

PSHE Policy Including Relationship and Sex Education (RSE) Policy

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I. PSHE at St Andrew's Prep

PSHE is recognised within the whole school community as an integral part of life at St Andrew's.

If pupils are to learn social and emotional skills, they need to be promoted at all times and demonstrated, learned, reinforced and consolidated across school subjects, by all staff personnel and members of the school community and across the school's wide and variegated life.

At St Andrew's, it is therefore understood that the whole staff, the children and their families, actively work together to consistently develop each pupil's life and their personal, social, emotional, economic and citizenship skills within a careful and caring environment. This comprehensive, whole school approach strives to promote the social and emotional skills which underpin effective learning, positive behaviour, regular attendance, staff effectiveness, and the emotional health and well-being of all who learn and work in school. This is achieved via the actively meshed routes outlined below:

- In an organised and structured way; synchronised with government directives, via the curriculum which delivers PSHE as a discreet subject, via the school's behaviour and discipline policy, via the upholding of the school values, through participation in religious worship and school assemblies, within the Boarding House and through the system of pastoral care.
- As part of the actively accepted and coherent fabric of everyday corporate life and human interaction.

Therefore children at St Andrew's Prep are taught a structured programme of PSHE within the National PSHE and Citizenship Frameworks/Strategies within the timetable, where facts, concepts, skills, values and attitudes are taught, explained, demonstrated, passed on and encouraged.

This is also coherent with relevant school policy documents, the School Values and the principles of Circle Time:

- The schools Child Protection and Safeguarding Policy
- The schools Rewards and Sanctions Policy
- The school's Anti-Bullying Policy
- The Codes of Conduct for staff, pupils and parents
- The School Values:
 - Kindness
 - Honesty
 - Respect
 - Gratitude
 - Courage

The school's handbooks also outline the system of Pastoral Care, the principles of the school's system of Privilege Time and when Assemblies and Religious Worship occur at St Andrew's.

Information consistent with the above may also be found on the school's website.

PSHE at St Andrew's Prep is an important and valued part of the curriculum. The children are encouraged to talk freely, airing their views and thoughts on the subject under discussion, but it is important to recognise that the member of staff always sets good ground rules in order to develop a positive, sympathetic and confidential environment which facilitates open discussion and learning.

There is good understanding of confidentiality within the school. Anything said which is specifically about individuals or groups in the PSHE classroom remains there. It is not talked about by classmates or the member of staff outside that room without agreed permission. The children are, however, aware and accept that should anything emerge of major pastoral concern it will be passed discreetly to the school nurse, their tutor, Head of Pastoral Care, Head of Wellbeing, the DSL, the Deputy Head or the Headmaster. This is often done with the pupils' permission but may, in a few cases, be done in order to maintain the safety of the children. The continuation of this trust is nurtured throughout the years and has in the past enabled children to feel confident in discussing personal problems, knowing they will be listened to and dealt with sympathetically and in confidence.

Above all, the children know that they can come and talk to their PSHE teacher or any member of staff if they feel there is a problem or an issue which has come about because of the lesson. It is important to stress that the school's "Circle of Care" is learnt about and promoted in all year groups.

We follow the Jigsaw PSHE scheme of work for Foundation stage to Year 8. This is a mindful approach to PSHE which brings together PSHE education, emotional literacy, social skills and spiritual development in a comprehensive scheme of learning. Teaching strategies are varied and are conscious of preferred learning styles and the need for differentiation.

Reasons for this policy/handbook

This policy reflects the values and philosophy of PSHE in relation to its teaching and learning. It gives a framework within which staff, both teaching and non-teaching staff may operate.

The PSHE policy/handbook has been written to:

- establish an agreed approach to its teaching and inclusion within the school.
- ensure continuity and progression of the subject.
- ensure that the subject is part of the curriculum, either hidden or taught.
- inform staff, parents, governors and inspectors.

The policy/handbook was developed by the Head of PSHE, after consultation with Pre-Prep staff, Prep School staff. It uses the current National Curriculum guidelines for EYFS and Key Stages 1, 2 and 3 as a guide.

2. Subject Rationale

From Foundation Stage to the end of Year 8, teachers of PSHEE implement consistent use of the Jigsaw programme of study/scheme of work as well as other materials. Jigsaw focuses on a cyclical scheme of work throughout the academic year, each year, based around the following titles and themes at the appropriate level for each child. We aim to deliver as much of the modules contained in the categories below as is possible.

- Being me in my world
- Celebrating difference
- Dreams and Goals
- Healthy Me
- Relationships

- Changing Me

Jigsaw's objective is to develop the pupil's own social, emotional and behavioural skills which proactively promote emotional health and well-being. It is also proactive in educating the whole child into becoming a balanced, self-aware, empathic, socially adept individual/citizen, capable of managing their own feelings. Such individuals are much less likely to need and therefore choose to abuse themselves [through the use of, alcohol, smoking, illegal substances, solvents, and premature sexual activity outside of a caring relationship,] others or their community. Teaching is based around the idea of protective learning, encouraging children to make sensible decisions based upon positive self-esteem and the awareness of their connections to the world around them.

PSHE helps to give pupils the knowledge, skills and understanding they need to live confident, healthy, independent lives. It also helps them become informed, active and responsible citizens. Pupils are encouraged to take part in a wide range of activities and experiences across and beyond the curriculum, contributing fully to the life of the school and community. In doing so they learn to recognise their own worth, work well with others and become increasingly responsible for their own learning. They reflect on their experiences and understand how they are developing personally and socially, tackling many of the spiritual, moral, social and cultural issues that are part of growing up.

They also find out about the main political and social institutions that affect their lives and about their responsibilities, rights and duties as individuals and members of a community. They learn to understand and respect our common humanity, diversity and differences so they can go on to form the effective, fulfilling relationships that are an essential part of life and learning. Children are taught to know their own minds, to operate from a position of self-awareness and self-valuing, and to develop the capacity to empathise with others.

The Department of Education statement about British Values reads:

"The guidance aims to help both independent and state-maintained schools understand their responsibilities in this area. All have a duty to 'actively promote' the fundamental British values of democracy, the rule of law, individual liberty, and mutual respect and tolerance of those with different faiths and beliefs. These values were first set out by the government in the 'Prevent' strategy in 2011.

Until now schools have been required to 'respect' these values, but as a result of changes brought in earlier in the year all schools must now have a clear strategy for embedding these values and show how their work with pupils has been effective in doing so. In a letter to the Education Select Committee in March, the Parliamentary Under Secretary of State for Schools Lord Nash explained the changes were designed to "tighten up the standards on pupil welfare to improve safeguarding, and the standards on spiritual, moral, social and cultural development of pupils to strengthen the barriers to extremism".

(<https://www.gov.uk/government/news/guidance-on-promoting-british-values-in-schools-published>, 27 November 2014)

'Jigsaw contributes, as a good PSHE programme should, to the British Values agenda very significantly, both through the direct teaching of information and through the experiential learning children will enjoy.' (Jigsaw 2016)

3. Aims and Objectives

The aims of teaching PSHE at St Andrew's Prep are consistent with the school's philosophy and aims. The school is also fully aware of the current National Curriculum statutory and non-statutory Guidelines. The aims of PSHE are:

- to teach the children facts which are essential to their growth and development as individuals and as members of a particular community
- to prepare children for living and working in the contemporary world
- to fulfil most of the requirements set in the National Curriculum for PSHE
- to ensure the progressive development of concepts, knowledge, skills and attitudes
- to provide a curriculum which is broad, balanced, relevant and differentiated
- to promote positive attitudes towards and enthusiasm for PSHE work in the school
- to help children understand those concepts such as tolerance, respect and liberty, which are foundations to a democratic society
- to enable the children to acquire skills, such as those relating to personal safety, discussion and decision making, which are vital to their well-being and interaction with others
- for children to value PSHE as a subject in its own right as well as understanding its contribution to other curriculum areas and cross-curricular themes and dimensions
- to encourage children to develop informed opinions and attitudes for themselves about a range of personal, social and moral issues
- to nurture in children a particular set of values and morals. They are the keys to the good ordering of the school community and explicit values which are enshrined in the school's, discipline policy.

PSHE aims to promote and develop emotional literacy as well as the personal skills and attitudes which our children will need to lead happy and fulfilled lives.

Citizenship gives pupils the knowledge, skills and understanding to play an effective role in society at local, national and international levels.

- It helps them to become informed, thoughtful and responsible citizens who are aware of their duties and rights.
- It promotes their spiritual, moral, social and cultural development.
- It encourages pupils to play a helpful part in the life of their schools, neighbourhoods, communities and the wider world.
- It also teaches them about our economy and democratic institutions and values.
- It encourages respect for different national, religious and ethnic identities.
- It develops pupils' ability to reflect on issues and take part in discussions.

4. Subject Provision

Staffing and lesson allocation

Foundation	Mrs Tarrant	Key Stage
Y1 40 minute lesson per week	Mrs Reed	EYFS
Y2 40 minute lesson per week	Mrs Ward/Mrs Tomsett	I

Y3 40 minute lesson per week	Mrs Hoadley/Mrs Piper	1
Y4 40 minute lesson per week	Mrs Veitch/Mrs Casebourne	2
Y5 40 minute lesson per week	Mrs Gregory/Mrs Shephard	2
Y6 40 minute lesson per week	Mrs Gregory/Mrs Shephard	2
Y7 40 minute lesson per week	Mrs Shephard	2
Y8 40 minute lesson per week	Mrs Shephard	3

Class management

Within a class, pupils may be taught individually; children may be grouped according to ability or other criteria such as friendship. Such groupings are organised so as to promote cooperation and effective learning and understanding.

Every effort is made to ensure that the work is carefully differentiated and matched to each group.

Whole-class teaching takes place on a regular basis, but it is up to the class teacher to plan lessons which involve different and interesting ways of engaging the students, therefore helping them to achieve the expected outcome.

The organisation of the class will be matched to the learning task or activity, the PSHE topic being studied and resources being used.

Teaching methods in PSHE will vary depending on the subject being studied and the expected outcome of learning.

Those used are:

- Whole class teaching and discussion, suitable for acquiring knowledge and evaluation of individual learning.
- Small group work to achieve an objective as a group or pair.
- Role-play to develop understanding and empathy.
- Individual work – to promote independent learning / thinking.

5. Curriculum

PSHE overview/long-term plans

The long-term plan and medium-term plans are a suggested course which are followed and which fulfil many of the requirements of the National Curriculum. It is recognised that events, media, behaviour of the children and many other factors can influence what is being taught in PSHE and this is important to recognise and promote. With this in mind, teachers of PSHE may wish to teach different topics than that stated below; this is encouraged as it means PSHE, in the school, is proactive, but also reactive which helps pupils to develop spiritually, morally and healthily.

Year	Autumn Term	Spring Term	Summer Term
Foundation Stage	<u>Being me in my World</u> Helping others to feel welcome Trying to make our	<u>Dreams and Goals</u> Challenge- staying motivated Never giving up- keep trying even	<u>Relationships</u> My family and me Make friends: to know

	<p>school community a better place- thinking about how I am feeling Thinking about everyone's right to learn- being in reception To care about other people's feelings- gentle hands Working well with others- managing our feelings and behaviour Our responsibilities</p> <p><u>Celebrating difference</u> What I am good at, accepting that everyone is different. To include others when working or playing. Families- similarities and differences among people Houses and homes- Making friends- trying to solve problems</p>	<p>when it is difficult Setting a goal- working well with a partner or group Obstacles and support- Having a positive attitude Flight to the future- helping others to achieve their goals Award ceremony- working hard to achieve their own dreams and goals.</p> <p><u>Healthy Me</u> Everybody's body- to have made a healthy choice We like to move it! to be physically active Move it! - Food Glorious food- eating a healthy and balanced diet Sweet dreams- trying to keep themselves and others safe Keeping clean- To know how to be a good friend and enjoy healthy friendships Stranger danger- how to keep calm and deal with difficult situations</p>	<p>how to make friends and to solve friendship problems when they occur. To help others feel part of a group. Falling out and Bullying- to show respect in how they treat others To know how to help themselves when they feel upset or hurt. Being the best friend we can be- To know what makes a good relationship</p> <p><u>Changing me</u> My body- understand that everyone is unique and special. Respecting my body- how they feel when change happens. Growing up- Understand the changes they see in themselves. Growth and change- understand and respect the change they see in other people. Fun and Fears- to know who to ask for help if they are worried about change. Celebration- looking forward to change</p>
I	<p><u>Being me in my world</u> Special and safe- helping others to feel welcome My class- making the school community a better place. Rights and responsibilities- everyone's right to learn Rewards and feeling proud- Care about other people's feelings</p>	<p><u>Dreams and Goals</u> Treasure chest of success- staying motivated when doing something challenging. Steps to goals- Keep trying even when it is difficult Achieving together- working with a partner or group Stretchy learning- Having a positive attitude Overcoming obstacles- Helping others achieve their goals. Working hard to</p>	<p><u>Relationships</u> Families Friendships- how to make friends and solving friendship problems when they occur. Greetings- helping others to feel part of a group People who help us Being my own best friend- to know how to help themselves when they feel upset or hurt.</p>

	<p>Consequences- working well with others</p> <p><u>Celebrating Difference</u> To accept that everyone is different and to include them when working and playing. Bullying- to know how to help someone who is being bullied. To try to solve problems. Making new friends- using kind words Celebrating difference- to know how to give and receive compliments</p>	<p>achieve their own goals and successes.</p> <p><u>Healthy Me</u> Being Healthy- to make healthy choices Eating a balanced and healthy diet. Being physically active. Medicine safety- keeping themselves and others safe. Road safety To know how to be a good friend and enjoy healthy friendships. Keeping calm and dealing with difficult situations.</p>	<p>To know what makes a good relationship</p> <p><u>Changing Me</u> Life Cycles Changing me- everyone is special and unique. My changing body- Express how they feel when change happens. Understand and respect the changes they see in themselves. Girls and Boy's bodies Learning and growing- to know who to ask for help if they are worried about change. To look forward to change.</p>
2	<p><u>Being Me in my world</u> Hopes and Fears for the year Rights and responsibilities- trying to make our school community a better place. Rewards and Consequences- thinking about everyone's right to learn. Caring about other people's feelings. Working well with others</p> <p><u>Celebrating Differences</u> Boys and Girls- accepting that everyone is different. Including others when working and playing. Bullying- To know how to help if someone is being bullied. Standing up</p>	<p><u>Dreams and Goals</u> Goals to success- staying motivated when doing something challenging. My learning strengths- keep trying, even when it is difficult. Learning with others- working with a partner or a group. Having a positive attitude Helping others to achieve their goals. Working hard to achieve their own goals and dreams.</p> <p><u>Healthy Me</u> Being healthy- making healthy choices and eating a healthy, balanced diet Being physically active Being relaxed Medicine safety- keeping themselves and others safe Knowing how to be a good friend and enjoy healthy friendships. Keeping calm and</p>	<p><u>Relationships</u> Families Making friends Solving friendship problems as they occur Keeping safe- exploring physical contact. Friends and conflict- helping others to feel part of the group. Showing respect in the way they treat others. Secrets Trust and appreciation To know how to help themselves and others when they feel hurt or upset. To know and show what makes a good relationship.</p> <p><u>Changing Me</u> Life cycles in nature Growing from young to old</p>

	<p>for myself and others- try to solve problems. Making new friends- using kind words. To know how to give and receive compliments</p>	<p>dealing with difficult situations</p>	<p>The changing me- express how they feel when change happens. Understand and accept the changes that they see in themselves. Boys' and Girls' bodies- respect the changes they see in other people. Looking ahead- looking forward to change.</p>
3	<p><u>Being Me in My World</u> Helping others to feel welcome. Trying to make our school community a better place. Thinking about everyone's right to learn and to care about other people's feelings. Working well with others.</p> <p><u>Celebrating Differences</u> Accepting that everyone is different. Including others when working and playing. Knowing how to help if someone is being bullied. Trying to solve problems and using kind words.</p>	<p><u>Dreams and Goals</u> Staying motivated when faced with challenges. To keep trying even when things get difficult. To work well with a partner or group and to have a positive attitude. To help others achieve their goals and to work hard to achieve their own dreams and goals.</p> <p><u>Healthy Me</u> Making healthy choices and eating a healthy, balanced diet. To be physically active and to keep themselves and others safe. To know how to be a good friend and to enjoy healthy friendships. To know how to keep calm and deal with difficult situations</p>	<p><u>Relationships</u> Know how to make friends. To try and solve friendship problems when they occur. To help others to feel part of a group and to show respect towards others. To know how to help themselves and others when they feel upset. To know and show what makes a good relationship.</p> <p><u>Changing Me</u> Understand that everyone is unique and special. To express how they feel when change happens and to respect the changes they see in themselves. To respect the changes they see in other people. To know who to ask for help if they are worried about a change and to look forward to change.</p>
4	<p><u>Being Me in my world</u> Helping others to feel welcome Trying to make our school community a better place- being a school</p>	<p><u>Dreams and Goals</u> Hopes and dreams- staying motivated when faced with a challenge. Broken dreams- keep trying even when it is difficult</p>	<p><u>Relationships</u> Relationship web- understands the web of relationships they are part of. Love and loss- why someone is special</p>

	<p>citizen Rights, responsibilities and democracy- everyone's right to learn. Caring about other people's feelings Working well with others</p> <p><u>Celebrating difference</u> Judging by appearances- accepting that everyone is different Understanding influences Understanding bullying- to know how to help someone who is being bullied Problem solving Special me- using kind words To know how to give and receive compliments</p>	<p>Overcoming disappointment Creating new dreams- having a positive attitude Achieving goals- helping other to achieve and working hard to achieve their own dreams and goals.</p> <p><u>Healthy me</u> My friends and me Group dynamics Smoking Alcohol Healthy friendships- To know how to be a good friend Celebrating inner strength and assertiveness- to know how to keep calm and deal with difficult situations.</p>	<p>to me Memories- talking about someone you no longer see Are animals special? - animal rights issues Special pets Celebrating relationships with people and animals. Knowing how to help themselves and others when they feel upset or hurt.</p> <p><u>Changing Me</u> Unique me- everyone is unique and special Having a baby- labelling internal and external body parts Girls and puberty- understand and respect the changes they see in themselves and others SRE talk Accepting change- to know who to talk to if they are worried about change Looking forward to change.</p>
5	<p><u>Being me in my world</u> My Year ahead- facing challenges positively Being me in Britain Year 5 responsibilities- everyone's right to learn, my responsibilities within school. Rewards and consequences Behaviour- understanding how an individual's behaviour can impact on the group. Democracy and having a voice- how this benefits the school community</p>	<p><u>Dreams and Goals</u> When I grow up- my dream lifestyle Investigate jobs and careers My dream job- why I want it and the steps to get there. Dreams and goals of young people in other cultures How can we support each other? - helping others to achieve their goals Rallying support- Encouraging peers to support young people here and abroad to meet their aspirations and suggest ways we might do this.</p> <p><u>Healthy Me</u> Smoking Alcohol</p>	<p><u>Relationships</u> Recognising me- who I am. My characteristics and personal qualities Relationships and technology Staying safe when using technology to communicate with friends</p> <p><u>Changing Me</u> Self and Body image Puberty for girls Puberty for boys Conception SRE talk Looking ahead- What they are looking forward to about becoming a teenager.</p>

	<p>and how they can participate in this</p> <p><u>Celebrating difference</u> Different cultures- understanding cultural differences can sometimes cause conflict Racism Rumours and name-calling Types of bullying Does money matter?- comparing life with people in the developing world. Celebrating difference across the world.</p>	<p>Emergency Aid Body image- how media and celebrity culture promotes certain body types My relationship with food- different roles that food can play in people's lives. Healthy me- What makes a healthy lifestyle and the choices they can make to be happy and healthy.</p>	<p>What I am looking forward to in Year 6 To know who to ask for help if they are worried about change.</p>
6	<p><u>Being me in my world</u> My year ahead Being a global citizen Making our school community a better place. Universal Rights of the child Working well with others- how individual behaviour can impact on a group.</p> <p><u>Celebrating difference</u> Am I normal? Accepting that everyone is different Understanding disability Power struggles- understanding influence of a single person or group. Why bully- bullying behaviours. To know how to help if someone is being bullied Celebrating differences- giving and</p>	<p><u>Dreams and Goals</u> Personal Learning goals- staying motivated when doing something challenging Steps to success- keep trying even when it is difficult. My dream for the world- discussing problems in the world Helping to make a difference- working with others to make the world a better place. Recognising our achievements- working hard to help others and themselves achieve their dreams and goals.</p> <p><u>Healthy Me</u> Food Drugs Alcohol Emergency Aid Emotional and Mental health Managing stress- knowing how to keep calm in challenging situations</p>	<p><u>Relationships</u> Significant people in my life Love and loss- Understanding the different stages of grief and identifying feelings when someone dies or leaves. Power and Control- recognising when someone is trying to gain power. Being safe with technology- understanding e-safety and using technology positively and safely to communicate with my family and friends.</p> <p><u>Changing Me</u> Self- image Attraction Puberty/ girl talk/ boy talk/ babies- conception and birth covered separately by SRE talk</p> <p>Transition to Year 7</p>

	receiving compliments.		
7	<p><u>Being Me In My World</u> Who am I really? My influences Group identity Global identity How others see me Mindfulness</p> <p><u>Celebrating difference</u> Challenging prejudice and discrimination assertively Accepting difference in others Challenging stereotypes Understanding bullying Including/excluding others</p>	<p><u>Dreams and Goals</u> Dreams and goals may change over time Steps to achieving goals Coping strategies Rewards and motivation Using mistakes and setbacks</p> <p><u>Healthy Me</u> Emotional health Managing stress Substances Good nutrition Medicines and immunisation Physical activity and sleep</p>	<p><u>Relationships</u> The changing web of friendship The changing wall of support Developing my relationships The changing roles of families</p> <p><u>Changing Me</u> My changing body – puberty SRE talk Image and self-image Changing circumstances My changing mind My changing feelings</p> <p>Transition to Year 8</p>
8	<p><u>Being Me in My World</u> Who am I? Family factors The power of first impressions Faith and beliefs Influences on our personal identity</p> <p><u>Celebrating difference</u> Similarities and differences Challenging social injustice and inequality The power of persuasion Making a difference in the community 'Being the change'</p>	<p><u>Dreams and Goals</u> Short/medium/long-term goals Money and financing a business Keeping track of spending Positives/negatives of money</p> <p><u>Healthy Me</u> Emotional and mental health Managing stress Substances Good nutrition Medicines and immunisation Physical activity and sleep</p>	<p><u>Relationships</u> Being in control of my relationships Being in control of personal space Being in control of media Being in control of social media Being in control of myself now</p> <p><u>Changing Me</u> SRE talk Managing change Stepping out of your comfort zone Tackling challenges Managing changes effectively Transition to Year 9</p>

NC requirements for PSHE/Citizenship

St Andrew's Prep is fully aware of the current National Curriculum programmes of study in PSHE and citizenship. It also recognises that a holistic approach to PSHE is more important than just what is taught in lessons. St Andrew's prep, through its PSHE Lessons, its assemblies, its pastoral support, its boarding and its broad curriculum, provides a programme which is flexible, balanced and meets the needs of all pupils. It gives valuable experiences which all pupils at the school benefit from spiritually, morally, culturally, mentally and physically.

- NC Programmes of Study used as guidance:
- PSHE EYFS, Key stage 1 and 2
- Citizenship Key stage 3
- PSHE: Personal Wellbeing Key stage 3
- Key Concepts of PSHE: Economic Wellbeing and Financial Capability, Key Stage 3.

6. Medium Term Plans

All Medium Term plans are stored on the School's Academic drive under Departmental development/PSHE/MTPs. Any changes to these plans must be in consultation with the Head of PSHE.

With all Medium Term Plans (MTP) it is possible that major or world events may override planned lessons. It is also possible that school-based situations such as bullying, bereavement, building friendships and peer group pressure may also arise, causing the MTPs to be adapted.

7. Differentiated Learning

Differentiation

It is important to provide an education which offers a challenge to ALL pupils and allows them to develop the highest standards of personal achievement, enjoyment and satisfaction. The department aims to match the appropriate teaching methods to the differing styles of learning used by pupils. The differentiated tasks set need to be appropriate to the pupils' age, intellectual ability and level of confidence.

Within a lesson it may be appropriate to use:

- Different teaching points for different pupils.
- Different teaching styles.
- A range of tasks/activities.
- Different groupings – ability, friendship, gender.

Pupils with Learning Support plans (SEND)

The department is aware of the Learning Support department and provision, where necessary, is made for those children on Learning Plans, through consultation, reading of the LPs and through carefully planned lessons.

Pupils who have English as an Additional Language (EAL)

The department is aware of pupils who have English as an Additional Language and provision, where necessary, is made during lessons for these students through support, buddies and careful planning.

8. Policies

Assessment and recording

PSHE in the ISEB and scholarship syllabus: PSHE and Citizenship is not examinable at CE or Scholarship level, although some elements appear in the Science, RE and Geography exams.

PSHE Assessment: Within the Jigsaw scheme, each subject area has a built-in assessment task. This task is the formal opportunity for teacher assessment, but also offers children the chance to assess their own learning and have a conversation with the teacher about their respective opinions.

There is no formal reporting of the teaching of PSHE in the end of term reports.

Marking

Due to the nature of the work, pupils' work in PSHE is not formally marked. The majority of lessons are discussion-based and group work is often at the heart of the lesson. Often written notes are pupils' opinions or notes relating to group work. The pupils' books are a source of reference for the pupils and are used in order to get pupils to reflect on a regular basis upon what they have learnt. They are not intended for any person other than the student themselves.

Pupils' self-assessment/reviewing of work

An important part of teaching PSHE is for pupils to understand what they are going to learn about. The danger, due to the openness of topics covered, is that pupils may not actually quantify what they are supposed to be learning and then drift through lessons unaware of its focus.

Each PSHE lesson needs clear objectives/outcomes linked directly to the Jigsaw MTP (or authorised by the Head of PSHE). It is important that lesson objectives are clear. These objectives should be revisited throughout the lesson and during the plenary so that learning can be checked.

'Jigsaw learning records' (see overleaf) are available at the beginning of each new topic area, so that it is clear to them what they are aiming to achieve. The child can colour the attainment descriptor he thinks he has achieved. The teacher can do the same and can facilitate a discussion with the child about his learning progress for that topic. They can then both complete the evaluation boxes and focus on how progress could be made in the next topic.

Puzzle 3 Dreams and Goals - Year 2

My Jigsaw Learning Record

Where am I with my learning? Colour in the box to show where you think you are. Does your teacher agree with you?						
	Working towards		Working at		Working beyond	
How am I doing?	I can tell you what I did to help my group create the end product		I can explain some of the ways I worked cooperatively in my group to create the end product		I can explain how my own and other people's contributions helped the group to create the end product	
	Me	Teacher	Me	Teacher	Me	Teacher
	I can say how I felt about working in the group		I can express how it felt to be working as part of this group		I can explain what felt good and what felt difficult about working in our group	
	Me	Teacher	Me	Teacher	Me	Teacher

I think...	<p>I enjoyed learning.....</p> <p>I could learn better if.....</p> <p>I still wonder about....</p>
My teacher thinks...	<p>I am Impressed with.....</p> <p>Next time.....</p>

Pre-Prep PSHE

In Years 1, 2 and the Early Years / Foundation Stage, it is recognised that reviewing of lessons is completed, on the whole, through Question and Answer and that focus on the experience of the lesson is far more valuable than spending time completing a written review. It is, however, important to guide pupils to review what they have learnt during Q & A sessions as this underpins learning. Children in the Early Years Foundation Stage respond to practical PSHE lessons with simple recordings of their understanding, such as drawings or charts and these are kept to monitor in their individual profiles.

PSHE in the Pre-Prep, as in the rest of the school is an on-going process. Children are encouraged to be kind and caring to others as well as look after their environment. They are taught to be responsible for their own behaviour and learning, to be constructively critical and questioning and to build effective and meaningful relationships within the school environment.

A child who 'actively participates' volunteers answers. Tracking of participation enables children who do not offer any participation to be highlighted and future questions should be differentiated to encourage participation. No books or written work are kept.

Discipline

Behaviour and Sanctions: All staff should expect good levels of behaviour at all times in order to maximise learning. Each member of staff is responsible for the behaviour of pupils in his/her lessons. The Department supports the whole school policy for discipline, as laid out in the School Policy.

Pastoral support

The PSHE department works closely with other areas of the school to provide a holistic approach to pupils' personal wellbeing. Friday staff meetings and other such forums are key to providing pastoral support. It is recognised by all PSHE staff that confidentiality is important, but the sharing of information in a general sense is essential in order to highlight areas which may need to be addressed. It may also be that individual pupils highlighted in the meeting have presented some relevant information in PSHE lessons which may need to be passed on. It is at this point that it is important for PSHE teachers to recognise how to pass this on, to whom and when. Confidentiality of the individuals is still key but individual pupils' protection and safeguarding overrides this. The Head of PSHE sits on the Welfare Management Team which is run by the Pastoral Deputy Head and is designed to discuss whole-school pastoral issues. She is also a deputy designated safeguarding lead.

Bullying

The department supports the whole school policy for bullying as laid out in the policy file. The topic of bullying forms part of the PSHE syllabus.

Equal opportunities

All teaching and non-teaching staff at St Andrew's Prep are responsible for ensuring that all pupils, irrespective of gender, ability and social circumstance, have access to the whole curriculum and opportunities, to make the greatest progress possible in all areas of the curriculum whilst in the school. PSHE provides a variety of opportunities for teaching, which reinforces this ideal:

- Developing confidence and responsibility and making the most of their abilities.
- Developing a healthier, safer lifestyle.
- Preparing to play an active role as citizens.
- Developing good relationships and respecting differences between people.

Sex and Relationship Education (SRE)

This policy is written with the inclusion of the Early Years Foundation and Boarding.

What is Relationships and Sex Education?

"It is lifelong learning about physical, moral and emotional development. It is about understanding the importance of marriage for family life, stable and loving relationships, respect, love and care. It is also about the teaching of sex, sexuality and sexual health. It is not about the promotion of sexual orientation or sexual activity – this would be inappropriate teaching." (Sex and Relationships Education Guidance DfEE 0116/2000)

This policy forms part of the St Andrew's Prep PSHE framework PSHE and Citizenship is of growing importance in the curriculum and the PSHE lessons at St Andrew's play an important part in both the academic and pastoral life of the children. It is stressed from the outset that trust is the most important aspect of the PSHE syllabus, and this trust between the member of staff and children is built up in a variety of ways.

There is an understanding that some issues discussed in the PSHE room must remain there, they are not repeated by their classmates or the member of staff to other people in the school. The children are, however, aware and accept they are free to discuss topics with parents and appropriate adults but should anything emerge of major pastoral concern it will be passed, discreetly, to the School Nurse, Deputy Head Pastoral or the Headmaster as may seem appropriate.

- The children are encouraged to talk freely during the lessons, airing their views and thoughts on the subject under discussion.
- The continuation of this trust is nurtured throughout the years that the children have PSHE and it allows the children to feel confident in discussing personal problems, knowing they will be listened to and dealt with sympathetically and in confidence.
- Above all, the children know that they can come and talk to the Head of PSHE (or any member of staff, school independent listener) if they feel there is a problem that is too heavy or personal to discuss with their friends, and that it will always be dealt with appropriately.
- Policy Formation and Consultation Process

This policy has been reviewed by Sarah Piper (Head of PSHE), taking into account national guidance and the new Jigsaw scheme of work for Years R-8.

Aims and Objectives

Sex and Relationships Education within our school aims to provide opportunities for pupils to develop the skills, knowledge and understanding they will need to lead confident, healthy, independent lives and to become active and informed citizens. Information will be delivered in an accepting and honest way, which will enable young people to contribute. Such information will be age appropriate. Parents will be fully informed of policy and practice.

SRE will focus on:

- Attitudes and Values
 - Learning about the values of family life and stable relationships.
 - Learning the value of respect, love and care.

- Exploring, considering and understanding moral dilemmas. □ Developing critical thinking as part of decision making.
- Personal and Social Skills
 - Learning to manage emotions and relationships confidently and sensitively.
 - Developing self-respect and empathy for others.
 - Learning to make choices based on understanding of differences and with the absence of prejudice.
 - Providing opportunities for young people to develop the ability to understand the consequences of their decisions and actions, and to manage conflict.
- Knowledge and Understanding
 - Information about healthier, safer lifestyles
 - Physical development
 - Emotions, relationships and reproduction.
- The programme will promote in pupils the development of
 - self-esteem and self-awareness;
 - the skills needed for successful relationships;
 - a positive attitude towards difference and diversity;
 - an understanding of their own and others' rights;
 - emotional literacy;
 - the ability and confidence to make informed choices;
 - the knowledge, skills, understanding and attitude to optimise their health;
 - the ability and knowledge to keep themselves and other people safe by minimising risk from harm;
 - an understanding of their own and others' values and beliefs, and an individual moral framework that will help them to make well-considered decisions;
 - a discerning eye for the messages they receive from the media;
 - a positive attitude towards their body and sexuality;
 - the ability to access help, advice and support.
- The programme also aims to provide children with:
 - the skills needed for successful relationships;
 - a moral framework that will guide their decisions and behaviours now and in the future; opportunities to understand and celebrate difference and diversity; an understanding of their own bodies; the confidence and know-how to seek help and advice; self-esteem, self-awareness and emotional health; an awareness of the right they have over their own body;
 - good communication skills – including assertiveness;
 - the skills and knowledge to make positive informed choices;
 - the ability to respect the rights of others to hold opinions that differ from their own as long as these views do not impact on the rights of anyone else;
 - the ability to take responsibility for, and accept the consequences of, their own actions;
 - the knowledge to reduce the risks to their own health and the health of others.

EYFS Curriculum

Relationships and body awareness are covered in the Prime Areas of Personal Social and Emotional Development and Physical Development. The aspects within these prime areas are:

- Making Relationships.

- Self-Confidence and Self-Awareness.
- Managing feelings and behaviour.
- Health and self-care.
- Areas expected to be covered by the early learning goals:
- Making Relationships
- Children are taught to show sensitivity to others' needs and feelings, and form positive relationships with adults and other children.
- Self Confidence and Self-Awareness
- Children are taught to become confident to speak in a familiar group and talk about their feelings and ideas.

Health and Self-Care

- Children are taught to manage their own basic hygiene and ways to keep healthy and safe in order to become more independent.
- Children are taught the correct names for external body parts: penis, vagina, anus and testicles
- Managing Feelings and Behaviour
- Children are taught to reflect upon their behaviour and its consequences and the importance of following rules.
- For more specific guidance see EYFS framework.

In Years 1 and 2 the children will follow the following two units in the Jigsaw programme:

- Relationships
- Families
- Friendships - how to make friends and solving friendship problems when they occur.
- Greetings- helping others to feel part of a group
- People who help us
- Being my own best friend- to know how to help themselves when they feel upset or hurt.
- To know what makes a good relationship
- Changing Me
- Life Cycles
- Changing me- everyone is special and unique.
- My changing body - Express how they feel when change happens. Understand and respect the changes they see in themselves.
- Girls and Boy's bodies and the correct names for external body parts
- Learning and growing- to know who to ask for help if they are worried about change.
- To look forward to change.

In Years 3 and 4 the children will follow the following two units in the Jigsaw programme:

- Relationships
- Relationship web - understands the web of relationships they are part of.
- Love and loss - why someone is special to me
- Memories- talking about someone you no longer see
- Are animals special? - animal rights issues
- Special pets
- Celebrating relationships with people and animals.
- Knowing how to help themselves and others when they feel upset or hurt.
- Changing Me
- Unique me - everyone is unique and special
- Having a baby - labelling internal and external body parts

- Girls and puberty- understand and respect the changes they see in themselves and others
- Accepting change- to know who to talk to if they are worried about change
- Looking forward to change.

In Years 5 and 6 the children will follow the following two units in the Jigsaw programme:

- Relationships
- Recognising me- who I am. My characteristics and personal qualities
- Getting on and falling out
- Girlfriends and boyfriends
- Relationships and technology
- Staying safe when using technology to communicate with friends
- Changing Me
- Self and Body image
- Puberty for girls (presentation and discussion. Two members of staff will be present)
- Puberty for boys (presentation and discussion. Two members of staff will be present)
- Conception
- Looking ahead- What they are looking forward to about becoming a teenager.
- What I am looking forward to in Year 6
- To know who to ask for help if they are worried about change.

In Years 7 and 8 the children will follow the following two units in the Jigsaw programme:

- Relationships
- Being in control of my relationships
- Being in control of personal space
- Being in control of media
- Being in control of social media
- Being in control of myself now
- Changing Me
- Managing change
- Stepping out of your comfort zone
- Tackling challenges
- Managing changes effectively

Additional topics will include:

- Growing up and responsibility
- Boyfriends, girlfriends and feelings
- 'Families' come in all shapes and sizes. Single parenting, same-sex parenting.
- Babies are conceived and born in various ways.
- Feelings about babies – to understand when and why people choose to have babies, to ☐ Understand some of the difficulties of having a baby.
- Being a mum, being a dad and what really matters – family values.
- Sexism
- Year 8 Sex and Relationships Question and Answer seminars. A copy of questions will be emailed to parents before the seminar.

For further detail and curriculum content see Curriculum Overview and Medium Term Plans (MTPs). Due to the nature of PSHE, topics are sometimes covered which are not identified in the MTPs. This is accepted and topics are taught if relevant. If these are sensitive topics they are discussed with the Head of PSHE, before delivery. In addition, girls and boys in Years 5, 6, 7 and 8 will benefit from additional

dedicated, appropriate sessions on the topics of puberty, menstruation and SRE issues which are a little more sensitive. These sessions are planned by the Head of PSHE in partnership with the school nurse, and led by appropriate members of staff. These sessions are delivered off timetable and in single sex groups, where appropriate.

Withdrawal of children

Parents have the right to withdraw their children from any RSE that falls outside of the statutory curriculum (Education Act, 1996) although they may not withdraw from human reproduction delivered in Science, for example. Any parents expressing concerns will be invited into school for discussions with Sarah Piper, the Head of PSHE, in the first instance where they will be invited to view materials and resources. Should they still decide to exercise this right; the school will make suitable provision for the supervision of the child at such times that are necessary. The parent will be advised that they have an obligation to provide the information at home using information available from the DfE.

Teachers will answer pupil questions appropriately and use their professional judgement in line with this policy. There is no expectation that any teacher delivering RSE will automatically answer pupil questions, as this may infringe personal boundaries. However, in this instance, pupils will be advised to talk to their parents, another member of staff, or advised as to where they may be able to access information eg. helplines, websites, leaflets etc.

The programme will be monitored as an on-going part of the process by both teaching staff and pupils. For specific lecture/question and answer sessions, pupils will be given the opportunity to raise topics for discussion (anonymously if desired) and parents will be informed in advance of items for discussion. The SRE programme will be monitored and evaluated via:

- Discussions
- Teacher assessments
- Pupils' assessment and evaluations
- Teacher evaluations at the end of a block of lessons, which are then forwarded to the Head of PSHE (to help inform future developments).
- The Welfare Management Team

Safeguarding

RSE may bring about disclosures of safeguarding children issues and all staff are familiar with the procedures for reporting their concerns. In these cases, please refer to the St Andrew's Prep Child Protection and Safeguarding Policy and their safeguarding training.

Confidentiality

As a general rule, a child's confidentiality is maintained by the teacher or member of staff concerned. However, if this person believes that the child is at risk or in danger, they must report to the Deputy Head Pastoral (Designated Safeguarding Lead) or the Deputy Designated Safeguarding Lead immediately.

How will the school deal with sexually explicit questions?

- The school will endeavour to answer all reasonable questions.
- In the case of Year 8 RSE Q&A seminars, content provided by the children in advance will be forwarded to parents before the session occurs. Parental input is encouraged.
- Staff will make it clear, through ground rules, that nobody should ask personal questions.
- It is inevitable that questions will arise from the discussions and, whilst we are prepared to modify the programme if a certain question recurs, the staff will endeavour to answer those questions that relate directly to the agreed programme.

- Basic ground rules specific to RSE
- Respect will be shown at all times.
- If it is perceived that anyone is at risk from harm, the DSL will be informed.
- Strategies will be developed to ease embarrassment should it occur.
- Children are encouraged to identify an external, independent listener who they can approach with questions.
- Making the policy available
- All teachers and governors have access to the policy.
- Updates are delivered to staff that supply the content.

A copy will be provided for parents/carers

9. E-Safety Policy

E-Safety is an integral part of the PSHE and IT curriculum. Wider school links are being continuously created e.g. E-safety posters within other lessons. It is essential for teachers of PSHE to be aware of E-safety issues, policy and receive training. The most recent training for all staff was delivered at INSET in January 2020, delivered through Educare.

For further details contact the Head of Computing and IT and read the E-Safety policy.

10. Resources and Resource Ordering

A wide variety of resources are available in school. Teachers using the Jigsaw scheme each have a Jigsaw folder containing all planning, a chime, CD Rom and Jigsaw toy. Additional resources include reference books etc. are kept by the Head of PSHE. Text books relevant to specific year groups are kept by the teacher taking that year group. The Head of PSHE is responsible for maintaining resources.

The Head of PSHE periodically asks the department to list any resources required to either top up or develop a new topic. After discussion and consideration, the Head of PSHE will order any resources.

JIGSAW PSHE - the mindful approach to PSHE by Jan Lever is used for Years R-8

Additional Text Books Used:- Hodder CWP drugs education and relationship and sex education

11. School-Parent Link

The Head of PSHE may attend the parent-teacher meetings for each form receiving PSHE lessons, and is available for discussion at any time.

12. Use of Outside Agencies/People to Deliver PSHE Topics

People with an interest in, or expertise in, a particular topic or area of PSHE may be invited into school to work with the children. Such visitors may include parents, other family members, neighbours and people from the local community.

When inviting outside agencies or speakers into school, staff should be aware of and follow the School's policy and procedures regarding the 'Prevent' agenda.

13. Guidance

Appraisal

PSHE teachers are part of the school's Professional Development and Review (PD&R) programme, details of which can be found in the staff handbook. At these meetings, all matters related to current and recent performance are discussed and targets for future professional and personal development are agreed.

During the year, PSHE staff are encouraged to discuss all aspects of their teaching at any time with the Headmaster, Head of PSHE or Deputy Heads.

Professional development

The School's training budget is designed to meet all appropriate training needs, and having discussed them with the Head of PSHE, staff should first submit their requests for training to the deputy head. The School has INSET days at the beginning of each term, during which all staff undertake training of a more general nature.

Liaison

Day-to-day liaison with staff from other departments in the school is encouraged and in any case happens informally on a daily basis.

An overview of the PSHE curriculum is on the school's computer network, together with the medium term plans, both of which can be used by other staff to inform the teaching of their particular subject and to maximise the opportunities for cross curricular learning by the pupils.

14. Cross Curricular Links

PSHE is a thread that runs through the whole fabric of the school. PSHE / Citizenship contributes to many aspects of school life, including:

- Building cohesion, teamwork and a positive classroom atmosphere where a variety of interaction (individual work – small group work – large group work – interaction with staff)
- Games / activities: pupils working together
- P.E: health, healthy eating, exercise and diet
- Geography: the environment, pollution, sustainability, global citizenship – water, electricity, transport, food.
- Science: Sex and relationships, health.
- R.E: Religious Festivals, Other cultures and lifestyles, stereotypes, racism.
- Pastoral Systems