September 2024

# PSHE Policy

| This document relates to | |
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| Shaftesbury Victoria School | ✓ |
| Shaftesbury Education | ✓ |
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# 1. General principles

At Victoria School, we teach Personal, Social, Health Education (PSHE) as a whole-school approach to underpin children's development as people and because we believe this also supports their learning capacity.

The Jigsaw Programme offers a comprehensive, carefully thought-through Scheme of Work which brings consistency and progression to our children's learning in this vital curriculum area.

This also supports the "Personal Development" and "Behaviour and Attitude" aspects evaluated under the Ofsted Inspection Framework, as well as significantly contributing to the school's safeguarding and equality duties, the Government's British Values agenda and the SMSC (Spiritual, Moral, Social, Cultural) development opportunities provided for our children.

## Statutory Relationships and Health Education

> "The Relationships Education, Relationships and Sex Education and Health Education (England) Regulations 2019, made under sections 34 and 35 of the Children and Social Work Act 2017, make Relationships Education compulsory for all pupils receiving primary education…They also make Health Education compulsory in all schools except independent schools. Personal, Social, Health and Economic Education (PSHE) continues to be compulsory in independent schools."
>
> **Department for Education (DfE) guidance, p8**

> "Today's children and young people are growing up in an increasingly complex world and living their lives seamlessly on and offline. This presents many positive and exciting opportunities, but also challenges and risks. In this environment, children and young people need to know how to be safe and healthy, and how to manage their academic, personal and social lives in a positive way."

> "This is why we have made Relationships Education compulsory in all primary schools in England…as well as making Health Education compulsory in all state-funded schools."

> "In primary schools, we want the subjects to put in place the key building blocks of healthy, respectful relationships, focusing on family and friendships, in all contexts, including online. This will sit alongside the essential understanding of how to be healthy."



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> "These subjects represent a huge opportunity to help our children and young people develop. The knowledge and attributes gained will support their own, and others' wellbeing and attainment and help young people to become successful and happy adults who make a meaningful contribution to society."
>
> **Secretary of State Foreword, DfE guidance 2019, p4-5**

> "Schools are free to determine how to deliver the content set out in the DfE guidance 2019 in the context of a broad and balanced curriculum. Effective teaching in these subjects will ensure that core knowledge is broken down into units of manageable size and communicated clearly to pupils, in a carefully sequenced way, within a planned programme of lessons."
>
> **DfE guidance, p8**

> "All schools must have in place a written policy for Relationships Education and RSE."
>
> **DfE guidance, p11**

We are committed to providing a well-rounded curriculum and PSHE forms a large part of that in terms of children's development and we hope that parents/carers will support this learning. Students can be withdrawn from sex education (that is non-statutory) up until the third term prior to their 16th birthday. If parents and carers would like to discuss any aspect of the PSHE content and delivery, we encourage them to contact a member of the Senior Leadership Team, the Citizenship Faculty Leader or their child's teacher.

At Victoria School, we value PSHE as one way to support children's development as human beings, to enable them to understand and respect who they are, to empower them with a voice and to equip them for life and learning.

We include the statutory Relationships and Health Education within our whole-school PSHE Programme.

To ensure progression and a spiral curriculum, we use Jigsaw, the mindful approach to PSHE, as our chosen teaching and learning programme and tailor it to children's needs.

The mapping document: Jigsaw 3-11 and statutory Relationships and Health Education, shows exactly how Jigsaw and therefore our school, meets the statutory Relationships and Health Education requirements.



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# 2. Role of Faculty Leader

**Core role responsibilities**

- To be a curriculum lead and expert for allocated curriculum areas, overseeing the planning and delivery of the subject(s) across the school.
- To lead on the implementation of an agreed set of curriculum quality improvement activities as defined and identified in the School Development Plan.
- Evaluate the impact of improvement activities on the quality of teaching and learning.
- Contribute effectively to the work of the Senior Leadership Team by attendance and contribution to middle management team meetings plus extended school leadership meetings.
- Analyse and use data to ensure the impact of initiatives on learner performance - and in collaboration with senior management, devise course/s of action for improvement/intervention as required.
- Develop and deliver effective support and professional development in your subject area(s) as appropriate.
- Support and motivate colleagues and students by leading by example.
- Develop and deliver effective professional development for staff as appropriate.
- Plan and implement strategies to improve teaching/support where needs are identified in line with specific area of responsibility.
- Other specific duties as defined by the role and School Improvement Plan.
- Take an active role as a member of the Extended School Leadership Team (ESLT).

This programme's complimentary update policy ensures we are always using the most up to date teaching materials and that our teachers are well-supported.

Our PSHE policy is informed by existing DfE guidance, please see Appendix 1.

The Jigsaw Programme is aligned to the PSHE Association Programmes of Study for PSHE.



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# 3. Role of the PSHE Co-ordinator

**Responsibilities:**

- Increase teachers' knowledge of the PSHE/RSE curriculum.
- Ensure pupils have access to appropriate and accessible PSHE/RSE resources.
- Oversee plans for delivering PSHE/RSE in each pathway of the curriculum at Victoria School.
- With support from the Faculty Leader, deliver training to Victoria School staff.
- With support from the Faculty Leader, provide advice to support teachers in delivering the PSHE curriculum.
- Promote best practice in delivering PSHE/RSE in the three pathways of the curriculum.
- Support staff in delivering PSHE/RSE programmes to pupils in Victoria School.
- Pupils receive appropriate and effective learning in PSHE/RSE.
- The PSHE/RSE curriculum is successfully adapted to engage pupils in all three pathways.
- Pupils leave the school equipped with a healthy and knowledgeable understanding of relationships.

# 4. Implementation: How do we teach PSHE?

**Early Years**

Personal, Social and Emotional Development (PSED) is one of the three prime areas within Early Years (alongside Physical Development and Communication and Language). In Early Years, our young people are taught, through PSED, who they are, where they fit in, feeling good and developing respect for others.

Crucially, PSED sets the foundation for children and is fundamental to cognitive development. It teaches social competence and a positive disposition to learn.

PSED incorporates three areas of learning:



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Self-confidence and Self-awareness

Managing Feelings and Behaviour

Making Relationships

Through playing and exploring, active learning and creating and thinking critically, these topics will be covered and re-covered via the Jigsaw scheme of learning, embedding the knowledge children will acquire through a variety of environments and learning situations.

### What the Early Years Foundation Stage framework says about PSED:

> "Children's personal, social and emotional development is crucial for children to lead healthy and happy lives and is fundamental to their cognitive development. Underpinning their personal development are the important attachments that shape their social world."

# 5. What we teach at KS1-5

Jigsaw covers all areas of PSHE including statutory Relationships and Health Education. The table below gives the learning theme of each of the six Puzzles (units) and these are taught across the school; the learning deepens and broadens every year.

| Term | Puzzle (Unit) | Content |
|---|---|---|
| **Autumn 1:** | Being Me in My World | Includes understanding my own identity and how I fit well in the class, school and global community. Jigsaw Charter established. |
| **Autumn 2:** | Celebrating Difference | Includes anti-bullying (cyber and homophobic bullying included) and understanding. |
| **Spring 1:** | Relationships | Includes understanding friendship, family and other relationships, conflict resolution and communication skills, bereavement and loss. |
| **Spring 2:** | Healthy Me | Includes drugs and alcohol education, self-esteem and confidence as well as healthy lifestyle choices, sleep, nutrition, rest and exercise. |
| **Summer 1:** | Changing Me | Includes Relationships and Sex Education in the context of coping positively with change. |
| **Summer 2:** | Dreams and Goals | Includes goal-setting, aspirations, who do I want to become and what would I like to do for work and to contribute to society. |



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Topics are set out in long-term curriculum overviews.

PSHE is most effective when taught through a 'spiral curriculum'. This means themes are explored and reinforced over time, rather than becoming stand-alone topics, and students develop a deeper understanding as they progress. In addition to a weekly timetabled lesson, the school takes a holistic approach by incorporating PSHE within school assemblies, 'drop-down days/weeks (e.g. Safer Internet Day and Children's Mental Health Week), themed weeks (e.g. Anti-Bullying Week), through cross-curricular subjects and within the school's overall ethos of promoting a positive environment and culture of connection with others.

# 6. Relationships Education

**What does the DfE statutory guidance on Relationships Education expect children to know by the time they leave primary school?**

Relationships Education in primary schools will cover 'Families and people who care for me', 'Caring friendships', 'Respectful relationships', 'Online relationships', and 'Being safe'.

The expected outcomes for each of these elements can be found further on in this policy. The way the Jigsaw Programme covers these is explained in the mapping document: Jigsaw 3-11 and Statutory Relationships and Health Education.

It is important to explain that whilst the Relationships Puzzle (unit) in Jigsaw covers most of the statutory Relationships Education, some of the outcomes are also taught elsewhere in Jigsaw e.g. the Celebrating Difference Puzzle helps children appreciate that there are many types of family composition and that each is important to the children involved. This holistic approach ensures learning is reinforced through the year and across the curriculum.

# 7. Health Education

**What does the DfE statutory guidance on Health Education expect children to know by the time they leave primary school?**

Health Education in primary schools will cover 'Mental wellbeing', 'Internet safety and harms', Physical health and fitness', Healthy eating', 'Drugs, alcohol and tobacco', 'Health and prevention', 'Basic First Aid', 'Changing adolescent body'.

The expected outcomes for each of these elements can be found further on in this policy. The way the Jigsaw Programme covers these is explained in the mapping document: Jigsaw 3-11 and Statutory Relationships and Health Education.



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It is important to explain that whilst the Healthy Me Puzzle (unit) in Jigsaw covers most of the statutory Health Education, some of the outcomes are taught elsewhere in Jigsaw, e.g. emotional and mental health is nurtured in every lesson through Calm Me time, social skills are grown every lesson through the Connect Us activity and respect is enhanced through the use of the Jigsaw Charter.

Also, teaching children about puberty is now a statutory requirement which sits within the Health Education part of the DfE guidance, within the 'Changing adolescent body' strand. In Jigsaw, this is taught as part of the Changing Me Puzzle (unit).

Again, the mapping document transparently shows how the Jigsaw whole-school approach spirals the learning and meets all statutory requirements and more.

# 8. Sex Education

DfE Guidance 2019 (p23) recommends that all primary schools 'have a sex education programme tailored to the age and the physical and emotional maturity of the pupils.

However, 'Sex Education is not compulsory in primary schools' (p23).

Schools are to determine the content of sex education at primary school. Sex education *'should ensure that both boys and girls are prepared for the changes that adolescence brings and – drawing on knowledge of the human life cycle set out in the national curriculum for science - how a baby is conceived and born'.*

At Victoria School, we believe children should understand the facts about human reproduction at an appropriate stage of their cognitive development and understanding.

We define Sex Education as understanding human reproduction. This is taught at various points in our PHSE and RSE programme, depending on the pathway and age of students.

At Victoria School, puberty is taught as a statutory requirement of Health Education and covered by our Jigsaw PSHE Programme in the 'Changing Me' Puzzle (unit). We conclude that sex education refers to Human Reproduction, and therefore inform parents of their right to request their child be withdrawn from the PSHE lessons that explicitly teach this i.e. the Jigsaw Changing Me Puzzle (unit) e.g.

- Stage 4, Lesson 2 (Having a baby)
- Stage 5, Lesson 4 (Conception)
- Stage 6, Lesson 3 (Conception, birth)



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> "Parents have the right to request that their child be withdrawn from some or all of sex education delivered as part of statutory Relationships and Sex Education"
>
> **DfE Guidance, p17**

The school will inform parents of this right by letter at the start of the Summer Term before the Changing Me Puzzle is taught. The PSHE Co-ordinator would talk through the concerns with any parent who indicates that they wish their child to be removed in the first instance.

# 9. Differentiation and entitlement

Throughout the school's Formal and Semi-formal pathways in KS1-5, PSHE will be taught in discrete lessons, delivered by the class teacher. Each class has a timetabled weekly lesson of one hour.

Lessons will be differentiated according to students' needs. For example, in Formal Pathway lessons, information may be presented in written format, table and graphs, whereas in the Semi-Formal Pathway, information may be presented via pictures, symbols or objects of reference.

Our pupils develop at different rates and have widely different levels of understanding. Care should be taken that material presented to them is understandable and unambiguous. This means that teaching has to be clear, explicit and avoids euphemism and assumptions.

The concepts discussed in PSHE/RSE and Health Education can be quite abstract and teachers develop methods, such as role play, or through story boards to help pupils understand.

Whilst we maintain high expectations and encourage progress in all our pupils, we recognise them as individuals who have, or are still overcoming multiple barriers to learning. Considering pupils' EHCP outcomes, alongside a Personalised Learning Plan, ensures the progress they make is meaningful and purposeful to their development and level of cognition. The curriculum and resources are matched to students' 'stage', not 'age'.

# 10. Equality

The DfE Guidance 2019 (p15) states:

"Schools should ensure that the needs of all pupils are appropriately met, and that all pupils understand the importance of equality and respect. Schools must ensure



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they comply with the relevant provisions of the Equality Act 2010 under which sexual orientation and gender reassignment are amongst the protected characteristics…

"At the point at which schools consider it appropriate to teach their pupils about LGBT (Lesbian, Gay, Bisexual, Transgender), they should ensure this content is fully integrated into their programmes of study for this area of the curriculum rather than delivered as a stand-alone unit or lesson. Schools are free to determine how they do this, and we expect all pupils to have been taught LGBT content at a timely point as part of this area of the curriculum".

At Victoria School we promote respect for all and value every individual child. We also respect the rights of our children, their families and our staff, to hold beliefs, religious or otherwise, and understand that sometimes these may be in tension with our approach to some aspects of Relationships, Health and Sex Education.

For further explanation as to how we approach LGBT relationships in the PSHE (RSHE) programme please see: 'Including and valuing all children. What does Jigsaw teach about LGBTQ relationships?'

## Formal Pathway - communication, life skills, active citizenship

In the Formal pathway, students will be encouraged to develop skills such as reflection, mindfulness, self-awareness and empathy for others. Students will be asked what, when, how and why questions to encourage independent thinking and analysis. Student work and responses may be in verbal and written forms.

## Semi-formal Pathway - communication, life skills

In the Semi-Formal pathway, students will be encouraged to develop skills such as self-awareness, awareness of others, understanding of feelings and emotions. Students will be asked what and how questions to encourage independent thinking and analysis. Students' work responses may be through verbal or non-verbal methods of communication.

## Pre-formal Pathway - communication

In addition to using the Jigsaw curriculum at a stage appropriate level, the Pre-formal pathway follows a curriculum for students with PMLD (Profound and Multiple Learning Disability) through SRED (Social Relationships and Emotional Development). This covers, through EYFS Development Matters, the following topics;

- Self-confidence and Self Awareness



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- Managing Feelings and Behaviour
- Making Relationships

# 11. Impact – What difference is our curriculum making?

We can demonstrate the impact of the PSHE curriculum in the following ways:

- Formal learners communicate that they enjoy their learning, are encouraged to think and act independently, that they are equipped with knowledge, skills and understanding for the future and that their PSHE experiences support their understanding of themselves, others and their engagement with the wider world.
- Semi-formal learners demonstrate that they love their learning, are encouraged to think and act independently, that they are developing a simple knowledge base, some skills and some understanding for the future and that their PSHE experiences support their understanding of themselves and their interactions with other people.
- Pre-formal learners respond positively to PSHE-themed stimuli and activities and develop their skills to communicate, build relationships and increase their self-awareness.
- Learning walks demonstrate that students are actively engaged in all aspects of learning.
- Planning, observation and discussion demonstrate that the PSHE curriculum is well planned and thoughtfully sequenced and differentiated.
- Planning, observation and discussion demonstrate that the PSHE curriculum provides appropriate stretch and challenge for all learners.
- Our assessment strategies and tracking systems (Evidence for Learning, assessment books) demonstrate that students are making progress, which is in line with, or exceeding, their personalised targets or expectations.
- Assessment and tracking systems are regularly monitored and moderated to ensure consistency and quality.

## Progression

Progression in PSHE occurs through the development of understanding and skills. Pace of progression may differ widely from student to student but every small step is acknowledged and celebrated. The acquisition of understanding and skills is formally recorded on Evidence for Learning, using the PSHE Skills Tracker.



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## Assessment, Recording and Reporting

Recording of Pre-formal, Semi-formal and Formal students' acquisition and development in PSHE will be completed by relevant teachers in line with the school assessment policy and calendar.

The Citizenship Assessment Book includes frameworks for History, Geography (both newly devised for implementation from September 2023), PSHE and Life Skills.

Pupils are assessed three times a year using the Victoria PSHE assessment framework via Evidence for Learning. Ongoing assessments take place by teachers and teaching assistants and progress is recorded on Evidence for Learning.

Aspects of RSE e.g. communication, social skills, personal development, choice making etc., will be recorded and assessed on Personal LPs via Evidence for Learning, in accordance with school assessment procedures.

Whole class data gathered from teacher assessments will inform teacher planning, will be analysed as part of curriculum reviews and refinement and will be used to identify trends in student achievement and staff training needs.

Reports will be completed annually to inform parents of student progress and achievement.

## Monitoring

Learning walks, work scrutiny, moderation and meetings will take place in accordance with the school's programme of monitoring. All monitoring will be conducted in a supportive and constructive way to develop.

## Resources

The Jigsaw PSHE programme provides all necessary resources to deliver our core curriculum.

Additional resources can be purchased as and when necessary, stored in the Teachers' Resources room and available to all staff.



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## Staff professional development

As set out in the Faculty Development Plan, the Faculty Leader will encourage teachers to identify training needs and courses and will support applications where appropriate. This is in addition to whole school training, provided to all staff.

## Liaison with parents, the community and other schools

There are two formal opportunities for parents/carers to discuss their child's progress and targets in Life Skills during the academic year. All students will also have an Annual Review meeting. Parents are encouraged to contact the class/subject teacher if they have any concerns in the interim.

Staff will be encouraged to reward excellent effort and/or attainment via the school reward system and to contact parents to highlight exceptional performance or to share any concerns.



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## Policy Ownership

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| PSHE Policy | V1.1 |

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| V1.0 | November 2023 | Deanne Carr | Created |
| V1.1 | September 2024 | Helen Barnes | Updated branding |



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## Appendix 1 – Department for Education guidance

Keeping Children Safe in Education (statutory guidance).

Respectful School Communities: Self Review and Signposting Tool (a tool to support a whole school approach that promotes respect and discipline).

Behaviour and Discipline in Schools advice for schools, including advice for appropriate behaviour between pupils).

Equality Act 2010 and schools

SEND Code of Practice (statutory guidance).

Alternative provision (statutory guidance).

Mental health and behaviour in schools (advice for schools).

Social, emotional and mental wellbeing in primary and secondary education (NICE guidance).

Promoting and supporting mental health and wellbeing in schools and colleges (guidance for schools and colleges).

Preventing and tackling bullying (advice for schools, including cyberbullying).

Equality and Human Rights Commission (provides advice on avoiding discrimination in a variety of educational contexts).

Promoting fundamental British Values as part of SMSC in schools (guidance for maintained schools on promoting British values as part of pupils' spiritual, moral, social and cultural (SMSC) development.

SMSC requirements for independent schools (guidance for independent schools on how they should support pupils' spiritual, moral, social and cultural development).



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