



Personal, Social, Health and Economic Education (PSHE) Policy

Completed by
C Eynon
April 2023

Introduction:

All pupils are entitled to a broad and balanced curriculum regardless of race, gender, religion or ability.

The DfE specified as part of its National Curriculum guidance that 'All schools should make provision for personal, social, health and economic education (PSHE), drawing on good practice'. The review also detailed:

"PSHE remains an important and necessary part of all pupils' education. We believe that all schools should teach PSHE, drawing on good practice, and have outlined this expectation in the introduction to the new National Curriculum" (Written Ministerial Statement: Review of Personal, Social, Health and Economic education, March 2013).

PSHE is a non-statutory subject within the National Curriculum. However, here at Minet Junior School we are committed to the development of the whole child and as a consequence we place Personal, Social, Health and Economic Education (PSHE) and Relationships and Sex Education (RSE) at the heart of all that we do. We recognise that schools support pupils to develop in many diverse aspects of life, and the responsibility of preparing pupils for their adult lives is one that Minet Junior School takes pride in, and assumes with integrity and purpose.

This policy outlines the Intent, Implementation and Impact of how PSHE is taught using a spiral curriculum in our school. The PSHE Policy should be read in conjunction with the following policies: RSE, SEND and Safeguarding. The Implementation of this policy is the responsibility of all teaching staff.

The school policy for PSHE reflects the consensus of opinion of the whole teaching staff and has the full agreement of the Governing Body.

Intent:

Our intention is that when children leave Minet Juniors, they will do so equipped with the knowledge, understanding and emotional awareness necessary to be able to play an active, positive and successful role in today's diverse society. Our curriculum is tailored to suit the needs of our community while meeting the standards set by the National Curriculum to ensure that pupils are best equipped to face any obstacles they may encounter in their futures. We aim for all students to be inclusive of others, respectful and confident individuals who are able to advocate for themselves and others in the local, national and global context of an ever-changing world to create globally-minded citizens. We want our pupils to know and understand what constitutes a healthy lifestyle and develop a growing awareness of a broad range of safety issues.

Our PSHE curriculum develops learning and results in the acquisition of knowledge and skills which will enable children to access the wider curriculum and prepare them to be a global citizen now and in their future roles within a global community through the lens of children's rights from the United Nations Convention on the Rights of the Child.

Pupil voice lies at the heart of our school and the curriculum and opportunities we offer our pupils mean that pupils grow into independent, active and responsible members of our school community playing an active part in decision making.

In order to flourish, thrive and develop into happy adults who contribute effectively to society, our curriculum is designed to encourage our students to:

- Think positively, creatively, critically and collaboratively
- Behave with integrity and develop responsibility
- Build resilience and emotional literacy
- Nurture mindfulness and self-reflection skills
- Understand their lives in a global context
- Have high aspirations for their futures

Implementation:

At Minet Junior School, our belief is that the skills of PSHE will enable children to find success and aim for excellence across the curriculum. Therefore, we have developed a tailored and personalised curriculum which is adapted to suit the needs of our community, based upon the Jigsaw PSHE scheme of work, the UNICEF Rights Respecting Schools Programme, the Skills Builder Accelerator Skillset and information from Public Health England. The curriculum is split into six units of work, one for each half term in school. The units include:

- Being Me in My World
- Aspirations
- Celebrating Difference
- Dreams and Goals
- Healthy Me
- Relationships

The curriculum at Minet Junior School equips our children with meaningful content, closely linked to the United Nations Convention on the Rights of the Child to help children contextualise their learning in a local, national and global context. Our curriculum is a spiral, progressive scheme of work covering all of the above which aims to prepare children for life by helping them to know and value who they are and understand how they relate to other people in this ever-changing world. There is a strong emphasis on emotional literacy, global citizenship building resilience, nurturing mental and physical health and communication and language skills.

At Minet Juniors, in addition to relationships education, we also teach some aspects of puberty which are covered in our Science Curriculum. Alongside this, we teach about different kinds of relationships and families because it is important that our children have a full understanding of the diversity of the world they live in and be prepared for life in Modern Britain.

At Minet Junior School, the emphasis placed on both PSHE and RSE blends seamlessly into everyday school life in order to maximise the impact of acquiring essential knowledge. Using a combination of the following ensures that all elements of the PSHE framework receive appropriate focus and emphasis:

- **The 6Rs:** The 6Rs listed below focus on the acquisition of key qualities that ensure pupils are able to meet Minet Junior’s PSHE Intent Statement. We believe that focusing on developing a ‘the 6Rs’ in our children will help them to build resilience, independence and confidence; embrace challenge; foster a love of learning; and increase their level of happiness. The level and depth of pupils’ understanding of the 6Rs progresses and deepens as they themselves mature during their journey through school. Positive Relationships are central to Minet Junior School’s values which are:
 - Respectfulness
 - Resilience
 - Responsibility
 - Resourcefulness
 - Readiness
 - Reflectiveness

The values are introduced to children in year 3, displayed in all classrooms and around the school and are regularly reviewed by class teachers. We do this through the language we use in class, praising children for their efforts, and using language to encourage children to change their way of thinking and through the leaves we award children weekly in our celebration assembly for the 6Rs which are displayed in the school hall. Once all 6 leaves have been acquired, children earn a golden leaf which enables them to receive special recognition from the Headteacher at the end of the school year.

- **Star of the Week:** Our weekly ‘Star of the Week’ certificate in merit assembly provides an opportunity to celebrate the successes of students both in the classroom and on the playground to further reinforce positive learning behaviours.
- **Weekly PSHE Lessons:** During weekly timetabled lessons, using a combination of bespoke resources and high-quality schemes of work, the following topics are taught in a systematic and progressive manner, spiralling on prior learning to develop student understanding:

Term	Unit Title	Content
Autumn 1	Being Me in My World	Includes understanding my place in the class, school and global community (as well as devising learning charters) and financial education
Autumn 2	Aspirations	Includes growth mindset learning, career education, teamwork and understanding of goal setting towards future ambitions
Spring 1	Celebrating Difference	Includes understanding anti-bullying (including cyber bullying) and the bystander effect, as well as work on diversity and understanding of others

Spring 2	Creating a Better Future	Includes working together to design and organise fund-raising events and awareness of global issues through UNICEF's annual Outright campaign
Summer 1	Healthy Me	Includes drugs and alcohol education, self-esteem and confidence as well as healthy lifestyle choices
Summer 2	Relationships	Includes understanding of friendship, family and other relationships, conflict resolution and communication skills.

- **Pastoral Care:** We have a robust pastoral team consisting of our attendance and admissions officer, learning mentors and a family support worker who support our students in a number of ways. This team provides support to our students and families through a number of interventions, workshops and groups which aid in the development of social skills, emotional regulation, communication, family routine, communication, resilience and understanding.
- **School Council:** The School Council at Minet Junior School is composed of pupils from year 3 through 6, with one pupil elected from each class to be their representative. Pupils are selected through a democratic process where the pupils put themselves forward as candidates and are then voted for by their peers. The School Council is a vehicle for pupil voice and provides a platform where this can be expressed in a meaningful and structured way to ensure that the opinions, views and ideas of all pupils can have an impact on decisions made in school. The School Council also co-ordinates all fund-raising activities in the school.
- **Rights Respecting Ambassadors:** The Rights Respecting Schools Ambassadors (RRSA) are selected by teachers upon entry in year 3. The RRSA group contains a representative from each class and works in conjunction with School Council to promote Rights-Informed approach to learning in our school. The RRSA discuss links between events in school and the UNCRC articles, ensure that children's rights are met across the school and discuss issues of children's rights in the local community. They provide another opportunity for pupil voice to be expressed in a meaningful way, and as the RRSAs remain the same during their time at Minet Juniors, they become the resident experts on children's rights in their classroom and for the school.
- **Positions of Responsibility:** At the start of each academic year, pupils are encouraged to apply for many roles and responsibilities on offer. Pupils in Year 6 are encouraged to apply for the important leadership positions of House Captain and Prefects, whilst pupils from across the school are encouraged to apply for a range of opportunities including School Council, Librarian, Eco-Champions, Litter Legends, Sports Leaders,

etc. Pupils can apply for a position of responsibility that reflects their personal interests and allows them to play an active part in the life of their school.

- **External Agency Provision:** Over the course of a school year, we have a number of visitors who come to our school from external agencies in order to provide supplemental workshops, performances, talks and presentations to our students as well as trips to facilities in our community to extend learning opportunities for our pupils. These include:
 - Knife Crime Workshop
 - Pedestrian Training
 - Authors
 - Emergency Services
 - Healthy Eating
 - Dental Workshops
 - Drugs, Nicotine and Alcohol Workshop
 - Bikeability Safety
 - Modern Slavery
 - Junior Citizen
 - Pantomime
 - Road Safety Theatre
 - Online Safety
 - Grooming and Child Criminal Exploitation
 - The School Nurse
 - Extremism
 - Cultural Speakers
 - Social Media Workshop
 - Transition Workshops
 - Personal Safety
 - Sustainability and Climate Change
- **Whole School Curriculum Themed Days:** Internet Safety, Anti-Bullying Week, World Thinking Day, The World's Largest Lesson, Science Week

Relationship and Sex Education (RSE):

RSE is taught in the summer term in 'Relationships'. Whereas relationships education is taught in PSHE, the biological elements of RSE are taught in KS2 science lessons through the 'Animals Including Humans' science unit. RSE is adapted for SEND. Correct scientific terminology for anatomical body parts are used by all teaching staff during these lessons.

Since 2020, our RSE curriculum includes different families including same-sex relationships. Teaching styles and planning will provide suitable learning challenges, a response to diverse needs, a range of different activities and an attempt to overcome potential barriers to learning. Where identified, small group work will be carried out with children who have different needs in their social and emotional learning.

Parents do not have the right to withdraw their children from statutory Relationships and Health Education lessons. Parents also cannot withdraw their children from the statutory National Science Curriculum. Parents have the right to withdraw their children from the non-statutory components of sex education (taught in year 6 only) within Relationships Education

Requests for withdrawal from these lessons should be put in writing and addressed to the headteacher. In the event of a child being withdrawn from a lesson, that child must stay in

school and will be assigned to another class until that specific lesson is over. Relationships Education Policy 2020.

If you withdraw your child from sex education lessons, the school cannot guarantee that your child will not hear about the content of lessons from other pupils e.g. on the playground, walking home from school. By withdrawing children from sex education lessons, they may seek the information from elsewhere e.g. friends, siblings, the internet. These sources of information are often incorrect and unreliable and can expose children to information which is not appropriate for their age.

Teaching Sensitive and Controversial Issues

Sensitive and controversial issues are certain to arise in learning from real-life experience. Teachers will be prepared to handle personal issues arising from the work, to deal sensitively with, and to follow up appropriately, disclosures made in a group or individual setting. Issues that we address that are likely to be sensitive and controversial because they have a political, social or personal impact or deal with values and beliefs include: family lifestyles and values, physical and medical issues, financial issues, bullying and bereavement.

Teachers will take all reasonable, practical steps to ensure that, where political or controversial issues are brought to pupils' attention, they are offered a balanced presentation of opposing views. Teachers will adopt strategies that seek to avoid bias on their part and will teach pupils how to recognise bias and evaluate evidence. Teachers will seek to establish a classroom climate in which all pupils are free from any fear of expressing reasonable points of view that contradict those held either by their class teachers or their peers.

Our school believes that RSE and Drug and Alcohol Education should meet the needs of all pupils, answer appropriate questions and offer support. In lessons that cover RSE provision, this should be regardless of their developing sexuality and be able to deal honestly and sensitively with sexual orientation, answer appropriate questions and offer support. Homophobic bullying is dealt with strongly yet sensitively. The school liaises with parents/carers on this issue to reassure them of the content and context.

Assessment and Monitoring

Pupil's personal and social development will be observed by members of staff in different contexts, like the classroom and playground, and a variety of activities including individual, paired and group work. Any concerns regarding their health or personal and social development will be put forward to class teachers and the SEN coordinator. If necessary these can then be discussed with parents and strategies can be implemented that will support the pupil in their development. PSHE is taught to children weekly and PSHE coordinators have monitoring days through the school year which will enable them to observe PSHE being taught through the school. Books will be reviewed to ensure that cross-curricular links have been made. Children have opportunities to show the progress made at the end of each half-term in a whole school assembly. They also have the chance to have a class assembly which usually is based on our termly themes.

Impact:

Pupils at Minet Junior School are confident, polite and considerate to both those familiar to them and those who are not. They have a sound understanding of the meaning and importance of our school values and the essential requirements for effective communication and the development of positive relationships; they leave us well-equipped to successfully embrace and enjoy secondary education with a very real view of being an effective and happy contributor in today's world. By the time our pupils leave for Secondary School and life beyond Minet Junior School, they will:

- be able to approach a range of situations and apply their skills and attributes to help navigate themselves through modern life
- be on their way to becoming healthy, open minded, respectful, socially and morally responsible, active members of society
- appreciate difference and diversity of others
- recognise and apply the British Values of Democracy, Tolerance, Mutual respect, Rule of law and Liberty
- be able to understand and manage their emotions
- be able to look after their mental health and well-being
- be able to develop positive, healthy relationship with their peers both now and in the future.
- understand the physical aspects involved in RSE at an age-appropriate level
- have respect for themselves and others
- have a positive self esteem

Policy Review

This policy is reviewed annually.

	Signed Headteacher	Signed Chair of Governors
Date of review:		
Date of next review:		