

Personal, Social and Health Education (PSHE) Including Citizenship and Relationships and Sex Education (RSE)

This policy incorporates Personal, Social, Health Education (PSHE), Relationships and Sex Education and Citizenship and when reference is made to 'PSHE' it also includes RSE and Citizenship as appropriate.

Introduction to The Villa's PSHE Policy and Curriculum:

The Education Act 2002 requires all schools to teach a curriculum that is, "broadly based, balanced and meets the needs of pupils". Schools must "promote the spiritual, moral, cultural, mental and physical development of pupils at the school and of society, and prepare pupils at the school for the opportunities, responsibilities and experiences of later life", while having a duty to keep pupils safe.

Our curriculum has been planned in a way that allows our children to make sense of and relate to their world and their own experiences. There are lots of opportunities to allow every child to see the world through an inclusive lens, where they can learn about different cultures, genders, people and families of different orientations. RSE is taught as explicit lessons through the PSHE curriculum but is also embedded in other areas of the curriculum and day-to-day life of the school including assemblies.

Over the last 4 years, we have developed our own tailor-made PSHE and Citizenship curriculum at the Villa which draws from multiple sources. This has been deliberately and consciously designed to be fully in line with the learning outcomes and core themes outlined in the PSHE Association's Programme of Study whilst also incorporating additional statutory requirements such as RSE. The PSHE Association is both recommended and referred to by the DfE in all key documentation relating to effective PSHE provision in schools as well as being held in high regard within the sector.

The PSHE Association's 3 core themes are:

Health and Wellbeing

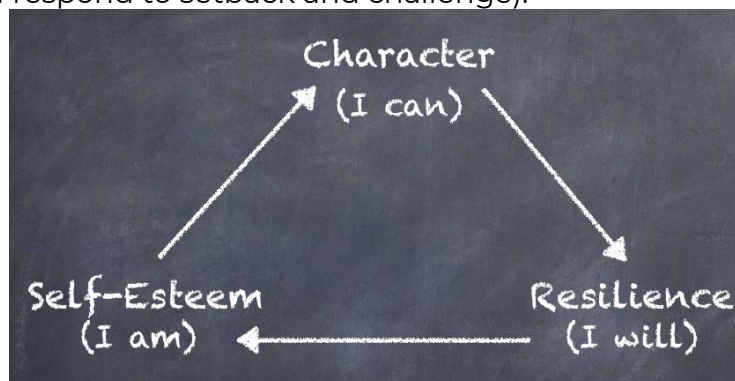
Relationships

Living in the Wider World

These 3 core themes are primarily delivered through our Twinkl Scheme of work but are also incorporated into our wider Villa Wellbeing Framework:

Our intention at the Villa is not just to provide our children with knowledge but to equip them with the personal, social and emotional tools for life that empower agency and self-efficacy. We want our children to be developing a personal toolkit that they see as useful in how they are enabled to engage with themselves and the world around them. For this reason, we have developed an umbrella 'Tools for Life' framework that incorporates the PSHE Association's learning outcomes alongside drawing from multiple areas such as positive psychology, neuroscience, growth mindset and child development pedagogy. The framework is designed to be simple and practical so that any child, parent, teacher can recall and draw from it quickly.

Through research and collaboration with experts, we continue to develop our wellbeing provision around three core strands of child development: Self-esteem (How I see myself), Character (How I engage with myself and my world) and Resilience (How I respond to setback and challenge).



We teach this to the children as, 'I am', 'I can' and 'I will'. As well as being explicitly taught through our PSHE curriculum and assemblies' program, these 3 core strands are woven into the daily life and DNA of the school.

*For more information on the curriculum topics and modules covered, see our '[PSHE Curriculum and Progression of Skills](#)' document.

All Staff have received training and are confident to deliver and support PSHE both through our formalised teaching sessions and informal promoting of the Villa framework for wellbeing.

How was the policy developed?

This policy has been produced by the PSHE coordinator with the support of the headteacher alongside consultation from teaching staff, parents and carers with advice sought from Southwark Education.

Purpose of the policy

- Demonstrates to the school community the importance of PSHE
- Gives information about how it is provided in school and what is taught
- Provides guidance to staff about the content, organisation and teaching of PSHE
- Gives information about how parents and carers can support PSHE
- Sets out how PSHE contributes to the school meeting its statutory duties
- Demonstrate how the teaching of PSHE meets the school's safeguarding obligations and complies with the Equality Act 2010 to prevent discrimination, harassment and victimisation, advance equality of opportunity and foster good relations between different groups

Links to other policies

This Policy should be read alongside other related policies and statutory duties: Behaviour, anti-bullying (as part of behaviour policy), Child Protection and Safeguarding, Teaching and Learning, Online Learning and Equality.

Definition of PSHE

PSHE gives children knowledge, understanding, and skills and helps them explore and develop attitudes and values to live healthy, safe, fulfilled and responsible lives. It helps them manage feelings, learn about how to be healthy and safe and understand relationships. It covers physical health, emotional health and wellbeing, sex and relationship education, citizenship (including helping them to develop attitudes and values to become informed, active and responsible citizens in modern Britain), anti-bullying, safety (including e-safety and anti-bullying), personal finance education and the environment. Teaching PSHE helps to ensure that all children develop respect for others and for difference, and tolerance and understanding of all aspects of diversity. We want all children to understand and feel accepted in the society they are growing up in and for every child in our school community to thrive in modern Britain and beyond.

Health Education

As part of the PSHE curriculum we cover the characteristics for positive physical and mental health which includes sessions on exercise, healthy eating, emotional regulation, screen time and internet safety.

Relationships Education

As part of the PSHE curriculum we teach statutory Relationships Education. The aim of this is to teach in an age-appropriate way what makes positive, healthy relationships – friendships and family relationships* and relationships with other children and adults. Our youngest children will be taught about taking turns, being kind and respectful. As they get older, this will include online safety and appropriate online behaviour. Parents do not have the right to withdraw their children from statutory Relationships Education.

**The Government guidance “expects all pupils to have been taught LGBT content at a timely point as part of this area of the curriculum”. We will not have specific LGBT lessons but through our teaching across the whole curriculum we will help children to understand the society in which they are living and growing up in, as well as be respectful of others and differences. Teaching about different families is part of the Relationships Education curriculum and we aim to reflect the broad range of experiences amongst pupils and ensure all pupils feel their family is valued, such as: single parent families; divorced parents; parents who are married, parents who are*

not married; lesbian, gay or bisexual parents; children living between two homes; in foster homes; in residential homes and living with relations other than biological parents. We will emphasise the importance of strong and supportive relationships, including heterosexual and gay marriage and civil partnerships, for family life and bringing up children. Children will learn that other people's families may not be the same as their own, however although they are different their love and care for one another is what is important and that we respect one another's differences. When children learn about bullying and discriminatory language they will learn that this can happen because people are different or perceived to be different, and this can be because they have a different religion, are a different race, have a disability, or a different sexual orientation.

How will children be taught PSHE?

PSHE is a planned part of the curriculum that is delivered through class lessons, small group work, 1to1 sessions and whole school assemblies as well as additional extra-curricular visits and experiences.

Our tailor-made scheme of work reflects the statutory requirements in the DfE Guidance that describes what needs to be taught by the end of KS1. Using this as a baseline, we have planned and developed a spiral curriculum that builds up so that the knowledge, skills and attitudes are appropriate to the age and maturity of pupils and progress from one year to another, building on what has been learnt in previous years as well as deepening and extending (For more information see our '[PSHE Curriculum and Progression of Skills](#)' doc)

All class teachers teach PSHE and, where relevant, outside visitors support and enhance the curriculum, such as parents/carers, school nurses, police, fire service, health professionals and theatre in education.

All visitors are expected to work within the framework of this PSHE policy and the school protocol for involving outside visitors. We make the policy available to visitors.

Teaching methods:

Teachers have the same high expectations of pupils learning in PSHE as they would in any other subject and in addition, we ensure that:

- When starting a new topic, we find out children's prior knowledge to help plan the teaching as well as value and incorporate pupil voice for anything they would like to learn about within that area.
- Pupils have opportunities to express their views and listen to others and respect different beliefs and views, to research and evaluate information and make informed decisions.

- Through PSHE, teachers promote the values of the school and will challenge opinions or behaviours that are prejudicial or discriminatory or are contrary to fundamental British values
- Teachers set a group agreement or ground rules with pupils to ensure that an atmosphere is created where pupils feel able to ask questions, discuss concerns, talk about feelings and relationships, but do not discuss or ask private information of each other or the teacher.
- We answer questions honestly and sensitively, appropriate to the age and maturity of the pupils. Some questions may not be answered immediately if the teacher feels they need to consult with the Headteacher and some questions may be more appropriately answered on a one-to-one basis, rather than with the whole class. In Year 2, we sometimes provide a question box so that pupils can anonymously ask questions and these are then answered by the class teacher.
- Resources and source material such as stories are chosen to ensure that they are appropriate to the age and maturity of pupils. They take into account equality of opportunity through their use of language, cultural attitudes, family make-up and images, including body image, avoiding stereotyping, racism and sexism.
- A variety of teaching methods are used that enable pupils to participate and reflect on their learning, role play, quizzes, pair and small group work, mixing groups so that pupils work with a range of peers. We also use case studies, stories, puppets and role plays to help de-personalise discussions and help pupils gain confidence to talk and listen to each other.
- This policy reflects and is in line with our equal opportunities policy and the school ensures that the PSHE teaching programme is an inclusive one and is appropriate and relevant to all pupils, including those with SEN and disabilities. Teachers ensure that the content, approach and use of inclusive language reflect the diversity of the school community, and help all pupils feel valued and included, regardless of their gender, ability, disability, experiences and family background.
- Where needed, PSHE is differentiated to meet the needs of pupils and specialist resources may be used to respond to their individual needs. In some cases, pupils may have individual support or work in small groups with a member of staff guiding.
- Teachers are sensitive to the issues of different types of relationships. Promoting inclusion and reducing discrimination are part of PSHE throughout the school and reflect our equality policy. When teaching about relationships and families we also include same sex relationships.

- Homophobic and transphobic references and homophobic and transphobic actions and bullying are not tolerated in school and are challenged and dealt with as part of our commitment to promoting inclusion, gender equality and preventing bullying.

Safeguarding and child protection

Although PSHE enables pupils to share thoughts and voice opinions it is not about disclosing personal information. The ground rules or a working agreement help pupils feel safe and able to participate fully whilst also protecting their privacy and safeguarding their welfare.

Members of staff cannot guarantee absolute or unconditional confidentiality in order to safeguard the welfare of the children, and pupils need to know this. If a member of staff hears something that suggests a child is at risk, they need to refer this to the designated child protection lead. If a child discloses sexual activity this will be dealt with as a child protection matter and the school's child protection procedures must be followed.

Assessing pupils' progress

We recognise the importance of effective assessment of learning in PSHE and use it to inform planning and consolidate or accelerate learning where appropriate. Assessment can also be used to identify vulnerable pupils who may benefit from additional support such as building self-esteem or one to one support (See '[PSHE Curriculum and Progression](#)' doc for a list of additional support we offer).

In PSHE we assess:

- what knowledge and understanding pupils have gained and its relevance to their lives
- what skills pupils have developed and are able to put into practice
- how pupils' feelings and attitudes have been influenced and changed

Pupils identified as potentially needing/benefitting from additional support may be added to a Focus Group or 1to1 with specific targets that will be monitored and assessed half termly to ensure and maximise progress in those areas.

Our assessment

- is part of teaching and learning
- involves opportunities for both pupils and teachers to reflect on how far pupils have achieved the intended learning outcomes of lessons and topics
- involves periodic assessment at the start and end of topics/terms.

We also identify wider needs through surveys e.g.

- Pupil Attitudes to School Survey (PASS)
- SDQ Scores tested yearly
- Parent Survey

How will PSHE be monitored and evaluated?

Monitoring

We monitor PSHE through subject reviews, self-evaluation and improvement planning to provide an accurate perspective on how it is being delivered and can be further improved.

The PSHE Co-ordinator and Headteacher are responsible for the overall monitoring of the quality of PSHE which includes:

- Speaking with staff and pupils
- Looking at curriculum plans alongside weekly and termly planning
- Learning walks and observations of whole class, small group and 1to1 sessions.
- Assessing the impact and effectiveness of assemblies, focus groups and extra-curricular experiences.

Opportunities to promote PSHE and Citizenship throughout the school

In addition to the taught programme, there are a number of activities that promote our aims and outcomes for PSHE and citizenship throughout the whole school. We develop pupils' -

- *Confidence, responsibility and making the most of their abilities* through positive rewards systems, target setting and class responsibilities.
- *Voice & Role as active citizens* through developing class rules/charters, charity work and consultation on school improvement plan and policies, mock elections, debates, pupil questionnaires.
- *Healthy and safer lifestyles* through the promotion of 'walk to school' week, lunch time and after school clubs, food policy, playground games, and monitoring school meals and packed lunches.
- *Good relationships and respect for differences* between people by celebrating different cultures and involving visitors from different cultures as well as targeted trips within the wider community.
- *Self-Esteem, Self-efficacy and Agency* through our 'Tool Token' system. *Children are not just generically praised but specifically praised for the tools they are using. We draw attention to why the tool they have chosen to use is powerful and useful for them. We equally encourage them to recognise and encourage the use of these tools in others. These are also celebrated every week as part of our Whole School Celebration Assembly where children are brought up to the front to receive a special mention for using their 'Problem Solving', 'Self-Regulation', 'Risk Taking', 'Resilience' or 'Team' tools.*

How will staff get training and support to deliver PSHE?

Our aim is that teachers are confident to teach all aspects of PSHE and other sensitive issues, and we ensure staff access high quality professional development annually to keep them updated on relevant issues and to ensure they are confident

to teach the full breadth of the curriculum. We participate in training and projects run by the LA and other organisations. New members of staff receive induction training on the teaching of PSHE and our PSHE Coordinator/Subject Lead attends London and UK-wide PSHE training and networks.

How will parents be involved?

Our school sees the personal and social development of pupils as something that is achieved in partnership with parents and carers. We value and extend opportunities for parents and carers to be involved in PSHE through consultation and, where appropriate, specific input to the curriculum. We proactively offer resources and information for parents and carers to support their children in aspects of PSHE and offer regular training sessions such as our Wellbeing Evening. Parents are informed in advance by letter for any RSE lessons or specific assemblies such as the NSPCC 'Pants' assembly. We also use our parent survey to inform key aspects of our development plan to create the most useful and supportive advice and resourcing for parents.

Dissemination of the policy

A copy of this policy will be supplied to all staff. A full copy will be published on the school website and made freely available to parents on request. Copies will also be supplied to other professionals whose work relates to PSHE or who may be involved in its delivery.