

**PSHE POLICY**  
**Anstey First School**

**Policy Review**

This policy will be reviewed in full by the Governing Body annually.  
The policy was last reviewed and agreed by the Governing Body on 1 July 2021  
It is due for review in July 2023

The review was completed by: Amy Myers

## **What is PSHE?**

*“Personal, social and health education (PSHE) helps to give children and youngpeople the knowledge, skills and understanding they need to lead confident, healthy and independent lives. It aims to help them understand how they are developing personally and socially, tackling many of the moral, social and cultural issues that are part of growing up. It offers learning opportunities across and beyond the curriculum, in specific lessons as well as in assemblies, circle time, special school projects and other activities that enrich pupils' experiences.” QCA*

## **Policy Context and Rationale**

This policy outlines the School's approach to Personal, Social, Health and Economic Education (PSHE) and Relationships and Sex Education (RSE) delivery.

It was produced through consultation with staff and is built with input from staff, school council members and governors.

PSHE education provides a significant contribution to the schools' responsibility to:

- promote children and young people's wellbeing
- achieve the whole curriculum aims
- promote community cohesion
- provide careers education
- provide relationships and sex education (RSE)

The policy is informed and underpinned by the School motto:

**"Be the Best You Can Be"**

and seeks to develop:

- Successful learners who enjoy learning, making progress and achieving.
- Confident individuals who are able to live safe, healthy and fulfilling lives.
- Responsible citizens who make a positive contribution to society.

Pupils are also taught explicitly about British Values which are defined as:

- Democracy & the rule of law
- individual liberty
- mutual respect
- and tolerance of those of different faiths and beliefs.

These values are taught explicitly through Personal, Social, Health and Emotional Education (PSHE) as well as through the School's broad and balanced curriculum.

Parents will be informed about the policy through the school website and parent newsletters. They will be invited to comment and give feedback to aid in its creation and implementation, as we recognise that parents and families are one of the most important providers of meaningful PSHE education and guidance.

## **Legislation (Statutory Regulations and Guidelines)**

Under the Education Act 2002, all schools must provide a balanced broadly-based curriculum which:

- Promotes the spiritual, moral, cultural, mental and physical development of pupils at the school and of society
- Prepares pupils at the school for opportunities, responsibilities and experiences of later life

The 2006 Education and Inspections Act placed a duty on Governing Bodies to:

- Promote the wellbeing of pupils at the school

Revised Department for Education statutory guidance will state that from September 2020 all schools must deliver:

- Relationships Education (Primary) and Relationships and Sex Education (Secondary).

## **Roles and Responsibilities**

From September 2019 PSHE and RSE delivery across all of the School sites will be monitored by the Head of PSHE. Each school has its own PSHE lead to ensure contextual and appropriate delivery at each key stage.

## **Curriculum Design**

At Anstey First School, we made the collective decision to adopt the **"You, Me & PSHE"** curriculum with effect from September 2020. Although we recognised that we had much high-quality PSHE material and programmes in place, including:

- Anti-Bullying Education (See our Anti-Bullying Policy, updated for 2020/2021)
- Anti-Extremism Education
- Anti-Radicalisation Education
- British Values Education

We decided that the YMPHSE would give a cohesive structure and framework to organise a high-quality standard of broad and balanced curriculum coverage that would enhance and engage pupils to stimulate and encourage life-long learning.

!>SHE is a11 importErnt subject to teach,  
it is vital if pupils are to learn how  
to keep safe Ernd healthy in an ever-  
changing world.

PSHE is a key way that schools can ensure that all young people receive a broad and varied curriculum that is relevant to the lives they live today and prepares them for the future.

The DfE requires all schools to publish their PSHE curriculum on their school website,

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The Government's statutory safeguarding guidance for schools: *Keeping children safe in education*; statutory guidance for schools and colleges (May 2016) states that:

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The National Curriculum (September, 2014) states that all schools:

- must prov ide a ourriculum tilat is broadly based and bala'nce d and wite-<sup>com</sup>ts lite ne eds of all pu pils
- promote the spiritu al mo ral sod al cultu ral me nt. alld y hysica l <J. e. lomp of p u pils at llhe sch oo l alld soc ietv. ar d ? re?are pu pils at llhe school for llhe O dpolitinities; irespo nsibiliti es: and exp erie ncs. of later life
- should make, provisio n fo- i@ o n a., so c'ial, hea lth and ea monic ed ucation n (PSHE) dra wllig on good pract ce\_

The 17SHIE curriculum still would be referred to in all the school policies for teaching and learning, safeguarding and child protection, behaviour and anti-bullying, online safety, **drugs**, sex **and** **rel**ati onshi p c on n, whole school **fo**od and **h**ysical a ctivi ty, \_

## A scheme of work for the primary school

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d ea r and progre:ssive PSHE curri culum which can  
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We hav-e, divided PSKE int◇ 7 different strands:

Seo and In, Journal of Special Educational Technology (SRET)

Drug , alcohol and tobacco education (DALE)

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Mental health and emotional wellbeing

Ph•lskal hea lth am! wellbeing

care: s, financial capability & economic well-being

## Identity, society and equality

Written, e.g., standard, we highlight designed age-appropriate topics for the different year groups. One topic per half term, 15 minutes to learn year, 10 minutes (SRE is taught over a whole term, in Y2, 4 and 6).

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IN m a nd teachers are expected to teac h a  
m in iun o f i h e le: sso ru i n each t'alf t enn

Each PSHE lesson includes: an overall learning intention and specific learning outcomes, based on knowledge and understanding, skills and life decisions, and a focus on attitude.

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and dem[on]st rate lit tle p rogress mad e. Pu pils  
also co[m]ple te a se,lf re flect ion sheet at the end  
of each top[ic] to e[m]be dded self e,valu ation and  
refle ction on lea rning wit hin the top[ic] as a who le  
unit of wor[k].

A simple and easy way of assessing: PIPIL progress  
is to give each UPIL a PSH, E effects **book**  
(this could be an **ed se book** or folder). Earn  
assessment sheet the pupils: complete all be kept  
in file, on board. This book can travel with pupils  
as they move up to the next year group and acts as  
a record of their learning in PSH.

Teachers will find these useful for reporting, parent meetings and to discuss learning with individual pupils.

To monitor learning in PSHE a sample of pupil PSHE reflections boots from each class can be collected and priorities shared. PSHE subject leaders might want to consider the impact of the strand of the senior work, such as drug, alcohol and tobacco education as a monitoring focus.

Another way m<sup>1</sup>:rtbt be to take a theme such as spiritual <sup>more</sup> | social and Olltllral development (sr...s,q safeguarding or British Va<sup>1</sup>les to demo nstrat e-ei deoce of pupils' lea rning in PSHE with in a lpa rti m la Ta<sup>1</sup> t o f Schoo l life.. Other ways of monitoring: will in clud e lesson oM ervatio n s:aOO lea rning walks.

## Whole school curriculum overview

	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Autumn 1	Physical health and wellbeing Fun times	Physical health and wellbeing What keeps me healthy?	Drug, alcohol and tobacco education Tobacco is a drug	Identity, society and equality Democracy	Physical health and wellbeing In the media	Sex and relationship education Healthy relationships / How a baby is made
Autumn 2	Keeping safe and managing risk Feeling safe	Mental health and emotional wellbeing Friendship	Keeping safe and managing risk Bullying – see it, say it, stop it	Drug, alcohol and tobacco education Making choices	Identity, society and equality Stereotypes, discrimination and prejudice (including tackling homophobia)	Sex and relationship education Healthy relationships / How a baby is made
	Identity, society and equality Me and others	Sex and relationship education Boys and girls, families	Mental health and emotional wellbeing Strengths and challenges	Physical health and wellbeing What is important to me?	Keeping safe and managing risk When things go wrong	Drug, alcohol and tobacco education Weighing up risk
	Drug, alcohol and tobacco education What do we put into and on to bodies?	Sex and relationship education Boys and girls, families	Identity, society and equality Celebrating difference	Keeping safe and managing risk Playing safe	Mental health and emotional wellbeing Dealing with feelings	Identity, society and equality Human rights
Summer 1	Mental health and emotional wellbeing Feelings	Keeping safe and managing risk Indoors and outdoors	Careers, financial capability and economic wellbeing Saving, spending and budgeting	Sex and relationship education Growing up and changing	Drug, alcohol and tobacco education Different influences	Mental health and emotional wellbeing Healthy minds
Summer 2	Careers, financial capability and economic wellbeing My money	Drug, alcohol and tobacco education Medicines and me	Physical health and wellbeing What helps me choose?	Sex and relationship education Growing up and changing	Careers, financial capability and economic wellbeing Borrowing and earning money	Keeping safe and managing risk Keeping safe - out and about FGM

### Year 1 - PSHE

A11t11mn 1	Spring 1	Sullilmer 1
<b>Physical health and wellbeing: Fun times</b> Pupils learn: <ul style="list-style-type: none"> <li>about how that is associated with special times, in different cultures,</li> <li>about active playground games from around the world</li> <li>about sun-safety</li> </ul>	<b>Identity, society and equality: Me and others</b> Pupils learn: <ul style="list-style-type: none"> <li>800111 what makes themselves and others special</li> <li>800111 roles and responsibilities at home and school</li> <li>800111 being 00,-0,pera.live with others</li> </ul>	<b>Mental health and emotional wellbeing: Feelings</b> Pupils learn: <ul style="list-style-type: none"> <li>about different types of feelings</li> <li>about managing feelings</li> <li>about managing loss and how this can feel</li> </ul>
A11t11mn 2	Spring 2	Summer 2
<b>Keeping safe and managing risk: Feeling safe</b> Pupils learn: <ul style="list-style-type: none"> <li>safety in laminar s lllluions</li> <li>about personal safety</li> <li>about people who help keep them safe outside the home</li> </ul>	<b>Drug, alcohol and tobacco education: What do we put into and on to bodies?</b> Pupils learn: <ul style="list-style-type: none"> <li>800111 what can go into bodies and how it can make people feel</li> <li>800111 what can go on to bodies and how it can make people feel</li> </ul>	<b>Careers, financial capability and economic wellbeing: My money</b> Pupils learn: <ul style="list-style-type: none"> <li>about where money comes from and how it is managed when spending money</li> <li>about saving money and how to keep it safe</li> <li>about the different jobs people do</li> </ul>

Year 2 - PSHE		
Autumn 1	Spring 1 and 2	Summer 1
<p><b>Physical health 1111d wellbeing" gt</b> <b>What keeps me healthy?"</b></p> <p>Pupils learn:</p> <ul style="list-style-type: none"> <li>about eating well</li> <li>about the importance of physical activity, sleep and rest</li> <li>about people who help us to stay healthy and well anti about basic health and hygiene routines</li> </ul>	<p><b>Sex and relationship education :</b> <b>Boys and girls, families</b></p> <p>Pupils learn :</p> <ul style="list-style-type: none"> <li>to understand ,IJ'll respect the differences and similarities between people</li> <li>about the biological differences between male and female animals and their role in the life cycle</li> <li>the biological differences between male and female children</li> <li>about growing from young to old and that they are growing and changing</li> <li>how everyone needs to be cared for and ways in which they care for others</li> <li>about different types of families and how their home life is special</li> </ul>	<p><b>Keeping safe and managing risk:</b> <b>Indoors and outdoor</b></p> <p>Pupil's learn :</p> <ul style="list-style-type: none"> <li>about keeping safe in the home, including fire safety</li> <li>about keeping safe outside</li> <li>about road safety</li> </ul>
Autumn 2	Spring 2	Summer 2
<p><b>Mental health and emotional Wellbeing :</b> <b>Friendship</b></p> <p>Pupils learn:</p> <ul style="list-style-type: none"> <li>about the importance of spending time with people in their lives</li> <li>about making friends and who can help with friendships</li> <li>about social problems that may arise with friends</li> </ul>		<p><b>Drug alcohol and tobacco education:</b> <b>Medicines and me</b></p> <p>Pupils learn:</p> <ul style="list-style-type: none"> <li>why medicines are taken</li> <li>where medicines come from</li> <li>about keeping themselves safe around medicines</li> </ul> <p>As part of a lesson for Year 2, 3 or 4</p> <ul style="list-style-type: none"> <li>that medicines can be used to manage and treat medical conditions such as asthma, and that it is important to follow instructions for their use ***</li> </ul>

Year 3 - PSHE		
Autumn 1	Spring 1	Summer 1
<p><b>Drug, alcohol and tobacco education 1111: Tobacco is a drug</b></p> <p>Pupils learn:</p> <ul style="list-style-type: none"> <li>the definition of a <b>drug</b> and that drugs (including medicines) can be harmful <b>to people</b></li> <li>about the effects and risks of smoking tobacco and secondhand smoke</li> <li>about the help available for people to remain smoke free or stop smoking</li> </ul> <p>As part of a lesson for Year 2, 3, or 4</p> <ul style="list-style-type: none"> <li>that medicines can be used to manage medical conditions such as asthma, and that it is important to follow instructions for their use</li> </ul>	<p><b>Mental health and emotional wellbeing :</b> <b>Strengths and challenges</b></p> <p>Pupils learn:</p> <ul style="list-style-type: none"> <li>about celebrating achievements and setting personal goals</li> <li>about dealing with setbacks</li> <li>about positive ways to deal with setbacks</li> </ul>	<p><b>Careers financial capability and economic wellbeing 111g , spending and budgeting</b></p> <p>Pupils learn :</p> <ul style="list-style-type: none"> <li>allowing influences people's choices about spending and saving money</li> <li>how people can keep track of their money</li> <li>allow the world of work</li> </ul>
Autumn 2	Spring 2	Summer 2
<p><b>Keeping safe and managing risk:</b> <b>Home - see safety , stop it</b></p> <p>Pupils learn:</p> <ul style="list-style-type: none"> <li>to recognise bullying and how it can make people feel</li> <li>about different types of bullying and how to respond to it and if bullying</li> <li>about what to do if they witness bullying</li> </ul>	<p><b>Identity , social and equality: Celebrating difference</b></p> <p>Pupils learn:</p> <ul style="list-style-type: none"> <li>Pupils learn about valuing their similarities and differences between themselves and others</li> <li>Pupils learn what is meant by community</li> <li>Pupils learn about belonging to groups</li> </ul>	<p><b>Physical health and wellbeing:</b> <b>What helps me choose?</b></p> <p>Pupils learn :</p> <ul style="list-style-type: none"> <li>allow making healthy choices about food and drinks</li> <li>allow how branding can affect what foods people choose to buy</li> <li>about keeping active and some of the challenges of this</li> </ul>

Year 4 - PSHE		
Autumn 1	Spring 1	Summer 1 and 2
<b>Identity, society and equality:</b> <b>Democracy</b> Pupils learn: <ul style="list-style-type: none"> <li>about Britain as a democracy</li> <li>about how laws are made</li> <li>learn about the local council</li> </ul>	<b>Physical health and wellbeing:</b> <b>What's important to me?</b> Pupils learn: <ul style="list-style-type: none"> <li>why people may eat or avoid certain foods (religious, moral, cultural or health reasons)</li> <li>about the factors that influence people's food choices (such as ethnicity, family, fair trade and seasonality)</li> <li>about the importance of getting enough sleep</li> </ul>	<b>Sex and relationship education:</b> <b>Growing up and changing</b> Pupils learn: <ul style="list-style-type: none"> <li>the way we grow and change throughout the human lifecycle</li> <li>the physical changes associated with puberty</li> <li>the relationship and we dream of</li> <li>the impact of puberty in physical hygiene and strategies for managing this</li> <li>how puberty affects emotions and behaviour and strategies for dealing with the changes associated with puberty</li> <li>strategies to deal with feelings in the context of relationships</li> <li>to answer each other's questions about puberty with confidence, to seek support if needed a device when they need it</li> </ul>
Autumn 2	Spring 2	
<b>Drug, alcohol and tobacco education:</b> <b>Making choices</b> Pupils learn: <ul style="list-style-type: none"> <li>that there are drugs (other than medicines) that are common in everyday life, and why people choose to use them</li> <li>about the effects and risks of drinking alcohol</li> <li>about different patterns of behaviour that may be related to drug use</li> </ul> As a lesson from Year 2, 3 and 4 <ul style="list-style-type: none"> <li>that medicines can be used to manage and treat medical conditions such as asthma, and that it is important to follow instructions for their use</li> </ul>	<b>Keeping safe and managing risk:</b> <b>Playing safe</b> Pupils learn: <ul style="list-style-type: none"> <li>how to be safe when playing, gaming habits</li> <li>about keeping safe near roads, railway water, building sites and around fire risks</li> <li>about what to do in an emergency and basic emergency first aid procedures</li> </ul>	

## Safe and Effective Practice

PSHE and RSE often draw on pupils' real-life experiences. A safe and supportive learning environment will be created by establishing ground rules in each context for the delivery of subject material. Staff delivering PSHE and RSE will ensure the pupils, who indicate they may be at risk, get appropriate support by liaising with the appropriate pastoral team and adhering to the School's Child Protection and Safeguarding Policy.

## Equality of Opportunity

- Classroom practice and pedagogy will take into account pupils' age, ability, readiness and cultural background and pupils with SEND and will be adjusted to enable all students to access the learning. We will use PSHE and RSE education as a way to address diversity issues and to ensure equality for all by addressing contextual issues identified through our pastoral management system and wellbeing surveys. PSHE and RSE delivery is designed to comply with the Equality Act 2010. Provisions within the Equality Act allow the School to take positive action, where it can be shown that it is proportionate, to deal with particular disadvantages affecting one group because of protected characteristics.
- Parents have the right to withdraw their children from those parts of RSE not within the national curriculum.



## **Definition of Relationships and Sex Education (RSE)**

- Relationships and sex education (RSE) is learning about the emotional, social and physical aspects of growing up, relationships, sex, human sexuality and sexual health. It should equip children and young people with the information, skills and positive values to have safe, fulfilling relationships, to enjoy their sexuality and to take responsibility for their sexual health and well-being.
- RSE is an entitlement for all children and young people and must:
- Be accurate and factual, covering a comprehensive range of information about sex, relationships, the law and sexual health, in order to make informed choices. In schools this should be part of compulsory curriculum provision;
- Be inclusive in terms of gender, sexual orientation, disability, ethnicity, culture, age, religion or belief or other life-experience particularly HIV status and pregnancy;
- Include the development of skills to support healthy and safe relationships and ensure good communication about these issues;
- Promote a critical awareness of the different attitudes and views on sex and relationships within society such as peer norms and those portrayed in the media;
- Provide opportunities for reflection in order to nurture personal values based on mutual respect and care.
- Be part of lifelong learning, starting early in childhood and continuing throughout life. It should reflect the age and level of the learner;
- Ensure children and young people are clearly informed of their rights such as how they can access confidential advice and health services within the boundaries of safeguarding;
- Be relevant and meet the needs of children and young people, and actively involve them as participants, advocates and evaluators in developing good quality provision;
- Be delivered by competent and confident educators;
- Be provided within a learning environment which is safe for the children, young people and adults involved and based on the principle that prejudice, discrimination and bullying are harmful and unacceptable.

## **Responsibilities and Delivery Overview**

- All teaching staff have the responsibility for delivery quality-first PSHE as directed by their Curriculum Overview, supported as appropriate by LSA (Learning Support Assistants).
- The PHSE Leader will have responsibility for ensuring that all classes are receiving high-quality PSHE as directed in the Curriculum overview, via monitoring, pupil voice, work scrutinies of the RE/PSHE

## **Parents' right to withdraw their child**

- Parents will not be able to withdraw their child from relationships education in primary school.
- As non-statutory curricular content, parents will be able to withdraw their child from sex education (other than the sex education which sits in the curriculum as part of the Science curriculum).
- Before granting such a request, the Headteacher will meet with parents and, as appropriate, with the pupil to ensure their wishes are understood and to clarify the nature and purpose of the curriculum.
- If a pupil is withdrawn from sex education, the school will ensure the pupil receives purposeful education during the period of withdrawal.
- The School will keep a record of all such decisions.

## **Intended Outcomes**

As a result of our PSHE and RSE programme, pupils will:

- Develop the knowledge, skills and attributes they need to manage their lives now and in the future
- Learn to make responsible decisions e.g. about alcohol, drugs, relationships and future careers
- Learn to recognise and manage risk and take increasing responsibility for themselves and their actions
- Understand the importance of wellbeing and how to tackle issues that can affect their ability to learn
- Focus on the importance of building healthy and positive relationships
- Develop skills such as teamwork, communication and resilience
- Be encouraged to make positive contributions to their families, schools and communities
- Explore differences and learn to value diversity in all its forms
- Reflect on their own individual values and attitudes. Identify and articulate feelings and emotions and manage difficult situations positively
- Learn about the world of work
- Learn to manage their money and finances effectively

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## **Monitoring and Assessing**

The PSHE Leader is responsible for conducting effective monitoring of PSHE across the school, in liaison with the Headteacher and SLT, to ensure that comprehensive coverage of the curriculum and effective provision for all children is taking place. This can take the form of:

- Pupil Voice interview
- Work Scrutiny
- End-Of-Unit assessment (via the You, Me & PSHE programme of study)
- Learning Walk
- 

Areas for assessment:

- Pupils' knowledge and understanding through classroom discussion and formative assessment activities. Teachers should collect evidence of learning to make a judgement about pupils' progress. This may include: presentations, written evidence, group work, observations.
- The pupil's RE/PSHE books should present representative work of children's engagement and application during lessons.
- Application of knowledge and skills in wider school participation, resolving conflict, making decisions and forming positive relationships. Pupil voice will be influential in adapting and amending the material for PSHE and RSE to ensure it is up to date and relevant.

**Confidentiality**

Pupils will be made aware that some information cannot be held confidentially and will be informed that, if certain disclosures are made, the information may be disclosed to the Safeguarding team.

**EYFS**

At Anstey Early Years and Foundation Stage (EYFS), the Relationships Education, Relationships and Sex Education and Health Education (England) Regulations 2019 and the accompanying statutory guidance do not apply, however Personal Social and Emotional Development (PSED) is one of the prime areas within the EYFS curriculum and age-appropriate provision is made accordingly.







