



EDUCATION FOR SOCIAL RESPONSIBILITY (ESR) & PERSONAL, SOCIAL, HEALTH & ECONOMIC EDUCATION (PSHEE) POLICY

Date: Oct-18

Review: Date: Oct-19

INTRODUCTION

Education for Social responsibility (ESR) is an integrated approach to teaching. It informs teaching across subject content and beyond in to a whole school ethos, enabling children to understand the broader issues of good citizenship and leading a healthy, happy and fulfilling life. At Sarum Hall School, Education for Social Responsibility underpins our ethos of looking after ourselves, each other and the environment. Personal, Social, Health and Economic Education (PSHEE) is encompassed under the ESR umbrella.

ESR and PSHEE are delivered by all working at Sarum Hall School. Through explicit and implicit lessons and activities and school culture, we develop values, promote well-being and take responsibility for preparing our girls for the future they are going to inherit. Well-being is defined with reference to the Children's Act 2004, which lists the following factors:

- Physical and mental health and emotional well-being
- Protection from harm and neglect
- Education, training and recreation
- The contribution made by them to society
- Social and economic well-being

At Sarum Hall School PSHEE is:

- a balanced curriculum which reflects the nature of the world we live in
- promoting respect and tolerance of culture and diversity, with particular regard to the protected characteristics set out in Chapter 1 of part 2 of the Equality Act 2010
- preparing children for the opportunities, responsibilities and experiences of adult life in British society
- a curriculum to support spiritual, moral, social, and cultural development, as well as mental and physical development
- an understanding of relationships that will enable children to understand their own, and others' relationships
- to help children develop and understand their own feelings and emotions and the feelings and emotions of others through planned lessons and general interaction
- teaching children the skills and processes involved in becoming happy and fulfilled individuals in a safe, supportive and positive environment.

OUR AIMS

To fulfil a child's entitlement to an education which supports ESR and PSHEE, dealing with:

- their safety and welfare
- their feelings and emotions
- their relationships with other people
- their sense of self and reaching their full potential
- actively promoting fundamental British values
- responding to the needs and feelings of others
- differences between people and fairness in dealing with them

- a sense of responsibility
- a sense of honesty and integrity
- choices and coping with peer pressure
- internet safety and cyber bullying
- local and global citizenship and the environment
- growing up and moving on

OBJECTIVES

Our pupils should develop values, attitudes, knowledge, skills and understanding centred around the aims of ESR and PSHEE in Sarum Hall School. This will help them to achieve overall well-being, defined with reference to the Children's Act 2004. All staff are expected to support the moral codes of the school and to foster the pupil's positive development.

Our pupils are taught about safeguarding, including online safety. Particular attention is paid to school practices to help them to adjust their behaviours in order to reduce risks and build resilience, including to radicalisation, with particular attention to the safe use of electronic equipment and the internet. These practices are age appropriate and delivered through a planned and component of the curriculum. Our pupils are taught and should understand the risks posed by adults or young people who use the internet and social media to bully, groom, abuse or radicalise other people, especially children, young people and vulnerable adults. Internet safety is integral to the school's computing curriculum and is embedded in PSHEE and RSE.

TEACHING AND LEARNING STRATEGIES

At Sarum Hall School ESR and PSHEE may be delivered:

- through planned, structured lessons
- through an implicit and explicit curriculum teaching values in everyday life
- through assemblies and events for the whole school
- through circle times
- through form times
- through church visits
- through educational visits
- through the school's Golden Rules and Playground Rules
- through democracy and responsibility of the School Council
- through democracy and responsibility of the Eco Club
- through specialist teachers and visitors from outside organisations

THE SCHOOL PSHEE CURRICULUM- JIGSAW- THE MINDFUL APPROACH TO PSHE

Jigsaw brings together PSHEE, emotional literacy, social skills and spiritual development in a comprehensive scheme of learning. Teaching strategies are varied and flexible to allow learning to be tailored to the needs of each class and allow scope for all girls to achieve their full potential. Jigsaw is designed as a whole school approach, with all year groups working on the same theme, or puzzle piece, at a time.

THE MINDFUL APPROACH

Mindfulness is developed through the 'Calm Me' time which can be used during PSHEE lessons or fitted elsewhere into the timetable. The practise of breathing techniques, visualisation and awareness exercises support our girls to be aware of their thoughts and feelings in the present moment, helping to develop techniques to regulate emotion and build resilience. 'Calm Me' time enhances reflection and spiritual development and also helps to enhance focus and concentration to optimise learning across the curriculum.

SCHOOL SYLLABUS

In Nursery and Reception, Personal Social and Emotional Development (PSED) is a prime area of the EYFS curriculum. It is taught in the Early Years with awareness to the ways in which the child engages with other people and their environment, demonstrating the characteristics of effective learning – playing and exploring, active learning, and creating and thinking critically. These underpin the learning and development across all areas (prime and specific), supporting the child to remain an effective and motivated learner.

Jigsaw covers all areas of PSHEE education. The puzzle pieces outlined below form the basis of planning lessons in PSHEE at each age level. Staff teaching PSHEE write their own medium term plans. The core scheme may be supplemented with other relevant resources.

Term	Puzzle name	Content
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 1:	Changing Me Year 6	Includes RSE in the context of looking at change
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 Years 1-4	To follow the Laying the Foundations RSE scheme. 'Moving on' activities.
Summer 2:	Changing Me Year 5	Includes Sex and Relationship Education in the context of looking at

change.

Summer 2:	Dreams and Goals Year 6	Includes goal-setting, aspirations and moving on activities.
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RELATIONSHIPS AND SEX EDUCATION

Relationships and Sex Education (RSE) is taught by form tutors and the school nurse or headmistress at an age appropriate level. Either the 'Laying the Foundations' scheme or Jigsaw 'Changing Me' puzzle pieces are delivered. Foundation work is also done to; build self-esteem, enhance the sense of self with regard to body image, develop caring and healthy relationships and keep safe, valued and respected. Specific RSE learning intentions for each year group are outlined in the SRE policy. The programme of study may be adapted to ensure that pupils receive provision at the appropriate time.

E-SAFETY

E-safety issues regarding cyberbullying, keeping safe online and following the SMART rules are addressed in E-Safety lessons in Computing and through PSHEE. An outline of how the Jigsaw scheme supports children and their digital literacy development across the year groups can be found here: <T:\Curriculum\Subjects\ESR and PSHEE\JIGSAW>

MONITORING, ASSESSMENT, EVALUATION AND REPORTING TO PARENTS

Girls are not formally graded for their work as part of ESR or PSHEE. Form tutors will consider written work, alongside discussion and school involvement to report to parents termly. Assessment tasks and attainment descriptors for each puzzle piece may be used to assist. Girls may also be invited to self-assess their own learning and set personal targets to work towards.

THE JIGSAW JOURNEY

To record evidence of PSHEE and pupil progress, each class has a 'Jigsaw Journey' folder which moves up through the school with each class. The portfolio which may include; work, photographs, notes and end of puzzle certificates, is a showcase of the progress and development made from year to year.

SAFEGUARDING

Teachers are aware that sometimes disclosures may be made during PSHEE sessions. If a disclosure is made, safeguarding procedures will be followed immediately.

Curriculum audits for ESR, SMSC and British Values are updated regularly and can be found here: <T:\Curriculum\Subjects\ESR and PSHEE\audits>

Linked guidance, policies and procedures:

[Keeping Children Safe in Education \(KCSIE\) statutory guidance](#)

[Working together to safeguard children.pdf](#)

Relevant school policies:

Keeping Children Safe in Education, Child protection Policy and Code of Conduct.