



**KING  
HENRY VIII  
JUNIOR  
SCHOOL**

## PSHE Policy

Person responsible	PSHE Lead
Last update	December 2022
Frequency of Review	Biennial
Date of next review by Governors	November 2024

## 1. Introduction

Under the Education Act 2002/Academies Act 2010 it is compulsory for Independent schools to provide a balanced and broadly based curriculum which:

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

This policy will be updated in line with government guidance when published. The DfE specified as part of its National Curriculum guidance that 'All schools should make provision for personal, social, health and economic education (PSHE), drawing on good practice' (Written Ministerial Statement: Review of Personal, Social, Health and Economic Education, March 2013).

The policy offers a whole school statement of intent of its aims for PSHE. It sets out an agreed approach to the PSHE curriculum and the intended outcomes of this provision. It informs and reflects practice by outlining the content covered, methodology and assessment used in enabling learning in PSHE.

In our school we choose to deliver Personal, Social, Health Education using Jigsaw, the mindful approach to PSHE. The Jigsaw Programme meets all the outcomes in the PSHE Association Programmes of Study, 2017.

## 2. Aims and Objectives

2.1. PSHE education encourages and promotes children's spiritual, moral, cultural, mental and physical development and wellbeing, preparing pupils for the opportunities and experiences of life. We feel the children benefit from being aware of their thoughts and feelings and being mindful children they choose the correct responses to situations. The needs of the pupils is paramount.

2.2. Our objectives in the teaching of PSHE are to:

- Develop personal responsibility, show initiative and understand how they might contribute to the community they live in.
- Provide children with a programme of life skills which will make them aware of risks, rights and responsibilities.
- Produce children who have a growth mindset approach to their life.
- Develop self-confidence and self-esteem, self-knowledge and make informed choices.
- Help children identify the differences between right and wrong, understand Rules and Laws and British Values.
- Help the children to manage their life carefully.
- Help the children develop a moral and social awareness so that they can participate in and engender a caring, trusting environment.
- Promote awareness of outside influences on children and provide them with the means to cope.
- Provide a programme of Health and Sex Education, (See separate RSHE Policy).
- Provide opportunities for learning about current issues, develop an understanding of and respect for beliefs, cultures, viewpoints and decisions.
- Appreciate racial and cultural diversity.

- Be positive and active members of a democratic society.
- Have a good knowledge of our Country and the services and facilities available.

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 their school and communities. 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. PSHE is therefore closely linked to our SMSC provision, giving pupils the opportunity to promote pupil's development in these areas.

As a school we aim to provide pupils with the knowledge, understanding, attitudes, values and skills they need in order to reach their potential as individuals and within the community.

### **3. Roles and Responsibilities**

The PSHE programme will be led by the PSHE Lead. It will be taught primarily by Form Teachers, with the key messages integrated across the school and drawn upon when appropriate in other subjects and areas of school life. It will be supported by a whole school assembly at the beginning of each half-term, whole school focus weeks such as, Children's Mental Health Week and Anti-Bullying Week, timetabled PSHE lessons and the pastoral provision led by the Deputy Head Pastoral incorporating work by the Pastoral Committee.

The PSHE provision has been put in place through consultation with the Head, Deputy Heads and Form Teachers. We have introduced teacher surveys which help us tailor our provision for teaching, learning, assessment and CPD. The results of the survey are shared with staff during curriculum meetings. Where appropriate, input from key subject links such as Science have been sought. The purpose of this is to contribute to the introduction, content, delivery, evaluation and refinement of PSHE.

Teaching staff will receive training and be offered support to assist them in delivering aspects of the curriculum as indicated in the subject development plan. It is important that all school staff feel comfortable to take PSHE and answer questions from pupils. For example, if a teacher does not feel confident leading RSHE discussions then that is likely to be reflected by the pupils, and their learning will be compromised.

The school expects parents to support their children's personal, social and emotional development. We encourage parents to create an open home environment where pupils can engage, discuss and continue to learn about matters that have been raised through school PSHE. Parents are also encouraged to seek additional support in this from the school where they feel it is needed. Any parent wanting more information about the PSHE curriculum are encouraged to contact their child's class teacher in the first instance. Further guidance can be sought from the PSHE Lead.

#### **3.1. Protected Characteristics**

We strive to ensure that we do the best for all pupils. We have wider responsibilities under the Equalities Act 2010, paying particular regard to the Protected Characteristics. It is against the law to discriminate against anyone because of:

- age
- disability
- race including nationality, ethnic or national origin
- sex
- being married or in a civil partnership
- being or becoming transsexual person
- being pregnant or on maternity leave
- religion, belief or lack of belief
- sexual orientation

At all times our overarching principle is to ensure the present and future wellbeing of pupils and to meet their learning needs. It is also crucial that our lessons help children to realise the nature and consequences of discrimination, teasing, bullying and aggressive behaviours (including cyber bullying), use of prejudice-based language and how to respond and ask for help. This means we must be sensitive to the different needs of individual pupils and may need to evolve over time as the pupil population changes

### **3.2. The Prevent Strategy**

In accordance with the Counter-Terrorism and Security Act 2015, we have a duty to “have due regard to the need to prevent people from being drawn into terrorism”. This strategy is designed to stop people becoming terrorists or supporting terrorist or extremist causes.

This means we have a responsibility to protect children from extremist and violent views, in the same way that we protect them from other dangers. Importantly, we can provide a safe place for pupils to discuss these issues so they better understand how to protect themselves.

Many of the things we already do in school to help children become positive, confident and happy members of society also contribute to the Prevent Strategy. As part of our PSHE Programme of Study, these include:

- Exploring other cultures and promoting diversity.
- Challenging prejudice and racist comments.
- Develop critical thinking skills and a strong positive self-identity.
- Promoting Spiritual, moral, social and cultural development of pupils.
- Promoting British Values.

We also protect children from the risk radicalisation and extremism, for example, using filters on the internet to ensure that inappropriate content can be accessed, or by vetting visitors who come into school to work with the children.

### **3.3. British Values**

Schools have been required to promote British Values since 2014, and this is taught within PSHE and will continue to be part of our responses to the Prevent strategy. British Values include:

- democracy.
- rule of law.
- individual liberty.
- mutual respect.
- tolerance of those of different faiths and beliefs.

### **3.4. Relationships & Sex Education & Health Education**

Relationships and Sex Education & Health Education (RSHE) guidance is compulsory in all primary schools in England including independent schools.

Relationship Education is defined as learning about the many strands of relationships and growing up. These include family relationships and people who care for me, caring and respectful relationships and friendships with peers and adults, online relationships and being safe.

Our school takes its responsibility to provide relevant, effective and responsible RSHE to all its pupils as part of the schools' PSHE curriculum very seriously. The school wants parents and pupils to feel assured that relationships and sex education will be delivered at a level appropriate to both the age and development of pupils, and children feel safe to voice opinions and concerns relating to this provision.

Further information relating to RSHE can be found in the RSHE policy on the school website. That policy reflects the DfE 2020 RSHE guidance and is drafted by the PSHE Lead in consultation with the Head Teacher. Parents are given the opportunity to discuss this policy at parents' evenings, and teaching and non-teaching staff are invited to discuss it during training sessions.

At KHJS, puberty is covered by our Jigsaw PSHE Programme in the 'Changing Me' unit. We conclude that sex education refers to Human Reproduction, and therefore inform parents of their right to request their child be withdrawn from the PSHE lessons that explicitly teach this i.e. the Jigsaw Changing Me unit.

Year 4, Lesson 2 (Having a baby)

Year 5, Lesson 4 (Conception)

Year 6, Lesson 4 (Conception, birth)

## **4. Implementation & Curriculum**

At KHJS we base our teaching and learning style in PSHE on the key principle that good teaching in PSHE allows children both to learn about themselves, life and the world around them and to reflect on what these ideas and concepts mean to them. Our teaching enables children to extend

their own sense of moral values, and promotes their growth and development. We encourage children to think about their own views and values in relation to the themes and topics studied in the PSHE curriculum.

Our teaching in PSHE enables children to build on their own experiences and to extend their knowledge and understanding of themselves and society around them. We use their experiences, where appropriate to develop their individual thinking. We promote mindfulness and the understanding of a growth mindset.

Each class sets up a charter and leads discussions through the circle time approach based on the Jigsaw charter as outlined in our scheme of work.

We recognise the fact that all classes in our school have children of differing abilities, so we provide suitable learning opportunities for all children by matching the challenge of the task to the ability of the child. We achieve this in a variety of ways, for example by:

- setting tasks which are open-ended and can have a variety of responses;
- setting tasks of increasing difficulty (we do not expect all children to complete all tasks);
- grouping the children in mixed ability and setting tasks to facilitate peer learning;
- providing resources of different complexity, adapted to the ability of the child;

At KHJS we base the curriculum planning on the 'Jigsaw The Mindful Approach to PSHE' Scheme of work. Each unit of the plan is preceded by a whole school assembly, led by either the PSHE Lead or the Head Teacher. We ensure that the topics studied in PSHE build on prior learning. We offer opportunities for children of all abilities to develop their skills and knowledge in each unit of work, and we ensure that the progression planned into the scheme of work offers the children an increasing challenge as they move through the school.

The Jigsaw scheme of work Jigsaw covers all areas of PSHE for the primary phase, as the table below shows:

<b>Term</b>	<b>Puzzle name</b>	<b>Content</b>
Autumn 1:	Being Me in My World	Includes understanding my place in the class, school and global community as well as devising Learning Charters
Autumn 2:	Celebrating Difference	Includes anti-bullying (cyber and homophobic bullying included) and diversity work
Spring 1:	Dreams and Goals	Includes goal-setting, aspirations, working together to design and organise fund-raising events
Spring 2:	Healthy Me	Includes drugs and alcohol education, self-esteem and confidence as well as healthy lifestyle choices
Summer 1:	Relationships	Includes understanding friendship, family and other relationships, conflict resolution and communication skills
Summer 2:	Changing Me	Includes Sex and Relationship Education in the context of looking at change

Jigsaw brings together PSHE Education, emotional literacy, social skills and spiritual development in a comprehensive scheme of learning. Teaching strategies are varied and are mindful of preferred learning styles and the need for differentiation. Jigsaw is designed as a whole school

approach, with all year groups working on the same theme at the same time. This enables each unit to start with an introductory assembly, generating a whole school focus for adults and children alike.

Each lesson has two learning intentions: one is based on specific PSHE learning (covering the non-statutory national framework for PSHE Education but enhanced to address children's needs today); and one is based on emotional literacy and social skills development to enhance children's emotional and mental health.

The enhancements mean that Jigsaw, the mindful approach to PSHE, is relevant to children living in today's world as it helps them understand and be equipped to cope with issues like body image, cyber and homophobic bullying, and internet safety. Every lesson contributes to at least one of these aspects of children's development. This is mapped on each lesson and balanced across each year group.

Our medium-term plans give details of each unit of work for each term or half term. These are provided in detail within the Jigsaw scheme although year teams may choose to supplement and/or adapt the planning provided to meet the needs of the children in their cohort.

The class teacher amends the plans for each lesson reflecting the wider needs of pupils in their class. They may do this through written annotation and there is no requirement to rewrite full planning. These individual plans are kept by class teachers and are discussed on an informal basis with the Year Team Leader and/or PSHE subject leader as appropriate. All plans, long, medium and short term, can be found as pdf files in the schools' planning folder. Parents are welcome to view these by request.

#### **4.1. Contribution of PSHE to the teaching in other curriculum areas**

##### **English**

PSHE contributes significantly to the teaching of English in our school by actively promoting the skills of reading, writing, speaking and listening. The nature of PSHE encourages discussion, and promotes the skills of speaking and listening through the circle approach and class charter. We also encourage the children to write letters, record reflections and summarise knowledge and understanding gained, when appropriate.

##### **Religious Education**

Through our PSHE lessons, we teach the children about the values and moral beliefs that underpin individual choices of behaviour and how this is linked to religious beliefs. We also promote the values and attitudes required for citizenship in a democracy by teaching respect for others and the need for personal responsibility. In general, by promoting tolerance and understanding of other people, we enable children to appreciate what it means to be positive members of our pluralistic society. This aspect of teaching and learning in PSHE contributes to the School's duty to promote British Values.

##### **Spiritual, moral, social and cultural development**

Through PSHE in our school, we provide opportunities for spiritual development. Children consider and respond to questions concerning the meaning and purpose of life. We help them to recognise the difference between right and wrong, through the study of moral and ethical questions. We enhance their social development by helping them to build a sense of identity in a multi-cultural society. Children explore issues of religious faith and values and, in so doing, they develop their knowledge and understanding of the cultural context of their own lives.

##### **Computing**

Computing enhances PSHE, wherever appropriate, in all key stages. The children select and analyse information, using the internet and other sources of information. They also use ICT to

review, modify and evaluate their work, and to improve its presentation. Examples of the use of technology in PSHE lessons may include: children may use PowerPoint to help them to make presentations on various topics, such as how to be healthy; younger children can take photographs of the class acting out role play situations.

### **Other subjects**

By creating children with a growth mindset we are encouraging them to strive and achieve in all academic subjects, even if they find them hard or difficult. We emphasise the power of the word 'yet' and all subject teachers give value to this idea.

## **4.2. Assessment**

The school has recently reviewed its assessment of PSHE. As advocated by the PSHE Association, we are moving to ipsative assessments. These involve a baseline assessment which is then revisited/reviewed at the end of a half-term unit of work. Teachers then make judgements on the progress the pupil has made in their learning. In addition to this, children are given the opportunity to review their own progress, the skills and knowledge they have acquired and their ability to use this to inform the thoughts, words and actions.

Children are encouraged to make judgements about how they might improve their work in the future. This information is used to assess the progress of each child, for setting new goals, for passing information on to the next teacher at the end of the year and for reporting to parents.

## **4.3. Resources**

We have sufficient resources in our school to be able to teach all our PSHE teaching units. Each class is provided with a box of equipment and books for the year, as well as access to PDF files and resources online. Teachers are expected to ensure that appropriate displays are put up in classrooms and corridors at suitable points in the year. A collection of PSHE themed books are accessible to children in the library on both campuses where books can be taken out on loan by children or teachers.

## **5. Safe & Effective Practice**

High quality and effective planning will be ensured through provision of clear long and medium Term Plans with suggested learning intentions to promote good sequencing and age and stage appropriate progression of the PSHE topics. We will ensure a safe learning environment by ensuring Form Teachers are willing and happy teaching the PSHE content and confident in their subject knowledge.

Clear ground rules will be established at the start of the year which pupils are regularly reminded of, particularly when studying more sensitive content. These are displayed in each classroom and referred to at the beginning of each lesson in the 'Jigsaw Charter'.

Distancing techniques will be used such as being mindful of pupils' personal situations, depersonalising the situations being discussed through use of characters, role play, stories, and videos and opportunities for private or anonymous questions or responses.



Pupils questions will be answered in age and stage appropriate manners and where a teacher is unsure of an answer they will delay the answer to the following lesson, once they have been able to draw on colleagues advice.

Sensitive issues will be handled by reassuring pupils, offering them time out if they are distressed, suggesting who a pupil could talk to about the topic or referring the issue to the Head of Year or the Deputy Head Pastoral, as appropriate. Pupils will be able to raise questions anonymously through use of question/worry boxes when appropriate.

## **6. Equality, Inclusion & Support**

The school works hard to ensure that all aspects of the school curriculum are inclusive and support the needs of pupils of all ranges of abilities. Staff should differentiate lessons to ensure that all members of the class can access the information fully, and this is no different when it comes to PSHE. The school will use a variety of different strategies to ensure that all pupils have access to the same information. Some of these include:

- interactive teaching methods
- use of expert guest speakers
- practical activities
- using DVDs or video
- group and paired activities.

We teach PSHE to all children, whatever their ability and individual needs. PSHE forms part of the school's curriculum policy to provide a broad and balanced education to all children. Through our PSHE teaching, we provide learning opportunities that enable all pupils to make good progress. We strive hard to meet the needs of those pupils with special educational needs, those with disabilities, those with special gifts and talents, and those learning English as an additional language, and we take all reasonable steps to achieve this.

We ensure PSHE is inclusive and meets the needs of all our pupils, including those with special educational needs and disabilities (SEND) by drawing on advice from the Learning Support Department on individual pupil's specific needs and adapting provision to ensure all children can access the curriculum. Work done in PSHE may contribute to meeting targets set out in a pupils' Referral and Tracking Form. Teachers will be aware of these targets when planning and designing tasks for PSHE lessons.

We ensure PSHE fosters gender and LGBTQ+ equality by drawing on differing family and relationship types in an age-appropriate manner throughout the curriculum. As per the Government guidance, specific, detailed teaching on the topic of Gender Identity is not included at Primary level.

## **7. Safeguarding**

Teachers are aware that effective PSHE, which brings an understanding of what is and what is not appropriate in a relationship, can lead to a disclosure of a child protection issue. In accordance with the Safeguarding Policy, teachers will consult with the designated safeguarding lead, (in her absence, either of the DDSL's).

DSL – Hayley Shortt.

DDSL – Josh Holtby & Steve Clark.

When inviting external speakers or visitors into lessons, particularly where sensitive issues may be discussed, the speaker's credibility should be checked. Use of well-known or recommended organisations, such as the NSPCC, is encouraged. The content of any workshop or talk should be discussed prior to the event and a teacher should be in the room throughout.

PSHE will consider pupils who may be considered vulnerable or 'at risk' through teachers ensuring they are aware of these pupils. Additionally, an awareness is required that for these pupils in particular, the content and delivery of certain topics may need to be done so in a sensitive and depersonalised manner.

## **8. Engaging Stakeholders**

The policy will be available to parents through the school website. We are committed to working with parents and carers by fully informing them of the rationale behind our PSHE provision, by ensuring they are fully informed of the PSHE elements of the curriculum at each stage of their child's education and through welcoming parent queries. We conduct parental surveys to help inform our planning and provide appropriate provision for our children.

We provide additional resources and support through Curriculum Evenings. We notify parents when particular Relationships, Health and Sex Education will be taught. In Years 4-6, parents will be reminded via letter prior to the 'Changing Me' unit elements of RSHE being taught. We will provide parents the opportunity to view copies of the materials and lesson overviews in school.

Governors will be informed of this policy relevant to PSHE curriculum changes through updates via the Deputy Head Pastoral.

Pupil voice will be used to review and tailor our PSHE to match the different needs of pupils. This will take place through opportunities for pupils to share their thoughts on the topics they are learning about in class. Planning is in place to conduct pupil surveys to better understand how we can tailor the curriculum to meet the needs of our children.

## **9. Monitoring & Review**

As part of effective provision, the PSHE policy should be reviewed at least every 2 years to ensure that it continues to meet the needs of pupils, staff and parents and that it is in line with current Department for Education advice and guidance.

**Date: December 2022**

**Person(s) responsible: Subject Leader for Personal, Social and Health Education Mr P McGrane**

**Planned review date: December 2024**