To know how to make simple choices that improve their health and wellbeing.
- To maintain personal hygiene.
- To know how some diseases spread and can be controlled.
- To understand the process of growing from young to old, and how people's needs change.
- To name the main parts of the body.
- To recognise how their behaviour affects other people.
- To listen to other people and play and work co-operatively.
- To identify and respect the differences and similarities between people.
- To understand that family and friends should care for each other

### **Key Stage 2 Targets – PSHE**

At the end of Key Stage 2 most children should be able:

- To talk and write about their opinions and explain their views on issues that affect themselves and society.
- To recognise their worth as individuals by identifying positive things about themselves and their achievements, seeing their mistakes, making amends and setting personal goals.
- To face new challenges positively by collecting information, looking for help, making responsible choices and taking action.
- To recognise, as they approach puberty, how people's emotions change at that time and how to deal with their feelings towards themselves, their family and others in a positive way.
- To understand how the body changes as they approach puberty.
- To behave responsibly, including sensible road use, and judging what kind of physical contact is acceptable and unacceptable.
- To understand that their actions affect themselves and others, to care about other people's feelings and try to see things from their point of view.
- To be aware of the different types of relationship, including marriage and those between friends and families, and to develop the skills to be effective in relationships.
- To know where individuals, families and groups can get help and support.

### **10. Statutory Content of the PSHE Curriculum**

**Relationships Education (KS1 & KS2: 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 RSE)**

### 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 important 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 & KS2: age 5-11 years)**

- Mental Well-being
- 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)

## **11. Non-Statutory Content of the PSHE Curriculum**

### **Living in the Wider World (KS1 & KS2: age 5-11 years)**

- Economic Well-being
- Being a Responsible Citizen
- Careers

**Sex Education** (Year 6 only – these are the only lessons that parents can withdraw their children from)

- For lessons on Sex Education in Year 6 (please refer to section 14)

## **12. Approaches for Delivering Effective PSHE**

### **Creating a Safe and Supportive Learning Environment**

PSHE often works within pupils' real-life experiences, addressing a range of personal, social, emotional and health issues. A safe, supportive and

respectful learning environment is created by establishing clear ground rules, developed and agreed with all pupils across the school and referred to during PSHE lessons. This helps to secure an atmosphere within which pupils feel able to ask questions and discuss concerns, feelings and sensitive issues.

- **A range of Teaching and Learning Strategies**

A variety of active and interactive teaching and learning methods are used, including circle time, paired and group discussions, brainstorming, drama and role-play, stories and picture books, visual aids and models, ICT, PSHE assemblies and visits from external agencies.

- **Relevant Resources**

Resources are assessed to ensure that they are current, relevant and appropriate to the age and maturity of pupils. They take into account the equality of opportunity through their use of language, cultural attitudes and images and by avoiding stereotyping, racism and extremism.

- **Use of External Organisations**

We work with various external organisations to enhance the delivery of PSHE across our curriculum, bring in specialist knowledge and offer different ways of engaging with our pupils. We work in partnership with all external organisations to ensure that all activities and resources used are delivered in accordance with the aims of this policy and the content of the curriculum. All external contributions are used to compliment the teaching delivered by school staff and to enhance our pupil's learning.

- **Groupings**

The PSHE curriculum is delivered through a variety of whole class lessons and small group work. Where relevant, grouping children according to their sex, to be taught by teachers of the same sex, may be considered.

- **Responding to Pupils' Questions**

Questions from pupils will be answered in an honest, truthful and appropriate manner, in accordance with the school ethos. Sometimes an individual may ask an explicit or difficult question, and these do not have to be answered directly. Staff must use their skill and discretion in these situations, referring to the PSHE Leads or Head Teacher for support. Further to this, no staff or pupil should be expected to answer a personal question. An anonymous question box may also be used during Sex Education lessons and judgement as to which questions are answered will be based on their relevance to the lesson.

- **Meeting the Needs of SEND Pupils**

PSHE lessons must be accessible to all pupils, including those with Special Educational Needs and Disabilities. The SEND Code of Practice outlines the need for schools to prepare children for adulthood. These pupils can be more vulnerable to exploitation and bullying which means that sensitive and age-appropriate Relationships and Sex Education (RSE) and Health Education is an essential part of their learning. We will ensure that our curriculum is accessible to all pupils by using appropriate resources, small group work and providing CPD for teachers.

### **13. Confidentiality and Pastoral Support for Pupils**

During PSHE lessons, pupils may in some way indicate that they are vulnerable or at risk. In these circumstances, or if a question or comment raises an issue of Child Protection, the member of staff will take the matter seriously and deal with it as a matter of urgency. Any information or evidence related to their concerns will be recorded and the Head Teacher/Designated Safeguarding Leads will be informed immediately so that the relevant Child Protection procedures can be followed. All children have self-referral access to the school counsellor should the need arise.

The school will also ensure that pupils know that their confidentiality is respected and they will be made aware of the fact that what they say in PSHE lessons will not be repeated to anyone else unless we suspect that they or someone else may be at risk of harm. In these instances, staff must not offer unconditional confidentiality and reassure the child that their best interests will be maintained. They will be reminded that if confidentiality has to be broken, they will be informed first and supported as appropriate.

#### **14. Specific Issues related to Sex Education, including the Right to Withdraw**

##### **DfE Sex Education Recommendation**

We are fully complying with the Department for Education recommendations for all Primary Schools to have a Sex Education programme tailored to the age and the physical and emotional maturity of the pupils. In addition to Statutory Relationships, Science and Health Education, we have chosen to deliver further lessons in Year 6 which go beyond the Science Curriculum and look at how a baby is made. We feel these lessons are important as they address many of the questions that children have and are taught in the context of healthy adult relationships. A letter is sent to consult parents on which lessons sit within Sex Education and outline the right to withdraw their child from these specific additional lessons, as outlined below.

##### **Definition of Sex Education**

Sex Education is learning about the physical, social, emotional and legal aspects of human sexuality and behaviour, including human reproduction. Aspects of Sex Education are covered in the context of learning about lifecycles in Science.

##### **Engaging Parents/Carers**

The prime responsibility for raising children rests with parents. Schools should therefore recognise that parents are key figures in helping their children to cope with the emotional and physical aspects of growing up and in preparing them for the challenges and responsibilities which maturity brings. The teaching offered by schools should be complimentary and supportive to the role of parents. We wish to build a positive and supporting relationship with the parents of children through mutual understanding, trust and co-operation. In promoting this objective, we:

- Invite parents to read the PSHE Policy, including specific references to our Sex Education provision within PSHE.
- Answer any questions that parents may have about the Sex Education of their child.
- Take seriously any issue that parents raise with teachers or governors about this policy or the arrangements for RSE in the school.

- Inform parents about the best practice known with regard to RSE, so that the teaching in school supports the key messages that parents and carers give to children at home. Through this mutual exchange of knowledge and information, children will benefit from being given consistent messages.

We place the utmost importance on sharing equal and joint responsibility with parents and carers for their children's education, including sexual matters, and as such we do our best to find out from them any religious or cultural views they may have which may affect the Sex Education they wish to be given to their children. We always carefully consider any requests that compromises our Equal Opportunities Policy.

### **The Right to Withdraw from Sex Education**

From September 2020, parents have the right to withdraw their child from Sex Education, but not the right to withdraw their child from any lessons that are in the Statutory Relationships, Science and Health Education Curriculum. In accordance with this, it is made clear to parents of Year 6 children that they can withdraw their children from the additional Sex Education lessons we deliver in Year 6 through the IPC topic 'Growing Up'.

If a parent wishes to withdraw their child from Sex Education, we ask that they discuss it with the PSHE Leads and Head Teacher to be clear about what their child will do when they are withdrawn from the lessons. It is important to note that alternative work will not be given to pupils who are withdrawn from Sex Education.

### **Answering Pupils' Sex Education Questions**

We encourage curiosity in children as it is an important part of their learning and children ask questions related to Sex Education, both inside and outside of lessons. This means that children who are withdrawn from a lesson may also ask a question in relation to Sex Education outside of lesson time. We feel it is important to answer questions honestly, with factual information and in an age-appropriate way. If we have a concern with regards to safeguarding due to the nature of a question, we will follow our safeguarding procedures. We need to be mindful that children who do not have their questions answered may look to other sources of information, such as the internet, which might provide inaccurate information.

## **15. Inclusion**

As an inclusive school we value difference and diversity within our school community and 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:

- 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 and 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 that 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.

## **16. Equal Opportunities**

Our aim is to give all pupils an equal opportunity to access the PSHE curriculum. All children have an entitlement to receive high-quality PSHE Education regardless of physical or mental ability, race, gender and social circumstances.

In a programme of this nature we seek to ensure that teaching and learning:

- Offers accessibility to all pupils.
- Includes an awareness of disability and our multi-cultural environment.
- Recognises the value and responsibilities of both sexes.
- Offers a differentiated programme for children identified with a special educational need.

All children will have access to appropriate resources available in school, which will reflect a multi-cultural society, without stereotyping or discrimination.

## **17. Community Links**

Working in partnership with parents and carers and with the wider school community is an essential element of PSHE. Oxford Gardens sees working with the community as a two-way process whereby the community is used as a resource and the school seeks to contribute to the community. We value working with the parents/carers of our children in different ways. We do this in many ways including informing them about the curriculum, parents evenings, class assemblies where parents are invited, school coffee mornings, volunteer reading scheme, involvement in festivals and celebratory days, involvement within the school day and regular website updates. Parents are encouraged to come into school whenever they are experiencing any problems regarding behaviour or have any concerns. We are also a Gold Rights Respecting School which runs alongside the principles of the PSHE Curriculum and ensures that the children are all aware of their rights and responsibilities as a member of society.

## **18. Monitoring and Assessing PSHE**

Assessment is an integral part of teaching and learning. Its purpose is to highlight success and achievement as well as identify areas of weakness which can then be used to inform the planning of future work. The main way in which we do this is through pupil voice activities and lesson drop-ins. The evidence gathered from this is then used to ensure that the PSHE Curriculum is being covered and that what is being taught meets the age-appropriate needs of the children.

## **19. Roles and Responsibilities**

The PSHE Leads will be responsible for:

- Ensuring the policy and Jigsaw scheme of work are implemented as agreed.
- Keeping up to date with developments in the subject by attending and sharing this information with colleagues.
- Bringing possible development in the subject to the attention of the Head Teacher.
- Sharing expertise and subject knowledge by leading INSETs, workshops and staff meetings.
- Ordering, monitoring and developing resources and keeping them well organised, labelled and accessible.
- Advising colleagues on appropriate planning, teaching methods activities and resources.
- Monitoring teaching within lessons through observations, team teaching, pupil work scrutiny and discussions with those involved.
- Supporting staff to assess pupil progress, in line with the school's assessment procedures.
- Evaluating the programme by assessing the attitudes of pupils, the development of their personal skills and the knowledge and understanding they have gained.

It is the responsibility of the Head Teacher to ensure that both staff and parents are informed about the PSHE policy and that the policy is implemented effectively. It is also the Head Teacher's responsibility to ensure that members of staff are given sufficient training, so that they can teach all aspects of PSHE effectively and handle any difficult issues with sensitivity.

The PSHE Leads will liaise with external agencies regarding the school's PSHE programme and ensure that all adults who work with children are aware of the school policy and work within this framework.

The PSHE Leads monitor this policy on a regular basis and report to the Governors, when requested, on its effectiveness.

## **20. Professional Development**

It is important that staff delivering PSHE work within the values and moral framework of this policy and feel confident, skilled and knowledgeable to deliver effective PSHE.

All staff will be given the opportunity to receive support and development in PSHE. This will be through

- School based INSET related to PSHE.
- Relevant courses held by outside agencies.
- Staff meetings to review current school issues and to make them aware of new initiatives, practices and resources.
- Team-teaching with the PSHE lead if required.

## **21. Dissemination of Policy**

This policy document, having been presented to and agreed by the whole staff and the Governing Body, is available on the school's staff drive for all individual members of the teaching staff. It is also shared on the school website for all other members of the school community.

## **22. Review**

This Policy has been agreed by Staff and Governors of Oxford Gardens Primary School and will be reviewed annually in light of new legislation and/or school developments.

This Policy should be read in conjunction with:

- *Keeping Children Safe in Education (statutory guidance) (2019)*
- *Relationships Education, Relationships and Sex Education (RSE) and Health Education (statutory guidance) (2019)*
- *Respectful School Communities: Self Review and Signposting Tool (a tool to support a whole school approach that promotes respect and discipline) (2018)*
- *Behaviour and Discipline in Schools (advice for schools, including advice for appropriate behaviour between pupils) (2016)*
- *Equality Act 2010 and schools (2010)*
- *SEND code of practice: 0 to 25 years (statutory guidance) (2015)*
- *Alternative Provision (statutory guidance) (2013 – updated 2016)*
- *Mental Health and Behaviour in Schools (advice for schools) (2018)*
- *Preventing and Tackling Bullying (advice for schools, including advice on cyberbullying) (2017)*
- *Sexual violence and sexual harassment between children in schools (advice for schools) (2018)*
- *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) (2014)*