



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

Date: December 2022

Review Date: November 2023

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.

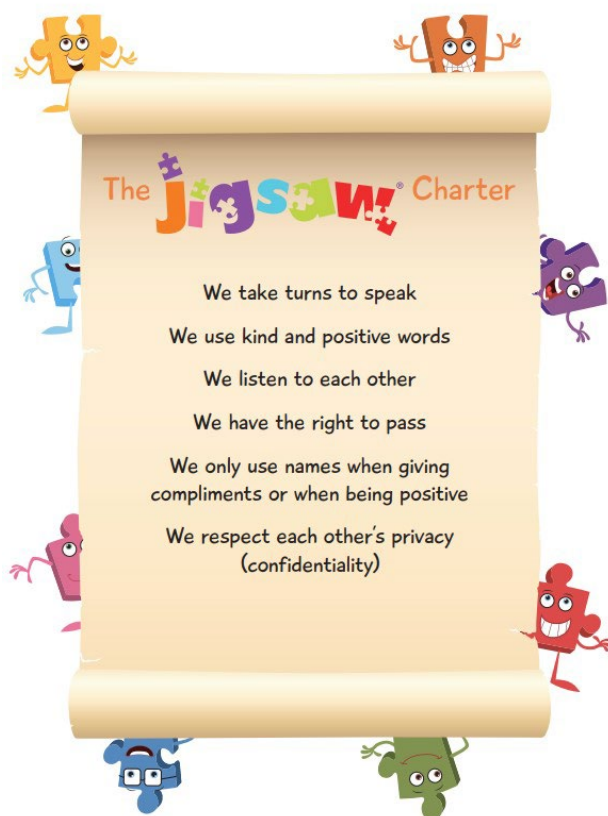
THE SCHOOL PSHEE CURRICULUM - JIGSAW SCHEME

The school uses a whole school scheme called Jigsaw. This scheme 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. Jigsaw is designed as a whole school approach, with all year groups working on the same theme, or puzzle piece, at a time. The scheme can be found here: [Documents\Curriculum\Subjects\RSHE and PSHEE\JIGSAW](#)

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. In some classes, the Jigsaw Charter may be used in the lessons to ensure that each child has a voice and the right to give their own opinions as well as the chance to listen to others.



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.

Jigsaw covers all areas of PSHEE education. The puzzle pieces outlined below form the basis of planning lessons in PSHEE at each age level. The core scheme may be supplemented with other relevant resources where appropriate or necessary.

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 (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:	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. 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:	Relationships	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:	Changing Me	Includes RSHE in the context of looking at change, recognising when people are trying to gain control or power. Objectives and activities from the Laying the Foundations scheme may be used to support the Jigsaw scheme.

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 for each year group 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 Jigsaw 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 THE JIGSAW JOURNEY

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.

In addition, each class will update an online 'Jigsaw Journey' through a PSHEE folder on SeeSaw. The parents and pupils will have access to SeeSaw and will be able to reflect on their progress as they move up through the school with each class. The folder may include; work, photographs, videos and notes from discussions. It is a showcase of the progress and development made from year to year. To respect each child's privacy, any comments shared on Seesaw will not have the names of pupils

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.

Linked guidance, policies and procedures:

- [Keeping Pupils Safe in Education \(KCSIE\) statutory guidance](#)
- [Working Together to Safeguard Pupils](#)

Relevant school policies:

- Child Protection and Safeguarding Policy and Code of Conduct
- Relationships, Sex and Health Education
- E-safety