

## **INSPIRING FUTURES PARTNERSHIP TRUST**

### **PERSONAL, SOCIAL, HEALTH and ECONOMICS EDUCATION POLICY** **This includes Relationships Education.**

**PSHE is an entitlement for all children in line with the ethos of Inspiring Futures Partnership Trust. Health and Relationships Education becomes statutory from September 2020, using the DfE's provided curriculum. At Inspiring Futures Partnership Trust, this curriculum forms part of PSHE teaching.**

#### **Introduction**

At Inspiring Futures Partnership Trust we believe PSHE is central to the development of the children in our academies. We aim to help children to learn to recognise their own worth, work well with others and become increasingly responsible for their own learning. Children reflect on their experiences and understand how they are developing personally and socially, tackling many of the spiritual, moral, social and cultural issues that are part of growing up. They will also find out about their responsibilities, rights and duties as a citizen and member of a community. Through the PSHE curriculum we endeavour to ensure topical issues are addressed so that the children are provided with a fair and unbiased opportunity to reflect and form their own judgments. We also incorporate British Values as part of our PSHE lessons and also ensure that this underpins our whole curriculum.

At Inspiring Futures Partnership Trust we believe in the importance of education for the development of the whole child. Personal, Social, Health and Economic education (PSHE) helps to give children the knowledge, skills and understanding they need to lead confident, healthy, independent lives and to become informed, active and responsible citizens. PSHE is deeply embedded across all subjects within the curriculum and all staff members are aware of their responsibility to help prepare our children for the opportunities and challenges of life.

#### **PSHE Curriculum**

We follow the statutory Relationships and Health Education curriculum published by the DfE. We do not use a published scheme, instead planning our own units of work from this curriculum across three themes:

- Family and Friends
- Being Safe in the World
- Healthy Body and Mind

We have made additions to this curriculum to cover additional areas such as economic wellbeing (borrowing and saving for example) and Personal Safety (water and road safety for example) in order to provide a full PSHE curriculum. Planning of PSHE units is led by the statutory objectives in the DfE's curriculum for Health and Relationships Education for all other units and adheres to the Equality Act 2010.

#### **Teaching**

In order for our children to become well-rounded individuals who can empathise and care for others, we try to ensure a variety of learning opportunities. These include cognitive, experiential, collaborative creative and problem-solving approaches. PSHE is primarily taught through a planned curriculum, however the importance and the need for flexibility when responding to the immediate needs of the children is always recognised. Many opportunities for developing PSHE will be provided across the Trust academies, including attending meetings, interacting with adults

and other pupils, taking responsibility for an activity and participating in a variety of Trust and academy events. The children are given wider opportunities to actively participate within the community through charity events and carefully prepared assemblies with external organisations.

We will be sensitive to a range of views while ensuring that pupils always have access to the learning they need to stay safe and healthy, and protect and enforce their human rights. A range of teaching strategies will include including: circle time, discussion, role play, group work, video clips, visitors and trips.

## **Sex Education**

Sex Education is non-statutory at KS1 and KS2. At Inspiring Futures Partnership Trust, we do not teach sex education at primary level, only the statutory relationships and health education.

## **The Right to Withdraw**

Under the new statutory relationships and health education regulations, parents have no legal right to withdraw their child from these lessons. The right to withdraw for Sex Education remains, except for what is taught through the Science National Curriculum.

## **Assessment**

Baseline assessment takes places through questioning and discussion or response to a video or picture prompt for example. Ongoing assessment through discussion and observation takes place across the lessons in a unit. More summative assessment takes place in Assessment week in the final term of the year through simple means as recommended by the PSHE Association, such as mind maps, questionnaires, diamond 9s or storyboards, for example.

## **Equal Opportunities**

The Inspiring Futures Partnership Trust aims to treat all people with integrity, respect and consideration in line with the Equality Act 2010. Teaching will take into account the age, ability, readiness, and cultural backgrounds of children [and those with English as a second language] to ensure that all can fully access PSHE education provision. Particular consideration will be made to ensure that children with Special Educational Needs can access information from the PSHE curriculum, with liaison with the SENDCo.

## **Child Protection**

This policy is informed by our Child Protection Policy. We will ensure that where pupils indicate that they may be vulnerable and at risk, they will get appropriate support through our Child Protection procedures, including working with the DSLs and Learning Mentors.

## **Difficult Questions**

In line with the PSHE Association Guidance, staff should always respond neutrally to a question, ensuring pupils feel safe to ask. They should check they understand the point of the questions and find out what the child is already thinking. Responses should be factual and age-appropriate. When a staff member is unsure, they should respond with *'Thank you that's a really interesting question. I don't know quite how to answer you now, so let me think about it so I can give you a good answer and I will talk to you later.'* This gives you time to form an appropriate response or to consult senior colleagues before responding, if necessary.

## **Safe Learning Environment**

The children should be in a safe learning environment for PSHE lessons with the usual ground rules for the classroom in place. Listening by staff and other pupils is essential to this. It should be understood that it's a non-judgmental place and that while it's okay to disagree with someone, we don't make fun of them or put them down.

Everyone should be open and honest but we don't need to give specific examples with people's names when discussing topics.

Questions are encouraged but it must be clear that they should not be deliberately designed to offend or embarrass someone.

It's understood that what is said in the classroom stays there, unless the teacher is concerned the child is at risk in some way, where they may need to speak to the parents or a DSL.

## **Protocols**

- Staff should be extremely cautious about expressing their own personal views.
- Staff should not use their own personal experiences to explain a concept or idea.
- Staff should not use the personal experiences of a pupil to explain a concept or idea.
- Particular examples should not be taken in isolation and taught separately. For example- teaching a lesson about children who grow up in foster care, rather than looking a variety of different families.
- Distancing techniques should be employed- using stories, fictional characters, video clips etc leading to safe discussion.
- Divisive issues should not be set up as an 'either or' debate activity.
- There must be equality in teaching- girls cannot be taught something that boys are not, for example, although there may be rare instances where it may be considered appropriate to teach them the same content but on separate occasions.
- Anything that raises a safeguarding issue from a pupil in a PSHE lesson should be addressed using the Trust's usual safeguarding procedures as per the Child Protection Policy or a referral to the Learning Mentor as appropriate.

## **Confidentiality Notice**

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