



King's St Alban's

Personal Social Health and Economic (PSHE) Education Policy

This policy outlines the school's aims and objectives in these areas of personal development, in line with the Department for Education's guidance.

This policy was produced by Katie Etherington (PSHE Co-ordinator) in consultation with the Senior Management Team, Parents & Governors of King's St Alban's (part of The King's Worcester Foundation) and Catriona Rees, Head of PSHE & RSE at King's Worcester.

Policy reviewed, September 2021

Subsequent reviews by the PSHE Co-ordinator will take place every year to ensure it continues to meet the needs of pupils, staff and parents and that it is in line with current Department of Education advice and guidance.

1. Overview

PSHE is 'a planned programme of learning through which children and young people acquire the knowledge, understanding and skills they need to manage their lives now and in the future. As part of a whole school approach, PSHE education develops the qualities and attributes pupils need to thrive as individuals, family members and members of society.' (PSHE Association, 2013)

This policy, along with the delivery of PSHE, is written to be in line with other relevant school and government statements and policies of Relationship and Sex Education, Anti-Bullying, Pastoral Care, ICT and Acceptable Use, Keeping Children Safe in Education 2018, Equality Act 2010, Teaching Online Safety in Schools and Spiritual Moral Social and Cultural development.

2. Aims and Objectives

At King's St Alban's we want our school to feel exciting, so we make learning as fun and thrilling as possible. Our school life is rich, vibrant, and designed to ensure that every child discovers their inner talents, empowering them to be the very best they can be. Our aim is to inspire every child, build confidence and resilience, and encourage them to aim high.

As part of this vision, we aim to deliver a high-quality Personal, Social, Health & Economic (PSHE) Education curriculum which promotes pupils' personal, social and emotional development, as well as their health and wellbeing. It helps the children acquire the knowledge, understanding and skills they need to manage their lives now and in the future. We value the importance of PSHE (including RSE) education in developing the qualities and attributes pupils need to thrive as healthy, independent and responsible members of society and in preparing them for the opportunities, responsibilities and experiences of adult life. It is integral with equipping our students for what lies ahead, and to encourage balance and confidence, in line with the school's principles.

We are also aware of the way PSHE can reduce or remove barriers to learning (such as bullying, discrimination, low self-esteem and unhealthy/risky behaviours) and that it supports many of the principles of Safeguarding.

At King's St Alban's, we encourage our pupils to play a positive role in contributing to the life of the school and the wider community. The PSHE curriculum is central to all aspects of school life - its thinking, planning, teaching and organisation – and as such has a positive influence on students' learning and relationships throughout the whole school community. Provision of PSHE is explicitly designed to contribute to the process of growing up and the preparation of pupils for the responsibilities of teenage and adult life, by promoting fundamental British values and by passing on those enduring, universal values which help to nurture pupils' integrity and autonomy so that they become responsible and caring citizens capable of contributing to the development of a just society.

The aims and objectives of PSHE will enable children to:

- know and understand what constitutes a healthy lifestyle,
- be aware of safety issues, keeping themselves and others safe,

- develop good relationships with other members of the school and wider community,
- have respect for others and the differences between people,
- be independent and responsible members of the school community and make a positive contribution to the life of the school,
- be active and positive members of a democratic society,
- develop self-confidence and self-esteem,
- make informed choices regarding personal and social issues by providing the children with accurate and relevant information,
- develop strategies and skills they require, in order to live healthy, safe, fulfilling and balanced lives,
- understand some of the basic principles of finance.

3. Legislation

New statutory guidelines relating to Relationships and Sex Education will be compulsory for all primary schools, including independent schools, from September 2020. Further statutory guidelines relating to Health Education become compulsory in state primary schools from the same date. Until this point, PSHE has been compulsory for independent schools through the Independent Schools Standards, but this new statutory change will bring a 'levelling up' of standards across all schools and ensure safe, effective PSHE practice.

Therefore, Relationships and Sex Education, which, up to this point, has not been a compulsory element for independent schools, is now a requirement. Parents will have a right to withdraw from Sex Education only (not Relationships Education, or other elements of PSHE). More details about this can be found in the school's RSE Policy.

Health Education is not compulsory for independent schools, although we intend to comply with the all of the statutory guidance to ensure we provide a consistent and high-quality programme, in line with our pastoral care and as part of our school ethos.

As an independent school we are still required to comply with SMSC, KCSIE and other government policies, which include teaching Fundamental British Values.

4. Equality of Opportunity

The PSHE curriculum is taught to all children in the school. Work will be accessible to all pupils, regardless of prior knowledge, ability or whether they have special educational needs. We ensure that the school strives to do the best for all pupils irrespective of race, gender, cultural or religious background.

The curriculum offered supports equal opportunities and challenges notions of prejudice and discrimination in the range of human experience. We have a duty to ensure that teaching is accessible to all children and young people, including those who identify as lesbian, gay, bisexual and transgender (LGBT). Inclusive PSHE will promote understanding and respect. Staff must educate without prejudice or discrimination and promote the needs and interests

of all students, irrespective of gender, culture, ability or aptitude and promote this attitude in turn to our students.

5. Curriculum Design

Our PSHE scheme of work is based on the pupil learning opportunities details by the PSHE Association in their 'Education Programme of Study' and it has been put together in conjunction with the PSHE Curriculum Development Group at the University of Worcester, of which the PSHE Co-ordinator is a member.

PSHE is both proactive and reactive and the shape of our curriculum allows teachers the flexibility to shape units and make changes in response to specific events or circumstances. An awareness of the inverted-pyramid shape of King's St Alban's pupil population means our spiral curriculum revisits topics; this ensures that pupils joining us further up the school are able to access all strands of the curriculum.

The King's St Alban's scheme of work is explicitly designed to contribute to the process of growing up, getting on with other people, the formation of values and the preparation of the child for the responsibilities of adult life. Under the three umbrella core themes of 'Health and Wellbeing', 'Relationships' and 'Living in the Wider World (Economic Wellbeing and being a Responsible Citizen)', pupils are given the opportunity to:

- receive accurate, balanced and relevant knowledge,
- turn that knowledge into personal understanding,
- explore, clarify and, if necessary, challenge their own and others' values, attitudes, beliefs, rights and responsibilities,
- develop the skills, language and strategies they need in order to live healthy, safe, fulfilling, responsible and balanced lives,
- develop positive personal attributes such as resilience, self-confidence, self-esteem, and empathy.

The PSHE scheme of work (incorporating RSE) is appended to this policy (see Appendix 1) and further details on when different topics will be taught can be found in the curriculum summaries on the school website.

6. Curriculum Resources

Our PSHE programme will be delivered through a range of teaching methods. Interactive activities and high-quality resources will support our provision and will be regularly reviewed. Many are resources recommended by the PSHE Association. Selected resources, such as books and film clips, will be used which support and promote understanding with a moral/values context, in compliance with the school's ethos and policies.

7. Cross-curricular Links

In addition to the discreet teaching of PSHE, the many opportunities for cross-curricular links are taken, particularly in Science, Computing, RE and Geography. For example, in Year 3 the science curriculum includes a unit on Teeth and Eating, which includes learning about healthy choices, and in Year 5 the children study a unit called The Developing Body, which includes looking at the physical changes that occur at puberty in both girls and boys. Residential trips for each year group from Year 2 to Year 6 provide a nurturing environment in which pupils are able to learn independence and team-building skills. Additionally, in Year 6 the children follow a three-week carousel involving such activities as:

- an ecologically-based Science Week studying local environments,
- a week focused on themes found in Shakespeare's plays in the context of group project work,
- a week at Old Chapel, our Outdoor Education Centre in the Black Mountains, developing team building skills.

Art, Dance, Drama and Music are all highly valued as providers of opportunities for children to express themselves. Art and Music are taught by specialists and timetabled discretely; Drama is well established in many subjects as a teaching and learning approach, as well as featuring strongly in the extra-curricular programme and through form assemblies. Provision for Dance is made using time from within the PSHE programme and provides an enabling environment in which feelings can be safely expressed. Further to this, many opportunities for team cooperation can be found in both PE and Games.

Further enrichment opportunities are also a regular part of school life: letter writing to a child in Ghana sponsored by the school; assemblies, visits and visitors from the local community and further afield; a wide variety of charities are supported through the school year.

The House system enables all pupils to socialise and work together across all year groups from Reception to Year 6. Activities, such as organising charity events, visiting the Cathedral and playing games together, provide pupils with the opportunity to develop interpersonal and social skills beyond the classroom and their peer groups.

8. Delivery of PSHE

The PSHE Co-ordinator is responsible for the planning, coordinating and delivery of the programme, as well as for coordinating the training for staff who teach the programme. She will produce and regularly review the curriculum, in consultation with the Senior Management Team and the Head of PSHE and RSE at King's Worcester.

In the Pre-Prep department and Years 3 and 4, pupils are taught in their form groups, in order to provide a connection between the academic and pastoral aspects of pupils' spiritual, moral and cultural development. For Years 5 and 6, PSHE is delivered through a series of dedicated PSHE afternoons throughout the school year. These sessions are led by form teachers and other teaching staff.

Teaching staff will receive PSHE training through resources compiled by the PSHE co-ordinator, along with INSET time led by both internal staff and external speakers on specific topics, in order that they feel comfortable teaching the programme, in particular those areas

dealing with sensitive issues. Clear parameters will be established in class and special consideration will always be given when teaching particularly sensitive material. Staff will be fully aware of the children in their class and how they might relate to the lesson content.

Staff are responsible for:

- delivering PSHE in a sensitive way,
- modelling positive attitudes to PSHE,
- monitoring progress,
- responding to the needs of individual pupils,
- responding appropriately to pupils whose parents wish them to be withdrawn from non-statutory/non-science components of the curriculum.

Occasionally, appropriate and suitably experienced visitors from outside the school may be invited to contribute to the delivery of PSHE in school. Such visits compliment the programme rather than substitute or replace teacher-led sessions. Teachers are always present during these talks to manage the learning.

King's St Alban's values the support of external agencies and speakers. Any external visitors delivering sessions in school will be expected to abide by an agreed code of practice and our confidentiality and safeguarding policies in the same way as all staff within the school.

Additionally, pupils are expected to engage fully with PSHE and, when discussing issues related to PSHE, treat others with respect and sensitivity.

9. Safe and Effective Practice

We will ensure a safe learning environment by providing staff training and by teachers and children agreeing on ground rules at the beginning of each academic year, and if necessary, revisiting these for specific topics. Staff will encourage discussion, but not personal disclosures from either themselves or children during a lesson.

Teaching strategies using distancing techniques will be used, such as being in a role play. This allows pupils to explore their feelings safely. Pupils will always be signposted to staff they can talk to and external agencies for each topic.

Staff know children well and will be aware if issues might arise during particular topics. In this instance, staff will inform specific children – and parents if appropriate – verbally beforehand. If a child feels uncomfortable or sensitive about a topic, they will be encouraged to speak to either their teacher or another member of staff. If appropriate, other arrangements will be made for that child for that lesson.

10. Safeguarding and Confidentiality

At King's St Alban's, we aim to foster and maintain a safe environment within which all pupils feel able to ask questions and discuss issues openly (although no child or teacher will have to answer personal questions or be forced to take part in discussions). For any child

wishing to discuss something confidential relating to content of the lesson, an opportunity will be given. In the classroom context, distancing techniques are employed so children are able to discuss fictional characters and scenarios, rather than discuss their own lives and experiences.

In line with the school's Safeguarding Policy, King's St Alban's is committed to safeguarding and promoting the welfare (both physical and emotional) of every child both inside and outside of the school premises. We implement a proactive whole-school approach to managing safeguarding concerns, ensuring that the wellbeing of children is at the forefront of all action taken.

In addition, all staff have received training on the new statutory guidance; 'Keeping Children Safe in Education,' which came into force in September 2019 and which details fresh guidance for 'Teaching online safety in school'.

All staff will exercise their professional judgement in order to keep children safe. Ground rules are agreed within PSHE sessions for each class. This ensures a safe environment for group discussion and exploring delicate topics. Information given, and the views expressed by the children, will be treated in confidence where possible. However, children will be informed that 100% confidentiality cannot be assured. If any child makes a disclosure of a safeguarding issue which indicates the child is at risk, as with all such instances the teacher will inform the Designated Safeguarding Lead (DSL) or Deputy in accordance with King's St Alban's Safeguarding Policy.

Any visiting external speakers are required to complete a Presentation Form prior to their arrival. This is given to form staff and senior staff to inform them of any topics that children may be sensitive to. All speakers are required to agree to the visitor's regulations and inform a member of staff about any disclosures. A speaker will not be left alone with any children, or in a room without a member of staff at any point during their visit.

11. Parent/Guardian Involvement

It is important that as a school we work in partnership with parents and guardians on the PSHE curriculum. Parents and guardians will be informed of the programme for PSHE in general before the start of each academic year, and of any additions during the course of the year. Both the PSHE and RSE Policies are available on the school's website and the PSHE scheme of work (incorporating RSE) is appended to both policies. Details of when different learning objectives will be taught can be found in the curriculum summaries on the school website.

At King's St Alban's we believe clarity is essential and welcome any discussion with parents and guardians which will inform conversations at home about relationships.

We will always aim to be transparent and communicate what is being taught when. We believe that together we can address misconceptions they may have gained about these topics from the media or from their peers. With this in mind, the school offers occasional workshops for parents and guardians, providing guidance on how they can support their children at home. By doing this we hope that we will empower both adults and children to

feel confident and comfortable asking questions or initiating dialogue about the many important aspects of PSHE that will affect our children's lives so fundamentally - both now and in the future.

If any parent or guardian has any queries or concerns about the subject content or delivery of any aspect of PSHE, then they should ask to speak to the PSHE Co-ordinator or the Head who will be able to provide more specific information on curriculum and resources that are used to teach the curriculum.

From September 2020, RSE will be statutory for all children, in all state and independent primary schools. This means that parents and guardians cannot withdraw their child from these lessons. However, they will be able to request that their child is withdrawn from lessons about Sex Education taught as part of RSE, which are not statutory objectives covered in the National Curriculum's Science programme of study. For more information about this, please see the school's RSE policy.

12. Monitoring, Reporting and Evaluation

In PSHE, children will have opportunities to review and reflect on their own learning through formative assessment throughout lessons. Teacher feedback is immediate, constructive and positive. Self-assessment is a vital part of learning in PSHE and children are given many opportunities to reflect on and evaluate their learning. This valuable life skill is reinforced and embedded across the curriculum.

Throughout the school, written work is collated in the children's PSHE folders. Marking is less structured with consideration given to the volume of work completed orally. PSHE is not included in any reporting cycle, however a child's participation and engagement in sessions is likely to inform form teacher comments.

Pupil voice is also a key feature of our RSE programme at King's St Alban's. Platforms such as our newly formed School Council and Question Boxes in classrooms enable and encourage our children to express opinions on how and where they would like their learning to go and we take these opinions into account when planning and teaching units from the curriculum. Their comments help us to assess and monitor their progress. Listening and responding to the views of our children ensures that our policy and curriculum is responsive and meets the needs of all our learners from year to year.

13. Staff Development

Staff who deliver the RSE curriculum will critically reflect on their teaching and best practice can be shared at training sessions or staff meetings. The PSHE Co-ordinator will have regular informal meetings each term to monitor planning and pupils' work to help her provide further relevant training opportunities. Lesson observations are also undertaken as part of regular learning walks and drop-in sessions.

Appendix 1: PSHE Scheme of Work (incorporating RSE)

	Autumn	Spring	Summer
Reception	Me, You and Us Listening skills, class rules, feelings, courtesy and manners Healthy Me Healthy friendships, healthy bodies, healthy food	Looking After Ourselves Medicines, vaccinations, staying safe Looking After the World Around Us Reduce, reuse, recycle	Changes and Growing Up How I've grown, new things I can do, independence, PANTS (NSPCC), transition
Year 1	All About Me Happy classrooms, where I fit in, families, friends, differences	Healthy Me Healthy eating, healthy teeth, healthy sleep, healthy feelings, healthy help, healthy online me	Secrets and Surprises Special times, secrets and surprises, safe and unsafe, PANTS (NSPCC) Where Does Money Come From? Money, earning, needs and wants, saving, what money can't buy
Year 2	Making Choices Growth mindset v fixed mindset, empathy, short term goals, long term goals, Career Aspirations Strengths and aspirations, equality, individuals helping and changing the world	Friendships Online What is the internet, permission, online relationships, stranger danger, peer pressure Problematic Plastic What harms the environment, alternatives to plastic, the three Rs, costing the Earth	Keeping Healthy Being a germ buster, travelling germs, vaccinations Growing Up Our bodies*, respect and consent, gender stereotypes, getting older, changes
Year 3	Hazards Home hazards, road safety, water safety, first aid, emergencies Friendships and Conflicts Personal boundaries, when things go wrong, hurting feelings, dealing with anger, making the right choices	Diverse Families What is family, what makes a family, diversity within families, discrimination and stereotypes, dealing with difficulties Keeping Safe Online Age ratings: online, films, and TV	Food Choices Food labels, sugar, fuel for our bodies, healthy snacks, fuel for growing bodies Fair Trade Where does food come from, economic choices, what is fair trade
Year 4	Respecting Myself and Others This is me, I am special, be kind to yourself, be kind to others, healthy friendships and relationships	Social Media and Fake News Is it true, spotting fake news, current affairs, news sources	When Things Change Bereavement, dealing with change, changes at home, what does happiness look like, RAKs

	PSHE 1	PSHE 2	PSHE 3	PSHE 4	PSHE 5	PSHE 6	PSHE 7	PSHE 8
Year 5	Community and Responsibility 1 Communities, responsibilities, refugees	Money Money Money 1 Jobs and money, bank accounts, paying for things	First Aid What to do in an emergency, basic first aid skills	Community and Responsibility 2 Human rights, the rights of the child	Money Money Money 2 Tax, money around the world	Law and Order Different types of laws, why do we need laws and how are laws made, how are laws enforced?	Changing Bodies and Changing Feelings 1 Human reproduction*, changes in boys, changes in girls	Changing Bodies and Changing Feelings 2 Changing emotions, relationships and families, where do I come from?
Year 6	Drugs Legal and illegal drugs, effects or drugs and where to find help	Managing emotions Dealing with the juggling act, exploring and developing coping strategies,	Mobile phones Are mobile phones a good or a bad thing? Anti-bullying Different kinds of bullying, how to respond	Animal rights What are animal rights? Charities Why do charities exist?	Shaping Our Future What is climate change, envisaging the future, the future we want	Making Choices Peer pressure, dilemmas, anti-social behaviour	Puberty 1 Changing bodies, emotional changes, just the way you are	Puberty 2 Relationships, let's talk about sex*, human reproduction*

* indicates a lesson from which parents have the right to withdraw their child. Please see RSE Policy (7.2) for further details.