

Papplewick



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

**Draft Policy 2024
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DRAFT

PAPPLEWICK SCHOOL
PERSONAL, SOCIAL, HEALTH & ECONOMIC EDUCATION (PSHE) POLICY

In an ever changing world, Papplewick is a school where boys can still very much be boys, alongside the guidance and support of teaching staff who nurture the boys, enable them to make well informed decisions and manage risk. We know that boys of this age have a natural spark and individuality about them and we seek to promote kindness, respect, happiness and confidence within all our students.

1. CONTEXT AND RATIONALE

- 1.1. This policy covers our approach to delivering and providing a comprehensive programme of PSHE. Our PSHE programme is underpinned by the school values of developing kind, confident students with the character and competence to discover their talents and interests to the highest possible standard, enjoy healthy lifestyles and make positive contributions to the lives of others.
- 1.2. The PSHE programme contributes considerably in promoting the wellbeing, spiritual, moral, social, cultural and physical development of our students and ultimately prepares them for the opportunities, responsibilities and experiences of later life.
- 1.3. The Head of PSHE has produced this policy through consultation with the Headmaster, Parents, Deputy Heads, Safeguarding Lead, Head of IT and Head of Learning Support. All of whom support the delivery of PSHE, as it is embedded into the schools ethos of maintaining a safe, inclusive and respectful community.
- 1.4. Students have been involved in the creation of this policy through the collection of feedback in PSHE and Pupil Voice.
- 1.5. We continue to create a safe learning environment in PSHE lessons, establishing clear ground rules and discussing confidentiality, ensuring it is understood by students and PSHE teaching staff. This policy should be read in conjunction with our RSE Policy as well as our Safeguarding and Child Protection, Promotion of Good Behaviour, Anti-Bullying and SEND policies.
- 1.6. Our PSHE programme promotes the needs and interests of all students and this policy has been informed by our schools Equality Opportunities Policy. The delivery of PSHE will consider the age, ability, readiness, faith and cultural background of our students, ensuring everyone can access our PSHE provisions. The very nature of PSHE education promotes diversity and inclusion by considering all students needs and we expect our students to consider the needs of others by being respectful and mindful of differences.
- 1.7. We recognise the right for all students to have access to PSHE education which meets their individual needs. We will ensure that students with SEND receive access to PSHE through a carefully planned programme that includes differentiated learning opportunities that allow all students to access the lessons and progress. The Head of PSHE will also liaise with the Head of Learning Support to ensure the needs of individual students are met. Where possible, the Learning Support Department will support PSHE lessons by running sessions with students that ensure all students develop knowledge and understanding and have access to key information and support they need to succeed.
- 1.8. We recognise that students should not, if possible, be withdrawn from PSHE lessons to attend extra lessons or music classes, as aspects of personal and social development are important to all students, as much as their wider academic achievements.
- 1.9. This policy is available, to parents and guests, via the school website. Papplewick School is committed to working with parents by ensuring they are equipped with up-to-date information relating to PSHE and statutory guidelines. We inform parents of the lower, middle and senior

school PSHE programme of study via the curriculum map which can be found in this policy (see p5) and via the school website. Curriculum maps for PSHE are working documents and may be subject to change. Parents will be notified of any significant changes and will be given appropriate time to respond to such alterations to PSHE provisions. Letters will be sent to inform parents of forthcoming Relationships, Sex and Health Education (RSHE) schemes of work or workshops, informing them of the lesson titles and learning outcomes. The Head of PSHE will also communicate additional resources to support and facilitate conversations at home, if deemed necessary and useful.

1.10. PSHE contributes to the promotion of SMSC by:

- Giving students the ability to reflect upon their own beliefs and perspectives
- Knowledge of, and respect for, different people's faiths, feelings and values
- Willingness to reflect on their own experiences
- Understanding the consequences of their behaviours and actions
- Ability to recognise, and value, the things we share in common across cultural, religious, ethnic and socio-economic communities
- Interest in exploring, improving understanding of and showing respect for different faiths and cultural diversity and to the extent to which they understand, accept, respect and celebrate diversity

1.11. PSHE contributes to the promotion of Fundamental British Values by:

- Broadening students understanding of the Fundamental British Values of democracy, individual liberty, the rule of law, tolerance and mutual respect
- Develop students acceptance of and engagement with the Fundamental British values of democracy, individual liberty, the rule of law, tolerance and mutual respect to those with different faiths and beliefs
- Help students develop and demonstrate skills and attitudes that will allow them to participate fully in and contribute positively to life in modern Britain

2. THE CURRICULUM

2.1 Our spiral PSHE curriculum provides opportunities for students to develop their knowledge and understanding of the three core PSHE themes:

- Relationships & Sex Education
- Health & Wellbeing
- Living in the Wider World

2.2 Curriculum mapping (see page 5)

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Year 2	<p>Making friends: feeling lonely and getting help. Managing secrets: resisting pressure and getting help: recognising hurtful behaviour. Recognising things in common and differences; playing and working cooperatively; sharing opinions Families.</p>		<p>Belonging to a group; roles and responsibilities: being the same and different in the community.</p>	<p>Why sleep is important; medicines and keeping healthy: keeping teeth healthy; managing feelings and asking for help.</p> <p>Papplewick PSHE Policy</p> <p>Growing older: Safety in different environments; risk and safety at home: emergencies</p>		
Year 3	<p>Friendships: Making and maintaining healthy friendships; Similarities and differences (including families)</p>	<p>Emotional wellbeing: Expressing and managing every day feelings; Seeking support for self or others</p>	<p>Staying safe: Trusted people and feeling safe; Keeping secrets and when to break confidentiality: Recognising and reporting feeling unsafe (including online)</p>	<p>Economic wellbeing: Attitudes and ideas about spending, saving and giving money: Wants and needs; Keeping money safe</p>	<p>Physical health: Healthy lifestyles; Physical exercise and its impact on mental wellbeing; Balanced diets and making choices; Sun safety. First Aid.</p>	<p>Shared responsibilities: Rights and responsibilities: Why we have rules; Responsibility for the local environment; Safety in different environments;</p>
Year 4	<p>Friendships: Managing conflict and repairing friendships; Feeling lonely; Friendship skills, including communicating safely online. Listening and responding: Respecting self and others</p>	<p>Communities: What makes a community; Diversity; Freedom of expression; Online communities; Identifying and responding to prejudice</p>	<p>Economic wellbeing: Budgeting: Saving: Spending decisions; How managing money makes us feel; How spending choices affect others</p>	<p>Families: Different types of relationships: Characteristics of healthy family relationships: Feeling safe and cared for</p>	<p>Growing and changing: Sleep</p>	<p>Staying healthy: Dental health; Hygiene, Basic first aid: Seeking help, information and advice on Physical health and wellbeing Water safety.</p>
Year 5	<p>Respect and bullying: Mutual respect; Sharing points of view; Types of bullying and how to get help; Recognising and challenging stereotypes of visible difference.</p>	<p>Mental wellbeing: Taking care of mental health and emotional wellbeing: Managing challenges; Seeking support for themselves and others</p>	<p>Staying safe: Privacy and personal boundaries; Acceptable and unacceptable contact; Permission seeking and giving (including online safety)</p>	<p>Careers: Career types; challenging career stereotypes. Health: Growing and changing</p>	<p>Substances: Drugs common to everyday life: Benefits of a balanced lifestyle; Risks and effects of alcohol and smoking: Rules and laws</p>	<p>Keeping active: Balancing internet use; How physical activity affects wellbeing Personal safety, including water safety</p>
Year 6	<p>Personal Identity: What contributes to who we are; Personal strengths; Interests; Setting goals; Managing setbacks; New opportunities and responsibilities</p>	<p>Growing and changing: Puberty Managing the changes of puberty Developing independence How a baby is made</p>	<p>Health and hygiene: Making informed choices regarding a healthy lifestyle,</p>	<p>Managing change: Developing friendship skills; Changing and ending friendships; Managing change, loss and bereavement; Sources of support</p>	<p>Media literacy: How data is shared and used online; Evaluating reliability of sources; Misinformation and targeted information; Choosing age-appropriate TV, games and online content</p>	<p>Friendships and staying safe: Opportunities to connect online; The nature of online-only friendships; Reporting harmful content and contact Staying safe online First Aid</p>
Year 7	<p>Equality, diversity and tackling prejudice; Bullying (including online) FBV / Equality Act 2010</p>	<p>Economic wellbeing: Evaluating value for money; Debt, fraud and personal values around finance; Financial exploitation Careers: Developing enterprise skills: The world of work</p>	<p>Health: Growing and changing – puberty</p>	<p>Relationships: Healthy and positive relationships, including intimate relationships; Expectations and stereotypes in relationships: Managing strong feelings; The concept of consent</p>	<p>Substances: Facts, misconceptions and social norms regarding drugs, alcohol and tobacco: Influence and risks relating to substance use</p>	<p>Healthy lifestyles: Physically and mentally healthy lifestyles: Healthy sleep habits; First Aid; Manage stress; Accessing health services</p>
Year 8	<p>Careers: Life and career aspirations; Personal strengths and skills for employment; Stereotypes; Routes into careers; Progression routes; Online presence</p>	<p>Friendships and managing influences: Managing social influence, peer pressure and peer approval; Strategies to manage pressure to conform within a group and in relation to substance use.</p>	<p>Relationships: Stereotypes and expectations Consent – how to navigate;</p>	<p>First aid and keeping safe: First aid including CPR and defibrillator use; Personal safety including travel safety</p>	<p>Mental health and wellbeing: Attitudes to mental health and emotional wellbeing: Digital resilience; Body image: Healthy and unhealthy coping strategies; Seeking support for themselves and others</p>	<p>Moving forward: Personal strengths, celebrating successes Setting goals: Moving on to a new school: Managing change</p>

3. LEADERSHIP, TIMETABLING and DELIVERY

- 3.1. PSHE is led, delivered, monitored and reviewed by our Head of PSHE. It is supported predominantly by teachers of science (in the lower, junior and senior school), as well as The Head of IT. PSHE is also enhanced by the Pastoral Care Team, school nurse, Learning Support and external speakers/workshops (if deemed appropriate). Teachers of PSHE are encouraged to complete appropriate training on the topics they are expected to teach during the academic year to support students in the effective delivery of PSHE education. The Head of PSHE works closely with Heads of Department to ensure relationships, sex and health education programmes of study compliment, and therefore do not duplicate, the content covered in other subject, such as science and ICT.
- 3.2. At Papplewick we consider PSHE to be a fundamental part of a student's learning process, starting in early childhood and continuing into adult life. We allocate 30 minutes (one lesson) curriculum time a week to PSHE education across all year groups (Y2-Y8). Each weekly lesson is delivered by our Head PSHE and lessons are taught sensitively and inclusively. Our PSHE programme of study is designed to have a positive impact on our students' health and wellbeing, including their ability to achieve.
- 3.3. Our PSHE education programme is mapped and planned effectively, using the PSHE Association guidelines as a framework. A spiral curriculum ensures learning is organised into a series of reoccurring themes, which students experience every year. Throughout each year, the level of demand increases and learning is progressively developed. All lessons include age appropriate content and resources that have typically been approved by the PSHE Association.
- 3.4. On occasions, our PSHE programme is enriched by guest speakers and workshops. They never substitute lessons in PSHE and are carefully planned to enhance what students have already learnt in their PSHE lessons. When using external speakers, within our PSHE programme, we ask teachers manage learning and maintain a safe learning environment and ensure learning objectives and outcomes are agreed with the visitor in advance. Parents will be notified in advance and an outline of the session(s) provided.
- 3.5. PSHE provisions are further supported by our Assembly and Chapel rota, form time activities, Arts Festival, trips, co-curricular programme (including Charity and Eco clubs) and parent talks. Y8 students participate in a 'Leaver's programme' that has links to various PSHE themes. Guest speakers, workshops and trips are provided to consolidate the learning that has taken place in PSHE lessons throughout the lower, junior and senior school, as well as prepare students for their transition into Senior Schools.
- 3.6. Students are expected to engage fully in PSHE lessons and, when discussing issues in class, treat others with respect and sensitivity.
- 3.7. Teachers will ensure sessions, including those on risky behaviours and sensitive issues, remain positive in tone by avoiding the use of shock tactics and scaring students. We will reassure students that most young people make positive and healthy lifestyle choices, whilst appropriately addressing potential consequences of lifestyle choices.
- 3.8. PSHE lessons will make links to other areas of the curriculum by highlighting where students may cover similar topics, for example Science and ICT.

4. MONITORING AND ASSESSMENT

- 4.1. Students' learning and progression is monitored in PSHE through a series of methods that enable teachers to assess what has been learnt, and how knowledge, learning and understanding has

progressed.

- 4.2. We will evidence students learning and progression using baseline assessments, which are revisited at the end of a lesson or topic. Students will also be given the opportunity to complete end of topic reviews, or short knowledge assessments which will feature in their PSHE books.
- 4.3. The PSHE teacher is responsible for monitoring students' engagement and classwork.
- 4.4. Assessment is an essential component of the teaching process. Every parent receives a Mark Reading report twice a term, once in Lent, which details a PSHE effort grade (not Y2). The PSHE teacher is responsible for submitting the effort grade for each child in their class. A full written report is also provided in PSHE at the end of each term.
- 4.5. Student voice is influential in adapting and amending planned learning activities to ensure lessons are pitched correctly and based on student's needs. The annual PSHE survey will enable the Head of PSHE to collate student feedback on the quality and content of lessons, as well as identify gaps in current provisions and any additional services that could be offered to enhance the delivery of PSHE at Papplewick School.
- 4.6.

5. TEACHING RESPONSIBILITY AND STAFF TRAINING

- 5.1. The PSHE programme is led by the Head of PSHE. They are responsible for planning, delivering, monitoring and reviewing the curriculum.
- 5.2. Teachers of PSHE will reflect on their delivery of curriculum through meetings with the Headmaster and the Pastoral Team.
- 5.3. Lesson observations are conducted by the Deputy Head (Curriculum) and the Headmaster, with timely feedback provided to the teacher.
- 5.4. Book checks ensure students are making progress in PSHE lessons and work is scrutinised to ensure age appropriate materials are being used and the learning taking place in PSHE is relevant and necessary.
- 5.5. We acknowledge that the effective teaching of RSHE, within PSHE and other subject areas, requires particular skills and expertise. CPD can be requested to further support and enhance the delivery of RSE lessons through organisations such as the NSPCC and the PSHE Association. Staff have access to the PSHE Association resources, via their website, and our membership is renewed annually.

6. SAFEGUARDING and RESPONDING TO STUDENT'S QUESTIONS

- 6.1. PSHE lessons include allocated time for discussion of topics that students find particularly useful and any RSHE lesson may consider questions or issues that some students may find sensitive. Before embarking on these lessons, ground rules are established which prohibit inappropriate personal information being requested or disclosed by those taking part in the lesson.
- 6.2. When students ask questions, their teacher will aim to answer them honestly, within the ground rules established at the start of each lesson. Students also have the opportunity to use the anonymous 'chatterbox', which can be found in their PSHE classroom. When it is felt that answering a specific question would provide information at a level inappropriate to the development of the rest of the students, the question is dealt with individually at another time. There is no expectation that the teacher delivering RSHE will automatically answer students' questions, however each class is reminded their questions will be answered when the teacher feels it is appropriate.

- 6.3. Any situation which indicates a cause for concern, must be addressed immediately and any worries emerging from conversations with a child, should be shared with the relevant members of the Pastoral Team or with the Designated Safeguarding Lead.
- 6.4. There may be times when a question or concern raised by a student should be referred to a parent. It is good practice to talk to the student before involving a parent, to explain that it is in their best interests to talk to their parent(s) or a trusted adult. If a student feels that they do not want their parent to be spoken to, then this should be taken seriously and discussed with the Designated Safeguarding Lead.
- 6.5. PSHE lessons are taught in an environment where questions and discussions can take place without any stigma or embarrassment. We recognise that parents are key in teaching their children about relationships, sex, health and growing up. As such, we aim to work in partnership with students and parents.
- 6.6. Parents can request to see RSHE resources that the school are delivering in PSHE lessons by contacting the Head of PSHE.

7. Version control

Date of adoption of this policy	1 April 2024
Date of last review of this policy	April 2024
Date of PSHE Parent Consultations (face-to-face and policy survey)	June 2024
Date of student surveys	June 2024
Date for next review of this policy	September 2024
Policy owner (SMT)	Anna Hutchings Head of PSHE
Authorised by	Roger Wood Deputy Head (Pastoral) Benji McNair Scott On behalf of the Board of Governors