
PSHE Policy

The Corporation of Oundle School includes both Oundle School, a boarding and day School for pupils aged 11 – 18 and Laxton Junior School, a day School for pupils aged 4 - 11. This policy applies solely to Laxton Junior School.

Introduction

This policy supports a whole school approach to PSHE in the curriculum, and throughout the life of the school and its community.

Our school's ethos, which comes from a collective belief in our core Values and Mission, underpins the message that we want our children to be Confident and Resilient, Kind and Respectful, Open-Minded and Well-Rounded, Collaborative and Independent. We want our children to: care, take opportunities, have a love of learning, have quality in all that they do and to be part of our family community.

Our PSHE programme contributes to children's Social, Moral, Spiritual and Cultural (SMSC) development. As outlined in the 2010 Equality Act, we promote the needs and interests of all pupils, irrespective of age, disability, gender reassignment, marriage and civil partnership, pregnancy and maternity, race, religion or belief, sex, and sexual orientation. The school encourages pupils to respect other people, even if they choose to follow a lifestyle that one would not choose to follow oneself. Through discussion, teachers will promote equality of opportunity for all, and challenge comments or views which undermines this. Pupils will be able to show regard for the needs of others, respect the choices of others and understand their own rights and responsibilities. PSHE supports the government's requirement to actively promote fundamental British values of democracy, the rule of law, individual liberty, and mutual respect and tolerance of those with different faiths and beliefs.

Alongside academic achievement, we are committed to promoting the personal development of children, which includes self-understanding and social development and collaboration, decision making, safeguarding, health and wellbeing (physical and mental), self-esteem, self-knowledge, self-confidence, and resilience. We fully recognise the important relationship between wellbeing and progress in academic learning.

The PSHE education programme contributes significantly to pupils' personal development by helping them to develop the knowledge, understanding, skills and attitudes they need to live confident, healthy, independent lives now and in the future, as individuals, parents, workers, and members of society. It is embedded within the wider learning offered by the school to ensure that children experience positive relationships with adults, and with each other, and feel valued, and that those who are most vulnerable are identified and supported through our pastoral care system.

Children are encouraged to take part in a wide range of activities and experiences across and beyond the curriculum, contributing fully to the life of our school and community. This wider provision, including extracurricular activities, contributes to developing children's personal life skills necessary for now and in their future lives.

Aims

The overarching aim for PSHE education is to provide pupils with:

- accurate and relevant knowledge
- opportunities to turn that knowledge into personal understanding
- opportunities to respect, explore, clarify and, if necessary, challenge their own and others' values, attitudes, beliefs, rights, and responsibilities
- skills and strategies, which they need to live healthy, safe, fulfilling, responsible and balanced lives.

Safeguarding

This policy is informed by the school's safeguarding policy.

PSHE education makes a unique contribution to safeguarding. At the heart of this subject there is a focus on keeping children safe (as per the Relationships and Sex Education Government guidance). Keeping Children Safe in Education (KCSIE) sets out that schools should ensure children are taught about safeguarding, including how to stay safe online. Our PSHE curriculum enables opportunities for pupils to be taught about safeguarding.

For example:

- issues related to consent
- definitions/choices
- grooming, CSE, domestic abuse and FGM
- honour based abuse
- unhealthy family relationships
- online safety
- contextualised safeguarding
- sex education

The Designated Safeguarding Lead (DSL) has been involved in the creation of our PSHE curriculum and both the DSL and DDSL are aware that aspects of our curriculum are connected to their role. The DSL is aware of the defined curriculum content and knows the details of the timetable for its delivery. The Chair of the Governor's LJS Committee and our Safeguarding Governor is also aware of the content of this policy and the school's approach to PSHE.

During training, there is clear communication between the Assistant Head Pastoral, DSL, and staff in raising awareness of the potential impact of this curriculum on some pupils. We understand the importance of high-quality PSHE, as we fulfil our statutory safeguarding duties. In RSE, pupils are taught to understand mutual, consensual, and reciprocated relationships in all their forms. Whether the children are learning about friendships, families, relationships in school or the wider community, they will be developing essential skills, which underpin their ability to recognise abusive relationships. Teaching, including anti-bullying, enables us to fulfil our statutory duty to prevent 'peer-on-peer' abuse. PSHE also enables us to fulfil our duty to prevent Female Genital Mutilation (FGM).

We recognise that effective teaching may alert children to what is healthy, unhealthy, appropriate and inappropriate behaviour (including inappropriate sexual behaviour) and that there is an increased possibility that a disclosure relating to abuse may be made. All staff are aware of the safeguarding and child protection procedures and will report disclosures or concerns to the DSL immediately.

Definitions

Broadly, Personal, Social, Health and Economic (PSHE) education, at LJS, is defined as an education that enables children to learn about Relationships, Living in the Wider World and Health and Wellbeing.

Relationships is defined as education that enables children to learn about:

- families and friendships
- safe relationships
- respecting ourselves and others

Living in the Wider World is defined as education that enables children to learn about:

- belonging to a community
- media literacy and digital resilience
- money and work

Health and Wellbeing is defined as education that enables children to learn about:

- physical health and mental wellbeing
- growing and changing
- keeping safe

Curriculum Content

We provide PSHE education from the Early Years Foundation Stage (EYFS) to Year 6. It gradually expands and enriches key concepts, increases knowledge, deepens understanding, and enables children to rehearse and develop key skills.

Primarily, for Years 1-6, planning for PSHE is taken from the PSHE Association's programme builder, thematic approach. However, the termly programme is created by form teachers, alongside the Assistant Head Pastoral, to ensure that the curriculum is bespoke, and meets our children's needs. We use a variety of resources to support this curriculum, including an interactive and online teaching tool, 1decision.

The PSHE Association's core themes are Relationships, Living in the Wider World, Health and Wellbeing. This spiral programme is revisited every year, the level of demand increases, and learning progressively deepens. A Curriculum Map for PSHE, in Appendix 1, shows progression year by year.

In addition to the curriculum taught, we have:

- enrichment weeks and days, e.g., Anti-bullying week, Climate Change Week
- charity events and visitors, e.g., NSPCC, Children in Need
- residential visits e.g., Year 3 - The Frontier Centre, Y4 - York, Year 5 - Bushcraft and Year 6 – France and day visits for years R - 6
- themed assemblies
- year group, form group or small group work

PSHE in the Early Years Foundation Stage (EYFS)

Personal, Social and Emotional Development (PSED) in the EYFS is one of the three prime areas of the EYFS curriculum. The prime areas are fundamental building blocks for children to develop well.

Development Matters, in the EYFS, is a non-statutory guidance material, which outlines the developmental stages from birth to five, and supports the delivery of the EYFS curriculum. Within this guidance material, PSED is broken down into self-regulation, managing self and building relationships.

In addition to this, a specific area of learning and development in EYFS is Understanding the World. PSHE falls within People, Cultures and Communities. Children will describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps. They will know some similarities and differences between different religious and cultural communities in this country, drawing on their experiences and what has been read in class. Children will explain some similarities and differences between life in this country and life in other countries, drawing on knowledge from stories, non-fiction texts and (when appropriate) maps.

Within PSHE sessions, EYFS children will be learning how to:

- Show an understanding of their own feelings and those of others and begin to regulate their behaviour accordingly
- Set and work towards simple goals, being able to wait for what they want and control their immediate impulses when appropriate
- Give focused attention to what the teacher says, respond appropriately even when engaged in activity, and show the ability to follow instructions involving several ideas or actions
- Be confident to try new activities and show independence, resilience, and perseverance in the face of challenge
- Explain the reasons for rules, know right from wrong and try to behave accordingly
- Manage their own basic hygiene and personal needs, including dressing, going to the toilet, and understanding the importance of healthy food choices
- Work and play cooperatively and take turns with others
- Form positive attachments to adults and friendships with peers
- Show sensitivity to their own and to others' needs

Children in the EYFS are taught primarily through stories and a variety of age-appropriate resources.

The outline of the EYFS PSHE curriculum can be found in Appendix 1. However, it should be noted that PSHE flows through daily life and learning through play within our EYFS setting.

Delivery and Assessment

At Laxton Junior School, PSHE is provided as a named subject and is timetabled for all children from Reception to Year 6. However, as with our EYFS, children's learning also flows through their day-to-day experiences.

Our PSHE provision is mapped, planned, and delivered effectively to enable a broad and age-appropriate curriculum, which covers all elements of personal, social, health (physical and mental), and economic education.

Other curriculum areas support the teaching of PSHE e.g., Computing (online safety) Religious Education (respect for other people and their choices, anti-bullying), assembly themes (Care, Community, Resilience, Kindness, Respect, Open Minded and Well Rounded, British Values, Public Institutions and Services in England, Cultural Diversity).

In addition to timetabled PSHE lessons, Form Time, once a week, is dedicated to bespoke PSHE. Our EYFS and Key Stage 1 children will usually have extended and bespoke PSHE education, whilst our Key Stage 2 children will usually use an online resource, Votes for Schools, which enhances the PSHE programme. Votes for Schools resource is a tool for supporting children's development in Social, Moral, Spiritual and Cultural (SMSC) development and is an opportunity for pupil voice. Votes for Schools, along with our assembly themes and wider curriculum, supports us to actively promote Fundamental British Values of democracy, the rule of law, individual liberty, mutual respect for and tolerance of those with different faiths and beliefs and for those without faith. In Key Stage 1, children will be taught using Votes for Schools when appropriate.

In addition to the materials used from the PSHE Association, 1Decision and Votes for Schools, we use a range of resources and methodologies, which can include videos, books, presentations and activities, circle time, discussions, drama, role play, use of puppets and technology. Many of these approaches also act as distancing techniques, enabling children to discuss issues without discussing personal experience. The materials used are viewed by teachers prior to the delivery of lessons, to ensure that material is age appropriate. We may use question boxes, so that children can ask questions anonymously.

If pupils ask questions outside the scope of this policy, teachers will respond in an age-appropriate manner so that children are fully informed and do not seek answers online. Teachers may answer questions with an individual, rather than in a whole form situation.

We recognise and are sensitive to the various cultures within the school. We support children in developing their knowledge about, and attitudes towards, diversity throughout PSHE lessons and the wider curriculum.

PSHE is taught, taking care to ensure that there is no stigmatisation of children based on their home circumstances (families can include single parent families, LGBT parents, families headed by grandparents, adoptive parents, foster parents/carers amongst other structures). We acknowledge and reflect sensitively that some children may have a different structure of support around them (e.g., looked after children or young carers).

Teachers will be mindful of such sensitivities and will provide a safe, non-judgemental environment where everyone is confident that they will be respected. Ground Rules for PSHE lessons will be agreed and shared at the beginning of each academic year, in addition to those already used in the classroom. If needed, ground rules will be revisited as appropriate.

Pupil development in PSHE is monitored and assessed by teachers, as part of our internal assessment systems. Ongoing teacher assessment, including opportunities for pupil self-assessment and reflection, takes place periodically. Assessment in PSHE will compare where pupils' understanding is at the end of a unit or individual lesson, to where they were at the beginning. A range of strategies are used for this purpose including, questioning, mind maps or spider diagrams, quizzes, questionnaires, points on a scale, graffiti or working walls, drama, discussion. This is not an exhaustive list.

Accessibility

We recognise the right for all pupils to have access to PSHE education, which meets their needs. We consider the needs of all pupils, including those children with Special Educational Needs and Disabilities (SEND), promoting equality for all, irrespective of age, gender reassignment, pregnancy, disability, race including colour nationality, ethnic or national origin, religion or belief, sex or sexual orientation. These are the protected characteristics, as outlined in the Equality Act 2010.

We have taken the following steps to ensure accessibility for all children:

- Children will remain in PSHE lessons. Unless they are essential, children will not be withdrawn for other reasons e.g., peripatetic music lessons, educational support, 1:1 reading.
- The Head of Educational Support was consulted during the formation of this policy to ensure accessibility for all.
- There may be a need to tailor content and teaching, provide differentiation, to meet the specific needs of pupils at different developmental stages. As with all teaching, LJS ensures that teaching is sensitive, age-appropriate, and developmentally appropriate.
- We will reflect a range of lifestyles and family structures so that all children see themselves and their families reflected in the lessons.
- We will ensure that the law in relation to, for example, marriage, online behaviours, sexuality, gender, and violence are explained in age-appropriate ways.
- We will not seek to gain consensus but will accept and celebrate differences.
- We will, as appropriate, ensure that a variety of views and beliefs are reflected to pupils and that pupils develop respect for the views and beliefs of others.
- To ensure that children of all genders can access information they need, we will teach in mixed gender groups wherever possible.
- We will encourage respect and discourage abusive and exploitative relationships.
- We will not ask children to represent the views of a particular religious or cultural group to their peers, unless they choose to do so.

When working with children with additional needs we consider:

- their level of vulnerability
- their need to develop self-esteem and positive body image
- the need for a range of approaches to teaching and learning to ensure they are genuinely inclusive
- sources of support for pupils.

Roles and Responsibilities

The policy has been developed with relevant governor involvement, so that the governors can fulfil their statutory duties.

The Head is responsible for ensuring that PSHE is taught consistently across the school, and for managing requests to withdraw pupils from non-statutory/non-Science components of RSE.

Teachers are responsible for:

- delivering PSHE in a sensitive, open, and honest way
- using correct vocabulary including vocabulary for body parts
- answering questions factually, in terms which are age appropriate
- providing materials which are age appropriate and matched to the children's level of understanding
- modelling positive attitudes to PSHE

- responding to the needs of individual pupils
- responding appropriately to pupils whose parents wish them to be withdrawn from the non-statutory/non-Science components of RSE
- monitoring and assessing children's progress in learning

Teachers have a duty to deliver statutory areas of the curriculum and all teachers will be supported to develop their skills in delivering non statutory areas such as sex education. We will discuss relevant issues and staff concerns and, where appropriate, arrange training to enable staff members to feel confident in delivering the various aspects of PSHE. We will encourage the sharing of good practice and may use team teaching to develop confidence.

Those staff responsible for teaching PSHE are usually form teachers and Science teachers. However, on occasions, other teachers, and our school nurse, may teach PSHE lessons.

Pupils are expected to engage in lessons fully and treat others with respect and sensitivity.

Home School Partnership

We are committed to working with parents and carers. Parents and carers are the first educators of their children about personal, social, health and economic education including relationships, emotions, empathy, respect and growing up. We recognise that many children like to receive information about relationships from their parents/carers in addition to their learning in school. Therefore, we seek to work in partnership with parents/carers when planning and delivering PSHE. We will encourage this partnership by:

- sharing information about our curriculum on our website
- inviting parents to learn more about the approach used in PSHE at our Parent Information Evening at the beginning of each academic year
- Informing parents/carers about the approach used in PSHE as their child joins the school
- inviting parents to discuss their views and concerns about PSHE on an informal basis through drop ins
- signposting parents/carers to sources of support to help them address the needs of their child or build their own confidence in talking about personal, social, health and economic education with their children
- supporting parents through relevant Parent in Partnership meetings

Reporting to parents occurs three times a year at Parent Conferences, twice a year through formal written reports, and if necessary, at informal parent meetings.

Visits and Visitors

Where appropriate, we use visits and visitors from outside agencies or members of the community to support the PSHE programme. This is an enrichment of our programme and not a substitute for our core provision, which is based upon the strong relationships between teachers and pupils. This includes visitors in our assembly programme. Teachers will always be present to manage the learning and ensure safety of the children, and will agree with the visitor, in advance, the learning objectives and outcomes.

Residential visits can make a significant contribution to children's personal development. When planning such visits, we use opportunities to promote children's learning in relevant areas of the PSHE curriculum (for example, relationship skills, group work skills, communication skills, healthy lifestyles, managing risk, safety).

Our partnership with the local community is important to us, and we recognise and value its contribution to the PSHE programme and personal development. We include a range of opportunities for community involvement and activities, such as:

- links with Oundle School and other local schools (OPEN)
- links with local places of worship through our Religious Education curriculum
- charity fundraising e.g., links with our local food banks and other charities
- assembly visits from past pupils e.g., previous Head Boy and Head Girl and people who help us e.g., School Constable, local MP
- links with local services e.g., EYFS visits from the Police Community Support Officer
- community use of school premises e.g., Blood Donors, holiday drama and sports activities for children

Parental Choice

Within PSHE, parents have the right to withdraw their children from the RSE, non-statutory/non-Science components of Sex Education. Information about withdrawing children can be found in the RSE policy on our website.

Training

We ask staff for their training needs. Any identified areas are woven into our staff training sessions and CPD. New staff are informed about their responsibilities, as part of their induction. When needed, we will invite visitors, such as school nurses or sexual health professionals, to provide support and training for staff teaching PSHE. This includes allocating time to staff meetings to introduce new areas of work and to review the effectiveness of the approaches used. Whole staff Inset is used where there are development needs for the whole staff. Individual staff members are offered training opportunities as appropriate. All staff members are expected to know and understand the content of policies that apply throughout the school.

The Assistant Head Pastoral receives training in his/her role and responsibilities. This supports him/her with the development of the school's policy and practice and with the monitoring of its implementation. This practice includes the curriculum and approaches to teaching and learning, as well as whole school approaches to promoting health and well-being.

Teaching PSHE can be extremely rewarding, but we understand that, to feel confident, staff need opportunities to develop their own knowledge, skills, and attitudes. We recognise that every adult has different personal beliefs and attitudes, but that all teachers must understand and comply with their duties connected with safeguarding, equality, and inclusion.

Staff training is incorporated into our continual professional development. Emotional support is available to staff, should the need arise.

Monitoring and Review

The delivery of PSHE is monitored by the Assistant Head Pastoral through:

- Learning walks,
- Lesson Observations
- Work scrutiny
- Interviews with pupils

Information and Appendices

This PSHE policy is informed by the school's safeguarding policy and should be read in conjunction with the following policies: Safeguarding, Online Safety, Computing, RSE, Anti-Bullying, Equal Opportunities and Disability, Behaviour and Exclusions, Educational Support and EAL, SMSC, Computing, Teaching and Learning, Assessment, EYFS.

This policy is available on our website.

This policy will be reviewed by the Assistant Head Pastoral, annually.

Reviewer	Jackie Ormston
Post of Reviewer	Assistant Head Pastoral
Review Date	Michaelmas 2021
Reviewed and filed with both Schools	Lent 2022
Next Review (max 3 years)	Lent 2023

Appendix 1: PSHE Curriculum Map

	Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<p>Michaelmas Relationships</p> <p>Families and friendships</p> <p>Safe relationships</p> <p>Respecting ourselves and others</p>	<p>Self-confidence and self-awareness</p> <p>Making Relationships</p> <p>New beginnings</p> <p>Adjusting to change in family life</p> <p>Friendships</p> <p>Sharing, caring for others</p> <p>Anti-Bullying</p>	<p>Roles of different people; families; feeling cared for</p> <p>Recognising privacy; staying safe; seeking permission</p> <p>How behaviour affects others; being polite and respectful</p> <p>Anti-Bullying</p>	<p>Making friends; feeling lonely and getting help</p> <p>Managing secrets; resisting pressure and getting help; recognising hurtful behaviour</p> <p>Recognising things in common and differences; playing and working cooperatively; sharing opinions</p> <p>Anti-Bullying</p>	<p>What makes a family, features of family life</p> <p>Personal boundaries; safely responding to others; the impact of hurtful behaviour</p> <p>Recognising respectful behaviour; the importance of self-respect; courtesy and being polite</p> <p>Anti-Bullying</p>	<p>Positive friendships, including online</p> <p>Responding to hurtful behaviour; managing confidentiality; recognising risks online</p> <p>Respecting differences and similarities; discussing difference sensitively</p> <p>Anti-Bullying</p>	<p>Managing friendships and peer influence</p> <p>Physical contact and feeling safe</p> <p>Responding respectfully to a wide range of people; recognising prejudice and discrimination</p> <p>Puberty</p> <p>Anti-Bullying</p>	<p>Attraction to others; romantic relationships; civil partnership and marriage</p> <p>Recognising and managing pressure; consent in different situations</p> <p>Expressing opinions and respecting other points of view, including discussing topical issues</p> <p>Anti-Bullying</p>
<p>Lent Living in the Wider World</p> <p>Belonging to a community</p> <p>Media literacy and digital resilience</p> <p>Money and work</p>	<p>People and Communities</p> <p>Learning rules and routines</p> <p>Sensory needs; hearing aids</p> <p>Technology; screen time</p> <p>Food journey culture and diversity</p>	<p>What rules are; caring for others' needs; looking after the environment</p> <p>Using the internet and digital devices; communicating online</p> <p>Strengths and interests; jobs in the community</p>	<p>Belonging to a group; roles and responsibilities; being the same and different in the community</p> <p>The internet in everyday life; online content and information</p> <p>What money is; needs and wants; looking after money</p>	<p>The value of rules and laws; rights, freedoms and responsibilities</p> <p>How the internet is used, assessing information online</p> <p>Different jobs and skills; job stereotypes; setting personal goals</p>	<p>What makes a community, shared responsibilities</p> <p>How data is shared and used</p> <p>Making decisions about money; using and keeping money safe</p>	<p>Protecting the environment; compassion towards others</p> <p>How information online is targeted, different media types, their role and impact</p> <p>Identifying job interests and aspirations; what influences career choices; workplace stereotypes.</p>	<p>Valuing diversity; challenging discrimination and stereotypes</p> <p>Evaluating media sources; sharing things online</p> <p>Influences and attitudes to money, money and financial risks</p>
<p>Summer Health and Wellbeing</p> <p>Physical health and Mental wellbeing</p> <p>Growing and changing</p> <p>Keeping safe</p>	<p>Managing feelings and behaviour; Self-esteem</p> <p>Self-confidence and self-awareness; Health and self-care; Visiting the doctor, dentist, optician; Road Safety and protective clothing; Sun care, hand washing, sleep; Adjusting to change; Overcoming challenge; Healthy eating</p> <p>Basic First Aid</p>	<p>Keeping healthy; food and exercise, hygiene routines; sun safety.</p> <p>Recognising what makes us unique and special; feelings; managing when things go wrong.</p> <p>How rules and age restrictions help us, keeping safe online</p> <p>Basic First Aid: Asthma Attack</p>	<p>Why sleep is important; medicines and keeping healthy; keeping teeth healthy; managing feelings and asking for help.</p> <p>Growing older; naming body parts; moving class or year.</p> <p>Safety in different environments; risk and safety at home; emergencies</p> <p>Basic First Aid: Burns</p>	<p>Health choices and habits; what affects feelings; expressing feelings.</p> <p>Personal strengths and achievements; managing and reframing setbacks.</p> <p>Risks and hazards; safety in the local environment and unfamiliar places</p> <p>Basic First Aid: Bleeding</p>	<p>Maintaining a balanced lifestyle; oral hygiene and dental care.</p> <p>Physical and emotional changes in puberty; external genitalia; personal hygiene routines; support with puberty.</p> <p>Medicines and household products; drugs common to everyday life</p> <p>Basic First Aid: Head Injury</p>	<p>Healthy sleep habits; sun safety; medicines, vaccinations, immunisations and allergies.</p> <p>Personal identity; recognising individuality and different qualities; mental wellbeing.</p> <p>Body Changes/ Puberty.</p> <p>Keeping safe in different situations, including responding in emergencies,</p> <p>Basic First Aid: Broken Bones and Bleeding</p>	<p>What affects mental health and ways to take care of it; managing change, loss and bereavement; managing time online; Human reproduction and birth; conception; contraception; FGM.</p> <p>Increasing independence; managing transition.</p> <p>Keeping personal information safe; regulations and choices; drug use and the law; drug use and the media; Basic First Aid: Unresponsive and Breathing, Unresponsive and not breathing</p>