



# St Leonard's CE(A) First School

## Policy for PSHCE and RHE

Personal, Social, Health, Emotional and Citizenship  
Education and Relationships Education.

**Responsibility of:**

**Full Governing Board**

**Developed in consultation with:**

Pupils/ staff/ Governors/ Parent

**Adopted by the Governing Board:**

Nov 2021

**Signed:** *Mr matthew welton*

**Date for review:** Nov 2023



## PSHCE and RHE Policy

At St Leonard's Church of England First School, we believe that every child is unique and special and valued by God.

### Our School Vision

- At St. Leonard's First School we endeavour to promote a happy, peaceful and welcoming school at the heart of the community in which all are valued as special and unique individuals.
- We aim to inspire a curiosity for life, a love of God and one another, a willingness to help those in need and a respect for our world, through worship and celebration together in our school and local church.
- Together we aim to deliver the highest standards of teaching and learning, educating the whole child as preparation for life by valuing hard work and learning together as a school family.

***'In him was life; and life was the light of men. And the light shineth in darkness.'***  
**John 1 v4-5**

### Aims and Key Principles

Our Christian values underpin our ethos; every child is valued and encouraged to achieve their full potential. Every member of our school community is encouraged to respect and value each other. Strong links are made between our school values, daily worship and PSHCE curriculum and other curriculum areas.

At St Leonard's we understand that our pupils must be provided with an education that prepares them for the opportunities, responsibilities and experiences of adult life. Our PSHCE and RHE curriculum is a key part of that.

Through a planned programme of PSHCE learning, we aim to provide our pupils with the knowledge, understanding and skills that they need in order to manage their lives both now and in the future. As part of a whole school approach, we aim to develop the attributes our pupils need to thrive as individuals, as part of a family and as a confident member of the wider community. To develop self-understanding and emotional intelligence.

Relationships and Health Education focusses on giving pupils the knowledge they need to make informed decisions about their well-being, health and relationships.

We understand our responsibility to deliver a high quality, age appropriate and evidence based relationships and health curriculum for all of our pupils.

We recognise that Relationships Education is a highly sensitive subject but we firmly believe that effective RE can make a significant contribution to the development of the personal skills needed by pupils if they are to establish and maintain relationships. Due to our status as a Church of England school, we will teach within a framework of Christian values and Christian understanding. We undertake to follow the principles in the Church of England Charter for faith sensitive and inclusive relationships education, relationships, and Health education. Sensitivity and respect will be shown to all children when teaching about personal relationships and sex education and RHE is taught in a way to ensure that there is no stigmatization of children based on their home/ personal circumstances.

As we are a First School with children up to Year 4, we have taken the decision not to teach Sex Education at this stage. We will however, ensure that our pupils are prepared for change by teaching them about puberty in year 4 and that they have a good understanding of their bodies including the correct terminology for body parts related to reproduction. Children will be taught how to keep themselves and their bodies safe in line with NSPCC Guidance.

Our RHE teaching and learning is set within a context that is consistent with the school's Christian ethos and values:

- It is based on inclusive Christian principles and values emphasising respect, compassion, loving care and forgiveness.
- It is taught in the light of the belief in the absolute worth of all people and the unconditional infinite love of God.
- It is sensitive to the circumstances of all children and is mindful of the expressions of family life in our culture, yet it should also uphold the Christian values regarding relationships and marriage.

Our school is committed to serving its community and surrounding areas. We recognise the multi-cultural, multi faith and ever-changing nature of the United Kingdom, and therefore those we serve. We also understand the vital role we have in ensuring that groups or individuals within the school are not subjected to intimidation or radicalization by those wishing to unduly, or illegally, influence them. At our school we embrace the British Values of: Democracy, The rule of law, Individual liberty, Mutual respect and Tolerance of those of different faiths and beliefs. These British Values closely align to our school core values.

We want our children to learn to understand and respect our common humanity, diversity and differences so that they can go on to form the effective, fulfilling relationships that are an essential part of life and learning.

This policy closely links to our school safeguarding policies and has been written with a key aim of keeping our children safe and preparing them for the wider world by equipping them with knowledge, resilience, astuteness to confidently deal with life challenges and changes in order to create happy and successful adult lives.

#### **Legal Framework**

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

- Section 80A of the Education Act 2002
- Children and Social work Act 2017
- The Relationships Education , Relationships and Sex Education and Health Education (England) Regulations 2019
- Equality Act 2010
- DfE Guidance Relationships and Sex Education (RSE) and Health Education ( )
- DfE (2013) Science programmes of study: Key stage 1 and 2

### **Pupil Learning Outcomes**

Our PSHCE and RHE curriculum contributes to the development of our pupils as healthy and fulfilled individuals in the following ways linking to our core values and curriculum intent.

### **Endeavour**

#### **Determined**

- ☺ I am productive.
- ☺ I am resourceful.
- ☺ I can meet deadlines.
- ☺ I can work independently at school.
- ☺ I can work independently at home.

#### **Enthusiastic**

- ☺ I am motivated.
- ☺ I have a growth mind-set.

#### **Active**

- ☺ I am active.

#### **Valiant**

- ☺ I can ask for help.
- ☺ I have the courage to help a friend in need.

#### **Optimistic**

- ☺ I am a resilient learner.
- ☺ I am adaptable.

#### **Reflective**

- ☺ I am reflective.
- ☺ I set my own goals and work to them.
- ☺ I know my own strengths and targets.

### **Curiosity**

#### **Confident**

- ☺ I embrace new things.
- ☺ I can choose my own learning path.
- ☺ I can follow my own interests.

#### **Risk taker**

- ☺ I can assess and take calculated risks.

### Survivor

- ☺ I am a first aider.
- ☺ I can survive.

### Love

#### Loving

- ☺ I can love myself.
- ☺ I can love others.
- ☺ I love learning.
- ☺ I am healthy.
- ☺ I am a singer.
- ☺ I am a good friend.
- ☺ I care about what is important.
- ☺ I enjoy learning.
- ☺ I love my community.
- ☺ I know about my local area and community.

#### Optimistic

- ☺ I am grateful for what I have.

#### Vibrant vessel

- ☺ I get enough sleep.
- ☺ I can keep myself safe.
- ☺ I can look after my body.
- ☺ I can look after my mind and my well-being.
- ☺ I can balance my learning and leisure time.
- ☺ I can manage my use of technology.

#### Emotionally intelligent

- ☺ I know what makes me happy.
- ☺ I can talk about my feelings.
- ☺ I am a good listener.
- ☺ I am emotionally resilient.
- ☺ I can grow and build healthy relationships.

### Respect

#### Respectful

- ☺ I can debate issues respectfully.
- ☺ I can appreciate the classics from my culture.
- ☺ I am a leader.
- ☺ I can make reasoned decisions.

#### Equal

- ☺ I have respect for everyone.
- ☺ I am a global citizen.

#### Self-respect

- ☺ I am a healthy eater.
- ☺ I can organise myself and my belongings.

#### Patient

- ☺ I am a team player.

### Earthly

- ☺ I am an eco-warrior.
- ☺ I know how to look after my world.
- ☺ I care for God's creatures.

### Compassion

- ☺ I can relate well to others.
- ☺ I can make new friends.
- ☺ I can sustain friendships.
- ☺ I am kind.

### Trustworthiness

- ☺ I know the difference between right and wrong.

## **From a tiny spark to a bright flame**

### Leadership and learning

- ☺ I am independent.
- ☺ I am confident.
- ☺ I am responsible and reliable.
- ☺ I am punctual.
- ☺ I am a clear and effective communicator.

### Meaningful

- ☺ I am a politician
- ☺ I can make my ideas count.
- ☺ I am a good person.
- ☺ I am prepared for change.
- ☺ I help those in need.

### Endurance

- ☺ I know, value and actively work on my talents.
- ☺ I know about the world of work.
- ☺ I know which jobs/ careers would make use of my talents.
- ☺ I have dreams and aspirations for my future.

## **Curriculum Content**

PSHCE (which includes Relationships and Health Education) is taught weekly through a planned programme of work.

Through effective organisation and delivery of the subjects we will ensure that:

- Core knowledge is sectioned into units of manageable size.
- The required content is communicated to pupils clearly, in a carefully sequenced way, within a planned scheme of work.

- Teaching included contexts for pupils to embed new knowledge so that it can be used confidently in real-life situations.
- Curriculum is taught proactively to address issues in a timely way in line with current evidence on children's physical, emotional and sexual development.
- Teaching strategies are varied and are mindful of preferred learning styles and the need for differentiation and accessibility for SEND pupils.

Classes may be taught in gender segregated groups dependent on the nature of the topic being delivered and the pupil's cultural background.

A whole school approach, with all year groups working on the same theme at the same time is used. This enables each theme to start with an introductory collective worship, generating a whole school focus for adults and children alike.

Opportunities for linking aspects of PSHCE will also be identified and developed by class teachers through Theme teaching. We also aim to cover aspects of PSHCE through special theme days and weeks e.g careers and aspirations day and I am healthy day.

<b>EYFS Early Learning Goals</b>
<b>Personal, Social and Emotional Development</b>
<b>Self-Regulation</b>
<ul style="list-style-type: none"> <li>• Show an understanding of their own feelings and those of others, and begin to regulate their behaviour accordingly.</li> <li>• Set and work towards simple goals, being able to wait for what they want and control their immediate impulses when appropriate.</li> <li>• 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.</li> </ul>
<b>Managing Self</b>
<ul style="list-style-type: none"> <li>• Be confident to try new activities and show independence, resilience and perseverance in the face of challenge.</li> <li>• Explain the reason for rules, know right from wrong and try to behave accordingly.</li> <li>• Manage their own basic hygiene and personal needs, including dressing, going to the toilet and understanding the importance of healthy food choices.</li> </ul>
<b>Building Relationships</b>
<ul style="list-style-type: none"> <li>• Work and play co-operatively and take turns with others.</li> <li>• Form positive attachments to adults and friendships with peers.</li> <li>• Show sensitivity to their own and to others' needs.</li> </ul>

**RELATIONSHIPS EDUCATION** - Statutory Expectations for the end of KeyStage2.

**Families and people who care for me**

Pupils should know

- that families are important for children growing up because they can give 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, either in school or in the wider world, sometimes look different from their family, but that they should respect those differences 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 as they grow up.
- that marriage represents a formal and legally recognised commitment of two people to each other which is intended 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

Pupils should know

- how important friendships are in making us feel happy and secure, and how people choose and make friends.
- the characteristics of friendships, including mutual respect, truthfulness, trustworthiness, loyalty, 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 or excluded.
- that most friendships have ups and downs, and that these can often be worked through so that the friendship is repaired or even strengthened, and that resorting to violence is never right.
- how to recognise who to trust and who not to trust, how to judge when a friendship is making them feel unhappy or uncomfortable, managing conflict, how to manage these situations and how to seek help or advice from others, if needed.

### RESPECTFUL RELATIONSHIPS

Pupils should know

- the importance of respecting others, even when they are very different 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 or support respectful relationships.
- the conventions of courtesy and manners.
- the importance of self-respect and how this links to their own happiness.
- that in school and in wider society they can expect to be treated with respect by others, and that in turn they should show due respect to others, including those in positions of authority.
- about different types of bullying (including cyberbullying), the impact of bullying, responsibilities of bystanders (primarily reporting bullying to an adult) and how to get help.
- what a stereotype is, and how stereotypes can be unfair, negative or destructive.
- the importance of permission-seeking and giving in relationships with friends, peers and adults.

## ONLINE RELATIONSHIPS

Pupils should know

- that people sometimes behave differently online, including by pretending to be someone they are not.
- that the same principles apply to online relationships as to face-to-face relationships, including the importance of respect for others online including when we are anonymous.
- the rules and principles for keeping safe online, how to recognise 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

Pupils should know

- what sorts of boundaries are appropriate in friendships with peers and others (including in a digital context).
- about the concept of privacy and the implications of it for both children and adults; including that it is not always right to keep secrets if they relate to being safe.
- that each person's body belongs to them, and the differences between appropriate and inappropriate or unsafe physical, and other, contact.
- how to respond safely and appropriately to adults they may encounter (in all contexts, including online) whom they do not know.

- how to recognise and report feelings of being unsafe or feeling bad about any adult.
- how to ask for advice or help for themselves or others, and to keep trying until they are heard.
- how to report concerns or abuse, and the vocabulary and confidence needed to do so.
- where to get advice e.g. family, school and/or other sources

### Physical Health and Mental Well-being

Pupils should know

- that mental wellbeing is a normal part of daily life, in the same way as physical health.
- that there is a normal range of emotions (e.g. happiness, sadness, anger, fear, surprise, nervousness) 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 a 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, including the importance of rest, time spent with friends and family and the benefits of hobbies and interests.
- isolation and loneliness can affect children and that 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 school they should speak to 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 people who do, the problems can be resolved if the right support is made available, especially if accessed early enough.

### Internet Safety and Harms

Pupils should know

- that for most people the internet is an integral part of life and has many benefits.
- about the benefits of rationing time spent online, the risks of excessive time spent 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, for example, 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 including understanding that information, including that from search engines, is ranked, selected and targeted.
- where and how to report concerns and get support with issues online.

### Physical health and Fitness

Pupils should know

- the characteristics and mental and physical benefits of an active lifestyle.
- the importance of building regular exercise into daily and weekly routines and how to achieve this; for example walking or cycling to school, a daily active mile or other forms of regular, vigorous exercise.
- the risks associated with an inactive lifestyle (including obesity).
- how and when to seek support including which adults to speak to in school if they are worried about their health.

### Healthy Eating

Pupils should know

- what constitutes a healthy diet (including understanding calories and other nutritional content).
- the principles of planning and preparing a range of healthy meals.
- the characteristics of a poor diet and risks associated with unhealthy eating (including, for example, obesity and tooth decay) and other behaviours (e.g. the impact of alcohol on diet or health).

### Drugs, alcohol and tobacco

- Pupils should know the facts about legal and illegal harmful substances and associated risks, including smoking, alcohol use and drug-taking.

### Health and Prevention

Pupils should know

- how to recognise early signs of physical illness, such as weight loss, or unexplained changes to the body.

- about safe and 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 affect weight, mood and ability to learn.
- about dental health and the benefits of good oral hygiene and dental flossing, including 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

Pupils should know:

- 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

Pupils should know:

- 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 including the key facts about the menstrual cycle.

## Learning and Teaching

In line with our Learning and Teaching Policy, a range of teaching strategies will be used to ensure that learning is purposeful, active and exciting. As with the rest of our school curriculum in PSHCE and RHE teachers will make use of high quality story books which provide a context for many of the themes studied.

All pupils will work within a safe, secure climate to be able to explore their own and others' attitudes, values and skills. Lessons will involve a high level of interaction where each pupil has planned opportunities for learning which will give them scope to work to their full potential.

Establishing a safe, open and positive learning environment based on trusting relationships between all members of the class, adults and children alike, is vital to successful and effective teaching and learning within this subject. Each class will establish ground rules based on the following:

- We take turns to speak

- We use kind and positive words
- We listen to each other
- We have the right to pass
- We only use names when giving compliments or when being positive

In EYFS PSHCE is part of the core curriculum taught through experiences and opportunities provided for the children inside and outdoors alongside some direct teaching .

In KS1 and KS2, PSHCE lessons are part of the weekly time-table. Learning opportunities in other subjects through our theme led curriculum are being developed and specific events and activities are to be planned into the school year to enrich learning. Teachers will choose the method most appropriate for their whole class to meet the objectives of the lesson. All classes use circle time to promote and discuss issues within PSHE and citizenship.

Where possible as a school we try to develop our PSHCE ethos to many aspects of school life. "Respect" is one of our school core values. We aim to put this into practise by valuing the opinions and ideas of our pupils. We try to involve our pupils in new initiatives that have strong PSHCE links including pupil leadership.

The school has a central worry box to encourage children to voice their concerns. Our school council is also very much involved in collecting opinions and feeding back ideas on how we can improve our school and aspects of school life.

Whilst pupils are given the opportunity to explore their own attitudes, values and beliefs and to develop an individual moral code that will guide their actions, this is exercised within an understanding of the right of people to hold their own views within a framework of respect for others. We are educating our children to live in the real world with all its contradictions. We mustn't let our adult knowledge and bias prevent us seeing things from a child's perspective. Our focus is on building healthy attitudes and positive relationships in an environment where difference is celebrated and everyone is included and valued for who they are.

**The Church of England Guidelines state that RHE should be based on the following principles and is something that we will adhere to within the teaching and learning of RHE at St Leonard's CE School.**

- Children should learn the importance of marriage, family and committed relationships as key building blocks of community and society.
- RHE includes learning about physical and emotional development.
- RHE is part of the wider social, personal, moral and spiritual development.
- Children should be made more aware of the spiritual dimensions.
- Children should be taught to have respect for their own and others peoples' bodies
- Children need to learn the importance of protecting themselves.
- Children should learn that it is important to build positive relationships that involve trust and respect.
- Children need to learn how to keep themselves safe when using the internet and other forms of technology.
- Children need to be aware of responsible use of all forms of technology in order to respect the well-being and integrity of others.

### Curriculum Links

The school makes links between PSHCE and RHE and the other curriculum subjects wherever possible to enhance pupil's learning.

Relationships and health education link to the following subjects in particular:

- **Science** - learning about the main external parts of the body and changes to the body as it grows from birth to old age, including puberty.
- **Computing and ICT** - e-safety, using technology responsibly, respectfully and securely. Keeping personal information private and how to access help and support.
- **PE** - Exploring various physical activities, being physically active for sustained periods of time, engaging in competitive sport and understanding how exercise can lead to healthier lifestyles.
- **Reading/ Art/ Outdoor Learning** - Pupils learn how these subjects can support their mental and physical well-being.

## **Parental and Community Involvement**

Parents are invited to join in events in school. Parents are regularly informed of events and developments on the website and school newsletter. Working with parents is a vital part of the whole school approach to PSHCE. We also have a close relationship with our local Church and Chapel who sometimes lead worship in the school. Members of the school community and locality are thoroughly involved each year when we hold our careers enrichment week.

## **Working with external experts**

We aim to involve outside agencies, including NSPCC, School Liaison Police Officer, dental health advisors, e-safety advisors, St Johns Ambulance service, to enhance aspects of the PSHCE/ RHE curriculum where possible.

External experts will be expected to comply with the provisions of this policy and visitor credentials will be checked in line with the safeguarding policy. The school will ensure that the teaching delivered by the external expert fits the planned curriculum and this policy. That it is age-appropriate and accessible for the pupils and that the materials to be used are suitable and differentiated for SEND pupils. The school will discuss safeguarding and child protection procedures with the external experts.

## **Withdrawal from RHE Lessons**

Relationships and health Education are statutory at Primary Level.

Sex Education is not statutory (except for those parts included in statutory National Curriculum Science, this would include the reference to the naming of body parts in KS1). These sections have been indicated on our curriculum outline. Therefore parents do not have the right to withdraw their child from the subject.

## **Teaching Sensitive and Controversial Issues**

Sensitive and controversial issues are certain to arise in learning from real-life experience. Teachers will be prepared to handle personal issues arising from the work, to deal sensitively with, and to follow up appropriately, disclosures made in a group or individual setting. Issues that we address that are likely to be sensitive and controversial because they have a political, social or personal impact or deal with values and beliefs include: family lifestyles and values, physical and medical issues, financial issues, bullying and bereavement.

Teachers will take all reasonable, practical steps to ensure that, where political or controversial issues are brought to pupils' attention, they are offered a balanced presentation of opposing views.

Teachers will adopt strategies that seek to avoid bias on their part and will teach pupils how to recognise bias and evaluate evidence. Teachers will seek to establish a classroom climate in which all pupils are free from any fear of expressing reasonable points of view that contradict those held either by their class teachers or their peers.

### **Answering Difficult Questions and Sensitive Issues**

Staff members are aware that views around PSHCE and RHE related issues are varied. However, while personal views are respected, all PSHCE and RHE issues are taught without bias. Topics are presented using a variety of views and beliefs so that pupils are able to form their own, informed opinions but also respect that others have the right to a different opinion.

Both formal and informal PSHCE and RHE arising from pupils' questions are answered according to the age and maturity of the pupil(s) concerned. Questions do not have to be answered directly, and can be addressed individually later. The school believes that individual teachers must use their skill and discretion in this area and refer to the designated safeguarding lead.

Our school believes that PSHCE and RHE should meet the needs of all pupils, answer appropriate questions and offer support.

### **Involving Parents and Carers**

The school believes that it is important to have the support of parents, carers and the wider community for the PSHCE programme. Parents and carers are/will be given the opportunity to find out about and discuss the PSHCE programme through:

- Information leaflets
- Displays
- Our school website offers a wide range of advice and guidance to support parents.

### **Assessment**

Children's understanding, knowledge and skills are assessed through observation, discussion, questioning and group participation. Children will be encouraged to talk about and reflect on their own experiences.

Children will be giving scenarios and asked what they would do to safeguard themselves and others.

Every child, in KS1 and KS2 has a Journal and a skills passport that will follow them through their time at school. As well as being a record of their learning it will also be used as an assessment tool.

For the early years, evidence of learning will be in the children's Learning Journals. General comments about PSHCE will be included in annual reports to parents.

### **Monitoring and Evaluation**

The PSHCE subject leader will monitor delivery of PSHCE through observation and discussion with teaching staff to ensure consistent and coherent curriculum provision. Evaluation will be based on:

- Pupil and teacher evaluation of the content and learning processes
- Monitoring of Journals
- Staff meetings to review and share ideas
- Any changes to statutory guidance, feedback from parents or in relation to issues in the local area.

### **Links with Other Policies**

We recognise the clear link between PSHE and citizenship and the following policies and staff are aware of the need to refer to these policies when appropriate

- Behaviour Policy
- The Equality Policy
- Accessibility Plan
- Acceptable use and E-Safety Policy
- Intimate Care Policy
- RE Policy
- Safeguarding Children Policy
- Use of photography and equipment by Parents and Carers Policy
- SEND Policy
- Learning and Teaching Policy

### **Training and Support for Staff**

All staff benefit from PSHCE training in order to enhance their PSHCE delivery skills. Opportunities are provided for staff to identify individual training needs on a yearly basis and relevant support is provided.

In addition to this, support for teaching and understanding PSHCE issues is incorporated in our staff INSET programme, drawing on staff expertise and/or a range of external agencies.

### **Confidentiality and Child Protection Issues**

As a general rule a child's confidentiality is maintained by the teacher or member of staff concerned. If this person believes that the child is at risk or in danger, she/he talks to the designated safeguarding lead who takes action as laid down in the Safeguarding Children Policy. All staff members are familiar with the policy and know the identity of the member of staff with responsibility for Child Protection issues. The child concerned will be informed that confidentiality is being breached and reasons why. The child will be supported by the teacher throughout the process.

St Leonard's First School is committed to safeguarding and promoting the welfare of children and expects all staff and volunteers to share this commitment. The Safeguarding Children Policy and procedures are available on our website and provide comprehensive information regarding all forms of child exploitation.