



BENGEWORTH CE ACADEMY

PERSONAL, SOCIAL,
HEALTH AND
ECONOMIC
EDUCATION (PSHE)
POLICY
2024 - 2025

September 2024



Bengeworth
Multi Academy Trust

Brilliant People • Better Schools • Bright Futures

STATEMENT OF INTENT

Curriculum Intent

At Bengeworth CE Academy, we provide a broad, balanced and knowledge rich curriculum which is underpinned by our values, core beliefs and an education for global citizenship taught through our Global Themes. Our intent and vision intends to:

'Develop aspirational, confident learners and leaders of the future who have a deep understanding of the world around them and the impact they can have on it.'

It is our intention that our children are provided with inspirational learning experiences that will ignite sparks within the children and enable them to develop and build upon their long term memory by making links and connections that enable them to know and remember more. As confident, articulate and happy individuals we intend for our children to achieve academic excellence and who consider themselves as leaders within their own right. Leaders who can and will have an impact on the world around them.

Our Global Themes are:



Power and Governance



Peace and Conflict



Human Rights



Sustainable Development



Identity and Diversity



Social Justice and Equity

Through a deep respect of the traditions of each unique subject, our curriculum recognises the identity of the disciplines that are studied. We have taken great care to design a well-sequenced, well-specified and ambitious curriculum for all children to access, ensuring our values and global themes underpin it. We consistently strive to ensure that the curriculum is exciting and challenging and reflects and nurtures children's interests, needs and celebrates the many successes of our children.

Links between subject disciplines are made to ensure there is an engaging and relevant context within which to learn and globally themed questions are used as the driving forces for each half-term/term's focus. We strongly believe that the relationship between education and learning should not be shaped by narrow outcomes but that it should serve another purpose; *a whole education, not defined solely by what is measured, but what is experienced, felt and used.* Through our Global Themes' curriculum we are providing children with the skills needed to understand, challenge and tackle the social, political and economic challenges that are moving rapidly towards us.

Subject Intent

At Bengeworth CE Academy, 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 as ambitious and confident human beings. We believe that a strong knowledge rich PSHE education, alongside embedding restorative practice across the school, is important to help our pupils develop into well-rounded members of society, who are able to make a positive contribution to their community. We use Jigsaw scheme of work as our PSHE curriculum to build, where appropriate, on the statutory content already outlined in the national curriculum, the school curriculum and in statutory guidance on: drug education, financial education, Relationship and Sex education (RSE) and the importance of physical activity and diet for a healthy lifestyle.

Through PSHE, linked closely with our Global Curriculum, we endeavour to foster the notions of responsibility and empowerment to promote a sense of achievement and to enhance self-confidence. PSHE education is guided by our renewed Christian vision through the fostering and nurturing of meaningful relationships, which lead to improving outcomes for our learning community. It is also guided by our local area and the needs of the children, including confidence building, oracy skills and Personal, Social and Emotional Development.

Personal, Social, Health and Economic (PSHE) education is a non-statutory subject within KS1 and KS2, however it is an important and necessary part of all pupils' education and all schools are currently expected to provide PSHE education. From September 2020, Health Education and Relationships Education became compulsory in all schools (see RSE policy for more information). The Department for Education (DfE) consider PSHE education 'an important and necessary part of all pupils' education. At Bengeworth CE Academy, we draw on good practice and a great knowledge of our children to provide an inclusive, engaging and empowering PSHE curriculum.

Relationship and Sex education (RSE) is an important part of PSHE education and is statutory in maintained secondary schools. The relationship aspect of PSHE is now compulsory (from September 2020) in Primary schools. We have an RSE policy that outlines the programs aims and objectives and an overview of the content. Parents have the right to withdraw their children from some areas of the PSHE curriculum. (*See RSE Policy for details*)

Legal framework

This policy has due regard to statutory legislation, including, but not limited to, the following:

- *DfE 'Statutory framework for the Early Years Foundation Stage' 2021*
- *DfE 'Relationships Education, Relationships and Sex Education (RSE) and Health Education Statutory guidance' 2019*
- Education Act 2002 and the Academies Act 2010

IMPLEMENTATION

Our curriculum is translated over time in the classroom following a structured approach. Detailed topic overviews, highlighting the substantive and disciplinary knowledge and vocabulary to be taught have been developed for each subject. These overviews reduce workload, enabling teachers to spend more time

thinking about how each lesson can be effectively enacted in their classroom to support the specific context of the classes.

Each lesson begins with a prior learning review, where children are supported in activating prior knowledge and to make connections between their learning. We have an emphasis on explicitly teaching vocabulary, and each lesson includes the introduction, oral rehearsal, and engagement with key vocabulary (e.g., I say, you say, we say, Star Word etc). Key vocabulary is contextualised throughout the lesson, including through the use of Topic Warmers and children are given opportunities to apply new words. Our teachers use the following principles of cognitive science when planning lessons to enable **all** pupils to access the knowledge, skills and vocabulary needed to succeed:



Core concepts, explicit vocabulary and substantive and disciplinary knowledge have been mapped progressively.

Lesson content is planned accordingly to ensure full coverage of these core concepts:

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 the 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.

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

These explicit lessons are reinforced and enhanced in many ways:

Assemblies and collective worship, praise and reward system, Learning Charter, through relationships child to child, adult to child and adult to adult across the school. We aim to 'live' what is learnt and apply it to everyday situations in the school community.

At Bengeworth CE Academy, we allocate time to PSHE each week in order to teach the PSHE knowledge and skills in a developmental and age-appropriate way. Class teachers and PSHE PPA staff deliver the weekly lessons to each class.

Early Years' Foundation stage (2021)

PSED is a statutory part of the Early Years curriculum and involves helping children to develop a positive sense of themselves, and others; to form positive relationships and develop respect for others; to develop social skills and learn how to manage their feelings; to understand appropriate behaviour in groups; and to have confidence in their own abilities. Enabling Environments opportunities for play and learning are created that help children embrace differences between themselves and others. Learning and Development experiences are planned to promote all round development. PSED is made up of three main areas: Self Regulation, Managing Self and Building Relationships.

Children within EYFS will have weekly PSHE lessons following the Jigsaw scheme of work.

Key Stage 1 – PSHE

Ages 5-6	Feeling special and safe Being part of a class Rights and responsibilities Rewards and feeling proud Consequences Owning the Learning Charter	Similarities and differences Understanding bullying and knowing how to deal with it Making new friends Celebrating the differences in everyone	Setting goals Identifying successes and achievements Learning styles Working well and celebrating achievement with a partner Tackling new challenges Identifying and overcoming obstacles Feelings of success	Keeping myself healthy Healthier lifestyle choices Keeping clean Being safe Medicine safety/safety with household items Road safety Linking health and happiness	Belonging to a family Making friends/being a good friend Physical contact preferences People who help us Qualities as a friend and person Self-acknowledgement Being a good friend to myself Celebrating special relationships	Life cycles – animal and human Changes in me Changes since being a baby Differences between female and male bodies (correct terminology) Linking growing and learning Coping with change Transition
Ages 6-7	Hopes and fears for the year Rights and responsibilities Rewards and consequences Safe and fair learning environment Valuing contributions Choices Recognising feelings	Assumptions and stereotypes about gender Understanding bullying Standing up for self and others Making new friends Gender diversity Celebrating difference and remaining friends	Achieving realistic goals Perseverance Learning strengths Learning with others Group co-operation Contributing to and sharing success	Motivation Healthier choices Relaxation Healthier eating and nutrition Healthier snacks and sharing food	Different types of family Physical contact boundaries Friendship and conflict Secrets Trust and appreciation Expressing appreciation for special relationships	Life cycles in nature Growing from young to old Increasing independence Differences in female and male bodies (correct terminology) Assertiveness Preparing for transition

Key Stage 2 - PSHE

Ages 7-8	Setting personal goals Self-identity and worth Positivity in challenges Rules, rights and responsibilities Rewards and consequences Responsible choices Seeing things from others' perspectives	Families and their differences Family conflict and how to manage it (child-centred) Witnessing bullying and how to solve it Recognising how words can be hurtful Giving and receiving compliments	Difficult challenges and achieving success Dreams and ambitions New challenges Motivation and enthusiasm Recognising and trying to overcome obstacles Evaluating learning processes Managing feelings Simple budgeting	Exercise Fitness challenges Food labelling and healthy swaps Attitudes towards drugs Motivation safe and why it's important online and off line scenarios Respect for myself and others Healthy and safe choices	Family roles and responsibilities Friendship and negotiation Keeping safe online and who to go to for help Being a global citizen Being aware of how my choices affect others Awareness of how other children have different lives Expressing appreciation for family	How babies grow Understanding a baby's needs Outside body changes Inside body changes Family stereotypes Challenging my ideas Preparing for transition
Ages 8-9	Being part of a class team Being a school citizen Rights, responsibilities and democracy (school council) Rewards and consequences Group decision making Having a voice What motivates behaviour	Challenging assumptions Judging by appearance Accepting self and others Understanding influences Understanding bullying Problem-solving Identifying how special and unique everyone is First impressions	Hopes and dreams Overcoming disappointment Creating new, realistic dreams Achieving goals Working in a group Celebrating contributions Resilience Positive attitudes	Healthier friendships Group dynamics Smoking Alcohol Assertiveness Peer pressure Celebrating inner strength	Jealousy Love and loss Memories of loved ones Getting on and Falling Out Girlfriends and boyfriends Showing appreciation to people and animals	Being unique Having a baby Girls and puberty Confidence in change Accepting change Preparing for transition Environmental change
Ages 9-10	Planning the forthcoming year Being a citizen Rights and responsibilities Rewards and consequences How behaviour affects groups Democracy, having a voice, participating	Cultural differences and how they can cause conflict Racism Rumours and name-calling Types of bullying Material wealth and happiness Enjoying and respecting other cultures	Future dreams The importance of money Jobs and careers Dream job and how to get there Jobs in different cultures Supporting others (charity) Motivation	Smoking, including vaping Alcohol Alcohol and anti-social behaviour Emergency aid Body image Relationships with food Healthy choices Motivation and behaviour	Self-recognition and self-worth Building self-esteem Safer online communities Rights and responsibilities online Online gaming and gambling Reducing screen time Dangers of online grooming SMART internet safety rules	Self- and body image Influence of online and media on body image Puberty for girls Puberty for boys Conception (including IVF) Growing responsibility Coping with change Preparing for transition

Alongside whole class sessions, children may be supported in PSHE by:

- ELSA – Emotional literacy support assistants
- Campaigns and assemblies
- Peer meditation and peer mentoring
- Worry monsters
- Circle Time
- Mindfulness
- Real PE sessions
- Learning outside the classroom
- Reflection Week
- Celebration/value assemblies
- Educational welfare officer
- Early intervention family support worker
- TalkAbout - a small group intervention to improve children’s communication skills around turn taking, dealing with issues, resolving conflict.
- Time to Talk- a small group intervention to improve children’s communication skills around turn taking, dealing with issues, resolving conflict
- Reach4Wellbeing – Young explorers Programme
- Lego Club - a small group intervention to promote social skills and communication.
- Counselling - a support worker providing 1:1 help and guidance to identified individuals.
- Use of the sensory garden.

It is widely recognised that a child’s emotional health and wellbeing influences their cognitive development and learning, as well as their physical and social health and their mental wellbeing in adulthood. The Department for Education recognises that, “in order to help their pupils succeed: schools have a role to play in supporting them to be resilient and mentally healthy.” However, school contribution should be considered as one element of a wider multi–agency approach and in partnership with home.

Subject Delivery:

Subject Delivery and Frequency	<i>PSHE taught either weekly or in a block each half term</i>
Planning Expectations	<i>Jigsaw scheme of work followed</i>
Learning Environment	<i>Jigsaw PSHE displays including Jigsaw pieces</i>
Resources	<i>e.g Resources available for each lesson on the Jigsaw website. Any physical resources available in the PSHE box within the curriculum store.</i>

Safeguarding

At Bengeworth CE Academy, we aim to foster and maintain a safe environment within which all pupils feel able to ask questions and discuss issues openly (although no pupil or teacher will have to answer personal questions or be forced to take part in discussions). For any child wishing to discuss something confidential relating to content of the lesson, an opportunity will be given.

In line with the school's Policy for Safeguarding and Child Protection, all staff are committed to safeguarding and promoting the welfare (both physical and emotional) of every pupil both inside and outside of the school premises. We implement a whole-school proactive approach to managing safeguarding concerns, ensuring that the wellbeing of pupils is at the forefront of all action taken.

In addition, staff have received training on the statutory guidance; 'Keeping Children Safe in Education,' which details guidance for 'Teaching Online Safety in school' and receive regular updates when available. All staff will exercise their professional judgement in order to keep their pupils safe. Ground rules are agreed within Relationships' Education for each class. This ensures a safe environment for group discussion and exploring delicate topics and information given and the views expressed by the pupils will be treated in confidence where possible. However, pupils will be informed that 100% confidentiality cannot be assured and if any child makes a disclosure of a safeguarding issue - as with all such instances - the teacher will inform the Designated Safeguarding Lead (DSL) or deputies and follow procedure in accordance with our policy on Safeguarding and Child Protection.

IMPACT

The impact of this curriculum design will lead to outstanding progress over time across key stages relative to a child's individual starting point and their progression of skills and knowledge. Pupils will therefore be expected to leave Bengeworth CE Academy reaching age-related expectations or higher across the curriculum.

Assessment and Reporting

To continually improve the impact of the curriculum and evaluate pupils' learning to ensure children 'Know more and Remember more', formative and summative assessments are carried out in line with the knowledge and skills progression documents across all subjects.

Formative assessments are conducted regularly using a wide range of [retrieval strategies](#) to check for understanding and monitor pupil's learning throughout lessons which provides teachers and children with information about progress and analysis of deliberate retrieval practice.

Summative assessments are conducted to ensure pupils' are making progress over time, to assess what pupils have learnt and the depth of that learning. Depth of knowledge is then assessed through end of unit assessments and subject portfolios (books & SeeSaw).

Subject Specific Assessment

Formative Assessment	Summative Assessment
Hinge Questions Entry / Exit Tickets Socratic Quizzes Brain Dumps Show Me Boards Speak Like An Expert Explanation Tasks Retrieval Grids Self-reflection sheets Next steps	E.g. Half termly Epiphany Assessments (Early Years) Portfolios (PSHE books) Pupil voice

Monitoring and review

- This policy will be reviewed annually by the subject leader and the Leadership Team.
- Any changes made to this policy will be communicated to all members of staff.

The scheduled review date for this policy is **September 2025**

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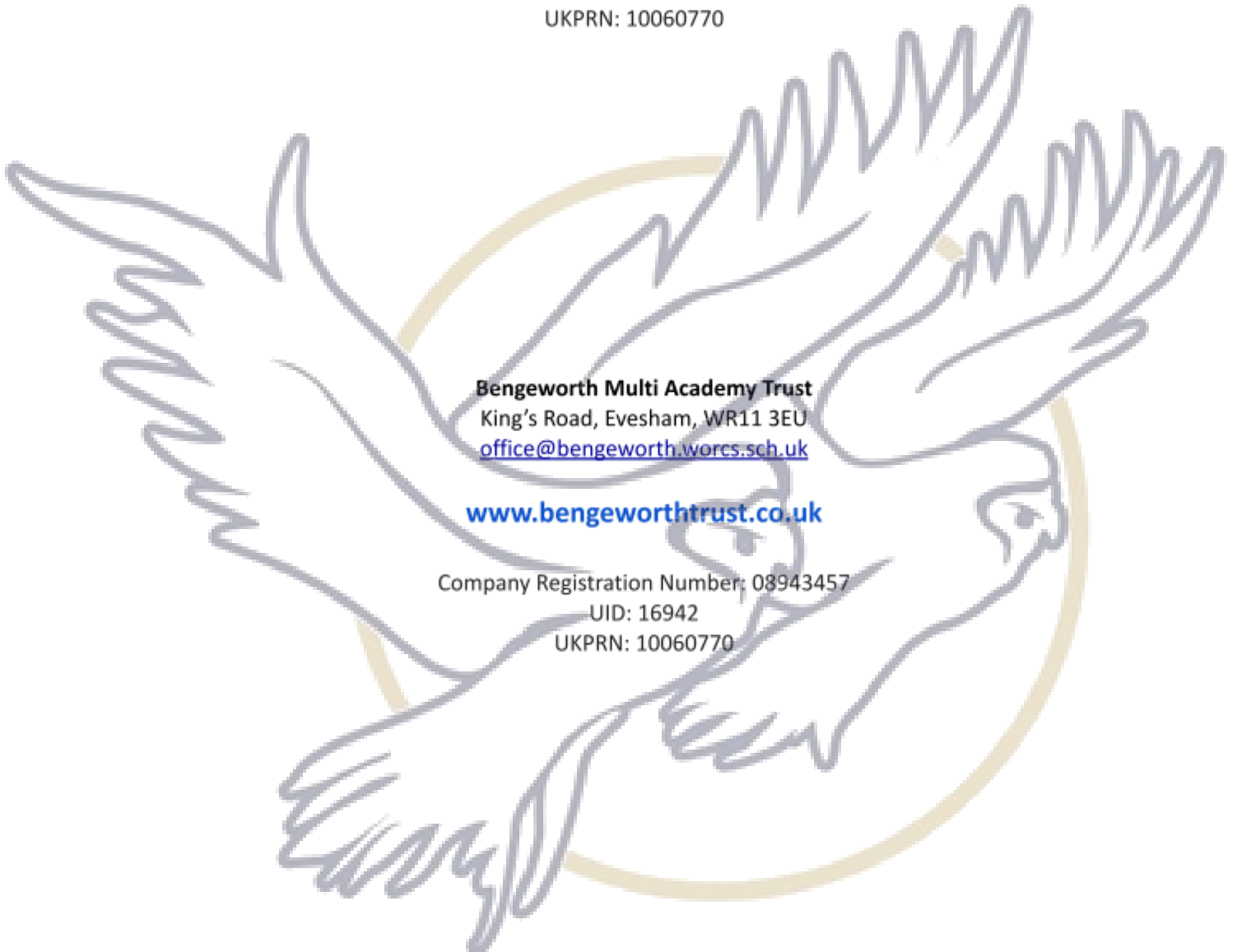
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