



Gosfield School

Personal, Social, Health, Economics Education Policy

Whole School Policy

The purpose of the PSHEE curriculum is to provide all pupils with opportunities to:

- Develop confidence and responsibility and make the most of their abilities.
- Prepare to play an active role as citizens through developing skills for living and valuing themselves and respecting others.
- Develop a healthy lifestyle.
- Contribute to their community and the wider world and becoming morally and socially responsible.
- Develop good relationships and respect the differences between people.

In line with the aims of the school we work on:

- Promoting physical fitness and creativity together with a positive attitude to maintain a healthy lifestyle.
- Developing self-confidence, self-esteem and personal responsibility, recognising the importance of human relationships based on understanding, tolerance and respect.
- The development of social awareness, a concern and feeling for others and the promotion of professionalism, kindness, honesty and integrity.
- Developing independence, adopting the 'Girls on Board' programme is an approach which helps girls to understand the complexities and dynamics of girl friendships. The approach empowers girls to solve their own friendship problems and incorporates all year groups in the senior school.

We create a safe and supportive learning environment by recognising that PSHEE education works within pupils' real-life experiences, it is essential to establish a safe learning environment. Clear 'ground rules' and a confidentiality policy that is understood by all are important elements of creating this. We ensure that where pupils indicate that they may be vulnerable and at risk, they will get appropriate support by referral to the pastoral team and safeguarding lead where appropriate.

Definition

PSHEE encompasses all areas designed to promote pupil's personal, social, health and economic development.

Overarching concepts developed through the programme of study:

- Identity (their personal qualities, attitudes, skills, attributes and achievements and what influences these; understanding and maintaining boundaries around their personal privacy, including online).
- Relationships (including different types and in different settings, including online).
- A healthy (including physically, emotionally and socially), balanced lifestyle (including within relationships, work-life, exercise and rest, spending and saving and lifestyle choices).

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- Risk (identification, assessment and how to manage risk, rather than simply the avoidance of risk for self and others) and safety (including behaviour and strategies).
- To employ in different settings, including online in an increasingly connected world
- Diversity and equality (in all its forms, with due regard to the protected characteristics set out in the Equality Act 2010).
- Rights (including the notion of universal human rights), responsibilities (including fairness and justice) and consent (in different contexts).
- Change (as something to be managed) and resilience (the skills, strategies and 'inner resources' we can draw on when faced with challenging change or circumstance).
- Power (how it is used and encountered in a variety of contexts including online; how it manifests through behaviours including bullying, persuasion, coercion and how it can be challenged or managed through negotiation and 'win-win' outcomes).
- Careers (including enterprise, employability and economic understanding).

These concepts are promoted in a way that promotes British values of democracy; the rule of law; individual liberty; mutual respect for and tolerance of those with different faiths and beliefs and for those without faith.

Link with SMSC

PSHEE is very closely linked to Social, Moral, Spiritual and Cultural development (SMSC), where the definitions of these terms are outlined as:

- **Spiritual** - Explore beliefs and experience; respect faiths, feelings and values; enjoy learning about oneself, others and the surrounding world; use imagination and creativity; reflect.
- **Moral** - Recognise right and wrong; respect the law; understand consequences; investigate moral and ethical issues; offer reasoned views.
- **Social** - Use a range of social skills; participate in the local community; appreciate diverse viewpoints; participate, volunteer and cooperate; resolve conflict; engage with the '*British values*' of democracy, the rule of law, liberty, respect and tolerance.
- **Cultural** - Appreciate cultural influences; appreciate the role of Britain's parliamentary system; participate in culture opportunities; understand, accept, respect and celebrate diversity.

Explicit opportunities to promote pupils' development in these areas are provided in framework for personal, social and health education.

In Prep School and Nursery we use SCARF, a comprehensive scheme of work for PSHE and Wellbeing education. It covers all of the DfE's new statutory requirements for Relationships Education and Health Education, including non-statutory Sex Education, and the PSHE Association's Programme of Study's recommended learning opportunities, as well as contributing to different subject areas in the National Curriculum. Class teachers follow the suggested six half termly units provided by SCARF for each year. Lessons can be a weekly standalone PSHE lesson or be cross curricular. There is planned progression across the SCARF scheme of work, so that children are increasingly and appropriately challenged as they move up through the school.

In the appendices can be found the SCARF medium term planning for both Key stage 1 and 2 and the Early Years Foundation Stage as well an overview of our Science programmes of study.

The Early Years Foundation Stage

In the Early Years Foundation Stage, PSHE education is about making connections; it's strongly linked to child-led activities, including play. PSHE is taught through activities that are part of topics, as well as on an individual basis to develop personal skills such as dressing, feeding and toileting. Positive experiences

are built through daily opportunities, to share and enjoy a range of different activities. Children are given the opportunity to engage in social activities, as members of a small group or occasionally during whole-school activities.

KS1 and KS2

The SCARF programme divides the year into 6 themed units:

1. Me and My Relationships: includes content on feelings, emotions, conflict resolution and friendships;
2. Valuing Difference: a focus on respectful relationships and British values;
3. Keeping Myself Safe: looking at keeping ourselves healthy and safe
4. Rights and Responsibilities: learning about money, living the wider world and the environment;
5. Being My Best: developing skills in keeping healthy, developing a growth mindset (resilience), goal-setting and achievement;
6. Growing and Changing: finding out about the human body, the changes that take place from birth to old age and being safe.

Years 7 to 11

In the Senior School, PSHE education is delivered through the Jigsaw Programme, covering statutory Relationships, Sex, and Health Education (RSHE) in line with the 2019 guidance. The curriculum is organised around three core themes: Health and Wellbeing, Relationships, and Living in the Wider World. These themes are woven into six half-termly units (Puzzles) each year, ensuring a progressive and spiral approach across all year groups.

In Years 7-9, students build on the knowledge, understanding, skills, attributes, and values they have acquired during the preparatory phase. The PSHE curriculum acknowledges and addresses the changes that young people experience, beginning with their transition to secondary school, navigating adolescence, and their increasing independence.

The curriculum follows the Jigsaw structure, beginning each year with 'Being Me in My World', progressing through themes like 'Celebrating Difference', 'Dreams and Goals', 'Healthy Me', 'Relationships', and 'Changing Me'. These units enable students to develop their emotional literacy, mindfulness, self-awareness, and stress management skills. The PSHE education equips students with the knowledge and skills needed to thrive in a rapidly changing world. This includes:

- Managing diverse relationships: Students are taught to foster positive and healthy relationships, both online and offline. They learn about consent, respect, and how to challenge unhealthy relationships and bullying.
- Navigating their online lives: There is a strong focus on digital literacy, helping students understand the risks and responsibilities of online interactions, social media, and the importance of maintaining online safety and privacy.
- Challenging influences of peers and the media: Students explore how media and peer pressure shape their decisions and self-image, and are provided with strategies to make informed, independent choices.

The programme's approach ensures that PSHE is not only taught in lessons but reinforced throughout school life, helping to create a supportive, respectful, and inclusive environment where all students can thrive. The Jigsaw curriculum is divided into six thematic units (Puzzles) that follow a logical progression throughout the academic year, allowing students to build on their knowledge incrementally:

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- Being Me in My World (Autumn 1): Focuses on personal strengths and self-esteem.
- Celebrating Difference (Autumn 2): Addresses media influence and self-perception.
- Dreams and Goals (Spring 1): Develops resilience and coping strategies.
- Healthy Me (Spring 2): Explores wellbeing and emotional management.
- Relationships (Summer 1): Focuses on mental health and safe relationships.
- Changing Me (Summer 2): Covers physical health, safety, and growth.
- Each Puzzle is structured with clear learning intentions.

Jigsaw's curriculum covers all statutory requirements for RSHE and aligns with the PSHE Association Programmes of Study. The content is designed to meet the needs of students from ages 11-16, ensuring comprehensive coverage of essential topics. Jigsaw embeds a strong safeguarding focus throughout the curriculum, with a clear emphasis on positive mental health and respect for self. Mindfulness practices are integrated to support self-regulation and emotional resilience. The approach encourages student engagement through a mature and inclusive perspective. The Jigsaw Programme is meticulously designed to fit seamlessly into the three core themes of our PSHE education framework.

Theme 1: Health and Wellbeing

- The Jigsaw Programme addresses Health and Wellbeing by providing students with a structured approach to understanding and managing their physical and emotional health. Through its units, Jigsaw encourages self-reflection, promotes positive mental health, and teaches practical strategies for resilience. It covers topics such as body image, emotional regulation, and the importance of balanced lifestyles, ensuring students have the tools to manage their wellbeing effectively.

Theme 2: Relationships

- In the Relationships theme, Jigsaw offers comprehensive resources for exploring and understanding different types of relationships. It guides students through developing healthy, respectful relationships, understanding consent, and navigating complex social dynamics. Jigsaw's focus on communication skills, empathy, and managing relationship challenges supports students in building and maintaining positive connections with others.

Theme 3: Living in the Wider World – Economic Wellbeing and Being a Responsible Citizen

- Jigsaw contributes to this theme by preparing students for their roles as responsible citizens and future professionals. It provides insights into career planning, financial literacy, and the importance of making informed decisions. Jigsaw's emphasis on social responsibility, understanding career opportunities, and managing online presence equips students with the skills needed for economic wellbeing and responsible citizenship.

By integrating the Jigsaw Programme across these core themes, we ensure a holistic approach to PSHE education that supports students in their personal development, social interactions, and future aspirations.

Theme 1: Health and Wellbeing

- **Autumn 1: Being Me in My World**
- **Recognising Uniqueness and Building Self-Confidence:** Students explore how recognising and demonstrating their unique personal strengths can enhance self-confidence, self-esteem, and overall wellbeing. This includes understanding how these strengths contribute to their personal health and resilience.
- **Autumn 2: Celebrating Difference**
- **Impact of Media and Self-Perception:** Students analyze how media and social media influence their self-perception and body image. They develop critical thinking about the impact of these platforms on physical and mental health, learning strategies to manage media influence and reinforce positive self-image.
- **Spring 1: Dreams and Goals**
- **Resilience and Coping Strategies:** Students learn simple strategies to build resilience against negative opinions and judgments. They explore techniques for responding to setbacks and disappointments, including the value of mindfulness, positive relationships, and physical activity in supporting emotional wellbeing.
- **Spring 2: Healthy Me**
- **Understanding Wellbeing and Resilience:** Students gain an understanding of what affects their wellbeing and resilience, including life changes, relationships, and personal achievements. They learn to identify and articulate a range of emotions, manage internal and external influences on their health, and build strategies for maintaining a balance between various aspects of life, including school, leisure, and online activities.
- **Summer 1: Relationships**
- **Managing Emotional and Mental Health:** Students explore the characteristics of good mental health and strategies for managing mental and emotional health. They are taught to recognize when they or others need help, access support, and challenge mental health stigma. The curriculum includes the importance of healthy relationships and managing personal safety, particularly in online contexts.
- **Summer 2: Changing Me**
- **Physical Health and Safety:** Students learn about maintaining physical health, including the importance of sleep, balanced diet, and exercise. They discuss the role of personal health responsibilities, such as dental check-ups and vaccinations. The curriculum also addresses the risks associated with substance use, including the safe use of medications and the management of addiction and dependence. Topics like puberty, menstrual wellbeing, and contraception are covered in an age-appropriate manner.

Theme 2: Relationships

- **Autumn 2: Celebrating Difference**
- **Understanding Relationships:** Students explore different types of relationships, including familial, friendships, romantic, and intimate relationships. They learn to identify the indicators of positive and healthy relationships versus unhealthy ones, including those that occur online.
- **Diversity and Identity:** Students understand the diversity among individuals, including differences in race, culture, ability, sex, gender identity, age, and sexual orientation. They also learn about the distinctions between biological sex, gender identity, and sexual orientation.
- **Spring 1: Dreams and Goals**
- **Sexual Attraction and Sexuality:** Students recognize that sexual attraction and sexuality are diverse. They explore personal values in friendships, love, and sexual relationships and develop

an understanding of how media portrayal of relationships and sex (including pornography) can influence expectations.

- Commitment and Trust: Students understand that marriage is a legal, social, and emotional commitment that should be entered into freely and never through threat or coercion. They learn about the importance of trust in relationships and behaviors that can either build or undermine trust.
- **Spring 2: Healthy Me**
- Media Influence and Personal Values: Students evaluate how media portrayals affect expectations of relationships and sex. They clarify and develop personal values related to friendships and romantic relationships, focusing on responsible and respectful behaviors.
- Managing Positive Relationships: Students learn how to safely and responsibly form, maintain, and manage positive relationships, including those online. They develop skills in team working, active listening, clear communication, negotiation, and compromise.
- **Summer 1: Relationships**
- Risk Management and Emotional Management: Students identify and reduce risks from online interactions with unfamiliar individuals and learn when and how to access help. They also develop strategies to manage strong feelings that relationships can cause, including sexual attraction.
- Conflict Resolution and Substance Influence: Students develop conflict management skills and strategies for reconciling after disagreements. They explore how drugs and alcohol can influence decision-making in relationships and social situations.
- **Summer 2: Changing Me**
- Handling Relationship Changes: Students learn to manage the breakdown of relationships, including dealing with loss, separation, divorce, and bereavement. They are taught strategies for managing these changes and accessing support.
- Consent and Communication: Students learn about the law relating to sexual consent and how to seek, give, not give, and withdraw consent in all contexts, including online. They understand that the seeker of consent is legally and morally responsible for ensuring consent is given and respected.
- Intimate Relationships and Safe Practices: Students explore the importance of pleasure in intimate relationships and develop communication and negotiation skills for contraceptive use. They learn about the risks of unprotected sex, the consequences of unintended pregnancy, and available sources of support.
- Family Roles and Peer Influence: Students examine the roles and responsibilities within families, including those of parents, carers, and children. They learn about the nature and importance of stable, long-term relationships for family life and child-rearing.
- Peer and Gang Influence: Students recognize peer influence and develop strategies to manage it, including in online contexts. They learn about the factors leading to gang involvement, the social, legal, and physical consequences of gang behavior, and strategies for managing gang pressures, including exit strategies and accessing support.
- Weapon Carrying and Risk Management: Students understand motivations, misconceptions, and consequences related to carrying weapons. They explore strategies for managing pressures to carry a weapon.

Theme 3: Living in the Wider World – Economic Wellbeing and Being a Responsible Citizen

- **Spring 2: Healthy Me**
- Study and Personal Development Skills: Students develop key skills in studying, organization, research, and presentation. They review their strengths, interests, skills, qualities, and values, and use this understanding to set realistic yet ambitious targets and goals.

- **Employability Skills:** Students learn about the skills and attributes valued by employers, as well as the skills needed to engage in enterprise. They understand the importance of being a lifelong learner and explore options available to them at the end of Key Stage 3.
- **Summer 1: Relationships**
- **Career Pathways and Decision Making:** Students explore different routes into work, training, and other vocational and academic opportunities, including progression routes. They learn about setting ambitious goals and being open to opportunities, while recognizing and challenging stereotypes and cultural expectations that may limit their aspirations.
- **Understanding Work and Employment:** Students study various types and patterns of work, including employment, self-employment, and voluntary work. They learn that everyone has a unique pathway through life, education, and work, and clarify their early aspirations and employment rights and responsibilities.
- **Summer 2: Changing Me**
- **Financial Wellbeing:** Students assess and manage risks related to financial decisions, understanding values and attitudes towards finance. They evaluate social and moral dilemmas about money, including the influence of advertising and peers, and recognize financial exploitation in contexts such as online scams and illegal activities.
- **Digital Citizenship and Privacy:** Students learn how features of the internet can amplify risks and opportunities, including the speed and scale of information sharing, blurred public and private boundaries, and the perception of anonymity. They establish personal values and boundaries regarding privacy and develop strategies to manage personal information and images online safely.
- **Autumn 1: Being Me in My World**
- **Social Media and Online Engagement:** Students explore the benefits and positive uses of social media, including opportunities for engaging with diverse viewpoints on various issues. They recognize the importance of seeking a variety of perspectives and assessing evidence supporting different views.
- **Decision Making and Media Literacy:** Students learn to make informed decisions about media and digital content, developing skills to act on these decisions appropriately. They understand how online presentations can impact people positively and negatively and learn to respond effectively when things go wrong online, including seeking support and reporting issues.
- **Autumn 2: Celebrating Difference**
- **Influence of Extreme Views:** Students recognize the potential influence of extreme views on attitudes and behaviors and develop strategies for responding to and managing such influences. They understand how to navigate online spaces responsibly and uphold positive digital citizenship.

In Years 10 and 11, students build upon the knowledge, skills, and values acquired during Key Stage 3, with a focus on deepening their understanding and extending their capabilities. The PSHE education in these years is designed to prepare students for the transition to adulthood, emphasizing greater personal responsibility and the ability to manage complex situations independently.

- **Spring 1: Dreams and Goals**
- **Deepening Knowledge and Skills:** Students enhance their understanding of career planning, goal setting, and personal aspirations. They explore how to set and achieve realistic yet ambitious targets and reflect on their progress and future aspirations.
- **Spring 2: Healthy Me**
- **Extended Learning and Rehearsal:** Students refine their skills in managing health and wellbeing, including physical, mental, and emotional health. They build on previous learning to develop more sophisticated strategies for maintaining balance and resilience in their lives.

- **Summer 1: Relationships**
 - Exploring Attitudes and Values: Students further explore and challenge their attitudes towards relationships, focusing on developing and maintaining healthy, respectful relationships in various contexts, including romantic, family, and peer relationships.
- **Summer 2: Changing Me**
 - Preparation for Independence: As students approach the end of their school years, they are prepared for greater independence. They learn to manage responsibilities related to adult life, including financial decision-making, legal responsibilities, and personal health and safety.
- **Autumn 1: Being Me in My World**
 - Transition to Adulthood: Students reflect on their evolving roles and responsibilities as they move towards adulthood. They explore how to manage their personal and professional lives effectively, taking on greater responsibility for themselves and their communities.
- **Autumn 2: Celebrating Difference**
 - Understanding Diversity and Responsibility: Students deepen their understanding of diversity and the importance of inclusivity. They explore how to act as responsible citizens in a diverse society, challenging stereotypes and promoting equality.

Throughout Years 10 and 11, the PSHE curriculum supports students in preparing for their future roles as adults. It emphasizes the development of personal attributes and skills that will enable them to navigate the complexities of adult life with confidence, responsibility, and empathy

Monitoring and Assessment

Responsibility for Monitoring

- All staff members—including teachers, learning support assistants, midday staff, and administrative staff—are responsible for noting and reporting significant aspects of individual students' personal and social development. This collaborative approach ensures that each student's growth is observed from multiple perspectives.
- Reflective Practice and Assessment
- In PSHEE, providing students with opportunities to reflect on their learning is essential. This reflection not only enhances their motivation but also underscores the value of their personal development. While assessing attributes such as self-confidence, identity, and values can be challenging, students can gauge their progress through self-reflection. For instance, students may assess whether they feel more confident or have a stronger sense of their beliefs following a series of lessons.
- Assessment Approaches
- To effectively assess PSHEE learning, we utilise several methods:
- Ipsative Assessment: Central to our assessment approach, Ipsative assessment measures a student's progress by comparing their current performance to their previous performance. This method focuses on individual growth, with benchmarks set against the student's own starting point rather than peer performance or external standards.
- Self-Assessment and Peer Assessment: Encouraging students to engage in self-assessment and peer assessment helps them develop self-awareness and personal responsibility. These assessments provide valuable insights into their learning journey and support collaborative learning.
- Teacher Observation and Feedback: Teachers monitor student progress through observations and interactions during PSHEE lessons. Constructive feedback is provided to help students understand their development and identify areas for further improvement.
- Jigsaw Workbooks and Journals: Each Puzzle includes a "workbook" of summative assessment tasks, located in Piece (Lesson) 6. These workbooks can be completed as a whole or divided into

activities throughout the Puzzle. They serve as an ongoing record of each student's learning for the year and align with the NCFE Levels 1 and 2 Awards in Relationships, Sex and Health Education. Students are also encouraged to maintain a Jigsaw Journal, which serves as a portfolio of their learning experiences. Journal covers are available on the Jigsaw website, offering a practical way to compile and reflect on their work.

- Reflective Opportunities: Regular opportunities for personal reflection, either individually or through group discussions, are integrated within lessons. This reflection supports students in articulating their learning journey and evaluating their own progress.

Avoiding Traditional Grading

- Assessment in PSHEE should not focus on traditional levels, grades, or pass/fail outcomes. Instead, the emphasis is on personal development and self-improvement. Our goal is to create a supportive environment where students can understand and appreciate their own growth, guided by their starting points and individual progress.
- By integrating these assessment strategies, we ensure that the evaluation of PSHEE education is meaningful and supportive of each student's personal development.

The Sixth Form

The sixth form has two programmes that cover the SMSC and PSHEE aspect of post 16 curriculum. We use the Ivy House Award, this is delivered over 20 sessions, The Award first supports students in discovering their unique character; who they are, what they want and how they can play to their strengths and then develops a core set of skills critical to future success. Developing ownership, initiative, resilience, confidence and self-leadership, The Award bridges the gap between education and work, equipping students with the knowledge and skills to enable them to thrive, whatever their chosen path.

Students learn how to take ownership of their future and stand out in a globally competitive world, impacting:

How they lead themselves and others

The relationships they build

The careers and paths they choose

Their self-confidence and wellbeing

The impact they make on the world

In Sixth Form the PSHE curriculum is part of the Life Skills Programme. The Life Skills Programme is specifically designed to allow students to develop their financial, social, political, cultural, and spiritual awareness of the world around them. Also, to guide them to be prepared for the course they aspire to study at tertiary education through UCAS or possible different means which the students may wish to follow. Futures and Skills, however, is not solely what is offered to students, support, and raising awareness of the Fundamental British Values is integral. This is all covered in Life Skills, we do full modules on different options alongside UCAS, further provision is represented through some of the processes and opportunities as per below:

- Invitation of speakers with reference to the British Law
- Support for Sixth Form students to understand they are leaders of the school's pupil body through Sixth Form briefings
- Democratic elections for candidates in the student leadership programme
- Democratic elections for the House Leaders within the House system

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- School Pupil Parliament – run by the Assistant Principal Pastoral with representatives from Years 7-13 and School Captains
- Support and guidance in undertaking leading positions within the school
- Tolerance and respect of other cultures' faith through whole school assemblies
- Encouraging students to volunteer through the Duke of Edinburgh Award, World Challenge and House activities led by student House Leaders
- Entrepreneurial opportunities through Futures and Skills apprentice – Ivy House scheme/ Scholarship programme
- By running clubs for younger pupils where Sixth Form students have a skill set to share Students currently help HBO in prep and many students assist with lessons in prep, reading and music are an example
- Peer Support/ Mentoring for pupils in Years 7 and 8
- Oxbridge in UCAS Activities with the participation of Sixth Form students
- Public speaking through allocated school assemblies, students also speak at Open Evening and on speech day etc.
- Individualised fortnightly tutorials Impartial Careers Guidance
- Individualised meetings with Year 11 pupils and their parents offering guidance and support in making informed decisions on their A level choices organised by the Head of Sixth Form
- Year 11 Taster Day and Taster Lessons for an impartial understanding of requirements on Sixth Form level tailored for pupils only
- Sixth Form Open Evening guidance and information for both Year 11 pupils and their parents on Sixth Form options - meeting with Heads of Department on suitability of courses
- Fast Tomato Careers Services
- Optional Morrisby Psychometric Test
- Careers Convention Day
- Tutor assigned for individual students with expertise on the Sixth Form process
- Advice offered by Admission Tutors from Russell Group and other tertiary institutions as part of the Examinations Evening and the Sixth Form Open Evening (at least twice yearly)
- University Taster Days promoted to students through the Sixth Form Information boards, the Head of Sixth Form's briefings – students urged to visit Universities of their choice twice every term since the start of their Sixth Form studies
- Impartial individualised meetings with Head of Futures and Skills for guidance and support on career choices
- Oxbridge awareness sessions 6
- UCAS process – Seven Steps for support with student university choices and application
- UCAS Convention Day – allowing students to talk with representatives of the Universities they would like to apply and attend

In the Prep and Senior School PSHEE Education is covered through a combination of:

- Discrete timetabled lessons, or as part of the tutor programme
- Teaching PSHEE and Citizenship through, and in, other subject/curriculum areas (for example in Science, History, REP, politics, tutor time and assemblies)
- School events and activities (for example off site visits and school celebrations)

Planning, Teaching and learning for all areas of PSHEE

We teach PSHEE Education to all pupils at Gosfield school. In the Prep School there is one discrete lesson weekly in the Senior School, one lesson a week in years 7-9 and weekly sessions within the tutor programme for years 10 and 11. The scheme of work in place uses themes from the PSHEE association and themes that are linked to whole-school themes (for example anti-bullying week) or in response to a specific identified need within a class (such as a parent reporting concerns over alcohol use) or a national or international news item.

Teachers provide learning opportunities that are matched to the individual needs of all pupils including those with learning difficulties. PSHEE Education themes are often completed cross curricular through other subjects, in particular, Science, Geography, Drama, Languages and English. We use a range of teaching and learning styles. We place emphasis on active learning by including pupils in discussions, investigations and problem-solving activities. As they move through school, we encourage pupils to take part in a range of practical activities that promote active citizenship, for example charity fundraising and class assemblies.

Our school ensures that the Relationships and Sex Education (RSE) elements of the PSHEE education programme are relevant to all pupils; whatever their gender identity. All pupils learn together about all the changes that someone may experience as they go through puberty to help develop empathy and understanding and to reduce incidences of teasing or stigma. This will also ensure any child that is gender questioning will have access to RSE that is relevant to the puberty they are likely to experience.

Our school acknowledges different ethnic, religious and cultural attitudes, as well as recognising that pupils may come from a variety of family situations and home backgrounds. These different families are acknowledged through our teaching and the use of resources that promote diversity and inclusion in Relationships Education.

Differentiation for SEN and Able Pupils

Throughout their school career pupils will be at different levels of maturity, will have varied life experiences and a range of attitudes and feelings. Lessons should be planned to allow their perceptions to be articulated, with all contributions being valued and respected. In relation to some sensitive issues, such as relationship and sex education or drug education, the teacher needs to ensure that the teaching point is conveyed in language that is accessible and appropriate to the pupils.

Teachers may need to use different resources, activities or provide specific support depending on the needs of their pupils. The programme should be broad and balanced and provide for pupils' different learning styles.

Monitoring and assessment

All teachers, learning support assistants, midday staff and administrative staff are responsible for informing the teachers about notable points of personal and social development in individual pupils.

In PSHEE it is important for pupils to have opportunities to reflect on their learning; assessment also increases pupils' motivation and improves learning as their raised awareness of their development illustrates the value of their learning. The essential skills and attributes identified in the programme of study are a difficult aspect of learning to assess such as a pupil's self-confidence or sense of their own identity and values. However, pupils themselves will be able to judge, for instance, whether they feel more confident, or have a firmer sense of their own beliefs and opinions than they did before a particular series of lessons. Such personal reflection in PSHEE education lessons is essential, so ensuring pupils have time and space within the lessons to reflect on this, either privately or through discussion, is a vital part of the assessment process. Assessing learning in PSHEE education must therefore use a combination of teacher assessment and pupil self and peer assessment. It would be inappropriate for assessment in PSHEE education to be about levels or grades, passing or failing.

Review and Monitoring

The policy is monitored and reviewed by:

- Head of PSHEE
- Head of Prep School
- Head of Sixth Form
- Senior Leadership Team (SLT)
- Governors

Appendices:

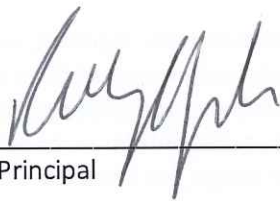
SCARF Curriculum content for Nursery and Prep PSHE lessons

<https://www.coramlifeeducation.org.uk/scarf/lesson-plans/policy-and-planning>

Please refer to our RSE Policy

Signed _____

Mr Rod Jackson, Principal



Date _____

24/01/24