



Sidcot
Live Adventurously

Policy Name: Personal, Social, Health and Economics Education (PSHE) Policy

(Junior School)

Policy Number: 7.1b

Date: September 2024

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1. Introduction & Scope

1.1 This policy covers the Junior School's approach to Personal, Social, Health and Economics Education (referred to as PSHE throughout this policy) which promotes the Spiritual, Moral, Social, Emotional and Cultural (SMSEC) development of our children.

1.2 It was written using the Senior School's PSHE Policy (Policy Number 7.1) as a reference and guide, and then amended and changed to reflect the Junior School's aims, objectives, intended outcomes and provision.

1.3 It was produced by the Junior School Assistant Head Pastoral/PSHE/Relationships and Health Education Subject Leader in consultation with the Junior School Head and with the Governing Body who retain responsibility for safeguarding and welfare throughout this policy and ensuring that the children's spiritual, moral, social and cultural needs are met. This policy also covers the Early Years Foundation Stage.

1.4 Parents and carers will be able to access this policy on the School's intranet, Firefly, or in hard copy form free of charge. This policy may be made available in accessible formats when requested.

1.5 The School's PSHE provision is intrinsically linked with our Relationships, Relationships and Sex and Health Education (RHE) provision. Together they cover the DfE's statutory requirements for teaching Primary Relationships Education, Relationships and Sex Education and Health Education which became compulsory in September 2020.

2. Whole school values

2.1 This policy has been informed by the Quaker Testimonies and our School's overarching vision to be a world-class centre of excellence and inspirational education that is as much about nurturing the spirit as it is about outstanding academic success.

2.2 The values which underpin our vision and this policy are **Simplicity**; **Truth and Integrity**; **Equality and Community**; **Peace**; and **Sustainability (STEPS)**. These values will be actively embraced and promoted through our PSHE programme.

2.3 The PSHE programme also promotes the fundamental British values of democracy, the rule of law, individual liberty, and mutual respect and tolerance of those with different faiths and beliefs.

2.4 The Centre for Peace and Global Studies informs the curriculum and the way of life within the School. It is integral to bringing the Quaker Values to life and ensuring they are relevant to the lives of our children both now and in their future lives.

3. Creating a safe and supportive environment

- 3.1 In order to deliver a PSHE programme which works within children's real-life experiences, we create a safe and supportive learning environment by explicitly establishing agreed ground rules of respect, openness, confidence (to share) and kindness whereby the teachers who lead the sessions facilitate a safe and supportive environment for learning. We aim to ensure that children know their opinions and questions are valued and respected. Many teachers use approaches such as distancing techniques, setting ground rules with the class to help manage sensitive discussion and using question boxes to allow children to raise issues anonymously.
- 3.2 We run specialist programmes such as Take Ten and Talking Sticks to afford the children dedicated time to share their worries or concerns.
- 3.3 Where we believe that children may be vulnerable and at risk of significant harm or present a risk of significant harm to others, staff will adhere to the School's Safeguarding Policy and procedures which are contained in Policy 2.1. Vulnerable children are closely monitored, and are risk assessed in accordance with the vulnerable children's register and Risk Assessment Policy (Policy 8.8).

4. Equality and diversity

- 4.1 The School is committed to safeguarding and promoting the welfare of children, welcoming children from all ethnic groups, backgrounds and creeds whilst balancing human rights and freedoms with the lawful needs and rules of the School community and the rights and freedoms of others.
- 4.2 Whilst the School welcomes children from all faiths or none, the School expects all its children to attend Meeting for Worship and School assemblies which are fundamental to its ethos; although parents have the right to withdraw their child from this should they so wish.
- 4.3 The School is active in its responsibilities under the Equality Act 2010 and has an Equal Opportunities Policy - Children (2.11) in place.
- 4.4 We promote the needs and interests of all children, irrespective of their race, colour, religion or belief, national, ethnic or social origin, gender, gender reassignment, pregnancy or maternity, sexual orientation, disability or special educational needs by actively exploring and celebrating peoples' differences, and ensuring the PSHE programme is in line with the School's Equality and Diversity policy. The delivery of PSHE will take into account the ability, age, readiness, and cultural background of our children and those with English as a second language to ensure that all can fully access the PSHE programme and is therefore central to reducing the risk of bullying. We promote social learning and expect our children to show a high regard for others. We use our PSHE education as a vehicle to address diversity issues and to ensure equality for all.
- 4.5 We seek to raise children's awareness of local, national and international political issues and views in a non-partisan way and without actively encouraging support of any particular political

viewpoint in order to prevent political indoctrination. This will be done through the delivery of a balanced curriculum which promotes the respect of the rights and views of others.

5. Aims and objectives

5.1 PSHE education is a school subject through which children develop the knowledge, skills and attributes they need to keep themselves healthy and safe, and prepare for life and work in modern Britain. Evidence shows that well-delivered PSHE programmes have an impact on both academic and non-academic outcomes for children, particularly the most vulnerable and disadvantaged.

5.2 Our PSHE provision is a values driven programme, which aims to provide children with the knowledge, values and skills they need for Spiritual, Moral, Social, Emotional and Cultural development. This links to our wider curriculum (Sidcot Learning Wheel) and our whole school Quaker Values (**STEPS**).

6. Intended outcomes

The learning outcomes of our programme will be that the children will:

- Explore, embrace and take ownership of the School's values (Quaker values of: Simplicity, Truth, Equality, Peace and Sustainability);
- Develop the knowledge, skills and attributes they need to manage many of the critical opportunities, challenges and responsibilities young people will face as they grow up and in adulthood;
- Develop children's awareness of staying safe and healthy;
- Build self-esteem, resilience and empathy;
- Build upon prior skills and knowledge;
- Develop the confidence to ask questions, challenge information and express their views and opinions;
- Be able to form relationships, communicate and work with others;
- Understand they have a right to feel valued and respected;
- Respect others by actively exploring and celebrating differences;
- Be provided with the opportunity to make decisions and understand they should take responsibility for their decisions and actions and contribute to the lives of others;
- Have the skills to develop as an independent and emotionally resilient individual;
- Be able to identify reasons for making responsible choices about money; understand the benefits of saving money;
- Understand and promote, where possible, the fundamental British values of democracy, the rule of law, individual liberty, and mutual respect and tolerance of those with different faiths and beliefs;
- Have an understanding of local, national and international political issues and views;
- Have a strong moral sense of what is right and wrong (and consequently what is contrary to the law of England);
- Acquire a broad general knowledge of, and respect for, public institutions and services in England; and
- Have access to information about events in Britain and the Wider World.

7. Key principles and teaching methodology

7.1 The School's PSHE provision is intrinsically linked with the School's RHE provision. Together these make a substantial contribution to safeguarding and help to teach pupils to keep themselves safe.

7.2 In line with the Senior School, the three core themes covered in our PSHE and RHE provision are Health and Wellbeing, Relationships and Living in the Wider World. Each core area is broken down into two topics:

| | | |
|----------------------------------|-------------------------------|--------------------------------------|
| Health and Wellbeing | Healthy Body, Healthy Mind | Coping with Change |
| Relationships | Healthy and Happy Friendships | Families and Committed Relationships |
| Living in the Wider World | Similarities and Differences | Caring and Responsibility |

A link to each year group's PSHE/RHE programme of study is included in this policy (**Appendix 1**).

7.3 The PSHE/RHE programme has been aligned so that the whole school delivers the same themes at specific times throughout the year. This enables us to focus on particular aspects of learning as part of a whole-school approach, and to emphasise specific behaviours, values and vocabulary across the school. Each topic contains age-appropriate content, developing themes in a 'spiral curriculum' so that pupils are building on their skills and understanding each year. Content sometimes overlaps or is repeated across topics - this is to enable pupils to develop, practise and apply knowledge and skills across different contexts and situations.

7.4 In the Junior School, PSHE/RHE is delivered in a discrete lesson on a weekly basis through a range of teaching methods, including discussions, debates, group work, paired work and independent activities. Each topic contains age-appropriate videos which are used to enhance learning and broaden understanding of particular concepts. The videos are child-led: presented by children who explore questions and meet with other children who share their experiences. They explore a range of real-life or animated scenarios, visit schools and interview individuals, helping children to see the world from different perspectives, engage in discussions and share their opinions. We will ensure learning 'starts from where the children are' by establishing prior knowledge at the beginning of each topic.

7.5 As well as weekly discrete lessons, our approach to PSHE/RHE is integrated and reinforced at other points during the week as and when appropriate e.g. Meeting for Worship, QPGS Lessons, Circle Time.

7.6 PSHE and RHE complement other national curriculum subjects including Science, Computing and PE. We draw links between these subjects and integrate teaching where appropriate.

8. Responsibility for teaching PSHE

8.1 The Junior School Assistant Head Pastoral/PSHE/Relationships and Health Education Subject Leader and the Junior School Head has responsibility for ensuring the programme is suitable for the age and stage of the children.

8.2 Class teachers, supported by teaching assistants, deliver weekly PSHE/RHE lessons.

8.3 Our on-site Health Centre staff (qualified and practising nurses) may also contribute to the delivery of our PSHE lessons.

9. How we assess learning and progress

9.1 We assess children's learning and progression through a range of assessment for/of learning techniques. Draw and write activities are often used for baseline and end point assessments. At the end of each topic, children will be provided with the opportunity to reflect on lessons learned. Other end of topic summative assessments may include the production of posters, mind maps, role play scenarios, hot seating, in-class presentations and child led assemblies. Work produced throughout the year is kept by teachers.

10. How parents and carers are involved

10.1 We are committed to working with parents and carers and we are clear that they are the prime educators for children on many of the issues related to our PSHE Curriculum. It is our intention that what we teach in school complements, reinforces and builds on the learning that takes place at home.

10.2 At the beginning of each Autumn term, we invite parents into school for year group specific Curriculum Information Meetings which will include information about our PSHE and RHE content. Following the meeting parents are asked for feedback as part of our consultation process.

10.3 Parents are informed prior to the teaching of any RSE lessons, details of this can be found in the RSHE policy (7.3b)

11. Guest speakers

Teachers may organise guest speakers to deliver a talk, presentation or workshop session as part of their PSHE/RHE programme to enhance the delivery of lessons. Staff who organise guest speakers must complete a risk assessment for visiting speakers and follow the School's Safeguarding and Child Protection procedure for visitors (Policies 2.1 and 3.5)

12. Legal framework

This PSHE policy has been written taking into account the following statutory (mandatory), and non-statutory guidance:

- Equality Act 2010
- Counter – Terrorism and Security Act 2015 (sections 26 and 29).
- The Independent Schools Standards Regulations (2014)
- The Handbook for the Inspection of Schools (Commentary on the Regulatory Requirements September (2019))
- National minimum standards for Boarding Schools (2014)
- SMSC development of pupils in independent schools – departmental advice November 2014 and update November 2014
- Careers guidance and access for education and training providers – DOE 2018
- Keeping Children Safe in Education, DfE September 2024.
- Working together to Safeguard Children, DfE 2018.
- What to do if you're worried a child is being abused, DfE 2014.
- Counter – Terrorism and Security Act 2015 (sections 26 and 29).
- The Prevent Duty Guidance for England and Wales and the Prevent Duty Guidance departmental advice for schools and childminders.
- The use of social media for on-line radicalisation (July 2015)
- Teaching on-line safety in schools (January 2023)
- Sexting in Schools (January 2017)

13. Links to other school policies

This policy supports/compliments the following policies:

- 2.1 Safeguarding and child protection
- 2.11 Equal opportunities- children
- 3.5 Procedure for Visitors
- 4.1 Medical policy
- 4.2 Supporting Students with medical conditions, disability and SEND
- 4.4 Mental Health and Wellbeing
- 5.1 Behaviour and discipline
- 5.4 Anti-bullying
- 5.6 Smoking, drugs & alcohol
- 6.11 CEIAG (Careers)
- 7.3 Relationships Education, Relationships and Sex Education and Health Education Policy – Senior School
- 7.3b Relationships Education, Relationships and Sex Education and Health Education Policy – Junior School
- 8.1 a Health and Safety
- 8.8 Risk assessment policy
- 12.1 Digital Safety

14. Review

This policy will be reviewed every year by the Junior School Assistant Head Pastoral / PSHE / Relationships and Health Education Subject Leader, the Junior School Head and the Senior School Deputy Head (Pastoral).

Document Change History

| Date of change | Detail significant changes and any new legislation / guidance taken into account. |
|------------------|---|
| 1 September 2024 | Policy reviewed and minor updates made. |
| | |

Appendix 1: Curriculum Coverage – PSHE/RHE Programme of Study

Programme progression



HEALTH AND RELATIONSHIPS

| | Healthy and happy friendships | Similarities and differences | Caring and responsibility | Families and committed relationships | Healthy bodies, healthy minds | Coping with change |
|----|--|--|---|--|---|--|
| Y1 | Forming friendships and how kind or unkind behaviours impact other people. | Similarities and differences between people and how to respect and celebrate these. | Identifying who our special people are and how they keep us safe. | What a family is (including difference and diversity between families), and why families are important and special. | Our bodies and the amazing things they can do. Learning the correct names for different body parts. | Growing from young to old and how we have changed since we were born. |
| Y2 | Understanding what makes a happy friendship. Recognising personal boundaries and safe/unsafe situations. | Exploring different strengths and abilities. Understanding and challenging stereotypes. | The different communities and groups we belong to and how we help and support one another within these. | The different people in our families, and how families vary. | Ways to stay healthy, including safe and unsafe use of household products and medicines. | Exploring how our bodies and needs change as we grow older. Aspirations and goal setting. |
| Y3 | Being a good friend and respecting personal space. Strategies for resilience. | Respecting and valuing differences. Shared values of communities. | Our responsibilities and ways we can care and show respect for others. | Different types of committed relationships and the basic characteristics of these. | Maintaining physical and mental wellbeing, through healthy eating, sleep and keeping clean. | Coping with feelings around the changes in our lives. |
| Y4 | Solving friendship difficulties. How to act if someone invades your privacy or personal boundaries. | Identity and diversity. Seeing different perspectives and not making judgements based on appearance. | Rights and responsibilities within families and wider society, including the UN Convention on the Rights of the Child. | The range of relationships we experience in our everyday lives. How to understand the differences between types of relationships we encounter. | Influences on our health and wellbeing, including friends, family and media, and awareness of how these can affect personal health choices. | How our bodies change as we enter puberty, including hygiene needs and menstruation. |
| Y5 | Identity and peer pressure off- and online. Positive emotional health and wellbeing. | Celebrating strengths, setting goals and keeping ourselves safe online. | How our care needs change and the effects of loneliness and isolation. Ways in which we can show care in the community. | The characteristics of healthy, positive and committed relationships, and how these develop as people grow older. | Our unique bodies and self-acceptance – valuing our bodies and minds; lifestyle habits (including alcohol, tobacco and drugs) and their effects on wellbeing. | How puberty changes can affect our emotions and ways to manage this; questions about puberty and change. |
| Y6 | How relationships evolve as we grow, including when transitioning to secondary school. How to cope with a wider range of emotions. | Identity and behaviour online and offline. Reflecting on how people feel when they don't 'fit in'. | How we can take more responsibility for self-care and who cares for us as we grow older, including at secondary school. | Human reproduction, including different ways to start a family. * | Being the healthiest me: ongoing self-care of bodies and minds, including ways to prevent and manage mental ill-health. | Ways to manage the increasing responsibilities and emotional effects of life changes. |