**PSHE Education Policy Appendices:**

**Appendix A: Longterm Plan (Overview)**

**Appendix B: Ground Rules for PSHE Education Sessions**

Before teaching about issues like mental health and emotional wellbeing, clear ‘ground-rules’ are established or reinforced and the concepts of confidentiality and anonymity covered at the start of the lesson. Ground rules need to be consistently adhered to, regularly revisited and, if necessary, renegotiated and reinforced. The teacher will lead by modelling the ground rules in their communications with the class. Ground-rules are most effective when they have been negotiated and agreed with the pupils, rather than imposed by the teacher. Below are some of the themes that may be considered:

**Openness**

A vital part of exploring issues in PSHE education is to encourage an ethos of openness within specific boundaries. This is governed by our Safeguarding Policy. The classroom is a safe and supportive environment for discussions that are positive and affirming but provide opportunities for children to share concerns.

**Keep the Conversation in the Room**

Pupils will feel safe discussing general issues within the lesson without fear that these discussions will be repeated by their peers or teacher beyond the classroom. Pupils will be encouraged to feel confident exploring misconceptions or questions about issues within this safe setting. Teachers will make it clear, however, that if concerned a child is at risk using age appropriate language then the teacher would follow our Safeguarding Policy.

**Non-judgemental Approach**

When tackling issues children will be free to explore prior beliefs, misunderstandings and inappropriate attitudes without fear of being ridiculed or judged. Children will be taught that it is acceptable, often healthy, to disagree with another person’s point of view but not to judge. Pupils should be encouraged to challenge the belief and not the person.

**Right to Pass**

Whilst participation is important, every pupil has the right to choose not to answer a question or participate in an activity if they touch upon personal issue and they will not be required to disclose within a classroom setting if the topic or discussion makes them feel uncomfortable in anyway. They would be encouraged to discuss such concerns with the teacher individually. By informing pupils of the theme to be discussed beforehand it helps ensure that our teaching is inclusive and matched to the pupils’ needs.

**Make No Assumptions**

In addition to not judging, pupils will be encouraged to avoid assumptions about the values, attitudes, life experiences, faith values, cultural values or feelings of their peers.

**Listen to Others**

Every pupil has a right to feel listened to and respect the right of their peers to feel listened to. Children will be encouraged to challenge the viewpoint of another child, but that they must listen carefully and in full before formulating response.

**Use of Language**

Pupils will be reminded to take care in their use of language within and beyond PSHE sessions. They should not use offensive, inaccurate terms or those with negative connotations.

**Ask Questions**

Teachers will foster an open environment where pupils feel safe asking questions and exploring preconceptions about a topic. Pupils will be made aware that no question will be considered stupid and that asking when unsure is an appropriate and healthy response. Pupils will also be taught that it is unacceptable to ask a question in order to deliberately embarrass.

**Seeking Help and Advice**

Whilst it is important that pupils do not make personal disclosures during the course of the session, teachers will clearly signpost the appropriate means of seeking support and advice. Pupils will be encouraged to support their friends in seeking help if they believe it is needed. Pupils will be reassured that they will always be taken seriously, will never be judged and will always be listened to.

**Ending the Lesson**

Teachers will take into the account of the nature of the subject matter and identify activities (including those which are lighthearted) to end the session so that pupils are ready for the next lesson.