

# St Francis of Assisi Church of England Primary School



## PSHE Policy (Including Wellbeing and Mental Health)

September 2021

The school's Relationships and Health Education policy is to be used alongside this policy.

## PSHE INTENT

The intent of the Personal, Social Health Education (PSHE) curriculum links closely to the whole school curriculum intent and lays foundations which will support children to *'live life in all its fullness'* (John 10:10). Our intent is to provide the children with knowledge and skills which benefit them holistically and enable them to become valued citizens that thrive within our community and the wider world. Therefore, we actively promote a growth mindset culture in the classroom – the belief that we are not innately good or bad at things, but rather that we are in control of our skills and abilities and that, with effort and perseverance, we can change things. Key skills, across the curriculum to support children developing their resilience and emotional wellbeing, are featured throughout PSHE. This is crucial when developing both academic and emotional resilience. Protective factors to reduce the risk of children turning to unhealthy coping mechanisms are integrated into PSHE including good communication skills, good problem-solving skills and healthy coping skills, including healthy responses to moments of crisis.

At St Francis of Assisi Primary School, we want our children to *"Flourish and to gain every opportunity to live fulfilled lives. For Church schools, RSE is about the emotional, social and physical aspects of growing up, healthy relationships, sex, human sexuality and sexual health. It is also about the spiritual and moral aspects of relationships within a context of a Christian vision for the purposes of life"* (Church of England Education office)

The skills and knowledge taught seek to enable children to successfully develop their Health and wellbeing, Relationships and Living in the wider world. We aim to give our children the life-skills that will enable them to embrace and utilise new technology in a socially responsible and safe way in order to flourish. Children are provided with a broad and balanced PSHE curriculum which will motivate them to flourish and allow their light to shine. By teaching children, the skills to look after their emotional and physical health we will provide them with the ability to overcome obstacles and break down barriers. Children can build on their knowledge and gain a deeper understanding of themselves and the world around them, as they mature and progress throughout our school.

Happiness, relaxation techniques, resilience and growth mindset are taught throughout our school, repeatedly at different levels, to develop children's ability to adapt well in the face of adversity. By incorporating British Values, Global Goals, mental health and emotional wellbeing awareness and supporting and embedding the Christian Values in PSHE lessons, St Francis of Assisi Church of England Primary School provides a framework which is beneficial for both children's and society's well-being.

The PSHE skills and knowledge we teach seek to enable children to successfully develop their health and wellbeing, relationships in the context of Living in the wider world. We want to embed the foundational ethic of, *'love your neighbour as yourself'* (Mark 12:31). We aim to give our children the life-skills that will enable them to embrace and utilise new technology in a socially responsible and safe way in order to flourish. Children are provided with a broad and balanced PSHE Education which will motivate them to thrive and allow their light to shine. At St Francis of Assisi Church of England Primary School, we teach children the skills to look after their emotional and physical health, in the wider world; we provide them with the ability to overcome obstacles and break down barriers. Children can build on their knowledge and gain a deeper understanding of themselves and the world around them, as they mature and progress throughout our school, which is a safe and secure Christian environment.

## MENTAL HEALTH AND WELLBEING

At St Francis of Assisi Church of England Primary School, we are committed to supporting the emotional health and wellbeing of both our pupils and staff. We have a supportive and caring ethos, and our approach is respectful and kind, where each individual and contribution is valued. At our school we know that everyone experiences life challenges that can make us vulnerable and at times, anyone may need additional emotional

support. We take the view that mental health (positive and negative) should be talked about openly and that we all have a role to play.

Our Intent for Mental Health and Wellbeing:

- Support children to understand their emotions and feelings better
- Help children feel comfortable sharing any concerns or worries
- Develop children's social skills so they can form and maintain relationships
- Promote self-esteem and ensure children know that they count
- Encourage children to be confident and 'dare to be different'
- Guide children to develop emotional resilience and to manage setbacks

We will create a mentally healthy environment through:

- Promoting our school's Christian values and encouraging a sense of belonging
- Promoting pupil voice and opportunities to participate in decision-making
- Celebrating academic and non-academic achievements
- Providing opportunities for children to develop a sense of worth through taking responsibility for themselves and others
- Providing opportunities to reflect
- Access to appropriate support that meets their needs

Implementation of Mental Health and Wellbeing

The skills, knowledge and understanding needed by our children to keep themselves mentally healthy and safe are included as part of our developmental PSHE curriculum. The specific content of lessons will be determined at times, by the specific needs of the cohort as well as the medium and long term RHE plans. We will always ensure that we teach mental health and emotional wellbeing issues in a safe and sensitive manner. Our school will offer support through targeted approaches for individual pupils, groups of pupils or whole class, which may include circle times, worry monsters, massage, Ten keys to Happiness, mindfulness etc.

To support our parents / carers, we will share ideas about how they can support positive mental health in their children and families, by using popular platforms such as the school Facebook (for activities from Action for Happiness / Anna Freud etc) / website (for policies) and Marvellous Me (for reward badges). We will also keep parents informed about the mental health topics their children are learning about via newsletters and the school's Facebook page.

To support Staff Well Being and Mental Health, we acknowledge the potential impact that work has on an individual's physical and mental health, and that there is a persuasive case, as well as a moral and legal duty for taking steps to promote staff wellbeing as far as reasonably practicable. At St Francis of Assisi Church of England Primary School, we are committed to fostering a culture of co-operation, trust, and mutual respect, where all individuals are treated with fairness and dignity, and can work at their optimum level. We also recognise that work related stress has a negative impact on staff wellbeing, and that it can take many forms and so needs to be carefully analysed and addressed at an organisational level.

We encourage all staff to:

- Treat others they interact with during their work with fairness, consideration, and respect
- Raise concerns with their team leader if they feel there are work issues that are causing them stress and having a negative impact on their wellbeing
- Be liable for their own health and wellbeing as far as is practically possible.
- Take ownership of managing own time and setting personal goals and as appropriate which allows the individual to work effectively in their team and reduce the risk of stress.
- Take responsibility for working effectively in their assigned roles, supporting others as appropriate and helping to avoid causing stress to their colleagues.

Staff are regularly signposted to various mental health support available to them, should they wish to access it.

## STATUTORY REQUIREMENTS

As a primary school, we must deliver Relationships Education and Health Education to all children Year 1 - 6. At St Francis of Assisi Church of England Primary School, we recognise the world has changed. We focus on positive relationships, teach safeguarding, and meet children's needs; our children need to understand the law and have critical thinking. We are committed to all our children being empowered, to grow up happy, healthy and safe.

St Francis of Assisi Church of England Primary School, like all primary schools, must comply with the statutory guidance from the Department for Education issued under Section 80A of the Education Act 2002 and section 403 of the Education Act 1996 – Relationships Education, Relationships and Sex Education (RSE) and Health Education. Appendix 4

This guidance should also be read in conjunction with:

- Keeping Children Safe in Education (statutory guidance)
- Respectful School Communities: Self Review and Signposting Tool (a tool to support a whole school approach that promotes respect and discipline)
- Behaviour and Discipline in Schools (advice for schools, including advice for appropriate behaviour between pupils)
- Equality Act 2010 and schools
- SEND code of practice: 0 to 25 years (statutory guidance)
- Alternative Provision (statutory guidance)
- Mental Health and Behaviour in Schools (advice for schools)
- Preventing and Tackling Bullying (advice for schools, including advice on cyberbullying)
- Sexual violence and sexual harassment between children in schools (advice for schools)
- 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))
- SMSC requirements for independent schools (guidance for independent schools on how they should support pupils' spiritual, moral, social and cultural development)
- National Citizen Service guidance for schools.

At St Francis of Assisi Church of England Primary School, we teach statutory Relationship Education and Health Education, as set out in this policy. Also, see our school's safeguarding policies.

We also undertake to follow the principles in the Church of England Charter for faith sensitive and inclusive relationships education, relationships and sex education (RSE) and health education (RSHE). (Appendix 3)

## NON-STATUTORY REQUIREMENTS

At St Francis of Assisi Church of England Primary School, we also teach non-statutory Living in the Wider World from Year 1-6, as set out in this policy. This is because, living in the wider world is vitally important to a child's personal development and economic wellbeing.

We also teach the "Christian Values – Love Matters", which consists of seven lessons, delivered between years 1 – 6 on: Loving Me; Loving You; Our Wonderful Bodies; How are bodies are different; My family-Those that care for me; How we love and care for ourselves; How we love and care for our friends in Key Stage 1.

Followed by: Making Me; My World, Your World; Changing bodies; Firm Foundations; Marriage; Great expectations; and In need of restoration? In key Stage 2

At St Francis of Assisi, we also deliver safety lessons from Nursery to Year 6, with a focus on, Road Safety; Pedestrian Training (levels 1 & 2); Swimming; Cycle Training (levels 1 & 2).

A further aspect of PSHE, which we teach at St Francis or Growth Mindset lessons from Nursery – Year 6. There are six growth mindset lesson plans for each class. They focus on the key characteristics of growth mindset & effective learning, learning from mistakes / failure / resilience / perseverance / challenge / effort / self-efficacy. These are revisited throughout a child's time in school to develop children's understanding and enable them to become confident, independent learners.

## EYFS

In Nursery and Reception, PSHE is covered through the curriculum strands of:

- Personal, Social & Emotional Development
- People & Communities
- The World
- Speaking
- Health & Social-Care

PSHE is facilitated in EYFS through: In the Moment Planning (for each individual child); Circle Times; Talk Times; Relaxation Times; Worry Monster; Kindness Tree; Reflection Areas; Worship; Class Discussions; and playing in the indoor / outdoor provision with peers and adults.

## POLICY DEVELOPMENT

This policy has been developed in consultation with stakeholders, staff, children, and parents. The consultation and policy development process involved the following steps:

- Review – a member of staff has pulled together all relevant information including relevant national and local guidance.
- Staff consultation – all school staff were given the opportunity to look at the policy and make recommendations.
- Parent / Stakeholder consultation – parents, staff and interested parties were invited to view / discuss the policy and complete a questionnaire.
- Pupil's consultation – we investigated what children want from Relationship Education and Health Education
- Ratification – once amendments were made, the policy was shared with governors and ratified.

## PSHE DEFINITION

What we teach for PSHE at St Francis of Assisi Church of England Primary School, supports children to make informed decisions about wellbeing, health, relationships and living in the wider world in a range of contexts. We want our children to:

- Develop good habits;
- Understand the independence of physical and mental health and decision making;
- Be able to consider the consequences of their behaviour and choices;
- Be able to read challenges and critically analyse their options;
- Manage dilemmas by finding a positive way through while maintaining safety and integrity;
- Know how to access help and take steps to support others.

## PSHE CURRICULUM

Our curriculum is set out in Appendix 1, it may need adapting as and when necessary, depending on current climate (COVID 19). We have developed this curriculum in consultation with parents, pupils and staff, taking into account the age, needs and feelings of pupils.

We will focus on:

- Positive relationships, as well as sex education (taught through the Science curriculum);
- Teach safeguarding and meet children's needs;
- Enable children to understand the law with critical thinking;
- Wanting all our children to be empowered, to grow up happy, healthy and safe.

Both Health Education (Physical Health & Emotional Wellbeing) and Relationships Education, are taught throughout each year group and cover all the Programme of Study learning opportunities for each phase, year 1-6. Alongside these two areas, we also teach 'Living in the Wider World' to compliment them; this is non-statutory but vitally important to a child's personal development and economic wellbeing. There is an overarching question for each half term; these begin in Key Stage 1 as, "What? and Who?" questions and build throughout Key Stage 2 into, "Why? and How?" questions. Teaching builds according to the age and needs of the children throughout the primary phase with suggested developmentally appropriate learning objectives.

### TOPICS COVERED IN PSHE FOR RELATIONSHIPS EDUCATION, HEALTH EDUCATION AND LIVING IN THE WIDER WORLD

Year 1 - What is the same and different about us? Who is special to us? What helps us to stay healthy? What can we do with money? Who helps to keep us safe? How can we look after each other and the world?

Year 2 - What makes a good friend? What is bullying? What jobs do people do? What helps us to stay safe? What helps us grow and stay healthy? How do we recognise our feelings?

Year 3 - How can we be a good friend? What keeps us safe? What are families like? What makes a community? Why should we eat well and look after our teeth? Why should we keep active and sleep well?

Year 4 - What strengths, skills and interests do we have? How do we treat each other with respect? How can we manage our feelings? How will we grow and change? How can our choices make a difference to others and the environment? How can we manage risk in different places?

Year 5 - What makes up a person's identity? What decisions can people make with money? How can we help in an accident or emergency? How can friends communicate safely? How can drugs common to everyday life affect health? What jobs would we like?

Year 6 - How can we keep healthy as we grow? How can the media influence people? What will change as we become more independent? How do friendships change and grow?

See Appendix 1 Long Term Plan on Relationships Education, Health Education and Living in the Wider World for further information.

At St Francis of Assisi Church of England Primary School, our teaching and learning approaches for PSHE include:

- Information, understanding, skills and values education;
- Active and applied learning experiences;

- Lessons that clearly distinguish between fact and opinion and develop skills to critically evaluate fake news;
- How social media sites filter and tailor information to match individuals pre-existing beliefs and attitudes; and that pupils understand the relevant law on any subject taught in Relationships and Health Education.

We teach the Christian Values Context of Relationships Education, through “Love & Sex Matters”. Sex education will be taught through the Science curriculum. See Appendix 1.

PSHE complements several other curriculum subjects at our school, we look for opportunities, draw links between the subjects and integrate teaching where appropriate to ensure we complement the content covered, rather than duplicate it. This is particularly the case for Physical Education, Computing (e.g. sleep, screen time and online safety) Science and Maths (Money).

#### SCIENCE LINKING TO RHE (Relationships and Health Education)

As a primary school, none of our relationship education involves the teaching of sexual intercourse. Our lessons that teach children about their body parts and how their bodies change, are part of the health curriculum and are an essential part of our wider safeguarding curriculum. In our Health Education curriculum, by the end of primary at our school, children will know key facts about puberty and the changing adolescent body, particularly from age 9 to 11, including physical and emotional changes. Children will also know about menstrual wellbeing including the key facts about the menstrual cycle. Parents do not have a right to withdraw their child from Relationships Education and/or Health Education.

In our Science curriculum we teach children in Year 5 to:

- Describe the differences in the life cycles of a mammal, an amphibian, an insect and a bird;
- Describe the life processes of reproduction in some plants and animals;
- Describe the changes as humans develop to an old age;

Pupils should find out about different types of reproduction, including sexual and asexual reproduction in plants, and sexual reproduction in animals. Parents do not have a right to withdraw their child, from the sex elements of the Science curriculum. Relationship Education complements the factual approach to Science to support our children to explore and manage their feelings about this and the law.

#### DELIVERY OF RELATIONSHIP EDUCATION & HEALTH EDUCATION

Our children may ask teachers or other adults questions pertaining to sex or sexuality which go beyond what is set out for Relationships Education. We ensure all our school staff are equipped to handle such questions/situations, through our question and answer script, which details information to ensure children’s questions are answered both consistently and with clarity. Our staff recognise, that often these questions are more sensitively and effectively answered on a one to one basis or in a smaller group as needed. Please see this Handling Difficult Situations script in Appendix 2. We acknowledge the importance of us answering pupil’s questions well, to ensure, that, they do not turn to the internet to find answers to their questions, in case of them viewing inappropriate sources of information.

At St Francis of Assisi Church of England Primary School, we ensure that PSHE, is accessible to all our children, including those with Special Educational Needs and Disabilities (SEND). Learning is instrumental in this, with staff ensuring: Accessibility through high quality teaching that is differentiated and personalised; Additional steps to ensure learning and progress is made, for example through pre-teaching and/or over-teaching; and that language processing difficulties can make abstract concepts such as ‘privacy’ difficult.

We will ensure that the content of PSHE; Relationships Education, Health education and Living in the Wider World, will be accessible to all.

At St Francis of Assisi Church of England Primary School, we promote equality, diversity and inclusion through PSHE. We believe,

*'Our teaching should consistently present diversity and enable young people to successfully live in a context where there are different views and beliefs'*  
**(Anti-abuse curriculum, HfL).**

We ensure we meet all children's needs: giving them access to high quality education for all learners including disadvantaged and vulnerable; eliminating discrimination and advancing equality of opportunity.

*'RSE ... should seek to develop understanding that there are a variety of relationships and family patterns in the modern world'*

**(p.34 Valuing All God's Children, Church of England 2018)**

We support mental health and prevent stigma at our school; by ensuring that all children see people like themselves and families like their own (families might include for example, single parent families, LGBT+ parents, families headed by grandparents, adoptive parents, foster parents, and carers amongst other structures), represented in the curriculum from the Early Years and beyond. We do this through various resources, including story books, puppets and Stonewall posters etc.

*'If any school is not educating pupils to understand the rights of all people to live freely with their sexual orientation or gender identity without discrimination, they would be failing in their duty to prepare their pupils to live in modern Britain'*  
**(p.12 Valuing all God's children).**

## BRITISH VALUES

The DfE have reinforced the need "to create and enforce a clear and rigorous expectation on all schools to promote the fundamental British values of democracy, the rule of law, individual liberty and mutual respect and tolerance of those with different faiths and beliefs". St Francis of Assisi Church of England Primary School will ensure that it actively promotes these fundamental British values (as well as The Prevent Strategy). These values are officially taught through the Religious Education (RE) and Personal Social and Health Education (PSHE) curriculum and are further nurtured through the school's Christian ethos and promotion of spiritual, moral, social, and cultural (SMSC) understanding.

## ROLES & RESPONSIBILITIES

Staff are responsible for:

- Delivering PSHE in a sensitive way
- Modelling a positive attitude to PSHE
- Monitoring progress
- Responding to the needs of individual pupils
- Responding appropriately to parent's questions and concerns regarding PSHE.

The Head Teacher and PSHE leaders (Stephane Robinson & Susie Watt) are responsible for ensuring PSHE is taught consistently across our school. The Head Teacher and Governing Body will approve this policy.

## TRAINING

The Head Teacher, along with the two PSHE leads attended RSHE subject lead training in Church of England schools. Further training notes were then devised for staff / governors and a stake holder focus group.

## MONITORING & REVIEW

The delivery of PSHE is monitored continually by Stephanie Robinson & Susie Watt, through:

- Checking (devising, enhancing & updating) of schemes of learning
- Pupil voice (Inc Questionnaire / Focus Group)
- Parent voice (Inc Questionnaire / Responses to information leaflets and 'Managing Difficult Questions' script)
- Staff voice (Inc Questionnaire)
- Children's development in PSHE is monitored by class teachers, as part of our internal assessment systems (Inc Gold Books)

This policy was written by Stephanie Robinson and will be reviewed by PSHE leads (Stephanie Robinson & Susie Watt) annually. Next Review Date: March 2022.

(Appendix on the following pages below)

## Appendix 1-Relationships Education & Health Education Long Term Plan

HEALTH & WELLBEING (STATUTORY) / RELATIONSHIPS (STATUTORY) THESE TWO AREAS ARE PRIORITY / LIVING IN THE WIDER WORLD (NON-STATUTORY BUT VITALLY IMPORTANT TO A CHILD'S PERSONAL DEVELOPMENT & ECONOMIC WELLBEING) THIS AREA IS LESS PRIORITY.

Please note that teachers can adapt planning to respond to the needs of the children in their class. This is to ensure time is given to teach reactively to the needs of the children and the context of life at the time. If teachers are aware of issues related to PSHE, they have the freedom to react and plan appropriate teaching to deal with the situation. Colour codes indicate cross curricular overlaps/links for **R, E, Science and Computing**.

Early Years	Key Stage 1 (What and Who Questions)		Key Stage 2 (Why and How Questions)			
	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
PSHE is covered through the curriculum strands of:  -Personal, Social & Emotional Development (Making Relationships / Sense of Self / Understanding Emotions)  -Understanding The World (People & Communities / The World / Speaking / Technology)  -Physical Development (Health & Self-Care)	<b>What is the same and different about us?</b>  <b>Who is special to us?</b>  <b>What helps us to stay healthy?</b>  What can we do with money?  Who helps to keep us safe?  How can we look after each other and the world?	<b>What makes a good friend?</b>  What is bullying?  What jobs do people do?  What helps us to stay safe?  <b>What helps us grow and stay healthy?</b>  How do we recognise our feelings?	How can we be a good friend?  What keeps us safe?  What are families like?  <b>What makes a community?</b>  <b>Why should we eat well and look after our teeth?</b>  Why should we keep active and sleep well?	What strengths, skills and interests do we have?  <b>How do we treat each other with respect?</b>  How can we manage our feelings?  <b>How will we grow and change?</b>  <b>How can our choices make a difference to others and the environment?</b>  How can we manage risk in different places?	What makes up a person's identity?  What decisions can people make with money?  How can we help in an accident or emergency?  How can friends communicate safely?  <b>How can drugs common to everyday life affect health?</b>  What jobs would we like?	<b>How can we keep healthy as we grow?</b>  How can the media influence people?  What will change as we become more independent?  How do friendships change and grow?
	KS 1 Christian values; Love & Sex Matters- Lesson 1; Loving me  Lesson 2; Loving you  Lesson 3; Our wonderful bodies	KS 1 Christian values; Love & Sex Matters- Lesson 4; How our bodies are different  Lesson 5; My family-those that care for me  Lesson 6; How we love & care for ourselves  Lesson 7; How we love & care for our friends	KS 2 Christian values; Love & Sex Matters- Lesson 1; Making Me  Lesson 2; My world, your world	KS 2 Christian values; Love & Sex Matters- Lesson 3; Changing bodies	KS 2 Christian values; Love & Sex Matters- Lesson 4; Firm foundations  Lesson 5; Marriage	KS 2 Christian values; Love & Sex Matters- Lesson 7; In need of restoration?  Lesson 8; Summary activities.

### Ongoing: BRITISH VALUES - RESILIENCE & INDEPENDENCE

-RELAXATION: Children learning how to calm themselves down when upset; Breathing techniques in classroom & on playground - In for 7 hold for 7, out for 7; Peer Massage;  
 -MINDFULNESS walks – Promoting the 5 senses; GRATITUDE Attitude – Being reflective and thinking what we are grateful for over last week / last hour / last day  
 -HAPPINESS; 10 KEYS TO HAPPIER LIVING: Giving / Relating / Exercising / Awareness / Trying out / Direction / Resilience / Emotions / Acceptance / Meaning. Display the GREAT DREAM 10 posters in each classroom & draw children's attention to them, discussing each poster's meaning when appropriate to children. Also Worry Monsters & Circle Time / Discussions  
 -GROWTH MINDSET; Use vocab of "lower / higher achievers" to imply children's present performance, as opposed to high / low ability and able / less able which imply permanence. All staff to encourage growth mindset in children (by focusing on achievement / effort and learning orientation, rather than diminishing fixed mindset on ability & performance orientation). Intelligence is not static but something that is expandable and that it's not a case of being clever but the desire of wanting to learn more.

## Handling complex issues safely in the PSHE education classroom

Discussing and teaching about complex or sensitive issues safely is central to best practice in all PSHE teaching, as every topic in PSHE education has the potential to be sensitive for pupils. PSHE teachers should therefore approach all lessons with the assumption that at least one pupil could have direct experience of the topic being discussed, or find it sensitive for another reason and should plan their language use, resources and activities accordingly.

It is vital that pupils are able to have discussions and engage in learning activities in a safe climate of trust, cooperation and support. PSHE education therefore has a key role to play in developing their knowledge, skills and confidence in approaching complex issues and in recognising that attitudes towards these are likely to be influenced by their own values, worldview and interpretation of messages from the media.

Whatever the subject matter, whether you feel it is a sensitive issue or not, following the guidance below will ensure a safe learning and teaching environment for your pupils and for you—allowing you to address any elements of PSHE education with confidence.

### Establishing a safe learning environment

A safe learning environment helps pupils to share feelings, explore values and attitudes, express opinions and consider those of others, without attracting negative feedback. As well as encouraging more open discussion, it also helps to ensure that teachers are not anxious about unexpected disclosures or comments and that pupils are not put on the spot, upset or traumatised.

It is good practice for teachers to:

- work with pupils to establish ground rules about how they will behave towards each other in discussion
- provide opportunities for pupils to discuss issues in small groups as well as sharing views with the whole class
- make boxes available in which pupils can place anonymous questions or concerns
- provide access to balanced information and differing views to help pupils clarify their own opinions (whilst making clear that behaviours such as racism, homophobia, bi-phobia, transphobia, discrimination and bullying are never acceptable in any form)
- be cautious about expressing their own views, bearing in mind that they are in an influential position and must work within the school's values, policies and the law
- be sensitive to the needs and experiences of individuals, as some pupils may have direct experience of some of the issues
- always work within the school's policies on safeguarding and confidentiality (and ensure that pupils understand school policies on disclosure of confidential information and following up concerns in a more appropriate setting outside lessons)
- link PSHE education into the whole-school approach to supporting pupil wellbeing
- make pupils aware of reliable sources of support both inside and outside the school.

Ground rules help to minimise inappropriate and unintended disclosures and comments of a negative nature made towards other pupils; whether intentional or not. They are also paramount to effectively managing discussions that might elicit strong opinions from pupils. To be effective, pupils and teachers need to develop ground rules together and then test them in discussion and group activities, amending them, as necessary. Examples of ground rules include:

- **Openness:** We will be open and honest, but not discuss directly our own or others' personal/private lives. We will discuss examples but will not use names or descriptions which could identify anyone.
- **Keep the conversation in the room:** We feel safe discussing issues and we know that our teacher will not repeat what is said in the classroom unless they are concerned we are at risk, in which case they will follow the school's safeguarding policy.
- **Non-judgmental approach:** It is okay for us to disagree with another person's point of view but we will not judge, make fun of, or put anybody down. We will 'challenge the opinion, not the person'.

- Right to pass: Taking part is important. However, we have the right to pass on answering a question or participating in an activity and we will not put anyone 'on the spot'.
- Make no assumptions: We will not make assumptions about people's values, attitudes, behaviours, identity, life experiences or feelings. We will listen to the other person's point of view respectfully and expect to be listened to ourselves.
- Using appropriate language: We will use correct terms rather than slang terms, as they can be offensive. If we are not sure what the correct term is, we will ask our teacher.
- Asking questions: We are encouraged to ask questions and they are valued by our teacher. However, we do not ask personal questions or anything intended to deliberately try to embarrass someone.
- Seeking help and advice: If we need further help or advice, we know how and where to seek it—both in school and in the community. We will encourage friends to seek help if we think they need it.

## Starting points

Even young children will have some existing knowledge, skills, understanding, beliefs and misconceptions relating to many aspects of PSHE education. They will have been exposed to parental, family, peer, school, media and community views on different issues and they will be aware of a range of related attitudes and values. Finding out pupils' starting points is crucial to ensuring that learning about the issue is pitched appropriately, particularly to tackle any misconceptions held among the group. These can be explored by using baseline assessment activities such as:

- individual, small group or whole class mind-mapping
- 'graffiti' sheets
- 'draw and write' \*
- using photographs or pictures as a stimulus for a brain-storm
- a 'round', where each pupil in turn contributes something they know about a topic.
- quizzes
- attitude continuums
- storyboards to illustrate current strategies for managing a given situation

\* In 'draw and write' pupils are asked to respond spontaneously to an open-ended question by drawing a picture about a particular issue or situation and then writing notes explaining the drawing. For example, ask children to draw healthy person and write around the outside all the things that keep them healthy.

## Distancing techniques

Using distancing techniques such as stories, scenarios, clips from TV programmes or case studies can provide fictional characters and storylines that stimulate discussion whilst 'de-personalising' discussions. This allows pupils to engage more objectively with the lesson content. The following or similar questions can be used to support distanced discussion:

- What is happening to them?
- Why might this be happening?
- How are they feeling? What are they thinking?
- What do other people think of them?
- Who could help them?
- What would you tell them to do if they asked for help?
- What could you say or do to persuade them to act differently?

## Responding to awkward questions

- Thank them for the question and check you have understood what they are asking and what they think the answer is...
- You can use distancing techniques to answer questions e.g. "I read that/ I saw on telly that/research suggests that..."

- You can also “park” questions you can’t answer immediately. Go away, research and come back with answer (if appropriate) or ask class to “Google” it (depending on question!).

Some students may occasionally ask personal questions about your private life – firmly and pleasantly refer them back to your ground rules– that personal lives are not disclosed.

Example: Pupil- ‘Miss when did you get your periods?’

Teacher – ‘Remember that we agreed not to ask any personal questions – that includes me too. Most girls start their periods at around age 10–11.’

- It is very important not to make fun of a student’s question, or allow any other students to do so, as that will make the student asking the question feel silly and less likely to ask questions in the future. Even if it is a comedy question (you will get them!) you need to reinforce to the class that there are no silly questions, and since students are all at different stages of development then peoples questions will all be different but all should be answered equally.
- Buy time if necessary: explain you do not know the answer/are not sure how best to answer and that you will find out more and respond later. Be prepared with a response such as ‘That’s a really interesting question and it deserves a good answer – let me have a think about it (for a minute) / (and get back to you later). Consider whether you need to consult senior colleagues. Is there a potential safeguarding issue?’
- Finally, always answer questions appropriately to the level you are teaching. Don’t be tempted to answer a question above the learning level agreed within the scheme of work for your class. This is true of teaching on most subjects.

Simply reply- you will be learning more about that in KS2/ Year 6 or at secondary school.