



Hunsbury Park Primary School

Personal, Social, Health and Economic (PSHE) Education Policy

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Statement of intent

Hunsbury Park Primary believes that a strong Personal, Social, Health and Economic (PSHE) education is important to help our pupils develop into well-rounded members of society, who can make a positive contribution to their community. Our PSHE curriculum is strongly tied to our relationships and health education and pastoral care programme.

The vision for pupils, staff and others linked to our school is to always look to achieve our personal best in every aspect of school life.

- Our school is one where everyone is encouraged and supported to achieve their personal best.
- Our school is welcoming, inclusive, has a real community feel and is a place where everyone is valued.
- Our pupils and staff treat each other equitably, fairly, with kindness and with mutual respect. At all times, staff and pupils are encouraged to show a high regard for the needs and feelings of others through their actions and words.
- Our pupils and staff are enterprising and approach challenges with a 'can-do' attitude.
- The needs and interests of all pupils, irrespective of gender, culture, ability or aptitude, will be promoted through an inclusive and varied PSHE curriculum at our school.
- Our environment is safe and clean with everyone sharing responsibility for it.
- Our culture is one of continuous improvement, creativity and enthusiasm.
- Parents will be informed about the policy via the school's website where it, and the PSHE curriculum, will be available to read and download. (It can be found in the Curriculum Overview, Foundation Subjects taught discretely section).

1. Legal framework

- 1.1. This policy has due regard to legislation and statutory guidance, including, but not limited to the following:
 - Education Act 1996
 - Education Act 2002
 - Children and Social Work Act 2017
 - DfE (2021) 'Keeping children safe in education' (KCSIE)
 - DfE (2019) 'Relationships Education, Relationships and Sex Education (RSE) and Health Education'
 - DfE (2019) 'School and college security'
- 1.2. This policy will be followed in conjunction with the following school policies and procedures:
 - Complaints Procedures Policy
 - Relationships and Health Education Policy
 - Child Protection and Safeguarding Policy

2. Key roles and responsibilities

- 2.1. The Governing Body has overall responsibility for the implementation of the school's PSHE Policy.
- 2.2. The Governing Body has overall responsibility for ensuring that the PSHE Policy, as written, does not discriminate on any grounds, including but not limited to age, disability, gender reassignment, marriage and civil partnership, race, religion or belief, sex, or sexual orientation.
- 2.3. The PSHE Coordinator has overall responsibility for reviewing the PSHE Policy annually.
- 2.4. The headteacher has responsibility for handling complaints regarding this policy, as outlined in the school's Complaints Procedures Policy.
- 2.5. The headteacher will be responsible for the day-to-day implementation and management of the PSHE Policy.
- 2.6. The PSHE co-ordinator is responsible for liaising with other staff and professional agencies to devise a suitable scheme of work to ensure a comprehensive PSHE education that achieves the aims laid out in this policy.
- 2.7. The school will consult with parents to ensure that the RSE and relationships education elements of the PSHE curriculum reflect the needs and sensibilities of the wider school community.

- 2.8. The school will work with parents throughout the year, and will ensure that parents are routinely kept informed, (termly), about their right to withdraw their children from sex education (but not relationships or health education).

3. Aims of the PSHE curriculum

- 3.1. Pupils will learn to do the following:

- Understand what constitutes a healthy lifestyle.
- Understand how to stay safe and behave online.
- Understand the dangers they may face, both in and around school and beyond, and be provided with the means to keep themselves safe.
- Understand the law and consequences of risky behaviours.
- Develop responsibility and independence within school which they will take forward into society in their working lives.
- Respect other people, in particular, learning to respect the different cultural/ethnic/religious/gendered viewpoints of others in our school community and the wider world.
- Understand what constitutes 'socially acceptable' behaviour at school and in society.
- Be a constructive member of society.
- Understand democracy.
- Develop good relationships with peers and adults.
- Develop self-confidence, self-esteem and self-worth.
- Make positive, informed choices as they make their way through life.
- Understand that they have a right to speak up about issues or events, and to respect other's right to do the same.

4. Teaching methods and learning style

- 4.1. A range of teaching and learning styles are used to teach PSHE.
- 4.2. Teaching is pupil-led with an emphasis on active learning techniques such as discussion and group work.
- 4.3. 'Ice-breaker' activities and clear ground rules regarding discussions are put in place to ensure a safe, supportive and positive learning environment. Examples of discussion guidelines include rules such as:
- No crude language.
 - No raised voices/shouting.
 - No talking over people.
 - Show respect for another's views, even when disagreeing with them.

- Keep comments subject-specific, as opposed to personal.
- 4.4. Pupils learn research and study techniques and can engage in investigations and problem-solving activities.
 - 4.5. All pupils are encouraged to take part in charity work and fundraising, as well as organising school events such as assemblies and open evenings.
 - 4.6. The school uses visiting speakers, such as health workers and the police, to broaden the curriculum and share their real-life experiences. Any such speakers are closely monitored by the class teacher who will use their professional judgement to end a speech if they consider it to contravene any of the aims of this policy or the values of our school.
 - 4.7. The school consults with the local community on matters related to PSHE to ensure that local issues are covered in lessons.
 - 4.8. Pupils' questions, unless inappropriate, are answered respectfully by teachers.

5. Timetabling

- 5.1. The school uses direct teaching via timetabled lessons.
- 5.2. PSHE is also taught in discrete curriculum time, delivered by class teachers and other staff.
- 5.3. The school ensures cross-curricular learning through discussion between all parties involved, for example, the PE lead, class teachers and other relevant areas.
- 5.4. There is an element of PSHE in pastoral care and the school will ensure that PSHE and Family Support Leads work together to ensure that pupils feel comfortable indicating that they may be vulnerable and at risk.

6. Safeguarding, reports of abuse and confidentiality

- 6.1. All staff are aware of what constitutes peer-on-peer abuse. This is likely to include, but may not be limited to, the following:
 - Bullying (including cyberbullying).
 - Physical abuse, e.g. hitting, kicking, hair pulling.
 - Sexual violence, e.g. rape, assault by penetration and sexual assault.
 - Sexual harassment, e.g. sexual comments, online sexual harassment, jokes. These may be stand-alone or part of a broader pattern of abuse.
 - Up skirting (taking a picture under a person's clothes without their awareness, with the intention of viewing their genitals or buttocks to obtain sexual gratification, or cause humiliation, distress or harm.
 - Sexting

- Initiation/hazing type violence and rituals.
- 6.2. All staff are aware of indicators, which may signal that children are at risk from, or are involved with serious violent crime. These may include:
- Increased absence from school, changes in friendships/relationships with older individuals or groups, a significant decline in performance.
 - Signs of self-harm or a significant change in wellbeing.
 - Signs of assault or unexplained injuries.
 - New possessions or unexplained gifts could indicate that children have been approached by, or are involved with, individuals associated with criminal networks or gangs.
- 6.3. All staff are aware of the associated risks surrounding pupils' involvement in serious crime, and understand measures in place to manage these.
- 6.4. If staff have concerns regarding a child who may be at risk of or suffering from 'honour-based' violence (HBV) including forced marriage, they will speak to the DSL (or deputy). Where appropriate, they will activate local safeguarding procedures. As highlighted with section 74 of the Serious Crime Act 2015, in cases where FGM appears to have been carried out, teachers must personally report this to the police.
- 6.5. Staff are aware of KCSIE advice concerning what to do if a pupil informs them that they are being abused or neglected or are witnessing abuse. Staff are also aware of the appropriate levels of confidentiality. This means only involving those deemed necessary, such as the DSL (or deputy) and children's social care. Staff must never promise a child that they will not tell anyone about a report of abuse, as this ultimately may not be in the best interests of the child.
- 6.6. The school will involve the DSL (or deputy) in anything related to safeguarding. They can potentially provide knowledge of trusted, high quality local resources, links to the police and other agencies, and the knowledge of local issues that may be appropriate to address in lessons.
- 6.7. Every lesson reinforces that, if pupils have any sensitive/personal issues or wish to talk about any of the issues raised in the lesson; they are aware of how to raise concerns or make reports to their PSHE teacher or another member of staff about this, and how this will be handled. This also includes processes when they have concerns about a friend or peer.
- 6.8. The school invites external agencies to support the teaching of safeguarding-related subjects – they must agree in advance of the session how the external visitor will deal with safeguarding reports.
- 6.9. The school is aware that, when teaching new subjects, topics including self-harm and suicide may be raised by pupils. Teachers recognise the risks of encouraging or making suicide seem a more viable options for pupils, and avoid material being

instructive rather than preventative. To prevent this, teachers avoid giving instructions or methods of self-harm or suicide and the use of emotive language, videos or images.

7. Tailoring PSHE

- 7.1. The school uses discussions and other activities during initial PSHE lessons to ascertain 'where pupils are' in terms of their knowledge and understanding of various subjects. The teaching programme, Jigsaw, will then be adjusted to reflect the composition of the class with regards to this.
- 7.2. Teaching considers the ability, age, readiness and cultural backgrounds of all young people in the class and will be tailored accordingly.
- 7.3. Adaptations are made for those for whom English is a second language to ensure that all pupils can fully access PSHE educational provision.
- 7.4. All pupils with SEND receive PSHE education, with content and delivery tailored to meet their individual needs.
- 7.5. The school will deliver Relationships and Health Education (RHE) as part of its timetabled PSHE programme, following the Jigsaw scheme. Information regarding the RHE curriculum can be found on the school website, along with the parent's guide to Jigsaw and the Jigsaw curriculum.

8. KS1 and 2 programmes of study for Jigsaw.

The PSHE programme of study can be seen in Appendix 1.

9. Assessment

- 9.1. The school sets the same high expectations of the quality of pupils' work in PSHE as for other areas of the curriculum. A strong curriculum will build on knowledge pupils have previously acquired, including from other subjects, with regular feedback on their progress.
- 9.2. Lessons are planned, through the Jigsaw scheme, to ensure pupils of differing abilities, including the most able, are suitably challenged. Teaching is assessed, identifying where pupils need extra support or intervention, using Jigsaw resources.
- 9.3. Pupils' knowledge and understanding is assessed through formative assessment methods such as tests, written assignments, discussion groups and quizzes, and a final assessment at the end of each Jigsaw piece theme, in order to monitor progress.

10. Monitoring and review

- 10.1. This policy will be reviewed by the PSHE Coordinator on an annual basis.
- 10.2. Any changes to this policy will be communicated to all staff and other interested parties.
- 10.3. The next scheduled review date for this policy is September 2022.

Appendix 1 – Jigsaw Curriculum Map



Age Group	Being Me In My World	Celebrating Difference	Dreams and Goals	Healthy Me	Relationships	Changing Me
Ages 3-5 (F1-F2)	Self-identity Understanding feelings Being in a classroom Being gentle Rights and responsibilities	Identifying talents Being special Families Where we live Making friends Standing up for yourself	Challenges Perseverance Goal-setting Overcoming obstacles Seeking help Jobs Achieving goals	Exercising bodies Physical activity Healthy food Sleep Keeping clean Safety	Family life Friendships Breaking friendships Falling out Dealing with bullying Being a good friend	Bodies Respecting my body Growing up Growth and change Fun and fears Celebrations
Ages 5-6	Feeling special and safe Being part of a class Rights and responsibilities Rewards and feeling proud Consequences Owning the Learning Charter	Similarities and differences Understanding bullying and knowing how to deal with it Making new friends Celebrating the differences in everyone	Setting goals Identifying successes and achievements Learning styles Working well and celebrating achievement with a partner Tackling new challenges Identifying and overcoming obstacles Feelings of success	Keeping myself healthy Healthier lifestyle choices Keeping clean Being safe Medicine safety/safety with household items Road safety Linking health and happiness	Belonging to a family Making friends/being a good friend Physical contact preferences People who help us Qualities as a friend and person Self-acknowledgement Being a good friend to myself Celebrating special relationships	Life cycles – animal and human Changes in me Changes since being a baby Differences between female and male bodies (correct terminology) Linking growing and learning Coping with change Transition
Ages 6-7	Hopes and fears for the year Rights and responsibilities Rewards and consequences Safe and fair learning environment Valuing contributions Choices Recognising feelings	Assumptions and stereotypes about gender Understanding bullying Standing up for self and others Making new friends Gender diversity Celebrating difference and remaining friends	Achieving realistic goals Perseverance Learning strengths Learning with others Group co-operation Contributing to and sharing success	Motivation Healthier choices Relaxation Healthy eating and nutrition Healthier snacks and sharing food	Different types of family Physical contact boundaries Friendship and conflict Secrets Trust and appreciation Expressing appreciation for special relationships	Life cycles in nature Growing from young to old Increasing independence Differences in female and male bodies (correct terminology) Assertiveness Preparing for transition
Ages 7-8	Setting personal goals Self-identity and worth Positivity in challenges Rules, rights and responsibilities Rewards and consequences Responsible choices Seeing things from others' perspectives	Families and their differences Family conflict and how to manage it (child-centred) Witnessing bullying and how to solve it Recognising how words can be hurtful Giving and receiving compliments	Difficult challenges and achieving success Dreams and ambitions New challenges Motivation and enthusiasm Recognising and trying to overcome obstacles Evaluating learning processes Managing feelings Simple budgeting	Exercise Fitness challenges Food labelling and healthy swaps Attitudes towards drugs Keeping safe and why it's important online and off line scenarios Respect for myself and others Healthy and safe choices	Family roles and responsibilities Friendship and negotiation Keeping safe online and who to go to for help Being a global citizen Being aware of how my choices affect others Awareness of how other children have different lives Expressing appreciation for family and friends	How babies grow Understanding a baby's needs Outside body changes Inside body changes Family stereotypes Challenging my ideas Preparing for transition

Age Group	Being Me In My World	Celebrating Difference	Dreams and Goals	Healthy Me	Relationships	Changing Me
Ages 8-9	Being part of a class team Being a school citizen Rights, responsibilities and democracy (school council) Rewards and consequences Group decision-making Having a voice What motivates behaviour	Challenging assumptions Judging by appearance Accepting self and others Understanding influences Understanding bullying Problem-solving Identifying how special and unique everyone is First Impressions	Hopes and dreams Overcoming disappointment Creating new, realistic dreams Achieving goals Working in a group Celebrating contributions Resilience Positive attitudes	Healthier friendships Group dynamics Smoking Alcohol Assertiveness Peer pressure Celebrating inner strength	Jealousy Love and loss Memories of loved ones Getting on and Falling Out Girlfriends and boyfriends Showing appreciation to people and animals	Being unique Having a baby Girls and puberty Confidence in change Accepting change Preparing for transition Environmental change
Ages 9-10	Planning the forthcoming year Being a citizen Rights and responsibilities Rewards and consequences How behaviour affects groups Democracy, having a voice, participating	Cultural differences and how they can cause conflict Racism Rumours and name-calling Types of bullying Material wealth and happiness Enjoying and respecting other cultures	Future dreams The importance of money Jobs and careers Dream job and how to get there Goals in different cultures Supporting others (charity) Motivation	Smoking, including vaping Alcohol Alcohol and anti-social behaviour Body image Relationships with food Healthy choices Motivation and behaviour	Self-recognition and self-worth Building self-esteem Safer online communities Rights and responsibilities online Online gaming and gambling Reducing screen time Dangers of online grooming SMART internet safety rules	Self- and body image Influence of online and media on body image Puberty for girls Puberty for boys Conception (including IVF) Growing responsibility Coping with change Preparing for transition
Ages 10-11	Identifying goals for the year Global citizenship Children's universal rights Feeling welcome and valued Choices, consequences and rewards Group dynamics Democracy, having a voice Anti-social behaviour Role-modelling	Perceptions of normality Understanding disability Power struggles Understanding bullying Inclusion/exclusion Differences as conflict, difference as celebration Empathy	Personal learning goals, in and out of school Success criteria Emotions in success Making a difference in the world Motivation Recognising achievements Compliments	Taking personal responsibility How substances affect the body Exploitation, including 'county lines' and gang culture Emotional and mental health Managing stress	Mental health Identifying mental health worries and sources of support Love and loss Managing feelings Power and control Assertiveness Technology safety Take responsibility with technology use	Self-image Body image Puberty and feelings Conception to birth Reflections about change Physical attraction Respect and consent Boyfriends/girlfriends Sexing Transition
Ages 11-12 (Scotland)	Personal identity What influences personal identity Identify personal strengths How do others see me? Group identity My growing sense of personal identity and independence Online and global identity Expectations	Assertiveness Prejudice and discrimination My values and those of others Challenging stereotypes Discrimination in school How prejudice and discrimination fuels bullying Being inclusive	What are my dreams and goals? Steps to success Coping when things don't go to plan Rewarding my dreams Intrinsic and extrinsic motivation Keeping my dreams alive How dreams and goals change in response to life	Healthy choices about my emotional health Managing stress Managing my choices around substances Managing my nutritional choices Medicines and immunisation Healthy choices about physical activity and rest/sleep	My changing web of friendships Support I need now and in the future Developing positive relationships What external factors affect relationships, e.g. media influences? Assertiveness in relationships The changing role of families	My changing body and feelings What is self-image? Coping during times of change My changing ways of thinking Managing my changes in mood Moving forwards into my next year of education