



# PSHE Education Policy (September 2021)

Approved by:

Date:

Last reviewed on:

Next review due by:

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## Aims

The aims of personal, social, health and economic (PSHE) education at our school are to:

- To “Inspire tomorrow today ...” by teaching pupils about the social, physical and systematic society that we live in, giving them the ability to flourish and become healthy, well-balanced adults.
- Provide a framework in which sensitive discussions can take place.
- Prepare pupils for puberty and give them an understanding of sexual development and the importance of health and hygiene.
- Help pupils develop feelings of self-respect, confidence, and empathy.
- To teach pupils how to keep themselves healthy, safe, and prepared for life and work in modern Britain.
- Supporting the school ethos of inspiring tomorrow, today ensuring our children are confident, independent resilient adults.

## Statutory Requirements

PSHE is a non-statutory subject. Therefore, there is no set programme of study and PSHE can encompass many elements. Teachers are best placed to understand the needs of their pupils and do not need additional central prescription.

As a maintained primary school, we must provide relationships education to all pupils as per section 34 of the [Children and Social Work Act \(2017\)](#). This has since become a statutory requirement as of September 2020.

We are not required to provide sex education; however, we do provide discrete sex education lessons in KS2 which parents are able to withdraw their children from, but we do need to teach the elements of sex education contained in the science curriculum.

At Claregate Primary School we teach PSHE as set out in this policy.

Documents that inform the school’s PSHE policy include:

- Equality Act 2010
- Education Act (2002)
- Academies Act (2010)

- National Curriculum (2014)
- Children's Act (2004)
- Ofsted's School Inspection Handbook
- Children and Social Work Act (2017)
- Relationships Education, Relationships and Sex Education (RSE) and Health Education Statutory guidance for governing bodies, proprietors, head teachers, principals, senior leadership teams, teachers (Gov.uk)
- 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)
- 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))
- National Citizen Service guidance for schools

## Content and Delivery

### 3.1 What we teach

As stated above, we are required to cover the content for relationships education, and health education, as set out in the statutory guidance (linked to above).

Refer to our relationships education policy for details about what we teach, and how we decide on what to teach, in this subject. This policy along with others relating to curriculum can be found on the school's website ([linked here](#)).

For other aspects of PSHE, including health education, see the 'knowledge map' for more details about what we teach in each year group (appendix A). This can also be found on the school's website linked above.

### 3.2 How we teach it

At Claregate, PSHE is taught once weekly, every other half term. Sessions will discuss the age-appropriate content on the knowledge map and be tailored by teachers towards the children's needs and classroom environment. Where possible, teachers will make strong cross-curricular links to appropriate subjects to cover elements in certain strands, including but not limited to:

- Science
- Computing
- Geography
- Design and Technology (D&T)

- Religious Education (R.E)
- Physical Education (P.E)

PSHE content may also be covered through assemblies either to the whole school or the appropriate key stage.

### Black History Month and the Black Lives Matter Movement

In relation to Claregate's ethos and values of creating an 'inclusive environment' and 'encouraging racial harmony'. Children will celebrate Black History Month and complete a range of activities linked to diversity, prejudice, and discrimination. Consultation with parents regarding teaching content such as Black Lives Matter will be done annually by the PSHE Lead and Senior Management.

### Teaching and Resources

Teaching will be delivered by teachers with supporting materials The PSHE Association and Coram's SCARF as well as a range of others. Most sessions will be discussion based and require children to collaborate, discuss and evaluate from differing viewpoints. Lessons will focus on children acquiring knowledge, key skills and a deep understanding of concepts needed for a successful future. These lessons will be contextualised to fit the children's environment to ensure that children get the most out of each session and understand why the knowledge and skill being taught is useful. Teachers with support from PSHE lead (and others) will be expected to tailor such activities to all children regardless of ability or Special Education Needs (SEN) and/or disability.

At the start of the year, PSHE rules should be discussed and outlined collaboratively between the class teacher and pupils. These rules should form the starting point for all PSHE lessons and be referred to each week. At the end of each session teachers should signpost children to appropriate websites, organisations and resources that can help them with issues they may be dealing with in relation to the lessons content. An open-door policy must be adopted by the class teacher to ensure that children feel comfortable sharing and discussing any potential concerns after lessons.

### Controversial Topics and Difficult Questions

As expected, controversial topics and difficult questions will arise in PSHE lessons. Teachers will be encouraged to answer questions that have age-appropriate answers and will be supported to signpost children to discuss the matter with the people at home.

The following procedure will be followed when faced with a 'difficult question':

1. The teacher will calmly thank the children for his/her question – showing the child that the question is valid and giving the teacher time to think 'on their feet'.
2. The teacher will check the children's pre-existing knowledge on the subject matter by asking questions such as 'What do you think the answer is?'
3. The teacher can choose the answer the question or signpost the child to a discussion with them later and/or the adults at home as in line with this policy.

Each class will have a question box for children to use if they wish to ask private questions. Teachers can then choose whether the question is discussed privately, as a class or 'taken home' by the child to discuss with the adults at home.

Further guidance on handling complex issues safely from the PSHE Association can be found in Appendix B of this policy.

### PSHE in Relation to The Teaching Standards

Teachers are expected to teach children all strands of PSHE including the new statutory requirement of Relationships Education (2020) and not allow their personal beliefs and attitudes to influence this, as according to Part 2 of the Department for Education's Teachers' Standards, 2012 ([linked here](#)). However, teachers can raise any concerns about their ability to teach certain areas of the PSHE curriculum to the subject lead. The lead will support the teacher where possible through potential CPD or INSET training in identified areas, opportunities for team-teaching, opportunities for observation and/or the signposting to reputable resources. Teachers will be discouraged to refuse to teach certain curriculum elements and instead will be supported by the subject lead to feel more confident and experienced in their teaching.

### Assessment

Work will be collated by classes in floor books displaying an educational process and journey the class will have been on. Assessments will be done at the end of each topic using assessment materials such as floor books. They will focus on children's abilities to self-reflect and identify the significance to that which they have learnt. The class teacher will be responsible for ensuring the floor book is up to date and a true reflection of discussions and activities carried out in class. Opportunities for assessment may also come from elsewhere including break-times and lunchtimes where children can be seen applying skills learnt in PSHE such as sharing, empathising, and collaborating in social contexts.

### The Right to Withdraw

Parents do not have the right to withdraw their children from Relationships and Health Education. Parents do have the right to withdraw their children from the non-statutory/non-science components of sex education within RHE. Requests for withdrawal should be put in writing using the form found in Appendix C of this policy and addressed to the headteacher. After discussion with the parents, the headteacher will make the final decision in removing the child from sessions. Alternative work will be given to pupils who are withdrawn from sex education.

At Claregate, we are committed to making clear that sexual violence and sexual harassment are not acceptable, will never be tolerated and are not an inevitable part of growing up. As part of our RHE lessons we will ensure that all pupils learn about healthy relationships, acceptable behaviour, and the right of everyone to equal treatment. We will always ensure that our pupils treat each other well and go on to be respectful and kind adults.

## **Roles and Responsibilities**

### **4.1 The governing board**

The governing board will approve the PSHE policy and hold the headteacher to account for its implementation.

### **4.2 The headteacher**

The headteacher is responsible for ensuring that PSHE is taught consistently across the school.

### **4.3 Staff**

Staff are responsible for:

- Delivering PSHE in a sensitive way
- Ensuring that their own personal beliefs do not influence their teaching
- Creating a safe learning environment built on mutual respect
- Modelling positive attitudes to PSHE
- Monitoring progress
- Responding to the needs of individual pupils and class
- Tailoring sessions to meet the needs of the class

### **4.4 Pupils**

Pupils are expected to engage fully in PSHE and, when discussing issues related to PSHE, treat others with respect and sensitivity.

## **Monitoring Arrangements**

The delivery of PSHE is monitored by the PSHE lead through:

- Planning scrutiny
- Learning walks
- Discussions with pupils
- Assessment outcomes

This policy will be reviewed by The Governing Body, annually. At every review, the policy will be approved by The Full Governing Body.

## **Links with Other Policies**

This policy links to the following policies and procedures that can be found on the Claregate Primary School website:

- Relationships and Health Education Policy (April 2020)
- Safeguarding Policy
- Confidentiality Policy
- E-Safety Policy

## **Appendices**

[Appendix A – Knowledge Map](#)

	Health and Wellbeing	Relationships	Living In the Wider World	Vocabulary
N	<ul style="list-style-type: none"> <li>→ language linked to feelings</li> <li>→ show confidence in new situations</li> <li>→ to name and recognise emotions through stories, songs, pictures</li> <li>→ go to the toilet when reminded</li> <li>→ to wash hands independently</li> <li>→ adults to promote healthy living/lifestyle</li> <li>→ develop ways to promote self-confidence and self esteem</li> </ul>	<ul style="list-style-type: none"> <li>→ play with another child</li> <li>→ play collaboratively with peers and/or adults</li> <li>→ secure relationship with key adult</li> <li>→ separate from main carer on entry</li> <li>→ play alongside others</li> <li>→ more confident with unfamiliar adults</li> <li>→ show more confidence in new settings</li> <li>→ recognise conflict and learn strategies to resolve with adult support</li> <li>→ begin to consider how others feel</li> <li>→ awareness of boundaries</li> <li>→ discussion of similarities and differences</li> <li>→ resources to reflect diversity</li> <li>→ showing interest in discussing their families and others</li> </ul>	<ul style="list-style-type: none"> <li>→ knowing they are part of a class and part of Claregate Primary School</li> <li>→ begin to follow rules and routines</li> <li>→ have an awareness of the rules for certain areas of the classroom (outdoor area etc.)</li> <li>→ know who to go to when there is a problem</li> <li>→ to discuss likes and dislikes</li> <li>→ regular visits from people with different occupations</li> <li>→ participate in school-based community events</li> </ul>	
Rec	<ul style="list-style-type: none"> <li>→ showing an awareness of personal needs and communicating these to an adult</li> <li>→ try new things</li> <li>→ use the toilet independently (washing hands unprompted)</li> <li>→ understand the importance of fruit and milk in a healthy lifestyle</li> <li>→ recognise feelings and begin to regulate with adult support</li> <li>→ create a healthy plate (with adult support)</li> <li>→ recognise other people's feelings and begin to show support/empathy (adult prompted if needed)</li> <li>→ become resilient to challenge and change (in and out of school)</li> <li>→ select and shop for a healthy snack for class (online ordering)</li> <li>→ self-regulate without adult support</li> </ul>	<ul style="list-style-type: none"> <li>→ discuss why active listening is important</li> <li>→ to listen on the carpet (following two step instructions – prompted)</li> <li>→ begin talking about families and activities they do together</li> <li>→ have an awareness of who is in their family</li> <li>→ begin to show an awareness of family traditions and activities</li> <li>→ understand that others have different likes/dislikes</li> <li>→ positive attachment to adult and setting</li> <li>→ respond appropriately with comments/actions</li> <li>→ to know that other people have different ideas</li> <li>→ choose strategies (with adult support) to resolve conflict</li> </ul>	<ul style="list-style-type: none"> <li>→ to discuss likes and dislikes</li> <li>→ know that the setting has rules</li> <li>→ behave accordingly</li> <li>→ understanding the rules of EYFS and why they keep us safe</li> <li>→ demonstrating safe usage of equipment in EYFS</li> <li>→ to zip/fasten coat</li> <li>→ know what is right from wrong</li> <li>→ dress themselves for forest school</li> <li>→ to share ideas and resources</li> <li>→ have an awareness of own community</li> <li>→ move freely inside and outside the classroom (avoiding risks)</li> <li>→ road safety</li> <li>→ water safety</li> <li>→ fire safety</li> <li>→ meet people from the community</li> </ul>	

	<ul style="list-style-type: none"> <li>→ set goals knowing their needs may not be met instantly</li> <li>→ describe themselves positively and identify future development points</li> <li>→ recognise the importance of health</li> <li>→ personal hygiene</li> <li>→ screen time, brushing teeth, sleeping habits</li> </ul>	<ul style="list-style-type: none"> <li>→ know that they can approach an adult when needed</li> <li>→ recognise they are unique and no one else is like them</li> <li>→ listen to the viewpoints of others even if it doesn't match their thinking</li> <li>→ find a compromise</li> <li>→ talk freely about home and community</li> <li>→ ask questions about other children's families</li> <li>→ discuss the Fundamental British Values</li> </ul>	<ul style="list-style-type: none"> <li>→ have an awareness/appreciation for people's jobs</li> <li>→ share stories from different cultures</li> <li>→ look at different countries in the world (weather, food, artists)</li> </ul>	
Year 1	<ul style="list-style-type: none"> <li>→ identify ways of keeping ourselves healthy, including food and exercise, hygiene routines and sun safety</li> <li>→ recognise what makes us unique and special</li> <li>→ knowing about how they feel</li> <li>→ managing when things go wrong</li> <li>→ recognising how rules and age restrictions help us</li> <li>→ keeping safe online</li> <li>→ identify, name, draw and label the basic parts of the human body and say which part of the body is associated with each sense.</li> <li>→ the benefits of physical exercise and time spent outdoors on mental wellbeing</li> </ul>	<ul style="list-style-type: none"> <li>→ identify the roles of different people in families</li> <li>→ know that families are a source of love, security, and stability</li> <li>→ recognise the importance of feeling cared for</li> <li>→ recognise the importance of privacy, staying safe and seeking permission (consent)</li> <li>→ understand how behaviour affects others.</li> <li>→ how to be polite and respectful</li> <li>→ characteristics of friendship</li> <li>→ conventions of courtesy and manners</li> <li>→ the importance of treating everyone equally</li> </ul>	<ul style="list-style-type: none"> <li>→ the understand what rules are</li> <li>→ recognise how we can care for others needs and why it is important</li> <li>→ identify ways of using the internet and digital devices</li> <li>→ the importance of communicating</li> <li>→ identify personal strengths and interests</li> <li>→ recognise jobs in the local community</li> <li>→ identify rules and principles for keeping safe online</li> </ul>	VOCABULARY TO BE CONFIRMED BY GOVERNORS OCTOBER 2021
Year 2	<ul style="list-style-type: none"> <li>→ recognise that sleep is important</li> <li>→ the role of medicine in keeping us healthy</li> <li>→ mouth hygiene</li> <li>→ managing feelings</li> <li>→ knowing who to ask for help</li> <li>→ growing older (maturity)</li> <li>→ naming body parts</li> <li>→ transition to new class or year group</li> <li>→ describe the importance for humans of exercise, eating the right amounts of different types of food, and hygiene.</li> <li>→ the characteristics of an unhealthy lifestyle</li> <li>→ recognise that mental health is just as important as physical health and is a normal part of everyday life</li> </ul>	<ul style="list-style-type: none"> <li>→ recognise ways of making friends</li> <li>→ characteristics of friendship</li> <li>→ identify and explain the feeling of loneliness</li> <li>→ knowing who to find and seek help from when needed</li> <li>→ knowing when to keep a secret and why</li> <li>→ strategies to resist pressure</li> <li>→ recognising hurtful behaviour (the importance of consent)</li> <li>→ recognising similarities and differences between families, people etc.</li> <li>→ conventions of courtesy and manners</li> <li>→ playing and working cooperatively</li> <li>→ sharing and respecting opinions</li> <li>→ the importance of treating everyone</li> </ul>	<ul style="list-style-type: none"> <li>→ belonging to a group</li> <li>→ roles and responsibilities of members in society (close adults and members of the community)</li> <li>→ being the same and being different</li> <li>→ different communities</li> <li>→ the use of the internet in everyday life</li> <li>→ identifying types of content online</li> <li>→ knowing what money is (as a currency)</li> <li>→ identifying personal needs and wants</li> <li>→ looking after money (saving/being responsible)</li> <li>→ identify rules and principles for keeping safe online</li> </ul>	VOCABULARY TO BE CONFIRMED BY GOVERNORS OCTOBER 2021



	<ul style="list-style-type: none"> <li>→notice that animals, including humans, have offspring which grow into adults</li> <li>→what to do in an emergency</li> <li>→safety in different environments</li> <li>→safety at home</li> <li>→personal hygiene in relation to viruses and bacteria</li> </ul>	equally		
Year 3	<ul style="list-style-type: none"> <li>→ health choices and habits</li> <li>→ what affects feelings</li> <li>→ expressing feelings</li> <li>→ identifying personal strengths and recognising achievements</li> <li>→ managing and reframing setbacks</li> <li>→ identifying risks and hazards in the local environment</li> <li>→ being aware of risks and hazards in unfamiliar places</li> <li>→ identify that human and some other animals have skeletons and muscles for support, protection, and movement</li> <li>→ the benefits of physical exercise and time spent outdoors on mental wellbeing</li> <li>→ recognising early signs of illness</li> <li>→ personal hygiene in relation to viruses and bacteria</li> </ul>	<ul style="list-style-type: none"> <li>→ different types of families</li> <li>→ features of family life (stability and care)</li> <li>→ know that families are a source of love, security, and stability</li> <li>→ how to recognise if family relationships are making them feel unhappy and unsafe and how to seek help or advice from others</li> <li>→ the importance of personal boundaries (consent)</li> <li>→ safely responding to others</li> <li>→ characteristics of friendships</li> <li>→ the impact of hurtful behaviour (bullying)</li> <li>→ recognising and modelling respectful behaviours</li> <li>→ the importance of self-respect</li> <li>→ the need to be courteous and polite (online and in person)</li> <li>→ identifying trusted adults</li> <li>→ conventions of courtesy and manners</li> <li>→ the importance of treating everyone equally</li> </ul>	<ul style="list-style-type: none"> <li>→the value of rules and laws</li> <li>→rights and freedoms</li> <li>→responsibilities</li> <li>→how the internet is used</li> <li>→assessing information online (is the information provided by a website accurate?)</li> <li>→identify different jobs and the required skills</li> <li>→address job stereotypes</li> <li>→setting personal goals</li> <li>→identify rules and principles for keeping safe online</li> <li>→how to respond to adults they do not know</li> </ul>	VOCABULARY TO BE CONFIRMED BY GOVERNORS OCTOBER 2021
Year 4	<ul style="list-style-type: none"> <li>→the importance of maintaining a balanced lifestyle</li> <li>→the importance of oral hygiene and dental care</li> <li>→the physical and emotional changes in puberty</li> <li>→naming external genitalia</li> <li>→recalling personal hygiene routines</li> <li>→support with puberty (periods)</li> <li>→using medicines and household products safely</li> <li>→drugs common to everyday life</li> <li>→substance misuse and the law</li> <li>→the average length of a period (girls)</li> </ul>	<ul style="list-style-type: none"> <li>→features of family life (stability and care)</li> <li>→how to create and maintain positive friendships</li> <li>→the importance of communicating positively online</li> <li>→responding to hurtful behaviour (the importance of consent)</li> <li>→knowing how and when to maintain confidentiality</li> <li>→respecting similarities and differences in opinion, appearance, culture, and belief</li> <li>→how to discuss difference sensitively</li> <li>→identifying trusted adults</li> <li>→conventions of courtesy and manners</li> </ul>	<ul style="list-style-type: none"> <li>→what makes a community</li> <li>→shared responsibilities in the community and in our own fields of influence</li> <li>→recognise that data can be shared and used by external parties and explain why (with reference to relevant law)</li> <li>→recognising the risks of being online</li> <li>→know that sometimes people behave differently online (pretending to be someone they are not)</li> <li>→show an awareness of the risks associated with people they have never met.</li> <li>→money decision making</li> </ul>	VOCABULARY TO BE CONFIRMED BY GOVERNORS OCTOBER 2021

	<ul style="list-style-type: none"> <li>→recognise the range of menstrual products available in stores</li> <li>→the implications of menstruation on emotional and physical health</li> <li>→discussing the importance of preparing for and managing menstruation.</li> <li>→the impact of isolation and loneliness</li> <li>→recognising that it is common for people to experience ill mental health</li> <li>→the impact of trolling, harassment and bullying online on mental health</li> <li>→the risks associated with an inactive lifestyle</li> <li>→key facts about puberty including physical and emotional changes</li> </ul>	<ul style="list-style-type: none"> <li>→understand that each person's body belongs to themselves</li> <li>→how to report concerns/abuse both in and out of school (and recognising the confidence needed to do so)</li> <li>→the importance of treating everyone equally (with reference to the zero-tolerance approach to peer-on-peer abuse/harassment)</li> </ul>	<ul style="list-style-type: none"> <li>→using and keeping money safe</li> <li>→identify rules and principles for keeping safe online</li> <li>→how to respond to adults they do not know</li> </ul>	
Year 5	<ul style="list-style-type: none"> <li>→the importance of practising healthy sleeping habits</li> <li>→sun safety</li> <li>→information about the safe and correct use of medicines</li> <li>→information on vaccinations, immunisations, and allergies</li> <li>→defining and identifying a personal identity</li> <li>→recognising and reflecting on individuality</li> <li>→identifying different personal qualities</li> <li>→what is mental wellbeing</li> <li>→strategies to promote mental wellbeing (where to seek support and advice where needed)</li> <li>→keeping safe in different situations</li> <li>→how to make a clear and efficient call to emergency services if necessary</li> <li>→first aid</li> <li>→recognising early signs of illness</li> <li>→FGM and the law</li> <li>→describe the life process of reproduction in some plants and animals.</li> <li>→describe the changes as humans develop to old age.</li> <li>→the impact of isolation and loneliness</li> <li>→the risks associated with an inactive lifestyle</li> <li>→recognising that it is common for people to experience ill mental health</li> <li>→the impact of trolling, harassment and bullying online on mental health</li> </ul>	<ul style="list-style-type: none"> <li>→managing friendships</li> <li>→recognising the difference between positive and negative peer influence (how to resist negative peer influence if needed)</li> <li>→appropriate physical contact and feeling safe (with reference to consent)</li> <li>→responding respectfully to a wide range of people</li> <li>→recognising prejudice and discrimination (against the protected characteristics)</li> <li>→conventions of courtesy and manners</li> <li>→understand that each person's body belongs to themselves</li> <li>→how to report concerns/abuse both in and out of school (and recognising the confidence needed to do so)</li> <li>→the importance of treating everyone equally (with reference to the zero-tolerance approach to peer-on-peer abuse/harassment)</li> </ul>	<ul style="list-style-type: none"> <li>→the need to protect the environment</li> <li>→the importance of showing compassion towards others</li> <li>→how information online is targeted</li> <li>→identifying the different types of media</li> <li>→the role of the media and its impact</li> <li>→identifying potential job interests and aspirations</li> <li>→recognising influences in career choices</li> <li>→workplace stereotypes and their harmful nature</li> <li>→identify rules and principles for keeping safe online</li> <li>→how to respond to adults they do not know</li> </ul>	<p>VOCABULARY TO BE CONFIRMED BY GOVERNORS OCTOBER 2021</p>

Year 6	<ul style="list-style-type: none"> <li>→ keeping personal information safe</li> <li>→ societies safety regulations and choices made by individuals</li> <li>→ drug use and the law</li> <li>→ recognising the influence of the media in drug use</li> <li>→ human reproduction and birth</li> <li>→ managing an increasing level of independence</li> <li>→ transition (moving on/change)</li> <li>→ recognise the impact of diet, exercise, drugs, and lifestyle on the way their body's function</li> <li>→ the benefits of voluntary and service-based activity on mental wellbeing</li> <li>→ the benefits of rationing time spent online</li> <li>→ show an awareness of the negative impact of excessive electronic use</li> <li>→ the impact of trolling, harassment and bullying online on mental health</li> </ul>	<ul style="list-style-type: none"> <li>→ addressing attraction to others</li> <li>→ romantic relationships</li> <li>→ understanding the commitment of civil partnerships and marriage</li> <li>→ recognising and managing pressure from different people</li> <li>→ consent in different situations</li> <li>→ expressing opinions and respecting other points of view</li> <li>→ discussing topical views and current affairs</li> <li>→ conventions of courtesy and manners</li> <li>→ understand that each person's body belongs to themselves</li> <li>→ how to report concerns/abuse both in and out of school (and recognising the confidence needed to do so)</li> <li>→ the importance of treating everyone equally (with reference to the zero-tolerance approach to peer-on-peer abuse/harassment)</li> </ul>	<ul style="list-style-type: none"> <li>→ understanding the importance of valuing diversity</li> <li>→ knowing how and when to challenge discrimination (against the protected characteristics) and stereotyping</li> <li>→ evaluating media sources</li> <li>→ understanding what is safe and unsafe to share online (including the law around online behaviours)</li> <li>→ identify rules and principles for keeping safe online</li> </ul>	<p>VOCABULARY TO BE CONFIRMED BY GOVERNORS OCTOBER 2021</p>
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## **Handling complex issues safely in the PSHE education classroom & creating a safe learning environment**

The PSHE Association's short guidance document offers support for teachers on how to implement ground rules, discuss starting points, and consider distancing techniques and consider distancing techniques, appropriate language and more.

Children and young people will want to discuss high profile media coverage of child abuse and other sensitive issues. It's vital that they do so in a climate of trust, cooperation and support.

A safe learning environment helps students 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 make sure that teachers are not anxious about unexpected disclosures or comments.

The full document can be found here:

<https://www.pshe-association.org.uk/system/files/2018%20-%20Handling%20complex%20issues%20safely%20in%20the%20PSHE%20classroom.pdf>

Appendix C - Parent form: Withdrawal from Sex Education within RHE

TO BE COMPLETED BY PARENT OR PERSON WITH PARENTAL RESPONSIBILITY			
Name of child		Class	
Name of parent		Date	
Reason for withdrawing from sex education within relationships and sex education			
Any other information you would like the school to consider			
Parent signature			

TO BE COMPLETED BY THE SCHOOL	
Agreed actions from discussion with parents	