



PSHE (Personal, Social, Health and Economic Education) Policy

BROOKLAND JUNIOR SCHOOL

Staff: June 2026

Governors: June 2026

(updated in July 2026 following parent/carers consultation)

1. Key contacts

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| • Safeguarding Lead | Jenny Aylen (Headteacher) |
| • PSHE Lead: | Cara Christie (Deputy Headteacher) |
| • Lead Governor: | Samantha Jayasekera-Heffer |

2. Aims of PSHE Policy

With our children and young people living in an ever changing online and offline world, facing increasing opportunities and more complex challenges, it has never been more important for us to equip our pupils with a strong foundation of the knowledge, attitudes and skills needed to manage their lives as engaged, respectful, healthy, happy, responsible and successful members of society.

We will achieve this through our PSHE **aims** to support our young people to:

- become confident individuals who know and understand how to live safe, happy, healthy, fulfilling lives.
- understand the importance of self-respect and self-worth, knowing the importance of personal attributes such as honesty, integrity, courage, humility, kindness, generosity, trustworthiness and a sense of justice.
- nurture mutual respect, treating others equally through an appreciation for diversity and respect of others.
- learn how to build and maintain safe, positive, respectful, kind and healthy relationships, including being able to identify risks and harms, within friendships both in person and online and relationships within the family.
- challenge stereotypes, sexism, racism, prejudice and discriminatory language.
- understand the importance of taking responsibility for one's own health and wellbeing, knowing links and differences between mental and physical health, and using self-care strategies for both.

- recognise early signs that someone may need help; understanding when worries become persistent and strategies for managing stress and anxiety.
- learn that consent applies in everyday interactions, physical contact, friendships, online communication and sharing images or personal information.
- learn to recognise peer pressure, make safe and respectful choices, develop the confidence to say no, and seek support from trusted adults when they feel pressured to do something makes them uncomfortable.
- develop the skills to recognise unhealthy online influences, misogynistic narratives, coercive behaviours and harmful stereotypes promoted through social media and online communities.
- understand that online actions leave a lasting digital footprint.
- develop confidence in decision making, understanding consequences and acting on informed choices.
- address concerns, including protecting themselves by asking for help and knowing where and how to get confidential advice and support.
- develop financial capabilities and money management skills, including managing financial harms and risks, to achieve economic wellbeing.
- recognise gambling-related harms including online gaming purchases and gambling-like mechanics in apps and gaming platforms.
- understand about becoming responsible citizens who have rights and responsibilities that help them make a positive contribution to society, including in their careers and other future opportunities.
- understand their role as responsible environmental citizens by promoting climate responsibility, sustainable living, and a commitment to caring for both local and global communities.
- enjoy successes in their own progress, identifying and achieving academic and personal goals that enable them to thrive in all areas of their lives.
- know that concerns should always be shared with a trusted adult and that keeping someone safe is more important than keeping a secret.

These aims will be achieved by providing pupils with the knowledge, skills, attitudes and attributes to be able to:

- develop confidence to talk, listen and think about feelings and relationships
- address concerns and correct misunderstandings and be able to protect themselves and ask for help
- develop skills to make and maintain positive relationships
- develop positive attitudes and values and respect differences in opinions
- develop a positive self-image and high self esteem
- gain accurate knowledge and understanding about sexuality and relationships
- develop personal responsibility for one's actions
- know where to get confidential advice and support

3. Purpose of PSHE Policy

This policy has been written to give clear guidance to staff, outside visitors, parent and carers, and pupils about our PSHE programme including:

- our overall intention and aims for delivering PSHE, including Relationships, Sex and Health Education
- our definitions for Relationships Education, Sex Education and Health Education
- guidance for staff and outside visitors about the implementation of PSHE, including content, organisation and principles that guide safe and effective delivery
- information for parents/carers about our full PSHE programme, including specific information on Sex Education, our annual parental engagement procedures and parents' right to withdraw their child from sex education
- our commitment to supporting a skilled delivery team through CPD opportunities
- how we monitor, evaluate and assess PSHE including arrangements for policy review

4. Policy Development

This policy has been developed collaboratively by the PSHE Lead, Headteacher and Governing Body, with input from staff, pupils and parents. It is reviewed annually to reflect updates in statutory safeguarding guidance (KCSIE); developments in national PSHE priorities; emerging risks including online safety, harmful sexual behaviours and exploitation; and pupil voice and school context. Parents are consulted annually on the teaching of Relationships and Sex Education and invited to curriculum workshops.

5. Links to other School Policies

This policy should be read in conjunction with the following school policies, which are available on our school website or can be obtained in person from the school office:

- 5.1 Child Protection and Safeguarding Policy
- 5.2. Behaviour and Relationships Policy
- 5.3 Anti-Bullying Policy
- 5.4 Online Safety Policy
- 5.5 Equalities Policy
- 5.6 SMSC Policy
- 5.7 SEND Information Report
- 5.8 Drugs and Alcohol Policy
- 5.9 Attendance Policy
- 5.10 Visitors Policy

6. Links to Guidance and Information Documents:

This policy should also be read in conjunction with:

- Keeping Children Safe in Education (statutory guidance) (2025)

- Relationships Education, Relationships and Sex Education (RSE) and Health Education statutory guidance (July 2025)
- Respectful School Communities: Self Review and Signposting Tool (a tool to support a whole school approach that promotes respect and discipline) (2018)
- Behaviour in Schools (advice for Headteachers and school staff) (2024)
- Equality Act 2010 and schools (2010)
- SEND code of practice: 0 to 25 years (statutory guidance) (2015, updated 2024)
- Mental Health and Behaviour in Schools (advice for schools) (2018)
- Preventing and Tackling Bullying (advice for schools, including advice on cyberbullying) (2017)
- 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) (2014)

7. Compliance with Statutory Requirements

Guidance from the DfE under sections 34 and 35 of the Children and Social Work Act 2017 makes Relationships Education and Health Education statutory in all primary schools. Our policy complies with the following statutory requirements and recommendations, in delivering our PSHE curriculum:

- 7.1 **Relationships Education** is compulsory in all Primary Schools
- 7.2 **Health Education** is compulsory in all Primary Schools
- 7.3 In addition to statutory requirements, the DfE continues to recommend that all primary schools should have a **Sex Education** programme tailored to the age and the physical and emotional maturity of the pupils.

'Sex education is not compulsory in primary schools, but we recommend that primaries teach sex education in years 5 and/or 6, in line with content about conception and birth, which forms part of the national curriculum for science. The national curriculum for science includes subject content in related areas, such as the main external body parts, the human body as it grows from birth to old age (including puberty) and reproduction in some plants and animals.'

- 7.4 As a school we are fully complying with the DfE recommendation to deliver Sex Education beyond statutory Relationships, Science and Health Education requirements. This follows Barnet guidelines for primary school and only applies to year 6. Please refer to Section 11 below for details.

8. Definitions for Relationship Education and Health Education

- 8.1 **Relationships Education:**
 "Relationships Education enables the physical, cultural, social and emotional development of pupils. It provides young people with the knowledge, skills, attitudes and positive values to have happy, healthy and safe relationships, to have an understanding of the legal aspects of human relationships and to develop an understanding of tolerance and diversity, now and in the future".

8.2 Health Education:

“Health Education is learning about the characteristics of good physical health and mental wellbeing and the equally important role that each of these play in our everyday lives. It explores the important role that physical health has on our mental health and vice versa. Health Education supports our young people to understand about health-related choices and behaviours, both mentally and physically, and take responsibility for their own in order to be happy, healthy and safe, now and in the future”

9. Organisation of PSHE

- 9.1 All teaching staff deliver weekly PSHE lessons to all year groups across the school, alongside planned enrichment opportunities, focus days/weeks and assemblies and workshops.
- 9.2 Teaching will be delivered mainly by the class teacher, but there are times when learning is complemented by external visiting speakers, for example, NSPCC workshops, First Aid trainers, online safety experts or inspiring people in the local community. It is important to note that where outside visitors help to deliver PSHE, they are not there to replace teachers but to enrich existing programmes by supporting the school. We have a Visitors Policy in place for quality assurance.
- 9.3 In addition to dedicated PSHE sessions, we have a comprehensive range of activities that complement and enrich the PSHE curriculum, including but not limited to, whole school assemblies, class sharing assemblies, special focus weeks and focus days such as refugee awareness week, children’s mental health week and anti-bullying week. PSHE topics are also complemented by other related subjects such as science, computing, RE and PE.
- 9.4 We deliver the vast majority of PSHE content through whole class lessons, within which we may run smaller, targeted groups or occasional 1:1 sessions, in response to identified needs of specific pupils. We may occasionally deliver in same sex groupings, for example when exploring specific or sensitive issues such as puberty or gender stereotypes, although this is followed up with whole class learning, to ensure that pupils also have the opportunity to engage with everybody’s ideas, experiences and understanding.

10. Content of PSHE Curriculum

We deliver our comprehensive PSHE curriculum under these 3 main strands:

- Relationships Education
- Health and Wellbeing Education
- Living in the Wider World

The PSHE curriculum is planned progressively from Year 3 to Year 6 so knowledge is revisited, built upon and deepened over time. See our website for our PSHE Education Curriculum Overviews:

<https://www.brooklandjuniorschool.co.uk/attachments/download.asp?file=678&type=pdf>

11. Statutory content from Relationships Education, Relationships and Sex Education (RSE) and Health Education statutory guidance (July 2025)

11.1 Relationships Education (KS 1 & 2: age 5-11 years)

- Families and People who Care for Me
- Caring Friendships
- Respectful, Kind Relationships
- Online Safety and Awareness
- Being Safe

11.2 Health Education (KS1&2: age 5-11 years)

- General Wellbeing
- Wellbeing Online, including AI generated content
- Physical Health and Fitness
- Healthy Eating
- Drugs, Alcohol, Tobacco and Vaping
- Health Protection and Prevention
- Personal Safety
- Basic First Aid
- Developing Bodies (*including puberty and naming correct body parts*)

11.3 Non-Statutory Content:

Living in the Wider World (KS1&2: age 5-11 years)

- Economic Wellbeing including financial wellbeing online, identifying and managing financial safety, protection from exploitation, scams, risks etc.
- Citizenship, including democracy, environmental responsibility and values.
- Careers Education

11.4 Sex Education (Year 6 Only) – *this 1 lesson in Year 6 is the only non-statutory content in our curriculum.*

(refer to section 12 for more information)

12. Specific Issues Related to Sex Education

12.1 Definition of Sex Education

Sex Education is lifelong learning about the physical, social and emotional aspects of human sexuality, including skills, attitudes and information on topics like reproduction (conception and birth), relationships, and identity. Sex Education aims to equip young people with the knowledge, skills, and values to have safe, fulfilling, and responsible relationships and to take responsibility for their own health and wellbeing.

12.2 DfE Sex Education Recommendation

Whilst sex education is not compulsory in primary schools, we are following the DfE recommendation to deliver a lesson on Sex Education in year 6 about conception, how a

baby is made and birth. We feel this non-statutory content is important to address many of the questions that children have and we teach this in the context of healthy adult relationships, complementing the factual description of human reproduction and conception covered in statutory science, and sitting alongside statutory Relationships and Health Education including content on puberty and changing bodies. At the parent meeting for year 6 we will make clear which lesson sits within sex education and outline your right to withdraw your child from this specific additional lesson, as outlined below.

12.3 The content of our Relationship and Sex Education lessons

We use the Christopher Winter Project (CWP) scheme of work as recommended by the PSHE Association and Barnet LA and adapt it to teach our Brookland style PSHE lessons. In our annual parent workshops, we will share all of the resources that we will be using during lessons so that parents can discuss lessons in more detail and we can make changes before teaching the lessons if needed.

The programme of study for each year group is as follows:

Year 3 – Valuing Differences and Keeping Safe

1. Differences: Male and Female

- Recognising similarities and differences between males and females.
- Challenging stereotypes and respecting differences.
- Using the correct names of private body parts, including penis, vulva, vagina, ovaries, breasts, uterus, testicles, scrotum, sperm and nipples.

2. Personal Space

- Understanding personal boundaries.
- Identifying safe and unsafe touch.
- Knowing how to seek help from trusted adults.

3. Family Differences

- Exploring different family structures including single parent families, same sex families, foster families, blended families, families with an adopted child and kinship carer families.
- Respecting diversity in family life.
- understanding the Equality Act protected characteristics and recognising discrimination when it occurs.

Year 4 – Growing Up

1. Growing and Changing

- Understanding key physical and emotional changes as children grow.
- Exploring the stages of the human lifecycle.

2. What is Puberty?

- An introduction to puberty and the role of hormones (oestrogen and testosterone) on puberty.

- An introduction to menstruation.
- Discussing male and female body parts using agreed science words including penis, vulva, vagina, ovaries, breasts, uterus, testicles, scrotum, sperm and nipples.

3. Puberty and Changes to the Body

- Understanding how the body changes during puberty and introducing menstruation as one of these changes.
- Recognising some of the puberty changes that males and females will experience.

Year 5 – Puberty Changes

1. Talking About Puberty

- Exploring feelings and questions about puberty.
- Understanding the key physical and emotional changes experienced during puberty.

2. Male and Female Changes

- Exploring the physical and emotional changes experienced during puberty for males and females in more detail.
- Discussing male and female body parts using agreed science words including penis, vulva, vagina, ovaries, breasts, uterus, testicles, scrotum, sperm and nipples.
- Knowing more about menstruation and nocturnal emissions (wet dreams) in an age-appropriate way.

3. Puberty and Hygiene

- Understanding why personal hygiene is important during puberty.

Year 6 – Puberty, Relationships and Reproduction

1. Puberty and Reproduction

- Describing how and why the body changes during puberty in preparation for reproduction.
- Discussing male and female body parts using agreed science words including penis, vulva, vagina, ovaries, breasts, uterus, testicles, scrotum, sperm and nipples.

2. Understanding Relationships

- Recognising characteristics of healthy relationships, respect, consent and communication.
- Considering physical & emotional behaviours in relationships.

3. Conception and Pregnancy (non-statutory)

- Understanding the processes of conception and pregnancy (including different ways of conceiving such as via invitro fertilisation (IVF) or egg/sperm/embryo donation).

- Describing the decisions that adults make before deciding to start a family.

4. Communicating in Relationships

- Exploring positive and negative ways of communicating in a relationship.
- To have considered when it is appropriate to share personal/private information in a relationship.
- To know how and where to get support if an online relationship goes wrong.

12.4 Engaging Parents/Carers in our Relationships and Sex Education Curriculum

Our PSHE policy is available to all parents on our school website and a printed copy is available on request from the office. We place the utmost importance on sharing equal and joint responsibility with parents/carers for their children's education and as such we do our best to find out from them any religious or cultural views they may have which may affect the Relationships and Sex Education they wish to be given to their children. This helps to continue our partnership with parents, who we regularly keep informed about content of the sex education programme and who are invited to meetings at school in the summer term to view resources and address any questions or issues they have in relation to the content of the Christopher Winter Project.

We take every opportunity to inform and involve parents/carers, providing transparency of the content and delivery of our relationships, sex and health education, in the following ways:

1. By making our commitment clear on our website and in our policy and curriculum documents.
2. By inviting parents/carers to discuss personal development, including PSHE, when their child enters the school
3. By inviting parents/carers to an annual meeting to discuss Relationships, Sex and Health Education in the school. During this meeting, there are opportunities for parents/carers to review curriculum content and resources, including any used by external partners and to address any questions or issues they have. It is also made clear about their parental right to withdraw their child from the non-statutory lesson in Year 6 (see section 12.5).
4. Beyond the annual meeting, parents/carers can request to see planning and curriculum resources used in the teaching of Relationships and Sex education at any time.
5. In response to emerging and/or local issues, we may need to respond by introducing additional content into the PSHE curriculum, for example the sharing of nude images, or sexting. In all cases, we will ensure to update parents and enable them to support the learning at home.

12.5 The Right to Withdraw from Sex Education

Parents have the right to withdraw their child from Sex Education, but not the right to withdraw their child from any lessons that are in the statutory Relationships Education, Science and Health Education curriculum, as outlined section 12. In accordance with this, it is made clear to parents of year 6 children that they can withdraw their children from the additional sex education lesson we deliver in Year 6.

If a parent wishes to withdraw their child from the Sex Education lesson in Year 6, we ask

that they discuss it with the Head Teacher first. Where parents have exercised this right, we encourage them to cover this content at home.

12.6 Supporting Pupils Withdrawn from Sex Education

Alternative work will be given to pupils who are withdrawn from the Y6 Sex Education lesson. We encourage curiosity in children as it is an important part of their learning and we recognise that pupils who have been withdrawn from these lessons may ask questions outside of the lesson time related to Sex Education. We feel it is important to answer questions honestly, with factual information and in an age-appropriate way. If we have a concern with regards to safeguarding due to the nature of a question we would follow our safeguarding procedures. We need to be mindful that young people who don't have their questions answered may look to other sources for information, such as other children or the internet, which might provide inaccurate information.

13. Approaches for Delivering Effective PSHE

13.1 Creating a Safe and Supportive Learning Environment

PSHE often works within pupils' real-life experiences, addressing a range of personal, social, emotional and health issues. A safe, supportive and respectful learning environment is created by establishing clear ground rules, developed and agreed with all pupils across the school, and referred to during PSHE lessons. This helps to secure an atmosphere within which pupils feel able to discuss concerns, feelings and sensitive issues.

13.2 Confidentiality

In the course of PSHE lessons, pupils may indicate in some way that they are vulnerable or at risk. In these circumstances staff are aware that they must refer to the Child Protection and Safeguarding Policy to ensure that they are clear about what is required in such circumstances.

The school will ensure that pupils know that teachers cannot offer unconditional confidentiality and are reassured that their best interests will be maintained. They will be reminded that if confidentiality has to be broken, they will be informed first and then supported as appropriate. They are encouraged to talk to their parents or carers and are provided with support to do so.

The school will ensure that staff understand that they cannot offer unconditional confidentiality to pupils. They will work within the school's agreed procedure for recording and reporting disclosures and the nature of access to this information.

13.3 A Skilled PSHE Delivery Team

To maintain the high quality, effective delivery of our programme, we provide a range of Continuing Professional Development (CPD)s opportunities for our staff to develop the high level of knowledge, skills and confidence needed to teach PSHE effectively, particularly the more complex, sensitive and challenging areas. This is achieved through a range of CPD activities, including on-site staff training, online courses and networking events, 1:1 mentoring and support. We ensure to draw on the expertise and specialism of relevant local and national organisations where possible to support our training and development programmes.

13.4 Participatory and Interactive Learning Approaches

Active, interactive and participative learning approaches are particularly effective for engaging pupils with the wide range of personal, social, emotional and health related issues in PSHE, particularly when addressing the more sensitive and complex content. Our skilled staff, along with our external partners, use a wide range of teaching and learning activities, within the boundaries of the agreed ground rules, to effectively engage pupils including, for example through structured or open discussion, games, role-play, group debates, use of technology, online games, alongside pupil presentations, the use of literature and visits by theatre groups and expert speakers.

13.5 Choosing relevant resources

Resources used in PSHE, including those used by our external partners, are regularly reviewed to ensure that they are up to date, relevant, age and stage appropriate, inclusive, unbiased, diverse and accessible for all students. We take into account how the language, cultural attitudes and images within our resources are inclusive and unbiased, avoiding any form of discrimination, misinformation, or promotion of harmful content in any way.

13.6 Use of External Organisations

We work with a range of various external organisations to enhance the delivery of PSHE across our planned programme, in order to bring in specialist knowledge and different ways of engaging our young people. Our partnership approach ensures that the activities and resources used by external organisations are delivered in accordance with the aims of this policy and the content of our planned programme. All external contributions complement the teaching delivered by our own staff, to enhance and enrich the overall experience of our pupils. All external contributors are made aware of our confidentiality and safeguarding policies to ensure any safeguarding issues that arise are dealt with in line with school policy and procedure.

13.7 Groupings

The PSHE curriculum will be delivered through a variety of whole class lessons, smaller group work and, where relevant, in one-to-one sessions. Teacher will group children in ways that meet their needs and to allow for the best outcomes for each child with the activity in mind.

13.8 Responding to Pupils' Questions

We will ensure to respond to all pupils' questions in the most appropriate manner, with an emphasis on supporting the child. The form in which questions are addressed may be in smaller group activities, or on a one-to-one basis, as appropriate. We recognise that if children's questions go unanswered, particularly in relation to content not covered in our curriculum or from those pupils who have been withdrawn they are likely to turn to other sources of support which may be unreliable, so no question will be disregarded. We will encourage children to talk to their own parents/carers or a trusted adult, or signpost them to organisations, for further information/support.

13.9 Meeting the Needs of SEND Pupils

PSHE lessons need to be accessible to all pupils including those with special educational needs. The SEND code of practice outlines the need for schools to prepare children for

adulthood outcomes. These pupils can be more vulnerable to exploitation and bullying which means that sensitive and age-appropriate Relationships and Health Education is an essential part of their learning. We will ensure that our curriculum is accessible to all pupils by adapting content and pace of learning where needed, using varying appropriate resources, adapting small group work, providing 1:1 support, and delivering relevant CPD for all staff.

14. An Inclusive Approach through a Moral and Values Framework

As a school we are required to meet the expectations of Equalities legislation. This is described in our Equalities Policy, which can be found on our website, and which is reflected in our day-to-day practice across the curriculum and in all areas of school life.

As an inclusive school we value difference and diversity within our school community and the wider world. As such PSHE, along with all other subjects, is delivered within the context of our school aims, values and moral framework, and equal opportunities policy, taking into account the following considerations:

- The school has duties under the Equalities Act, British Values, and the Ofsted framework and must reflect British Law
- Different faiths, beliefs, cultures and sexual orientation should be tolerated and not be the cause for prejudicial or discriminatory behaviour
- Respect for ourselves and others helps develop understanding of the need for non-exploitation within relationships
- We all have rights, duties and responsibilities, we need to know what these are and have the ability to exercise them
- Children are growing up in a diverse world and will need to be able to work, live and play with people from all backgrounds
- Some pupils and staff will identify as LGBT+
- Families can include single parent families, LGBT parents, families headed by grandparents, adoptive parents, foster parents/carers and kinship carer families amongst other structures
- Some children may have a different structure of support around them (for example: looked after children or young carers)

Within this duty to foster an understanding of equality and respect, we ensure that all pupils grasp the concept of protected characteristics as directed under British law, in an age-appropriate way, and to avoid discrimination based on any of these characteristics, including age, disability, gender reassignment, marriage and civil partnership, pregnancy and maternity, race, religion or belief, sex and sexual orientation. We also promote British Values within our whole school aims and values. The personal beliefs and attitudes of teachers will not influence the teaching of any elements of PSHE.

We recognise and value our diverse community at school, valuing all our young people, parents/carers, staff and visitors who may be, for example, from varying backgrounds, faiths, heritages, who are LGBTQ+, who are in different types of families such as single parents/carers or those who are married or in civil partnerships, children living in care, or young carers, or those living in poverty. In exploring and developing a wide range of issues related to acceptance, tolerance, and the avoidance of discrimination, our young people can live respectfully with all members of the community, in preparation for their lives in a globally connected world.

We believe that pupils should receive comprehensive, balanced and accurate information that relates to their needs. The personal beliefs and attitudes of teachers will not influence the teaching of any elements of PSHE. For example, care is taken to ensure there is no stigmatisation of children based on their different home circumstances when teaching about the importance of marriage, or stable relationships, for family life and bringing up children.

In exploring their own feelings and attitudes, and those of peers and the wider society, our pupils are able to develop values on which to base decisions about relationships, health and living in the wider world.

15. Assessing PSHE and Monitoring the Programme

The PSHE Lead will be responsible for:

- Ensuring the policy and programmes are implemented as agreed
- Monitoring teaching within lessons through observations, team teaching, pupil work scrutiny, pupil focus groups, PSHE subject reviews, data analysis and learning walks.
- Supporting staff to assess pupils progress, ensuring assessment is built into the PSHE teaching and learning programme in all year groups, including baseline and endline assessments, and ongoing formative assessment, to measure pupil progress, in line with the school's assessment procedures
- Ensuring that assessment focuses on pupils' knowledge, understanding and application of learning and does not assess or judge pupils' personal beliefs, opinions or family values.
- The annual consultation processes for the RSE unit of work to gather the views of pupils, staff, parents/carers and governors.
- Evaluation of the programme will be made by assessing the attitudes of the pupils, the development of their personal skills and the knowledge and understanding they have gained. Review forms part of the content and is an ongoing process. The views of pupils, staff, parents and governors will be sought and taken into account as the programme develops and changes.
- Recommending targets for whole school development based on data analysis, monitoring of lessons and planning and understanding the needs of each cohort.

16. Training Staff to Deliver PSHE

It is important that staff delivering PSHE work within the values and moral framework of this policy and feel confident, skilled and knowledgeable to deliver effective PSHE. Continuing professional development will be provided through a range of options: individual study and development/ in-house CPD/ external training courses. Training may include:

- What to teach and when
- Leading discussions about attitudes and values
- Information updates
- Practicing a variety of teaching methods
- Facilitating group discussions
- Involving pupils in their own learning
- Managing sensitive issues

17. Disseminating and Monitoring the PSHE Policy

This policy is available on the school website and a hard copy is available to parents on request. Staff training ensures that the content of this policy is disseminated to all staff and we review this policy annually with staff and governors.