



BENGEWORTH CE ACADEMY

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

September 2022



Bengeworth
Multi Academy Trust

Brilliant People • Better Schools • Bright Futures

CONTENTS

Statement of INTENT:

- Curriculum
- Subject

Legal framework

Linked Policies

IMPLEMENTATION

- Early Years Foundation Stage (EYFS)
- Key Stage 1 – PSHE
- Key Stage 2 – PSHE
- Cross Curricular links
- Roles and responsibilities

IMPACT

- Equal opportunities
- Teaching and learning
- Planning
- Assessment and reporting
- Resources and equipment
- Monitoring and review

Appendices to support subject area including resources

STATEMENT OF INTENT

Curriculum Intent

At Bengeworth CE Academy, we provide a broad and balanced curriculum which is underpinned by our values and core beliefs and aims. Our intent and vision is to provide inspirational learning experiences that will ignite sparks within the children and enable them to develop as confident, articulate and happy individuals who achieve academic excellence, prepared for the wider World ahead of them.

We have taken great care to design our curriculum to achieve our vision and ensure that our values underpin it. We aim to ensure that the curriculum is exciting and challenging and reflects and nurtures children's interests and needs and celebrates the many successes of our children. Links between subjects are made to ensure there is an engaging and relevant context within which to learn and topics are used as the driving forces for each half term/terms focus. We strive to create and provide opportunities for the children to develop their creativity and imagination; promoting new interests and an awareness of the wider world. We are fully committed to teaching the vital life skills children need in order to be safe and happy in and out of school.

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. We believe that a strong 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

Linked Policies

- Safeguarding and Child Protection Policy
- Sex and Relationships Policy
- Anti-Bullying Policy
- SEND Policy
- Medical Needs Policy
- Health and Safety Policy

IMPLEMENTATION

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 Healthy 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 Keeping 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 Goals 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 SMARTT 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

ROLES AND RESPONSIBILITIES

The subject leader is responsible for:

- Preparing policy documents, curriculum plans and schemes of work for the subjects.
- Reviewing changes to the national curriculum and advising teachers on their implementation.
- Monitoring the learning and teaching of PSHE providing support for staff where necessary.
- Ensuring the continuity and progression from year group to year group.
- Encouraging staff to provide effective learning opportunities for pupils.
- Helping develop colleagues' expertise in the subject.
- Organising the deployment of resources and carrying out an annual audit of all related resources.
- Liaising with teachers across all phases.
- Communicating developments in the subjects to all teaching staff and the senior leadership team (SLT), as appropriate.
- Leading staff meetings and providing staff members with appropriate training.
- Organising, providing and monitoring CPD opportunities in the subject.
- Ensuring common standards are met for recording and assessing pupil performance.
- Collating assessment data and setting new priorities for the development of PSHE in subsequent years.

The classroom teacher(s) is/are responsible for:

- Acting in accordance with this policy.
- Ensuring progression of pupils' PSHE skills, with due regard to the national curriculum.
- Planning lessons effectively, ensuring a range of teaching methods are used to cover the content of the national curriculum.

- Liaising with the **subject leader** about key topics, resources and support for individual pupils.
- Monitoring the progress of pupils in their class and reporting this to parents on an **annual** basis.
- Reporting any concerns regarding the teaching of the subjects to the **subject leader** or a member of the **SLT**.
- Undertaking any training that is necessary in order to effectively teach the subjects.

The Inclusion Lead is responsible for:

- Liaising with the **subject leader** in order to implement and develop specialist PSHE-based learning throughout the school.
- Organising and providing training for staff regarding the curriculum for pupils with special educational needs and disabilities (SEND).
- Advising staff how best to support pupils' needs.
- Advising staff on the inclusion of PSHE objectives in pupils' individual education plans.
- Advising staff on the use of CSPs in order to meet pupils' needs.

IMPACT

Equal Opportunities

- We are an inclusive school that ensures all pupils are provided with equal learning opportunities, regardless of social class, gender, culture, race, disability or learning difficulties.
- In order to ensure pupils with SEND achieve to the best of their ability, outcomes are adapted and the delivery of the PSHE curriculum is differentiated for these pupils.
- The planning and organising of teaching strategies for each subject will be reviewed on a termly basis by the subject leader to ensure no pupil is at a disadvantage.
- The school aims to maximise the use and benefits of PSHE as one of many resources to enable all pupils to achieve their full potential.

Teaching and Learning

The school uses a variety of teaching and learning styles in PSHE lessons. The main aim of these lessons is to develop pupils' knowledge, skills and understanding.

The following skills are key to development, and we promote these through our creative, broad and balanced curriculum:

- Communication
- Application
- Information Technology
- Working with others
- Improving own learning and performance
- Problem solving
- Mastery of key knowledge, understanding and skills within a coherent, broad and balanced curriculum

- Global, Social, Health, Environmental, Entrepreneurial, Spiritual, Moral, Social and Cultural awareness and understanding
- Deeper level Thinking and Learning Skills
- Meaning and purpose to children in the here and now, and prepare them for the next phase of their education and for their future
- Widening of horizons and raising aspirations about the world of work and further education through increased Cultural Capital
- Recognition that personal development is essential to wellbeing and success.

The **classroom teacher**, in collaboration with the **subject leader**, will ensure that the needs of all pupils are met by:

- Setting tasks which can have a variety of responses.
- Providing resources of differing complexity, according to the ability of the pupils.
- Setting tasks of varying difficulty, depending on the ability group.
- Utilising SPs to ensure that pupils are effectively supported.

The PSHE scheme of work covers the core strands and allows children to access whole class teaching of PSHE. At Bengeworth, we strive to support each and every child and ensure children receive the best possible provision.

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.
- Early Birds/Wide Awake Club - before school small group nurture based interventions.
- 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.

Please see Mental Health Policy for more information.

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.

Planning

Curriculum Maps are used to outline the learning journey of each year group over the year which identifies key texts, topics, learning objectives, enterprise opportunities, trips and visits and shows how skills and knowledge will be built upon from the previous year whilst providing an engaging and broad curriculum for the year.

Medium-term planning gives clear guidance on the skills and knowledge that we are developing within each topic/subject, showing progression from the previous year. Regular reviews take place every term.

Short term weekly planning journals are then used to map the journey within each week of the children’s learning outlining key learning objectives, activities and opportunities.

Assessment and reporting

Pupils will be assessed and their progression recorded in line with the school’s **Assessment Policy**. In Reception the EYFS profile will be completed for each pupil in the final term. The progress and development of pupils within the EYFS is assessed against the early learning goals outlined in the ‘Statutory Framework for the Early Years Foundation Stage’.

The progress and development of pupils within KS1 and KS2 is assessed against the descriptors outlined in the national curriculum.

Assessment will be undertaken in various forms, including the following:

- Talking to pupils and asking questions
- Discussing pupils' work with them
- Marking work against the learning objectives
- Pupils' self-evaluation of their work

Formative assessment, which is carried out informally throughout the year, enables teachers to identify pupils' understanding of subjects and inform their immediate lesson planning.

Parents will be provided with a written report about their child's progress during the **Summer** term every year. This includes how well children have demonstrated our school values.

Class teachers and PSHE leaders will speak to pupils as to their wellbeing over a period of time.

Verbal reports will be provided at Parents' Evening during the **Autumn** and **Spring** terms.

The progress of pupils with SEND will be monitored by the **Inclusion Lead and Class Teacher**.

Resources and Equipment

The school has a selection of centrally-stored materials, tools and equipment to ensure that all pupils have access to the necessary resources.

The school library contains an array of resources and topic books to support pupils' research.

At the **start of every school year**, the **subject leader** will conduct an audit of the school's PSHE resources to ensure there is sufficient equipment for pupils. This will be shared with the Head of School and funds will be allocated where necessary.

The school also has access to the Jigsaw Scheme of Work and PSHE association, which both offer a range of resources.

Monitoring and review

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

All members of staff directly involved with the teaching of PSHE are required to familiarise themselves with this policy.

The scheduled review date for this policy is **September 2023**

.

APPENDICES TO SUPPORT SUBJECT AREA INCLUDING RESOURCES

PHSE Association (see login for year group)

Jigsaw scheme of work and resources

PSHE association toolkit

PSHE circle time planning in pink folders

Mindfulness cards

Bengeworth Multi Academy Trust

Brilliant People • Better Schools • Bright Futures

Bengeworth Multi Academy Trust

King's Road, Evesham, WR11 3EU

office@bengeworth.worcs.sch.uk

www.bengeworthtrust.co.uk

Company Registration Number: 08943457

UID: 16942

UKPRN: 10060770

