



# St John's Church of England Academy

Belonging Believing Becoming



# PSHE Policy

**Date of Review: July 2021**

**Date of Next Review: July 2022**

**Responsible Group: School Policy**

Belonging

Perseverance

Respect

Forgiveness

Truth

Aspiration



## PSHE Policy

**‘Do not judge me by my successes, judge me by how many times I fell down and got back up again.’  
Nelson Mandela**

### Introduction

The purpose of the curriculum at St John’s Church of England Academy is to prepare our children for life in the 21st Century.

Our Curriculum is focussed on ensuring that all our children have the best chance to achieve our Christian Vision of **‘Belonging, Believing, Becoming’**, which is rooted in **Mark 4:30-32, ‘The Parable of the Mustard Seed’** and **The Diocese of Gloucester Academies Trust** and **The Church of England’s vision to ‘Live Life in all its fullness’** rooted in **John 10:10**.

St John’s Church of England Academy is an inclusive school where all people are valued and nurtured to become the best version of themselves and responsible members of God’s family. We do not tolerate discrimination of any kind and our curriculum celebrates the diverse nature of our society, enabling children to embrace the world around them and encourage adherence with British values.

### Subject Intent

St John’s Academy believes that a strong PSHE education is important to help our pupils develop into well-rounded members of society, who can make a positive contribution to their community. Our PSHE curriculum is strongly tied to our RSE, relationships, health education and pastoral care programme. The vision for pupils, staff and others linked to our school is to always look to achieve our personal best in every aspect of school life.

### Curriculum Drivers

Through the delivery of our curriculum, we want our children to be ready for life beyond St John’s. We aspire for them to be:

- **Articulate**
- **Aspirational**
- **Curious**
- **Appreciative**

### Aims

- Encouraging and supported our pupils to achieve their personal best.
- Welcoming, inclusive, school with real community feel and is a place where everyone is valued.
- Our pupils and staff treat each other equitably, fairly, with kindness and with mutual respect. At all times, staff and pupils are encouraged to show a high regard for the needs and feelings of others through their actions and words.
- Our pupils and staff are enterprising and approach challenges with a ‘can-do’ attitude.

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- The needs and interests of all pupils, irrespective of gender, culture, ability or aptitude, will be promoted through an inclusive and varied PSHE curriculum at our school.
- Our environment is safe and clean with everyone sharing responsibility for it.
- Our culture is one of continuous improvement, creativity and enthusiasm.

### **Legal Framework**

This policy has due regard to statutory legislation and guidance including, but not limited to, the following:

- DfE (2013) 'PSHE programmes of study: key stages 1 and 2'
- DfE (2021) 'Statutory framework for the early years foundation stage'
- Equality Act 2010
- DfE (2019) 'Keeping children safe in education' (KCSIE)
- DfE (2019) 'Relationships Education, Relationships and Sex Education (RSE) and Health Education'

### **Roles and responsibilities**

#### **The headteacher is responsible for:**

- Holding the subject leader to account for pupils' attainment.
- Assisting the subject leader in reviewing and updating this policy annually.
- Supporting the subject leader in identifying CPD opportunities for themselves and classroom teachers.
- Promoting the needs of all pupils and ensuring they can access a well-rounded and inclusive curriculum.

#### **The subject leader is responsible for:**

- Preparing policy documents, curriculum plans and schemes of work for the subject.
- Attending training courses and undertaking CPD opportunities for themselves.
- Reviewing changes to the national curriculum and advising staff on new developments and assisting in their implementation.
- Working with classroom teachers to plan lessons and ensure continuity and progression from year group to year group.
- Monitoring the learning and teaching, providing support for staff where necessary.
- Encouraging staff to provide effective learning opportunities for pupils.
- Helping to develop colleagues' expertise in the subject.
- Organising the deployment of resources and carrying out an annual audit of all resources.
- Liaising with teachers and holding them to account for the attainment achieved.
- Communicating developments in the subject to all teaching staff.
- Leading staff meetings and providing staff members with the appropriate training.
- Organising, providing and monitoring CPD opportunities in the subject.
- Ensuring common standards are met for recording and assessment.
- Advising on cross-curricular and extra-curricular activities.
- Collating assessment data and setting new priorities for development of PSHE in subsequent years.
- Identifying areas for improvement and ensuring these are included in a subject specific action plan and form part of the SDP.
- Liaising with subject leaders from local Primary and Secondary Schools.

### **The classroom teacher is responsible for:**

- Working with the subject leader to ensure the high-quality delivery of the curriculum and continuity between year groups.
- Acting in accordance with St John's Church of England Academy's Policies.
- Ensuring progression of pupils' skills with due regard to the national curriculum.
- Planning engaging and interesting lessons, ensuring a range of teaching methods are used to cover the content of the national curriculum.
- Monitoring the progress of pupils in their class and reporting this on an annual basis.
- Reporting any concerns regarding the teaching of the subject to the subject leader or a member of the senior leadership team (SLT).
- Undertaking any training that is necessary in order to effectively teach the subject and improve practice.
- Reporting on pupils' progress at parents' evenings and in end of year reports.

### **The Specialist Educational Needs and Disabilities Co-ordinator (SENDCO) is responsible for:**

- Liaising with the subject leader in order to implement and develop the subject throughout the school.
- Organising and providing training for staff for pupils with special educational needs and disabilities (SEND).
- Advising staff how best to support pupils' needs.
- Advising staff on the inclusion of objectives in pupils' individual education plans.
- Advising staff on the use of teaching assistants in order to meet pupils' needs.

### **The Curriculum**

#### **Pupils will learn to do the following:**

- Understand what constitutes a healthy lifestyle.
- Understand how to stay safe and behave online.
- Understand the dangers they may face, both in and around school and beyond, and be provided with the means to keep themselves safe.
- Understand the law and consequences of risky behaviours.
- Develop responsibility and independence within school which they will take forward into society in their working lives.
- Respect other people, in particular, learning to respect the different Cultural / ethnic / religious /gendered viewpoints of others in our school community and the wider world.
- Understand what constitutes 'socially acceptable' behaviour at school and in society.
- Be a constructive member of society.
- Understand democracy.
- Develop good relationships with peers and adults.
- Develop self-confidence, self-esteem and self-worth.
- Make positive, informed choices as they make their way through life.
- Understand that they have a right to speak up about issues or events, and to respect other's right to do the same.

### **Early Years Provision**

Activities and experiences for pupils will be based on the seven areas of learning and development, as outlined in the DfE's 'Statutory framework for the Early years foundation stage'. All areas of learning and development are important and inter-connected. Three areas are particularly crucial for igniting

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children's curiosity and enthusiasm for learning, and for building their capacity to learn, form relationships and thrive. These three areas, the prime areas, are:

- communication and language
- physical development
- personal, social and emotional development

Children will also be supported in four specific areas, through which the three prime areas are strengthened and applied. The specific areas are:

- Literacy
- Maths
- Understanding the world
- Expressive arts and design

### **Communication and Language**

The development of children's spoken language underpins all seven areas of learning and development. Children's back-and-forth interactions from an early age form the foundations for language and cognitive development. The number and quality of the conversations they have with adults and peers throughout the day in a language-rich environment is crucial. By commenting on what children are interested in or doing, and echoing back what they say with new vocabulary added, practitioners will build children's language effectively. Reading frequently to children, and engaging them actively in stories, non-fiction, rhymes and poems, and then providing them with extensive opportunities to use and embed new words in a range of contexts, will give children the opportunity to thrive. Through conversation, story-telling and role play, where children share their ideas with support and modelling from their teacher, and sensitive questioning that invites them to elaborate, children become comfortable using a rich range of vocabulary and language structures.

#### **ELG: Listening, Attention and Understanding**

Children at the expected level of development will:

- Listen attentively and respond to what they hear with relevant questions, comments and actions when being read to and during whole class discussions and small group interactions;
- Make comments about what they have heard and ask questions to clarify their understanding;
- Hold conversation when engaged in back-and-forth exchanges with their teacher and peers.

#### **ELG: Speaking**

Children at the expected level of development will:

- Participate in small group, class and one-to-one discussions, offering their own ideas, using recently introduced vocabulary;
- Offer explanations for why things might happen, making use of recently introduced vocabulary from stories, non-fiction, rhymes and poems when appropriate;
- Express their ideas and feelings about their experiences using full sentences, including use of past, present and future tenses and making use of conjunctions, with modelling and support from their teacher.

### **Personal, Social and Emotional Development**

Children's personal, social and emotional development (PSED) is crucial for children to lead healthy and happy lives, and is fundamental to their cognitive development. Underpinning their personal development are the important attachments that shape their social world. Strong, warm and supportive relationships with adults enable children to learn how to understand their own feelings and those of others. Children should be supported to manage emotions, develop a positive sense of self, set themselves simple goals, have confidence in their own abilities, to persist and wait for what they want and direct attention as necessary. Through adult modelling and guidance, they will learn how to look after their bodies, including healthy eating, and manage personal needs independently. Through supported interaction with other children, they learn how to make good friendships, co-operate and

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resolve conflicts peaceably. These attributes will provide a secure platform from which children can achieve at school and in later life.

### **ELG: Self-Regulation**

Children at the expected level of development will:

- Show an understanding of their own feelings and those of others, and begin to regulate their behaviour accordingly;
- Set and work towards simple goals, being able to wait for what they want and control their immediate impulses when appropriate;
- Give focused attention to what the teacher says, responding appropriately even when engaged in activity, and show an ability to follow instructions involving several ideas or actions.

### **ELG: Managing Self**

Children at the expected level of development will:

- Be confident to try new activities and show independence, resilience and perseverance in the face of challenge;
- Explain the reasons for rules, know right from wrong and try to behave accordingly;
- Manage their own basic hygiene and personal needs, including dressing, going to the toilet and understanding the importance of healthy food choices.

### **ELG: Building Relationships**

Children at the expected level of development will:

- Work and play cooperatively and take turns with others;
- Form positive attachments to adults and friendships with peers;
- Show sensitivity to their own and to others' needs.

### **The National Curriculum**

The PSHE programme of study will cover the following topics:

Pupils will be taught the following:

Families and people who care for me

- The importance of families for children when growing up, as they can provide love, security and stability
- The characteristics of healthy family life, commitment to each other, including in times of difficulty, protection and care for children and other family members, the importance of spending time together and sharing each other's lives
- That others' families within the school or in the wider world may look different from their own, but those differences should be respected, and know that other children's families are also characterised by love and care
- That stable, caring relationships, which may be of different types, are at the heart of happy families, and are important for children's security growing up
- That marriage represents a formal and legally recognised commitment between two people which is meant to be lifelong
- How to recognise if family relationships are making them feel unhappy or unsafe, and how to seek help or advice from others if needed

### **Caring friendships**

- The importance of friendships in making us feel happy and secure, and how people choose and make friends
- The characteristics of friendships, such as mutual respect, truthfulness, trustworthiness, loyalty,

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kindness, generosity, trust, sharing interests and experiences, and support with problems and difficulties

- That healthy friendships are positive and welcoming towards others, and do not make others feel lonely and excluded
- That most friendships have ups and downs, which can often be worked through so that the friendship can be repaired or even strengthened, and that resorting to violence is never right
- How to recognise who to trust and not to trust, how to judge when a friendship causes them to feel unhappy or uncomfortable, managing conflict, how to manage these situations and how to seek help or advice from others if needed

### **Respectful relationships**

- The importance of respecting others, even when they differ from them (for example, physically, in character, personality or backgrounds), or make different choices or have different preferences or beliefs
- Practical steps they can take in a range of different contexts to improve/support respectful relationships
- The conventions of courtesy and manners
- The importance of self-respect and how this links to their own happiness
- That in schools and in wider society they can expect to be treated with respect by others, and should how this respect to others in return, including those in positions of authority
- About different types of bullying (including cyberbullying), the impacts of bullying, responsibilities of bystanders (primarily reporting bullying to an adult) and how to get help
- What a stereotype is, and how these can be unfair, negative or destructive
- The importance of permission-seeking and giving in relationships with friends, peers and adults

### **Online relationships**

- That sometimes people behave differently online or pretend to be someone they are not
- That the same principles apply to online relationships as face-to-face relationships, including the importance of respect for others online (including when anonymous)
- The rules and principles for keeping safe online, recognising risks, harmful content and contact, and how to report them
- How to critically consider their online friendships and sources of information including awareness of the risks associated with people they have never met
- How information and data is shared and used online

### **Being safe**

- What sorts of boundaries are appropriate in friendships with peers and others (including online contexts)
- About the concept of privacy and the implications of it from both children and adults; including that it is not always right to keep secrets in relation to being safe
- That each person's body belongs to them, and the differences between appropriate and inappropriate/unsafe physical, and other forms of, contact
- How to respond safely and appropriately to adults they encounter (in all contexts, including online) whom they do not know

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- How to recognise and report feeling bad or unsafe around an adult
- How to ask for advice or help for themselves or others, and to persist until heard
- How to report concerns or abuse, and the vocabulary needed to do so
- About the dangers they may face, both in and around school and beyond, and how they can keep themselves safe.
- Where to get advice, e.g. family, school, other sources

### **Mental wellbeing**

- That mental wellbeing is a normal aspect of daily life, in the same way as physical health
- That there is a normal range of emotions (e.g. happiness, sadness, anger, fear, nervousness, surprise) and scale of emotions that all humans experience in relation to different experiences and situations
- How to recognise and talk about their emotions, including having varied vocabulary of words to use when talking about their own and others' feelings
- How to judge whether what they are feeling and how they are behaving is appropriate and proportionate
- The benefits of physical exercise, time outdoors, community participation, voluntary and service-based activity on mental wellbeing and happiness
- Simple self-care techniques, such as the importance of rest, spending time with family and friends and the benefits of hobbies and interests
- Isolation and loneliness can affect children and so it is very important for children to discuss their feelings with an adult and seek support
- That bullying (including cyberbullying) has a negative and often lasting impact on mental wellbeing
- Where and how to seek support (including recognising the triggers for seeking support), including whom in the school they should contact if they are worried about their own or someone else's mental wellbeing or ability to control their emotions (including issues arising online)
- It is common for people to experience mental ill health. For many of these people, the problems can be resolved if the right support is made available, especially if accessed early enough

### **Internet safety and harms**

- How the internet acts as an integral part of life for most people, with many benefits
- About the benefits of rationing time spent online, the risks of spending excessive time on electronic devices and the impact of positive and negative content online on their own and others' mental and physical wellbeing
- How to consider the effect of their online actions on others and know how to recognise and display respectful behaviour online and the importance of keeping personal information private
- Why social media, some computer games and online gaming, etc. are age restricted
- That the internet can also be a negative place where online abuse, trolling, bullying and harassment can take place, which can have a negative impact on mental health
- How to be a discerning consumer of information online, recognising that information (including that from search engines) is ranked, selected and targeted
- Where and how to report concerns and get support concerning issues online

### **Physical health and fitness**

- The characteristics and mental/physical benefits of leading an active lifestyle
- The importance of including regular exercise into daily and weekly routines and how to achieve

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this; for example, walking or cycling to school, a daily active mile or other forms of regular, vigorous exercise

- The risks associated with leading an inactive lifestyle (including obesity)
- How and when to seek support, such as which adults to speak to in school if they have health concerns

### **Healthy eating**

- What constitutes a healthy diet (including understanding calories and other nutritional content)
- The principles of planning/preparing a range of healthy meals
- The characteristics of a poor diet and risks associated with unhealthy eating (such as obesity and tooth decay) and other behaviours (such as the impact of alcohol on diet or health)

### **Drugs, alcohol and tobacco**

- The facts about legal/illegal harmful substances and associated risks, including smoking, alcohol use and drug-taking

### **Health and prevention**

- How to recognise early signs of physical illness, such as weight loss or unexplained changes to the body
- About safe/unsafe exposure to the sun, and how to reduce the risk of sun damage, including skin cancer
- The importance of sufficient good quality sleep for good health and that a lack of sleep can influence weight, mood and ability to learn
- About dental health and the benefits of good oral hygiene and dental flossing, such as regular check-ups at the dentist
- About personal hygiene and germs including bacteria, viruses, how they are spread and treated, and the importance of handwashing
- The facts and science relating to allergies, immunisation and vaccination

### **Basic first aid**

- How to make a clear and efficient call to emergency services if necessary
- Concepts of basic first aid, for example dealing with common injuries, including head injuries

### **Changing adolescent body**

- Key facts about puberty and the changing adolescent body, particularly from age 9 through to age 11, including physical and emotional changes
- About menstrual wellbeing and key facts concerning the menstrual cycle

### **Economic wellbeing and being a responsible citizen**

- How to contribute to the life of the classroom, and how to help create and follow group and class rules
- That everyone has individual needs and the responsibilities to meet them (such as being able to take turns, share, and understand the need to return things that have been borrowed)
- That they belong to various groups and communities such as family and school
- What improves and harms their local, natural and built environments and about some of the

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- ways people look after them
- The different purposes for using money, including concepts of spending and saving, managing money, being a critical consumer and how money comes from different sources
- The role money plays in their lives including how to manage money, keep it safe, make informed choices about spending money and what influences those choices
- How to research, discuss and debate topical issues, problems and events relating to health and wellbeing and offer their recommendations to appropriate people
- Why and how rules and laws that protect themselves and others are made and enforced, why different rules are needed in different situations and how to take part in making and changing rules
- To understand that human rights apply to everyone, and that children have their own special rights set out in the United Nations Declaration of the Rights of the Child
- That universal rights are there to protect everyone and have primacy both over national law and family and community practices
- To know that there are some cultural practices which are against British law and universal human rights, such as FGM
- To realise the consequences of anti-social and aggressive behaviours such as bullying and discrimination of individuals and communities
- That there are different kinds of responsibilities, rights and duties differ at home, school, in the community and towards the environment
- To resolve differences by considering alternatives, seeing and respecting others' points of view, making decisions and explaining choices
- Recognising what being part of a community means, and about the varied institutions that support communities locally and nationally
- To recognise the role of voluntary, community and pressure groups, especially in relation to health and wellbeing
- To appreciate the range of national, regional, religious and ethnic identities in the UK
- To consider the lives of people living in other places, and people with different values and customs
- An initial understanding of the concepts of 'interest', 'loan', 'debt', and 'tax' (e.g. their contribution to society through the payment of VAT)
- That resources can be allocated in different ways and that these economic choices affect individuals, communities and the sustainability of the environment
- About enterprise and the skills that make someone 'enterprising'
- To explore and critique how the media present information

### **Cross-curricular links**

Wherever possible, the PSHE curriculum will provide opportunities to establish links with other curriculum areas.

### **Teaching and Learning**

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- A range of teaching and learning styles are used to teach PSHE.
- Teaching is pupil-led with an emphasis on active learning techniques such as discussion and group work.
- 'Ice-breaker' activities and clear ground rules regarding discussions are put in place to ensure a safe, supportive and positive learning environment. Examples of discussion guidelines include rules such as:
  - No raised voices/shouting.
  - No talking over people.
  - Show respect for another's views, even when disagreeing with them.
  - Keep comments subject based and not personal.
- Pupils learn research and study techniques and can engage in investigations and problem-solving activities.
- All pupils are encouraged to take part in charity work and volunteering, as well as organising school events such as assemblies and open evenings.
- The school uses visiting speakers, such as health workers and the police, to broaden the curriculum and share their real-life experiences. Any such speakers are closely monitored by the class teacher who will use their professional judgement to end a speech if they consider it to contravene any of the aims of this policy or the values of our school.
- The school consults with the local community on matters related to PSHE to ensure that local issues are covered in lessons.
- Pupils' questions, unless inappropriate, are answered respectfully by teachers.
- In order to best meet the needs of our disadvantaged children and children with Special Educational Needs and Disabilities, we ensure that every child has their barriers to learning identified and discussed. Quality First Teaching is our main driver to try to close the gap and appropriate interventions are considered, planned and reviewed termly.

### **Planning**

- The school sets the same high expectations of the quality of pupils' work in PSHE as for other areas of the curriculum. A strong curriculum will build on knowledge pupils have previously acquired, including from other subjects, with regular feedback on their progress.
- For planning staff use 'Coram Life Education'. It provides all the building blocks needed to deliver a planned, progressive PSHE and Wellbeing programme throughout the primary years.

### **Assessment and Reporting**

- Throughout the year, teachers will plan on-going assessment opportunities in order to gauge whether pupils have achieved the key assessment criteria.
- Formative assessment, which is carried out informally throughout the year, enables teachers to identify pupils' understanding of subjects and informs their immediate lesson planning.
- Parents will be provided with a written report about their child's progress during the summer term every year.
- Verbal reports will be provided at parent-teacher interviews during the Autumn and Spring terms.
- Pupils with special educational needs and disabilities (SEND) will be monitored by the special educational needs coordinator.

### **Assessment will be undertaken in various forms, including the following:**

- Talking to pupils and asking questions
- Discussing pupils' work with them
- Specific assignments for individual pupils

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- Observing practical tasks and activities
- Pupils' self-evaluation of their work

### **Equipment and Resources**

- PSHE resources for each unit are stored in appropriate units of work.
- The subject leader is responsible for ensuring that all resources are sufficiently maintained.
- The subject leader is responsible for maintaining an inventory of resources.
- The subject leader will carry out an annual audit of the PSHE resources, reordering any consumables when necessary.
- Class teachers can discuss the need for new resources with the subject leader.
- Class teachers to check they have the resources needed for a unit of work in a reasonable time before starting the learning.

### **Health and Safety**

- Staff members will act in accordance with the school's Health and Safety Policy at all times.
- All pupils will be made aware of how they are expected to behave, ensuring that they show respect to other people and the environment.

### **Safeguarding, reports of abuse and confidentiality**

- All staff are aware of what constitutes peer-on-peer abuse. This is likely to include, but may not be limited to, the following:
  - Bullying (including cyberbullying).
  - Physical abuse, e.g. hitting, kicking, hair pulling.
  - Sexual violence, e.g. rape, assault by penetration and sexual assault.
  - Sexual harassment, e.g. sexual comments, online sexual harassment, jokes. These may be stand-alone or part of a broader pattern of abuse.
  - Up skirting (taking a picture under a person's clothes without their awareness, with the intention of viewing their genitals or buttocks to obtain sexual gratification, or cause humiliation, distress or harm).
  - Sexting
  - Initiation/hazing type violence and rituals.
- All staff are aware of indicators, which may signal that children are at risk from, or are involved with serious violent crime. These may include:
  - Increased absence from school, changes in friendships/relationships with older individuals or groups, a significant decline in performance.
  - Signs of self-harm or a significant change in wellbeing.
  - Signs of assault or unexplained injuries.
  - New possessions or unexplained gifts could indicate that children have been approached by, or are involved with, individuals associated with criminal networks or gangs.
- All staff are aware of the associated risks surrounding pupils' involvement in serious crime, and understand measures in place to manage these.
- If staff have concerns regarding a child who may be at risk of or suffering from 'honour-based' violence (HBV) including forced marriage, they will speak to the DSL (or deputy). Where appropriate, they will activate local safeguarding procedures. As highlighted with section 74 of the Serious Crime Act 2015, in cases where FGM appears to have been carried out, teachers must personally report this to the police.
- Staff are aware of KCSIE advice concerning what to do if a pupil informs them that they are being abused or neglected or are witnessing abuse. Staff are also aware of the appropriate
 

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levels of confidentiality. This means only involving those deemed necessary, such as the DSL (or deputy) and children's social care. Staff must never promise a child that they will not tell anyone about a report of abuse, as this ultimately may not be in the best interests of the child.

- The school will involve the DSLs in anything related to safeguarding. They can potentially provide knowledge of trusted, high quality local resources, links to the police and other agencies, and the knowledge of local issues that may be appropriate to address in lessons.
- Every lesson reinforces that, if pupils have any sensitive/personal issues or wish to talk about any of the issues raised in the lesson; they are aware of how to raise concerns or make reports to their PSHE teacher or another member of staff about this, and how this will be handled. This also includes processes when they have concerns about a friend or peer.
- The school invites external agencies to support the teaching of safeguarding-related subjects – they must agree in advance of the session how the external visitor will deal with safeguarding reports.
- The school is aware that, when teaching new subjects, topics including self-harm and suicide may be raised by pupils. Teachers recognise the risks of encouraging or making suicide seem a more viable options for pupils, and avoid material being instructive rather than preventative. To prevent this, teachers avoid giving instructions or methods of self-harm or suicide and the use of emotive language, videos or images.

### **Equal opportunities**

- All pupils will have equal access to the PSHE curriculum.
- Gender, learning ability, physical ability, ethnicity, linguistic ability and/or cultural circumstances will not impede pupils from accessing all lessons.
- Where it is inappropriate for a pupil to participate in a lesson because of reasons related to any of the factors outlined above, the lessons will be adapted to meet the pupil's needs and alternative arrangements involving extra support will be provided where necessary.
- All efforts will be made to ensure that cultural and gender differences will be positively reflected in all lessons and teaching materials used.

### **Monitoring and review**

- This policy will be reviewed on an annual basis by the subject leader, in collaboration with the headteacher.
- The subject leader will monitor teaching and learning in PSHE at St John's Church of England Academy, ensuring that the content of the national curriculum is covered.
- Any changes made to this policy will be communicated to all teaching staff.