

PSHE Policy			
Ref.:	SOP019	Rev.:8	Date: January 2022

PSHE Policy (ISI 2D)

Rev.	Date	Amendment	Approved By:	Authorised By:
8	January 2022	Full Review (revised programme of study)	CS	RU
7	April 2021	Revised and reviewed content	SH	RU
6	January 2019	Revised and reviewed content	SH	RU
5	August 2018	Revised and reviewed content	SH	RU
4	September 2015	Revised and reviewed content	SH/STJ	RU
3	August 2014	Reviewed in line with GN guidelines	SH/STJ	RW
2	April 2014	Revised and reviewed content	SH/STJ	RW
1	Jan 2010	Revised format and reviewed content	SH/STJ	RW

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1. Definition

The DfES report 'Preparing Young People for Adult Life' stated that 'Society has a responsibility to help children and young people to meet the challenges of life by helping them to understand and value themselves, be optimistic about the future and life's possibilities, and to develop positive self-esteem, confidence and to take increasing control of, and responsibility, for their lives and play an active part in their own communities. Personal, Social and Health Education (PSHE), including Relationships and Sex Education (RSE), and Drug Education, provides a whole school strategy for working in partnership with parents and others to help children to overcome the social pressures they face and the barriers they present to learning and achievement.' (Preparing Young People for Adult Life - DfE)

PSHE education can be defined as a planned programme of learning through which children and young people acquire the knowledge, understanding and skills they need to manage their lives, now and in the future. As part of a whole school approach, PSHE education develops the qualities and attributes pupils need to thrive as individuals, family members and members of society.

The benefits to pupils of such an approach are numerous as PSHE prepares them to manage many of the most critical opportunities, challenges, and responsibilities they will face growing up in such rapidly changing and challenging times. It also helps them to connect and apply the knowledge and understanding they learn in all subjects to practical, real-life situations while helping them to feel safe and secure enough to fulfil their academic potential. (PSHE Association)

2. Relationship with Other Policies

This policy should be read in conjunction with the following policies:

- Child Protection/Safeguarding Policy
- Relationship and Sex Education (RSE) Policy
- Smoking, Alcohol & Drugs Policy
- Equal Opportunities Policy
- Equal Opportunities Pupil Policy & Procedures
- SEN/Inclusion Policy
- Behaviour Policy
- Anti-Bullying Policy & Anti Cyber Bullying Policy
- Health & Safety Policy
- Internet Access & E-Safety Policies
- SMSC Policy [Including British Values]
- First Aid & Medical Policy

Our PSHE policy is also informed by existing DfE guidance:

- [Keeping Children Safe in Education](#) (statutory guidance)

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- [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: 0 to 25 years](#) (statutory guidance)
- [Alternative Provision](#) (statutory guidance)
- [Mental Health and Behaviour in Schools](#) (advice for schools)
- [Preventing and Tackling Bullying](#) (advice for schools, including advice on cyberbullying)
- [Sexual violence and sexual harassment between children in schools](#) (advice for schools)
- [The Equality and Human Rights Commission Advice and Guidance](#) (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 basic important British values as part of pupils' spiritual, moral, social and cultural (SMSC))
- [SMSC requirements for independent schools](#) (guidance for independent schools on how they should support pupils' spiritual, moral, social and cultural development).

It is also aligned with the Church of England's "A CHARTER FOR FAITH SENSITIVE AND INCLUSIVE RELATIONSHIPS EDUCATION, RELATIONSHIPS AND SEX EDUCATION (RSE) AND HEALTH EDUCATION (RSHE)" and draws on the advice given in the Church of England document 'Valuing All God's Children: Guidance for Church of England schools on challenging homophobic, biphobic and transphobic bullying' (Church of England Education Office, [second edition updated summer 2019](#)).

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

3. PSHE in the Context of Yateley Manor

As a school community, Yateley Manor is guided by a strong Christian framework that influences all that we do. We believe that PSHE feeds and is fed by all areas of the curriculum in addition to our programme of study for PSHE. Each tutor group/year group has dedicated PSHE session once a fortnight for an hour during which the PSHE programme is delivered; this allows us to teach the PSHE knowledge and skills in a developmental and age-appropriate way.

These explicit lessons are reinforced and enhanced in many ways:

- Assemblies [Whole school, Year & House assemblies]
- Praise and Reward systems
- Through relationships child to child, adult to child, and adult to adult across the school
- Subject lessons
- Tutor time

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- Individual Tutoring and Guidance

We aim to ‘live’ what is learnt and apply it to everyday situations in the school community.

4. Why we need a PSHE Policy

There is an increasing concern about promoting social inclusion and reducing health inequalities with particular concerns about children and young people’s mental health; alcohol and substance abuse; rates of teenage pregnancy; sexually transmitted infections; bullying in schools; and improving school standards. Schools have a clear role to play in addressing these concerns. Increasing evidence shows (Rivers et al. 1999) that a whole school approach to PSHE contributes to school improvement and the promotion of health and well-being.

5. Development and dissemination

The PSHE co-ordinators are Simon Head (Deputy Head) and Carly Skillett (Assistant Head Lower School). Both are responsible for the development and dissemination of the PSHE policy throughout Yateley Manor.

This policy has been written by the Assistant Head Lower School in Consultation with the Deputy Head and Heads of Year.

The policy will be shared with all interested parties both in the school and in the wider community and applies to all. All staff members and Governors have access to the PSHE policy via the school Intranet. Hard copies are available from the school office on request from parents.

6. PSHE Aims & Objectives

6.1 Aims

- To promote pupils' personal, social, emotional and economic development
- To support this development with a supportive school ethos, where all are valued and encouraged.
- To develop confidence and responsibility, recognize their own worth, to make the most of their abilities and to make informed choices.
- To prepare children to play an active role as citizens. Pupils will begin to understand about the nature of community, and the variety of communities to which they and others belong.
- To develop a healthy, safer lifestyle
- To develop good relationships and to respect the differences between people
- To learn respect for their environment

6.2 Objectives

In order to achieve our aims, we will:

- Have a strong school leadership team that puts a high value on the role PSHE
- Have a whole school approach to PSHE Education, that recognises the importance of pupils receiving consistent messages about key aspects of health and wellbeing
- Have a planned and balanced delivery of PSHE that is well resourced
- Assess, record and report on pupils' achievements
- Give pupils a voice through school council, questionnaires and circle time
- Develop and encourage partnerships with parents, carers and our local community
- Encourage staff professional development, health and welfare
- Work with pupil support services to bring additional expertise to the curriculum and Enable swift and easy referral where pupils need further support.
- Develop self- awareness, positive self-esteem, independence, responsibility and self-discipline.
- Be committed to the well-being of a variety of communities [school, local community, world community]
- Promote a sense of fairness, with a respect for the law and the rights of others.
- Learn about issues, problems and practices of democratic decision making
- Make informed decisions about managing money
- Recognize potential risks to the safety of themselves and others
- Learn strategies that will keep them safe
- Learn the importance of exercise, healthy eating, rest, personal care and hygiene, mental health and make informed choices to achieve a healthy lifestyle
- Recognize hazards to health from misuse of legal and illegal substances
- Understand the functions and development of their own bodies
- Be aware of and respect other people's cultures, traditions, beliefs and way of life.
- Know about bullying, why it happens, its consequences and strategies for dealing with it.

- Demonstrate tolerance and respect for others, and treat people fairly and in a non-discriminatory way
- Be aware of the nature of relationships, including those between friends, families and peer group.
- Support equal opportunities for all.
- Show concern for conservation of the natural world and the environment in which they live.

7. The PSHE Curriculum

At Yateley Manor, we teach Personal, Social, Health Education as a whole-school approach to underpin children's development as people and because we believe that this also supports their learning capacity.

The **Jigsaw Programme** offers us a comprehensive, carefully thought-through Scheme of Work which brings consistency and progression to our children's learning in this vital curriculum area. The overview of the programme can be seen on the school website.

PSHE Education is the planned provision for emotional and social development. It will help children and young people develop a secure sense of identity and to function well in the world. PSHE Education includes the following elements:

- The acquisition of accessible information that is relevant to children and young People's lives and experiences, maturity and understanding
- Exploration, clarification and the development of attitudes and values that support Self-esteem and are positive to health and well-being
- Development of personal and social skills to enable positive emotional Development and interaction with others as well as the ability to make positive Health choices and actively participate in society.
- British Values
- Economic awareness

Jigsaw covers all areas of PSHE for the primary phase 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:	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
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:	Relationships	Includes understanding friendship, family and other relationships, conflict resolution and communication skills, bereavement and loss
Summer 2:	Changing Me	Includes Relationships and Sex Education in the context of coping positively with change

Year group schemes of work will be outlines on the curriculum topic maps which are sent to parents at the beginning of each academic year.

8. Approaches to teaching and learning

Children learn in different ways and respond to different teaching styles. All children learn effectively when they feel safe, motivated and are actively involved. The school promotes a range of teaching and learning styles such as:

- Group work - a key opportunity to practise social development
- Active learning - doing, reflecting, learning and applying
- Working independently - reflecting on personal needs and goals

No one method of covering PSHE is likely to be successful and nor does the school consider this desirable. Instead, a combination of the following methods is used:

- Whole school exposition
- Whole class/tutor group exposition
- Discussion
- Practical investigation
- Simulation & role play
- Drama
- Open and closed questioning
- Short and extended writing
- Research
- Worksheets
- Group and project work
- Display work
- Visits to or from school
- Activities within the community

9. Co-ordination of PSHE

PSHE is co-ordinated by the Deputy Head & the Assistant Head Lower School. Heads of Year have responsibility for ensuring that tutors deliver the PSHE programme.

10. Assessment, Recording and Reporting

Assessment within PSHE consists of both summative and formative assessment.

- Teacher assessment: teacher observations, reviewing written work

There is no formal reporting process for PSHE. Staff monitor children in their care on an on-going basis. Regular feedback is disseminated during daily staff briefings.

11. Monitoring, evaluation and review of the PSHE curriculum

The monitoring and evaluation of PSHE Education is carried out thoroughly using a range of evidence. The PSHE curriculum and its delivery are monitored by the Deputy Head, the Assistant Head Lower School, as well as by Heads of Year with the support of the Head of Science and School Matron using the following methods:

- Lesson observations and feedback to teachers
- Looking at samples of pupils' work
- Teachers making regular comments on the scheme of work/lesson plans
- Monitoring curriculum plans weekly, mid-term and termly, with feedback to teachers
- Feedback from curriculum co-ordinators, Heads of year, class teachers and pupils about what has been covered
- PSHE/SRE/Drug Education as a regular agenda item at tutor group meetings and relevant departmental meetings
- PSHE/SRE/Drug Education as a regular agenda item at Governor curriculum meetings

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- Approaches to evaluation include participatory activities at the end of lessons or units of work

Through this approach training needs are identified to ensure the programme remains relevant to the needs of the pupils.

12. Management of the policy

This policy will be reviewed annually. The review will be led by the Deputy Head in consultation with the Assistant Head Lower School, Heads of Year, and members of the Senior Leadership Team.

The effectiveness of the policy will be assessed against the extent to which there is evidence that the aims and objectives have been achieved.

13. Further information

For further information about current initiatives and resources to support PSHE Education visit:

www.jigsawpshe.com or www.pshe-association.org.uk