



## PHSE Policy



“Many hearts, one accord: In God’s love we learn and grow together to build the kingdom of God.’

‘Doing as He tells us: in God’s love we learn and grow together to build the kingdom of God.’

*(Schools' Mission Statements)*

**Approved by: Local Academy Committee**

**Date:**

**Last reviewed on :**

**Next review due by:**

### Introduction

This policy is based on the DfEE guidance document Relationships Education, Relationships and Sex Education and Health Education. Our PSHE policy is also informed by DfE guidance on Relationships, Sex and Health Education (as above), preventing and tackling bullying (Preventing and tackling bullying: Advice for head teachers, staff and governing bodies, July 2013, updated 2017), Drug and Alcohol Education (DfE and ACPO drug advice for schools: Advice for local authorities, headteachers, school staff and governing bodies, September 2012), safeguarding (Working Together to Safeguard Children: A guide to inter-agency working to safeguard and promote the welfare of children, March 2013 and Keeping Children Safe in Education, 2018) and equality (Equality Act 2010: Advice for school leaders, school staff, governing bodies and local authorities, revised June 2014). An amendment to the Children and Social Work Act 2017 made Relationships and Health Education at primary; and Relationships, Sex, and Health Education at secondary, statutory subjects from September 2020.

### Context

All schools must provide a curriculum that is broadly based, balanced and meets the needs of all pupils. Under section 78 of the Education Act 2002 and the Academies Act 2010, a PSHE curriculum:

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

### PSHE

Our PSHE curriculum promotes the spiritual, moral, cultural, mental and physical development of pupils at St Mary's and Our Lady of Grace preparing them for the opportunities, responsibilities and experiences of later life. Our programme of study not only reflects the specific needs of the pupils but also reflects the universal needs shared by all pupils.

At both schools we teach Personal, Social, and Health Education as a whole-school approach to underpin children's development as people and because we believe that this also supports their learning capacity. The Jigsaw Programme offers us a comprehensive, carefully thought-through Scheme of Work which brings consistency and progression to our children's learning in this vital curriculum area. The overview of the programme can be seen on our school website. This also supports the "Personal Development" and "Behaviour and Attitude" aspects required under the Ofsted Inspection Framework, as well as significantly contributing to the school's Safeguarding and Equality Duties, the Government's British Values agenda and the SMSC (Spiritual, Moral, Social, Cultural) development opportunities provided for our children. This policy outlines the Intent, Implementation and Impact of how PSHE is taught using a spiral curriculum in our school. The PSHE Policy should be read in conjunction with the following policies: RSE, SEND and Safeguarding,

Relationship and Sex Education is taught as part of our PSHE curriculum and is taught following the 'Ten Ten: Life to the Full' programme, which has been approved by the Diocese and Directors of the MAC. Please see RSE Policy for more information.

### Intent

Our school's overarching intent for our pupils is to provide a Personal, Social, Health and Economic (PSHE) education programme of study which ensures all pupils are provided with:

- Accurate, balanced and relevant knowledge.
- Opportunities to turn that knowledge into personal understanding.
- Opportunities to explore, clarify and if necessary challenge, their own and others' values, attitudes, beliefs, rights and responsibilities.
- The skills, language and strategies they need in order to live healthy, safe, fulfilling responsible and balanced lives.
- Opportunities to develop positive personal attributes such as resilience, self-confidence, self-esteem and empathy.
- Accurate, balanced and relevant knowledge to enable them to appreciate what it means to be a positive, tolerant member of a diverse multicultural society.

Our children will be taught in a safe and supportive learning environment. We will ensure that where a pupil indicates that they may be vulnerable and at risk, they will get appropriate support by staff members following the schools safeguarding/child protection policies.

### **Implementation**

At St Mary's and Our Lady of Grace our whole curriculum is shaped by our school vision which aims to enable all children, regardless of background, ability, additional needs, and to flourish to become the very best version of themselves they can possibly be.

We teach the National Curriculum, supported by a clear skills and knowledge progression. This ensures that skills and knowledge are built on year by year and sequenced appropriately to maximise learning for all children.

At St Mary's and Our Lady of Grace we teach PSHE as a whole-school approach to underpin children's development as people and because we believe that this also supports their learning capacity. The Jigsaw Programme offers us a comprehensive, carefully thought-through Scheme of Work which brings consistency and progression to our children's learning in this vital curriculum area.

The overview of the programme can be seen on the school website.

This also supports the "Personal Development" and "Behaviour and Attitude" aspects required under the Ofsted Inspection Framework, as well as significantly contributing to the school's Safeguarding and Equality Duties, the Government's British Values agenda and the SMSC (Spiritual, Moral, Social, Cultural) development opportunities provided for our children.

## **Statutory Relationships and Health Education**

"The Relationships Education, Relationships and Sex Education and Health Education (England) Regulations 2019, made under sections 34 and 35 of the Children and Social Work Act 2017, make Relationships Education compulsory for all pupils receiving primary education...They also make Health Education compulsory in all schools except independent schools. Personal, Social, Health and Economic Education(PSHE) continues to be compulsory in independent schools."

DfE Guidance p.8

### Impact

Here, at St Mary's and Our Lady of Grace we value PSHE as one way to support children's development as human beings, to enable them to understand and respect who they are, to empower them with a voice and to equip them for life and learning.

Our approach to teaching PSHE means that our curriculum and coverage is relevant to children living in today's world as it helps them to understand and be equipped to cope with issues like body image, cyber and homophobic bullying, and internet safety. Our children will have a wider knowledge of themselves and the world around them. Showing acceptance and understanding to others, but also understanding the importance of self-thoughts and feelings. By taking a whole school approach, this means that our children are deepening their knowledge of PSHE throughout their time at school.

### Our children will:

- demonstrate and apply the British Values of Democracy, Rule of Law, Mutual respect, Tolerance and individual Liberty.
- Demonstrate a healthy outlook towards school - attendance will be in-line with national and behaviour will be good.
- Achieve age related expectations across the wider curriculum.
- Become healthy and responsible members of society
- Be on their journey preparing them for life and work in modern Britain.
- Understand what consent means, both in terms of giving it and recognising it in others.
- Have clear information about their rights over their own bodies and their responsibilities towards others when dealing with their peers, families and adults both in real life and online.
- Learn how to deal with peer pressure so consent is not forced and the understanding that consent can be withdrawn, both online and offline.

Our PSHE policy is informed by existing DfE guidance:

- [Keeping Children Safe in Education](#) (statutory guidance)

- [Respectful School Communities: Self Review and Signposting Tool](#) (a tool to support a whole school approach that promotes respect and discipline)
- [Behaviour and Discipline in Schools](#) (advice for schools, including advice for appropriate behaviour between pupils)
- [Equality Act 2010 and schools](#)
- [SEND code of practice: 0 to 25 years](#) (statutory guidance)
- [Alternative Provision](#) (statutory guidance)
- [Mental Health and Behaviour in Schools](#) (advice for schools)
- [Preventing and Tackling Bullying](#) (advice for schools, including advice on cyberbullying)
- [Sexual violence and sexual harassment between children in schools](#) (advice for schools)
- [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))
- [SMSC requirements for independent schools](#) (guidance for independent schools on how they should support pupils' spiritual, moral, social and cultural development).

## **What we teach when and who teaches it**

### **Early Years and Foundation Stage**

In Early Years, PSED (Personal, Social and Emotional Development) is a prime area of learning therefore an integral aspect of daily planning, teaching and learning.

- Making relationships
- Self-confidence and self-awareness
- Managing feelings and behaviour

In the Foundation Stage, PSHE is taught as an integral part of the topic work covered during the year. The children engage in a weekly lesson based on the jigsaw units and also cover the units in the RSHE "Living Life to the Full" programme. We relate the PSHE aspects of the children's work to the areas of learning set out in the Foundation Stage guidance to develop a child's personal, emotional and social development. This is also supported through other areas of learning such as Understanding the World and Communication and Language.

## Key Stage One and Two

Within Key Stage One and Two PSHE lessons are more structured and follow the Jigsaw and Ten: Ten schemes of work that are in place.

### Whole-school approach

Jigsaw covers all areas of PSHE for the primary phase including statutory Relationships and Health Education. There are six Puzzles (units) and these are taught across the school. However, the Relationships and Changing me units are placed by RSHE programme (Living Life to the Full).

We have worked extremely hard to ensure that the RSHE programme is no longer taught stand alone in the summer term but is now taught throughout the academic year and whenever possible is linked to other areas of the curriculum.

Please see the table below, which briefly summarises the content for each unit.

<b>Puzzle (Unit)</b>	<b>Content</b>
<b>Being Me in My World</b>	Includes understanding my own identity and how I fit well in the class, school and global community. Jigsaw Charter established.
<b>Celebrating Difference</b>	Includes anti-bullying (cyber and homophobic bullying included) and understanding
<b>Dreams and Goals</b>	Includes goal-setting, aspirations, who do I want to become and what would I like to do for work and to contribute to society
<b>Healthy Me</b>	Includes drugs and alcohol education, self-esteem and confidence as well as healthy lifestyle choices, sleep, nutrition, rest and exercise
<b>Relationships</b>	Covered through RSHE life to the full
<b>Changing Me</b>	Covered through RSHE life to the full

At St Mary's and Our Lady of Grace we deliver the PSHE curriculum by utilising first-hand experience and sharing good practice. However, we are aware that the delivered curriculum must reflect the needs of our pupils. We expect teachers to use PSHE to equip pupils with a sound understanding of risk and with the knowledge and skills

necessary to make safe and informed decisions. We believe that the purpose of PSHE education is to build, where appropriate, on the statutory guidance outlined in the Relationships Education, Relationships and Sex Education (RSE) and Health Education. We believe that PSHE plays a vital part of primary education and as well as discrete focused lessons, it is also embedded throughout the curriculum. PSHE is integral to the development of children's values in order for them to become a positive citizen in a forever changing community.

PSHE is an important part of school assemblies and collective worships where children's spiritual, moral, social and cultural curiosity is stimulated, challenged and nurtured. Throughout the academic year our PSHE curriculum is further enhanced and developed through the following whole school activities and events:

- Antbullying week including 'odd socks day'
- Black History Month
- Careers/Vocations Week
- Parliament Week.
- Inclusion Week
- Children's Mental Health week

In addition, to the above PSHE is also reflected through the following:

- CST principles
- Merit praise and reward system
- Our school council; the representatives from Y2-6 meet regularly to discuss school matters.
- Residential visits and trips
- Visiting speakers and workshops.
- A variety of after school clubs and activities
- Through relationships child to child, adult to child and adult to adult across the school.

### Mental Health

We aim to promote positive mental health for every child, parent, career and staff member. Children will be taught about mental health and strategies to help improve and maintain a healthy mental health through whole school assemblies and during their PSHE lessons. The school will also raise awareness of Mental Health through whole school curriculum themed days/weeks and events.

### Assessment and Recording

We will assess the pupils; learning through valuing and recognising what pupils have done or completed successfully, thereby raising their self-esteem.

In PSHE there are two broad areas for assessment:

- Children's knowledge and understanding; for example, information on health, understanding of rules, understanding of health and safety procedures, and the meaning of ideas including democracy.
- How well children can use their knowledge and understanding in developing skills and attitudes; for example, through participating in discussions, group tasks and activities, managing conflict, making decisions and promoting positive relationships.

### **Monitoring and review**

The PSHE subject leader is responsible for monitoring the standards of children's work and the quality of teaching. The subject leader will monitor plans, teaching and learning in order to evaluate strengths and weaknesses in the school and indicate areas for improvement. The subject leader will regularly evaluate the scheme of work to ensure that the needs of the pupils are being met and that there is progression and continuity of learning through the school. They will conduct pupil voice interviews and monitor the class floor books to ensure that the work that is being taught is in line with the curriculum.

### **Teaching PSHE to children with special needs**

All pupils, regardless of their needs must be part of PSHE lessons, as it is an important part of developing healthy relationships with their peers. We will respect pupils' unique starting points by providing learning opportunities that are matched to the individual needs of all children, including those who are gifted and talented, more able, pupil premium and SEN. When teaching PSHE we consider the targets set for the children in their Education Health and Care Plan (EHCP), some of which may be directly related to PSHE targets.

### **Equality and Diversity**

At St Mary's and Our Lady of Grace PHSE education is accessible to every pupil. Teaching will take into account the ability, age, readiness and cultural backgrounds of our young people and those with English as a second language to ensure that all can fully access our PSHE education provision, in accordance with the Equality Act 2010.

### **Resources**

Teachers have access to online resources for PSHE and RHE through the Jigsaw Portal and Ten: Ten website. The PSHE curriculum leader will regularly review resources and obtain, within the constraints of the allocated budget, additional resources as necessary.

### **Professional Development and Training**

The PSHE subject leader ensures they are kept informed of relevant changes to aspects of PSHE by attending PSHE training and network meetings with schools in our collegiate. The subject leader will support colleagues in the teaching of PSHE by giving them information about current developments in the subject and providing a strategic lead and direction for the subject in school. Staff INSETS and training will be planned into the academic year to ensure best practice.

### **Other relevant documents/policies**

- Jigsaw 3-11 (mapping document)
- RHE
- SEND inclusion
- Child Protection and Safeguarding
- Prevent
- British Values
- Anti-bullying
- Behaviour
- Internet Safety

### **Useful websites**

<https://www.place2be.org.uk/>

<https://www.mentallyhealthyschools.org.uk/>

<https://www.mentalhealth.org.uk/>

This policy was agreed by staff on:

This policy was approved by School Committee on:

This policy will be reviewed by the School Committee on:

Signed \_\_\_\_\_ Chair of School Committee

