



WHOLE SCHOOL PERSONAL, SOCIAL, HEALTH & ECONOMIC EDUCATION POLICY

Owner	Head of PSHE, Primary PSHE Subject Leader, Deputy Head
Authorised by	Headteacher
Dated	Autumn 1, 2023
Review	Autumn 1, 2024

Related documents:

This policy supports and complements the following school policies:

- Anti-bullying policy
- Careers Education and Guidance policy
- Confidentiality policy
- Curriculum policy (Primary and Seniors)
- Equal opportunities policy
- ICT policy
- Relationships and Sex Education (RSE) policy
- Safeguarding, Child Protection and CME Policy and Procedures
- Visits and Trips policy and procedures

Other relevant information:

- The Equality Act 2010
- The PSHE Association and their Programme of Study (2017, 2020)
- Jigsaw PSHE [Jigsaw PSHE The Mindful Approach to PSHE, Well-Being, SEL](#)
- DfE guidance from “Relationships Education, Relationships and Sex Education (RSE) and Health Education Statutory guidance for governing bodies, proprietors, head teachers, principals, senior leadership teams, teachers” (2019)

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1. Rationale for the policy

The school curriculum aims to provide opportunities for all pupils to learn and achieve. The personal development of pupils, spiritually, morally, socially and culturally, plays a significant part in their ability to learn and achieve. The school curriculum should therefore actively develop pupils' spiritual, moral, social and cultural development and prepare all pupils for the opportunities, responsibilities and experiences of life.

The Government introduces PSHE Education as personal, social, health and economic (PSHE) education as an important and necessary part of all pupils' education. Please note: From this point, PSHE Education will be referred to in this policy, other policies, on student timetables and in communications with parents as PSHE.

2. Intended Outcomes for pupils from taking part in our PSHE programme

The intended learning outcomes of our PSHE programme of learning will:

- Promotes the spiritual, moral, social, cultural, economic, emotional and physical development of our pupils.
- Provide information about keeping safe and making informed, healthy choices, both emotionally and physically.
- Help pupils to develop the knowledge, skills and attributes they need to manage many of the critical opportunities, challenges and responsibilities they will face as they move through adolescence and into adulthood to lead confident, healthy independent lives.
- Help pupils to deal with difficult moral and social questions that arise in their lives and in society.
- Give pupils the knowledge, skills and understanding to play an effective role in society at local, national and international levels.
- Enable pupils to be aware of their own cultural backgrounds and to gain insight into those of the wider community allowing them to be aware of racial and cultural differences in order to be respectful and tolerable citizens, in the physical and digital world.
- Help pupils to respect others regardless of race, age, religion and belief, gender (including gender change), sexual orientation, pregnancy, marriage or civil partnership or family background (including adoption).

3. Entitlement and Equality of Opportunity

Classroom practice and pedagogy should take into account pupils' ability, age, readiness and cultural backgrounds, and should be adjusted to enable all pupils to access the learning. Full PSHE education provision should be accessible to every pupil, although parents have a right to withdraw their children from those parts of RSE not within the national curriculum science programmes of study. For further details, please see government proposals for new teaching requirements.

Teaching will take into account the needs of the individual, including but not limited to age, ability, emotional readiness, and cultural backgrounds of children [including English as a second language] to ensure that all can fully access PSHE education provision.

The PSHE department aim to provide a safe place in which pupils can learn, understand and discuss sensitive topics in PSHE lessons. We will create a safe and supportive learning environment within the classroom, where pupils can feel confident to share their views, thoughts and questions. We aim to do this by promoting ground rules for each class.

Ground rules/The Jigsaw Charter (Primary) are set at the start of the year to help to promote respect, minimise inappropriate and unintended disclosures, and comments of a negative nature made towards other pupils; whether intentional or not. They are also paramount to effectively managing discussions that might elicit strong opinions from pupils. They are revisited throughout the programme, and are guided by

the pupils to provide them with ownership over their learning environment. Themes of ground rules, for example, relate to confidentiality, listening, respect, co-operation and engagement. If key points are not raised by pupils when deciding upon these ground rules, pupils and teachers will further develop ground rules together.

The Department works to encourage respect for others with regard to protected characteristics. Principles are actively promoted which encourage respect for other people, paying particular regard to characteristics set out in the Equality Act 2010 (age, disability, gender reassignment, marriage and civil partnership, pregnancy and maternity, race, religion or belief, sex, and sexual orientation).

We will use PSHE education as a way to address diversity issues and to ensure equality for all by regular review of content, order and manner of delivery, by reference to mandatory regulation changes, national best practice, professional judgment about our students' needs and outcomes and student voice.

4. The PSHE Curriculum

The ethos of the school, the quality of its relationships, its concern with equality of opportunity and the values which it exemplifies are crucial factors in pupils' personal and social development.

The knowledge, skills and understanding required for PSHE are taught within three interrelated core themes suggested by the PSHE Association's PSHE Education Programme of Study (2017 & 2020), within which there is broad overlap and flexibility:

- Core theme 1. Health and Wellbeing *
- Core theme 2. Relationships
- Core theme 3. Living in the Wider World

** Sexual health is included within this core theme; however, it is important that sexual health is considered within the context of healthy relationships.*

***There will be similar broad overlap and flexibility between topics and areas in all three core themes.*

****Within Primary these themes are delivered using the Jigsaw Programme of study.*

This content is subject to ongoing review throughout the academic year, but is also dictated by new government guidance on Relationships and Sex Education and Health Education for delivery from September 2020. It is important to note that we do not attempt to cover all the suggested content from the PSHE Association and Jigsaw Programme, as doing so could lead to a series of superficial experiences that would most likely be restricted to providing information. We do, however, cover the required statutory content along with other content that we feel is relevant to our pupils and that can be effectively and appropriately integrated into the programme. An overview of the working programme of study is available on request.

a. Organisation and Delivery

The PSHE programme is taught through a 'spiral programme', meaning that learning is organised into a series of recurring themes, each lasting around a half term, which pupils generally experience every year. At each encounter, the level of demand increases, focus changes and learning is progressively deepened. This approach ensures that our PSHE provision is not made up of disconnected 'issues'.

At Derby High School our provision is further enriched by personal and social learning through:

- a dedicated weekly PSHE form time (Senior School)

- the schools' arrangements for pastoral care and pupil guidance
- whole school, key stage and year group assemblies
- school council
- extra-curricular activities

i. Early Years Foundation Stage and Primary

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 our children's needs.

In the Early Years Foundation Stage, PSHE is integrated into the school day through modelling and both child and teacher-led activities, circle time, and weekly story times throughout the year. **The Jigsaw Programme has also been adopted to introduce mindfulness and allow for a structured lesson where appropriate.**

We allocate curriculum time to PSHE education using the Jigsaw programme, with one lesson a week for pupils in Year 1 through to Year 6. These lessons are delivered in their class groups by their class teacher or specialist teacher, who may also move the delivery of PSHE to more appropriate times in the week to suit them and other curriculum subjects, at their discretion.

The Jigsaw Programme offers us a comprehensive, carefully thought-through Scheme of Work which brings consistency and progression to our children's learning in this vital curriculum area.

The overview of the programme can be seen in the APPENDIX.

This also supports the "Personal Development" and "Behaviour and Attitude" aspects required under government Framework, as well as significantly contributing to the school's Safeguarding and Equality Duties, the Government's British Values agenda and the SMSC (Spiritual, Moral, Social, Cultural) development opportunities provided for our children.

The Jigsaw Programme's complimentary update policy ensures we are always using the most up to date teaching materials and that our teachers are well-supported.

The overall planning, preparation of materials and much of the delivery of the programme is done using the Jigsaw Programme and is supported by the PSHE Primary Subject Leader. Planning may be found on the Jigsaw Programme platform. Additionally, support comes from consultation with other departmental staff and members of staff with pastoral responsibility, including the Designated Safeguarding Lead (Primary), Deputy Safeguarding Lead (Primary) and Head of Primary. Outside agencies may be invited to contribute to the programme where appropriate, including the local Police. When using external speakers to support and/or deliver aspects of our PSHE programme we will ensure that they follow our school policies relating to visitors.

ii. Seniors

We allocate curriculum time to PSHE education, with one single 35 minute lesson a week for pupils in Y7-Y11 - this is delivered in their form groups in Key Stage 3 and in half year groups for Key Stage 4.

The overall planning, preparation of materials and much of the delivery of the programme is done by the Head of PSHE, and is supported by, and in consultation with, the Heads of other curriculum departments and members of staff with pastoral responsibility, including Key Stage Leads, Assistant Head (Pastoral), and the Designated Safeguarding Lead. . Outside agencies may be invited to contribute to the programme where

appropriate, including the local Police. When using external speakers to support and/or deliver aspects of our PSHE programme we will ensure that they follow our school policies relating to visitors.

Teachers responsible for teaching PSHE receive CPD training where possible and where appropriate, often through providers such as the PSHE Association and other accredited bodies. Details of training over the last three years can be found in the department handbook.

b. Planning at EYFS, Key Stage 1 and 2

As stated previously, content for the PSHE programme has been planned in line with The Jigsaw Programme along with the government's statutory guidance on Relationships and Sex Education, and Health Education.

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 your children's needs.

The Jigsaw Programme is aligned to the PSHE Association Programmes of Study for PSHE. 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 from EYFS to Year 6; 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.

The children have also been introduced to the 'Zones of Regulation' and these are also now used as part of PSHE lessons, either part of 'Calm Me' time or the 'Jerrie Cat Pause Points'. There is also a zones a regulation display in the entrance hall to the Junior School building and posters in classrooms.

c. Planning at Key Stage 3 and 4

As stated previously, content for the PSHE programme has been planned in line with the PSHE Association's three core themes of Health and Wellbeing, Relationships and Living in the Wider World, along with the government's statutory guidance on Relationships and Sex Education, and Health Education.

During Key Stage 3, pupils will explore the following topic areas over the academic year:

Year 7	Year 8	Year 9
<ul style="list-style-type: none"> • Transition to Secondary School, the associated feelings and how to manage them • Emotional Literacy and Wellbeing • Friendships including qualities of positive relationships, and bullying • Diversity, prejudice and discrimination • Healthy lifestyles including healthy eating, physical activity, sleep, drugs and smoking • Physical and emotional changes during puberty • Personal hygiene • Consent and inappropriate contact including FGM • Immunisations and vaccinations • Financial Choices including budgeting and saving, and social and moral dilemmas • Careers Education 	<ul style="list-style-type: none"> • Personal safety – at home, in the street and online • British Values, extremism and radicalisation • Knife Crime • Drugs Education including UK Law, dependency and addiction, prescribed drugs and communicating non-consent in scenarios relating to drug use; first aid • Developing relationships and feelings • Consent and the Law, including sharing images • Contraceptive choices • Sexuality and Gender Identity • Equality Act and mutual respect and tolerance • Attitudes to mental health • Promoting emotional wellbeing • Social media impacts on wellbeing and body image • Careers Education 	<ul style="list-style-type: none"> • Healthy Lifestyles • Drugs Education including impact on mental health • Alcohol Education including UK laws, personal and social risks and consequences • Readiness for sex and the benefits of delaying sexual activity • Consent and the Law including assumption and the right to withdraw consent • Contraceptive choices (this year only) • Sexually Transmitted Infections • GCSE Choices and Careers Education • Relationships and Families including nature and attitudes to long-term relationships, forced marriage, and managing family changes • Mental Health and Coping Strategies (healthy and unhealthy) • First Aid including CPR

During Key Stage 4, pupils will explore the following topic areas over the academic year:

Year 10	Year 11
<ul style="list-style-type: none"> • Transition into Key Stage 4 • Employment sectors and career pathways, Work Experience, CVs and Interviews • Myths, assumptions, misconceptions and social norms about sex, gender and relationships • Recognising and responding to pressure, manipulation, coercion and exploitation in relationships • Managing the impact of the media and pornography on attitudes, expectations and behaviours • LGBT+ awareness • Mental health and emotional wellbeing including recognising mental ill health and when to get help • Pregnancy and choices around pregnancy including young parenthood, adoption, fostering and abortion • Inclusion, radicalisation and extremism including the impact on community cohesion and strategies to respond to worrying behaviours • Financial choices including understanding and managing debt 	<ul style="list-style-type: none"> • Financial Choices in relation to work, including different work contracts, understanding payslips and deductions; choices surrounding gambling and risk taking • Stress management and lifestyle choices including sleep and healthy eating • Health Choices – blood, organ and stem cell donations, and cancer awareness including breast & testicular awareness, cervical screening • Careers Education and post-16 avenues • Unhealthy relationships and behaviours, including facts and laws around stalking, harassment, sexual violence and rape; abusive relationships and domestic violence, and strategies of how to access help and services available • Roles and responsibilities of parenting • Facts around fertility and reproductive health including impact of lifestyle on men and women • Transition to Key Stage 5 and managing the challenges of moving to the next stage of their lives

The schemes of work outline the basis of the fortnightly PSHE lessons, and are subject to review and may be amended throughout the academic year. However, the schemes of work are in no way intended to be exhaustive or inflexible. The volume of potential topics to be covered is too great to allow all material to be addressed within the time available. The schemes of work reflect this current academic year as the PSHE curriculum, which is still developing and being reviewed.

d. Planning at Key Stage 5

In the 6th Form the subject PSHE content is delivered through the Truly Educated programme, led by the Head and Deputy Head of Sixth Form, with support from the Head of PSHE, and ongoing one to one sessions with Sixth Form tutors/Head of Sixth Form.

Areas covered through Careers Guidance and the Truly Educated programme include:

- UCAS preparation
- Financial Management
- Employment and Careers advice
- Graduate recruitment advice
- CV writing and Interview Practice
- Gap year opportunities
- Practical life skills (puncture mending, core DIY skills)
- Networking skills (including networking evening)
- Alcohol and Substance use
- Responsibility towards physical and mental health
- Stewardship
- LGBT+ awareness
- Sexual Health
- Personal, Online and Relationship safety

The increasing responsibility afforded to Sixth Formers and the prefect roles also contribute to their personal, social, moral and cultural development.

e. Assessment

There are no formal assessments or examinations within this subject at Derby High School, and no official homework is set, apart from once or twice a half term for KS3 pupils. Assessment, however, does play a key role in the planning and delivery of lessons to demonstrate progress, identify future learning needs, as well as to improve and show impact of learning.

Assessment within the PSHE programme at Derby High School is fundamentally ipsative, whereby pupils are assessed against their own previous levels of knowledge and understanding. In this case it is usually in relation to baseline assessment activities completed at the beginning of a new topic or theme, where appropriate or as in Primary after a lesson using self-assessment of their understanding. We fully understand that young people have a differing level of awareness at different times and, therefore, we cannot make any assumptions based on their age or year group about their existing knowledge. By completing these formal and informal baseline assessments, teaching staff are assisted with gauging the awareness of pupils' knowledge and understanding, as well as their attitudes and beliefs to various topics. This then allows staff to plan and deliver the subject content more appropriately. These activities can then be repeated or revisited at the end of the topic or theme to assist in demonstrating the impact of their learning, which then also assist in pupils' own reflections on their learning and personal development.

Baseline activities to assess may include:

- Assessing knowledge – questioning, discussion, mind maps, quizzes, 'explain to an alien'
- Assessing attitudes and beliefs – card sorts, diamond 9s, points on a scale, continuums
- Assessing skills and strategies – role plays, story boards, discussions relating to approaches

Endpoint activities to demonstrate progress may include:

- Questioning e.g. quizzes – to revisit key questions, and extended with further/higher order learning
- Mindmaps – revisiting baseline mind-maps by adding, amending and/or expanding
- Role play – performing and/or repeat role plays, showing how strategies may have developed or changed; able to demonstrate how they have listened to and acted upon advice
- Continuums/scales – repeat, and possibly reflect, in light of new learning
- Card sorts/diamond 9s – repeat, and possibly reflect, in light of new learning; comparison to photos of originals and/or justifying verbally any changes

Not all assessment activities produce a tangible piece of work and often assessment is not collected in to be marked. However, when possible and without pressuring pupils, evidence of such assessment may be viewed and collected, and kept on the shared drive where possible.

Additionally, pupils will be asked at various times during the academic year to complete an end of topic evaluation via an assignment on Microsoft Teams. This also allows for some element of assessment via questioning relating to knowledge gained, or application of learning, from what they have covered in their lessons.

f. Fundamental British Values

Many of the core aspects of PSHE are based around the Values and Aims of the School and alongside this Derby High seeks to actively promote the fundamental British values (FBV) of democracy, the rule of law, individual liberty and mutual respect and tolerance of those with different faiths and beliefs.

Some examples of where these are promoted within the PSHE curriculum can be seen below

	EYFS	Year 1	Year 2	Year 3	Year 4	Year 5 and 6
Democracy						Are we making good choices?
Rule of Law	Are we making good choices?			Managing hurtful behaviour	Keeping Safe	Are we making good choices?
Individual Liberty	Citizenship, Money	Money and Work	Money and Work	Economic Wellbeing: Money		Are we making good choices?
Mutual Respect and Tolerance	How can we help our community?	Family and Friendships; Safe Relationships	Family and Friendships; Safe Relationships	Communities; Respecting self and others; Managing hurtful behaviour	Healthy Relationships; Respecting self and others	Valuing Difference; How we can help our community

	Year 7	Year 8	Year 9	Year 10	Year 11
Democracy		British Values			
Rule of Law	Drugs and Alcohol; Unwanted contact including FGM	British Values and Personal Safety	Drugs and Alcohol; Consent and the Law		Laws relating to sex and relationship abuse
Individual Liberty	Lifestyle Choices; Financial Choices; Careers Education		Lifestyle Choices; Work Experience	Employment and Careers; Choices around pregnancy	Health Choices and Lifestyle Choices; Financial Choices;
Mutual Respect and Tolerance	Friendships and Bullying; Diverse Society; Prejudice and Discrimination	Consent; Sexuality and Gender Identity; Equality, Respect and Tolerance	Consent; Different families and parenting	Consent; LGBT+; Inclusion, Radicalisation and Extremism	Unhealthy relationships and behaviours

5. Confidentiality and Disclosures

Due to the nature of PSHE, pupils' learning may result in them seeking advice or support on a specific personal issue. Teachers cannot offer complete confidentiality; it is important for everyone's safety that teachers and pupils are clear about what can and cannot be kept confidential. It is also very important for external contributors to be clear about these rules and that whilst working in the classroom, they are bound by the school's confidentiality policy, not their own.

It is made clear to pupils that disclosures, even anonymous, will be dealt with according to the school's safeguarding policy. Any disclosure which indicates that a student is at risk of, or has experienced, abuse or harm will be passed on to the Designated Safeguarding Lead (Mrs Charlotte McBride and Miss Keely Shore for Primary and Mrs Claire Bellman and Mr Jonathan Thornton for Seniors), or the deputy DSLs, as soon as possible.

6. Responding to pupils' questions

It is important that pupils feel able to ask any questions that they wish and that their questions are valued. However, consideration on how to respond to questions is important. If necessary, teachers will consult with the school's leadership team if they feel this appropriate, or if the question raises potential safeguarding concerns.

We promote pupils to raise questions openly in lessons, but also provide them with the facility to ask anonymous questions by adding questions to an anonymous question box, or other appropriate receptacle, available in the classroom before, during and after lessons. These questions can then be responded to at a later date.

Each pupil's privacy will be respected, and no one will be asked to reveal personal information.

7. Student Voice

Student voice in all year groups is highly important in the development of this subject. As stated above, we aim to ensure that students have regular opportunity to give feedback on topic relevance, focus and content, with a view to then implementing immediate or longer-term adaptation in the light of current national trends and areas of interest or concern arising in the school.

8. Links to other areas of the curriculum

Learning in PSHE classes will link to and complement learning in other curriculum subjects such as Biology, Food Technology, PE, RS and IT, but are appropriately reinforced in the PSHE programme where relevant to all year groups.

Examples from across Primary and Seniors include:

- Science - healthy lifestyles, drugs, relationships, sex education.
- Literacy - using texts to discuss sensitive issues such as bullying and developing communication skills through debates.
- Computing - to use as a research tool, e.g. to explore Human and Animal Rights; when discussing screen time with mental health and wellbeing
- Geography - to explore environmental issues.
- History - to explore how rules and laws have developed. How democratic processes have evolved along with British Values.
- RE/RS - to promote respect and understanding of all faith communities.
- Art - as a tool to convey emotions and promote issues.
- PE - to focus on teamwork, rules and fair play.
- T4L – this overarches all areas teaching and supports mental health and wellbeing

9. Involving Parents and Carers

Parental support is integral to the success of our PSHE curriculum and pupils' learning and development, and the subject is strongest when there is communication and collaboration between school and home. While we have an educational and legal obligation to provide young people with their PSHE education, we respect the primary role of parents in educating their children about these matters.

We encourage discussion of topics at home and can offer support through the provision of recommended websites, books and other resources for having discussions at home with their child about various topic areas. These can be provided on request.

Legislation states that parents have the right to withdraw their` children from aspects of Relationships and Sex Education which do not form part of the science national curriculum. Guidance on this can be found in the Relationships and Sex Education policy.