

# G13. Personal, Social & Health Education (PSHE) Policy



## Eaton Square School

### Eaton Square School PSHE Policy 2022

*This policy is for the whole school, including EYFS*

Reviewed: Miss Lucy Kroll – Head of PSHE	4.9.22
Approved by: Mrs Trish Watt Headmistress	07.09.22
Next review: September 2023	

#### **POLICY CONTEXT AND RATIONALE**

This policy covers Eaton Square School's approach to Personal, Social and Health Education (PSHE). It was produced by the Head of PSHE, through consultation with the senior leadership team, parents, staff, and pupils, and following guidelines from the Department for Education (DfE) and the PSHE Association. The policy is reviewed every two years, or when statutory requirements are made public, to ensure best practice is followed. PSHE will be delivered within the school's agreed aims and ethos, values, and moral framework, which is sensitive to the needs and beliefs of pupils, parents / carers, and other members of the school community. This will be delivered within the schools agreed equal opportunities framework.

#### **POLICY AVAILABILITY**

The policy is available to parents / carers through the School website and in the School Handbook. This has been made known to parents through communications at the beginning of the School year and throughout the year. If the policy is required in additional language formats, contact the School office.

#### **POLICY AIMS AND OBJECTIVES**

PSHE gives the pupils at Eaton Square School the knowledge, skills and understanding they need to lead confident, healthy, independent lives and to become informed, active, and responsible British citizens. PSHE prepares children at school for the opportunities, responsibilities, and experiences of adult life in British society. It encourages respect for other people within the protected characteristics of age, disability, gender reassignment, marriage and civil partnership, pregnancy and maternity, race, religion and belief, sex education and sexual orientation through a comprehensive Relationships and Sex Education curriculum (please see the RSE policy for further details). The PSHE Curriculum helps the pupils understand and live by our School Values of POISE (perseverance, ownership, integrity, service and empathy) through a comprehensive spiral curriculum that follows the three core themes: health and wellbeing, relationships and

living in the wider world.

We aim to support pupils to:

- Develop responsibility and to make the most of their abilities, including self knowledge, self esteem and self confidence
- Prepare to play an active role as British citizens; understanding right from wrong whilst respecting the civil and criminal law of England; the children will learn about the five core British Values
- Develop good relationships, with 'consent' as a key factor when developing friendships
- To recognise the cultural differences within our multi-national School cohort with an appreciation of and respect for their own and other cultures
- Gain knowledge and understanding about becoming informed British citizens, with a broad general knowledge of and respect for the public institutions and services in England
- Develop skills of enquiry and communication with an understanding for democracy and the democratic process, including respect for the basis of which the law is made and applied in England
- Develop skills of participation and responsibility for their behaviour, whilst showing how they can contribute positively to those within their immediate locality and those further afield.
- Have a voice that is listened to through inclusion in the Student Council and Pupil Voice questionnaires

## **CREATING A SAFE AND SUPPORTIVE LEARNING ENVIRONMENT**

Because PSHE works within pupils' real life experiences, it is essential to establish a safe learning environment. Clear 'ground rules' before and during lessons will be established when sensitive matters are being discussed, and an ethos of respect and confidentiality, by adults and children, will be upheld. We will create a safe and supportive environment by holding stand-alone 30-minute PSHE lessons which are taught by the same teacher, or the Head of PSHE, each week, so that the pupils feel safe to explore the content of the curriculum and to share their views and ideas. On each PSHE Working Wall, there is a 'worry monster' where children can share their worries or concerns, with the option for it to be anonymous. We will ensure that where pupils indicate that they may be vulnerable or at risk, that they will get appropriate support from the Designated Safeguarding Lead, and the Deputy Designated Safeguarding Leads, and the Listening Teacher. This policy is informed by the School's safeguarding and child protection policies (also available for parents / carers).

## **ENTITLEMENT AND EQUAL OPPORTUNITIES**

Every effort should be made to maintain entitlement and equality of opportunity. Teaching will consider the age, ability, readiness, and cultural background of the children, to ensure they can all access the curriculum. It will consider whether the children have Special Educational Needs and Disabilities (SEND) or English as an Additional Language (EAL). Teachers of children with SEND in their classes can find the guidelines online at: 'Planning, teaching and assessing the curriculum for children with learning difficulties - Personal, social and health education and citizenship'. ([http://www.complexneeds.org.uk/modules/Module-4.2-Safeguarding---privacy,-dignity-and-personal-care/All/downloads/m14p010d/p\\_scales\\_pshe.pdf](http://www.complexneeds.org.uk/modules/Module-4.2-Safeguarding---privacy,-dignity-and-personal-care/All/downloads/m14p010d/p_scales_pshe.pdf))

Strategies will be used to make sure that all children can access the scheme of work and be educated in PSHE.

For example:

- Set short-term goals and understand the small steps needed to reach them.
- Rather than depend on recording work in written form, provide children with the opportunity to clarify their ideas through role-play, modelling, and the use of being recorded in videos and photos.
- Making subject matter relevant to children's needs and interests.
- Activities need to be adapted to provide support for children with communication, literacy, or language difficulties.
- To vary resources, contexts, or teaching styles and to take into account the different learning needs of the pupils, and the needs of children from different social and cultural backgrounds and with different lifestyles.

We promote diversity and inclusion by structuring PSHE lessons in the 'circle time' format, where children can share

their views and experiences in a respectful way. We expect our pupils to consider others' needs by modelling appropriate listening and conversation skills.

Please refer to the School Handbook for Eaton Square School's Equal Opportunities, Learning Enrichment and our EDI policies.

## **INTENDED OUTCOMES**

As a result of our PSHE programme of learning, pupils will:

- Know and understand how to keep themselves safe and healthy, how to develop appropriate relationships, and how to become citizens of Britain where the British Values underpin their experiences
- Be able to share their views and experiences and listen to those of their peers in a respectful manner
- Develop the skills to keep themselves healthy, be a part of relationships, and practical skills, for example, money management and careers choices
- Understand they have the right to say 'no' and to ask for help and guidance
- Understand they have the responsibility to ask for consent in all aspects of life and to respect others using the British Values as a backbone

Throughout the curriculum, in promoting learning to play an active role as citizens, children should progressively have opportunities to:

- Take responsibility for their own learning
- Explore and discuss topical issues
- Participate in groups of different sizes and composition
- Explore and discuss others' attitudes and values, considering social and moral dilemmas
- Find information and advice, for example through outside services or online and provide information to others
- Work with adults other than teachers
- Work outside the classroom, for example a school council, playground buddy etc
- Take time to reflect, for example to identify what they have learnt and to transfer this into situations in their own lives, now and in the future.

It is intended that these points will help inform them in childhood but also for the rest of their lives.

## **LEARNING AND TEACHING**

PSHE education needs to consider pupils' starting points. Pupils will bring differing levels of knowledge and understanding to any issue explored through PSHE education. Often this prior learning is more complex than we might assume. Where possible, any new topic in PSHE education should start by determining pupils' prior knowledge. Research shows that attempts to scare or shock young people into making a healthy choice rarely work and can indeed 'backfire' by inadvertently creating excitement, curiosity or even status among pupils who accept the risk. This does not mean that potential consequences of the lifestyle choice should not be made clear, but balance is important. For example, young people frequently overestimate how often their peers take part in risky behaviours and feel that they are the 'odd ones out' if they don't do the same. It is important that they are reassured that most young people make positive, healthy lifestyle choices. It is important that pupils are helped to make connections between the learning they receive in PSHE education and their current and future 'real life' experiences. The skill of critical reflection is therefore at the heart of assessment for learning in our PSHE curriculum. We will determine pupils' prior knowledge of the topics, by predominantly holding

whole-class discussions, and reporting it using spidergrams or post-it notes in class PSHE scrapbooks. The programme will be taught through a range of teaching methods, including:

- Circle time
- jigsaw activities
- role play
- exploratory talk
- drama (visiting production, or own plays in assemblies)
- discussion
- visual stimuli
- games
- self-assessment
- investigation
- creative writing
- debates
- diaries
- music
- outside speakers
- visits to law courts, places of worship, Westminster
- reflection

There are many links to other areas of the curriculum, but particularly Science, Computing and PE, and this will be addressed by regular discussions and training within these staff team.

Teachers are encouraged to facilitate collaborative work, circle time, exploratory talk, role-play, visitors, case studies and stimulation, to ensure children are actively involved.

## Planning

*'PSHE is most effectively taught through a 'spiral programme'. This means organising learning into a series of recurring themes, each lasting perhaps half a term, which pupils experience every year. At each encounter, the level of demand increases and learning is progressively deepened. This approach avoids PSHE education becoming a string of 'topics' or disconnected 'issues'. ' PSHE Association Guidance, 2018*

We have a spiral curriculum which follows the statutory areas for learning: relationships, health and wellbeing and living in the wider world. Repeated learning helps the pupils embed their knowledge and understanding in these areas.

In Key Stage 1 (Years 1 and 2) the children will follow the topics:

Year 1	Year 2
Autumn 1: Relationships – TEAM	Autumn 1: Relationships – VIPs
Autumn 2: Health and Wellbeing – It's My Body	Autumn 2: Health and Wellbeing – Safety First
Spring 1: Living In The Wider World – Diverse Britain	Spring 1: Living In The Wider World – One World
Spring 2: Relationships – Be Yourself	Spring 2: Relationships – Digital Wellbeing
Summer 1: Health and Wellbeing – Think Positive	Summer 1: Health and Wellbeing – Growing Up
Summer 2: Living In The Wider World – Money Matters	Summer 2: Living In The Wider World – Aiming High

In Lower Key Stage 2 (Years 3 and 4) the children will follow the topics:

Year 3	Year 4
Autumn 1: Relationships – TEAM	Autumn 1: Relationships – VIPs
Autumn 2: Health and Wellbeing – It’s My Body	Autumn 2: Health and Wellbeing – Safety First
Spring 1: Living In The Wider World – Diverse Britain	Spring 1: Living In The Wider World – One World
Spring 2: Relationships – Be Yourself	Spring 2: Relationships – Digital Wellbeing
Summer 1: Health and Wellbeing – Think Positive	Summer 1: Health and Wellbeing – Growing Up
Summer 2: Living In The Wider World – Money Matters	Summer 2: Living In The Wider World – Aiming High

In Upper Key Stage 2 (Years 5 and 6) the children will follow the topics:

Year 5	Year 6
Autumn 1: Relationships – TEAM	Autumn 1: Relationships – VIPs
Autumn 2: Health and Wellbeing – It’s My Body	Autumn 2: Health and Wellbeing – Safety First
Spring 1: Living In The Wider World – Diverse Britain	Spring 1: Living In The Wider World – One World
Spring 2: Relationships – Be Yourself	Spring 2: Relationships – Digital Wellbeing
Summer 1: Health and Wellbeing – Growing Up	Summer 1: Health and Wellbeing – Think Positive
Summer 2: Living In The Wider World – Money Matters	Summer 2: Living In The Wider World – Aiming High

## Timetabling

Timetable allocation: Each class has 30 minutes of PSHE per week.

Staffing: Pupils are taught by their class teacher or form tutor, or the Head of PSHE.

Groupings: Mixed ability and girls and boys together; apart from the sex education elements of RSE, where there is opportunity allocated for single sex lessons.

Our provision is further enriched by:

- The use of visitors and visits
- Residential experiences and day excursions
- Church Assemblies and year group assemblies
- Theatre in education and other arts events, e.g. the school production
- Sports and team activities and House Events
- Community projects, e.g. carol singing to neighbouring elderly residents
- Form Time and Circle Time
- Prefects and House Captains
- Global projects (i.e. Comic Relief, Red Nose day, Christmas boxes to Africa etc.)
- Charity support and fundraising (e.g. Down’s South London)
- Student Council

## Assessment

It is important to recognise that assessment in PSHE education is not about ‘passing or failing’, or about

behavioural outcomes. Teachers and pupils both need to know what has been learned, and how learning and understanding has progressed. At Eaton Square, we use class scrapbooks to identify the learning taking place during lessons. Teachers are given the autonomy to format their class scrapbooks in whichever way they please and are given guidance by the Head of PSHE for ways to demonstrate the learning of the children in PSHE. We will assess pupils' learning and progression by using effective questioning and through giving children the opportunity to share their ideas as below:

- Written work: Group, individual and paired responses to key questions or the learning objectives are noted down, to be stuck into the class scrapbook which is displayed in classrooms. Responses can be scribed by the teacher.
- Oral work: Speaking and listening, with teacher's comments, in circle time and group or paired activities.
- Photographs: Used for recording roles plays, group work or out of school activities such as field trips or assemblies, which are stuck in scrapbooks or onto PSHE display boards.

Marking is not required in PSHE lessons.

### **PSHE responsibility and training**

The programme will be led by the Head of PSHE.

It will be taught by the class teachers and the Head of PSHE.

The Head of PSHE has specialist training in wellbeing, youth mental health first aid and mindfulness. Teachers will at times receive training with external agencies which will give them a greater understanding of how to provide for the pupils, particularly whilst teaching more sensitive topics, for example, relationships and sex education. The Head of PSHE will run staff meetings to share her expertise in a range of areas within the PSHE curriculum. Teachers are also encouraged to share and discuss best practices amongst the team and to carry out (formal and informal) observations on each other. When using external speakers to deliver aspects of our PSHE curriculum, during assemblies or workshops, we will ensure they are properly briefed on the cohort(s) and level of understanding, any SEND needs, and that there is always a member of staff with the children. They will need to abide by all safeguarding policies and procedures (please see the Safeguarding Policy for more information on visitors and speakers).

### **Confidentiality and handling disclosures**

Due to the nature of PSHE education, pupils' learning may result in them seeking advice or support on a specific personal issue. Teachers cannot offer complete confidentiality; it is important for everyone's safety that teachers and pupils are clear about what can and cannot be kept confidential. If a child makes a disclosure, the teacher will inform the Designated Safeguarding. At the beginning of each lesson, ground rules will be established to encourage a mutually respectful environment for teaching and learning.

Areas of the curriculum where teachers may encounter disclosures are:

- Relationships and Sex Education
- Religion
- Politics
- Family lifestyle and values
- Physical and medical issues
- Law and order
- Financial issues
- Unemployment
- Environmental issues

- Bullying
- Bereavement

It is the role of the teacher to:

- Know when children should discuss issues as part of small groups or as a whole class.
- Decide how far they want to express their own views, remembering that they are in an influential position.
- Ensure that the class has access to balanced information and differing views.
- Ensure they take due care of the needs of the children in the class when tackling issues of cultural, social or personal identity.

Teachers are encouraged to refer to the confidentiality policy for guidance.

### **Responding to pupils' questions**

It is important that pupils feel able to ask any questions that they wish and that their questions are valued. However, consideration should be given to how to respond to questions. Teachers can ask a pupil to wait for an answer to give them time to consult with the school's leadership team and Head of PSHE if they feel this appropriate, or if the question raises potential safeguarding concerns. We will allow pupils to raise anonymous questions by posting them in class question boxes or in the class 'worry monsters'. If a safeguarding issue is raised by an anonymous question, we will refer it to the Designated Safeguarding Lead for support and next steps. Teachers are encouraged not to share personal views and opinions, and to keep their advice factual and impartial.

### **Links to other areas of the curriculum and School policies**

This policy supports / complements the following School policies:

- Child Protection and Safeguarding
- Equal Opportunities
- Confidentiality
- Relationships and Sex Education
- Food and Drink
- Educational Visits
- Bullying
- Online Safety

PSHE has strong cross-curricular links across the curriculum. Foremost are the skills that are transferable such as:

- Thinking skills
- Information-processing skills
- Reasoning skills
- Enquiry skills
- Creative-thinking skills
- Evaluation skills

### English

In learning to speak and write logically, grammatically and imaginatively, pupils will be furthering their communication skills. In addressing different audiences during role plays, pupils will be acquiring confidence,

learning to think about the needs of others and increasing their understanding of human nature.

### Mathematics

In trying different mathematical approaches and ways to overcome difficulties, pupils will be acquiring tenacity and flexibility. In measuring and thinking about number, pupils will be acquiring the skills that will underpin their ability to take financial responsibility for themselves. They will also use verbal and non-verbal reasoning skills to measure risk in real-life scenarios.

### Science

In learning about the familiar phenomena and the part that Science has played in the development of things they use daily, pupils will begin to understand the power of natural phenomena, how they can harness the power and to use it responsibly and wisely. Carrying out scientific experiments and investigations will enhance pupil's ability to think critically. Sex Education is taught to the children in the Year 5 Science Curriculum.

### Design and Technology

The acquisition of the skills needed to design and produce artifacts will enhance pupil's creativity and their thinking skills. Their ownership of the artifacts they design and will enhance their ability to respect ownership and resist engaging in destructive behaviour.

### Computing

Online safety is a key area of study within the PSHE and Computing curriculums, and, at Eaton Square, we teach the children to be safe and responsible members of the online world. Using Be Internet Legends as the pro-forma for our Internet Safety lessons in computing, the pupils learn how to assert themselves responsibly online.

### Humanities

In learning the history of the county in which they live, pupils will be acquiring a sense of their own identity and of the civilizations that contributed to British culture and values. In studying their own locality and its place in the wider world pupil's sense of identity and community will be strengthened. The study of geographical themes will provide opportunities to explain why places and landscapes are as they are, how they are changing and how people's actions affect them. In being encouraged to think about spirituality in different societies, and the importance of rites and ceremonies of life, particularly of birth, marriage and death, pupils will come to reflect on the spiritual aspects of their own lives and on the meaning and purpose of life, love and death.

### Art

In learning to review and modify artwork, pupils will learn that visual communication requires application and planning. In comparing different traditions, pupils will learn that there are different reasons for making art, craft and design and diverse views of beauty and worth.

### Music

In listening and responding to Music, pupils can reflect on their own response. They learn to recognise and appreciate differences and similarities in music from different times and places and begin to make connections to their different cultures. Pupils learn to use, and appreciate the use of, structure and take different roles in group composition and performance with awareness of the other members of the group.

### PE and Games

In dance and gymnastics, pupils will learn to appreciate and enjoy the way their bodies work and can be used to express emotion. In learning dances of different traditions, including their own, pupils will come to appreciate and understand their own culture and those of others. In team sports within Games lessons, pupils learn to work well together, and to take responsibility for their actions. They also learn to cope with the

emotions that arise from winning and losing.

## **INVOLVING PARENTS / CARERS**

We are committed to working with parents and carers. To enable the parents / carers to play an active role in their child's personal and social development, we aim to do the following:

- Awareness raising sessions on key issues (e.g. Online Safety)
- Involve parents in any development and review of the policy and programme (especially in relation to our Relationships and Sex Education Policy)
- Make the full policy available to parents / carers on the website and if requested
- Allow parents to opt their children out of the non-statutory Sex Education elements of RSE in the Summer Term 1 of Years 4 and 5 (please see the RSE Policy for more details on this).

## **RELATIONSHIPS AND SEX EDUCATION**

Please refer to School's policy on Relationships and Sex Education at Eaton Square School.

