



SARUM HALL SCHOOL

PERSONAL, SOCIAL, HEALTH & ECONOMIC EDUCATION (PSHEE) POLICY

Date:	November 2023
Next Review Due:	November 2024
Reviewed by:	Andrew Laws

INTRODUCTION

Sarum Hall School is committed to investing in the pupils' health and well-being, thus assisting in the processing of raising the pupils' achievements both academically and personally. Personal, Social, Health and Economic Education (PSHEE) helps to give pupils the knowledge, skills and understanding they need to lead confident, healthy, independent lives and to become informed, active, responsible citizen.

At Sarum Hall School, PSHEE is a balanced curriculum which reflects the nature of the world we live in. It teaches children the skills and processes involved in becoming happy and fulfilled individuals in a safe, supportive and positive environment.

This policy covers the school's approach to delivering PSHEE. There is a separate policy for Relationships, Sex and Health Education (RSHE).

OUR AIMS

This policy is informed by the School's ethos and aims to:

"...develop to the full the natural talents and potential of each individual pupil and to prepare them all for a full, happy, healthy, active and productive life."

Our PSHEE programme has the following intended outcomes:

- To help pupils recognise their worth;
- To help pupils develop and understand their own feelings and emotions and the feelings and emotions of others;
- To develop pupils' recognition of the importance of British values with regard to democracy, the rule of law, individual liberty, respect and tolerance;
- To promote respect and tolerance of culture and diversity, with particular regard to the protected characteristics;
- To develop opportunities for each pupil to develop their mental and physical well-being;
- To develop each pupil's ability to achieve economic well-being;
- To develop an understanding of relationships that will enable pupils to understand their own, and others' relationships;
- To develop each pupil's capacity for leading a fulfilling, responsible life as a member of a caring and thinking society, both in real-life and online;
- To provide opportunities for the spiritual, moral, social and cultural development of each pupil;
- To promote a happy and healthy School community, reflecting the ethos of the School;
- To teach children internet safety and online;
- To teach children Relationships, Sex and Health Education (RSHE) in an age-appropriate manner in keeping with the context of the School. See separate RSHE Policy.

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 online and offline risks and build resilience with particular attention to the safe use of electronic equipment and the internet. These practices are age appropriate and delivered through a planned 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. These risks include online hoaxes, online challenges and how technology can be used 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 RSHE.

TEACHING AND LEARNING STRATEGIES

All members of staff help pupils to develop values, attitudes, knowledge, skills and understanding centred around the aims of PSHEE in Sarum Hall School. The PSHEE curriculum is primarily delivered by form tutors working at Sarum Hall School through weekly timetabled lessons. Occasionally, the Health and Wellbeing Coordinator may support the form tutors in delivering some of these sessions, especially on topics focusing on well-being and RSHE. The Head of e-Learning will further support the teaching of identifying and applying strategies to reduce harm from online risks in computing lessons.

At Sarum Hall School, PSHEE may be delivered through:

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

THE SCHOOL PSHEE CURRICULUM

The school's PSHEE curriculum 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 pupils to achieve their full potential. All year groups work on the same theme/topic at the same time, appropriately differentiated for each age group.

CREATING A SAFE AND SUPPORTIVE LEARNING ENVIRONMENT

It is essential to establish a safe learning environment because PSHEE works within pupils' real-life experiences. At Sarum Hall School, clear ground rules are established to ensure a safe learning environment; these ground rules are established, in consultation with the children, in the opening PSHEE lessons of each academic year.

In the course of PSHEE lessons, pupils may indicate in some way that they are vulnerable or 'at risk'. If there are indications or disclosures are made, staff will follow procedures in line with the School's Child Protection and Safeguarding Policy.

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.

The topics outlined below form the basis of planning lessons in PSHEE at each age level. To support their planning and teaching, teachers have access to:

- Jigsaw PSHEE resources: <https://jigsawpshe.com/home>
- Kapow PSHEE resources: <https://www.kapowprimary.com/>
- Laying the Foundations

Teachers are also free to teach the PSHEE objectives using resources and ideas from other publications, charities and websites, in consultation with the head of PSHEE.

Term	Topic/Theme	Content
Autumn 1:	Marvellous Me	Includes understanding my place in the class, school and global community
Autumn 2:	Strength in Difference and Diversity	Includes anti-bullying (online and homophobic bullying included), and diversity work. Empowering children to know right and wrong and to look after themselves. Exploring and understanding power in different contexts and how sometimes it can feel unsafe.
Spring 1:	Aiming High	Includes goal-setting, aspirations, working together to design and organise fund-raising events.
Spring 2:	Fitness and Health	Includes drugs and alcohol education, self-esteem and confidence as well as healthy lifestyle choices. Recognising when people are putting pressure on others and how to resist this. Understanding what they believe is right and wrong, and knowing how to be assertive when they need to be.
Summer 1:	Better Together	Includes understanding friendship, family and other relationships, conflict resolution and communication skills. Exploring different forms of physical contact and understanding, what is acceptable

		and what is not. Understanding that sometimes secrets are good and sometimes they are not good. Learning to recognise when people are trying to gain control or power and how to stand up for themselves. Learning to use technology positively and safely to communicate. Determining whether information online is real or fake/safe or unsafe.
Summer 2:	All Change!	<p>This topic includes:</p> <ul style="list-style-type: none"> - Preparing to move on to the next class/school - Changes that come with getting older (e.g. taking more responsibility for personal health and hygiene) - Financial responsibility (spending pocket money wisely, etc.) - For older pupils only: sex education delivered in partnership with the Health and Wellbeing co-ordinator. Objectives and activities from the Laying the Foundations scheme are used to facilitate this.

Curriculum audits for SMSC and British Values are updated regularly and can be found [here](#).

RELATIONSHIPS, SEX AND HEALTH EDUCATION

Relationships, Sex and Health Education (RSHE) is taught by form tutors and the Health and Wellbeing Coordinator 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 consent, body image, develop caring and healthy relationships, and keep safe, valued and respected. Specific RSHE learning intentions are outlined in the RSHE policy. The programme of study may be adapted to ensure that pupils receive provision at the appropriate time.

E-SAFETY

The PSHEE scheme supports children and their digital literacy development across the year groups. E-safety issues regarding online bullying, online hoaxes, online challenges, and keeping safe online (including knowing the SMART rules) are also addressed in computing lessons.

MONITORING AND ASSESSMENT OF PSHEE

Pupils are not formally graded for their work in PSHEE. Form tutors will consider written work, alongside discussion and school involvement to report to parents termly.

It is important that pupils are helped to make connections between the learning they receive in PSHEE lessons and their current and future 'real life' experiences. Each pupil keeps a PSHEE reflection book that they take up with them each year as they progress through the school. This book is used for pupils to reflect on what they have discussed in lessons and provides them an opportunity to self-evaluate their own understanding and set personal targets to work on. The skill of critical reflection is therefore at the heart of assessment for learning in PSHEE.

ENTITLEMENT AND EQUALITY OF OPPORTUNITY

We promote the needs and interests of all pupils, irrespective of gender, culture, language, SEND or personal circumstance by taking these differences into account, and adjusting lessons and delivery where necessary to enable all pupils to access the learning. We expect our pupils to consider others' needs by addressing these issues directly and appropriately in PSHEE lessons, ensuring equality for all. We recognise the right for all pupils to have access to PSHE education learning which meets their needs through working closely with the Learning Support department where necessary.