



Kingswood House School

Personal, Social, Health and Economic Education Policy

This policy relates to the whole school including the EYFS

Reviewed by: F. Swift

August 2023

Next review:

August 2024

Policy Statement

The aim of the policy is to ensure that in line with statutory guidance, Kingswood House School has a planned programme of PSHE through which students can manage their lives now and in the future. As part of the whole school approach, the programme will help pupils to develop the qualities and attributes they need in order to thrive as individuals, family members and members of society.

The DfE specifies as part of its National Curriculum guidance that 'all schools should make provision for the personal, social, health and economic education, drawing on good practice, and that schools must recognise it as 'an important and necessary part of all student education.'

Under section 78 of the Education Act 2002 and Academies Act 2010 a PSHE curriculum:

- Promotes the spiritual, moral, cultural, mental and physical development of pupils.
- Prepares pupils at the school for the opportunities, responsibilities and experiences of later life.

Aims

At Kingswood House School, we aim to work in accordance with the DfE guidelines to provide pupils with the knowledge, skills and understanding they need to lead confident, healthy, independent lives, in order to become informed and responsible members of society. PSHE is the forum in which this can be achieved; the work we do in PSHE links directly to RSE Education, which the DfE made compulsory for Primary school age from September 2020. We follow the Jigsaw schemes of work, which is a mindful approach to PSHE and caters for the needs of our pupils, and we believe that, to be effective, RSE should be taught within the broader PSHE education programme.

The aims of PSHE inclusive of RSE at Kingswood House School are to:

- Promote the spiritual, moral, cultural, mental and physical development of all pupils.
- Prepare pupils for the opportunities, responsibilities and experiences of later life.
- Encourage pupils to value themselves and others.
- Allow pupils to acknowledge and appreciate difference and diversity.
- Teach pupils how to make informed choices.
- Teach pupils to understand what is meant by a safe and healthy lifestyle.

- Provide an environment in which sensitive discussions can take place.
- Provide pupils with an understanding of how to manage their emotions.
- Help pupils to identify the characteristics of healthy relationships and how relationships may affect mental and physical health; and how to stay safe online.
- Help pupils to develop feelings of self-respect, confidence and empathy.
- To understand and appreciate the value of money

Statutory Requirements

PSHE education contributes to a school's statutory duty, outlined in the Education Act 2002 and the Academies Act 2010. This states that schools must provide a broad and balanced curriculum for their pupils.

Schools also have duties in relation to promoting pupil wellbeing and pupil safeguarding (Children Act 2004) and cohesion (Education Act 2006).

The Equality Act 2010 places duties on schools to address prejudice based bullying but also to prevent it happening.

In accordance with the new Education Inspection Framework (EIF 2019), ISI inspectors will make a judgement on the personal development of learners by evaluating the extent which:

- The curriculum extends beyond the academic and provides for pupils' broader development.
- The extension of the curriculum develops pupils' confidence and independence, and teaches them to keep physically and mentally healthy.
- Pupils are equipped to be responsible, respectful, active citizens who contribute positively to society, developing an understanding for British values; developing their understanding and appreciation of diversity; celebrating what we have in common and promoting respect for the different protected characteristics as defined in law.

Delivery

The Jigsaw Programme offers a comprehensive, carefully thought-through Scheme of work, which brings consistency and progression to pupils' learning. The Jigsaw programme is aligned to the PSHE Association Programmes of Study. This programme ensures we are always using the most up to date teaching materials and that our teachers are well supported.

Jigsaw also supports the Personal Development and Behaviour Attitude aspects required under the ISI Inspection Framework, as well as significantly contributing to the school's Safeguarding and Equalities Duties, the Government's British Values agenda and the SMSC development opportunities provided for the pupils.

Jigsaw covers all areas of PSHE, which means that at Kingswood House School PSHE is taught to all year groups, and the learning becomes broader and deeper every year. Then following are the topics covered within the six puzzle pieces (units).

Autumn Term

Being me in my world
Celebrating difference

Spring Term

Dreams and Goals
Healthy me

Summer Term

Relationships
Change

Pupils with SENDAs far as is appropriate, pupils with special educational needs should follow the same PSHE education programme as all other pupils. Careful consideration is given concerning the level of differentiation needed, and in some cases, the content or delivery will have to be adapted. Teachers and/ or learning support assistants work with individual pupils where required, and if appropriate.

It is not good practice to withdraw pupils with special educational needs from PSHE lessons, as these aspects of personal and social development are as important to all pupils as their academic achievement.

Mental Health

In 2018 the Office for National Statistics recorded the suicide rate as 11.2 per 100,000. Mental health identifies in 1/3 of suicide deaths, and it is the leading cause of death in children, adolescents and young adults aged between 15 and 24.

At Kingswood House, we propose to teach the awareness of suicide in our PSHE lessons, particularly to those in Years 9-11.

Aims:

- To help young people express how they are feeling and be able to talk, which reduces stress.
- Create an understanding of emotional health and its impact on the well-being of young people.
- Raise awareness of the importance of emotional support and where it can be found.
- Explain the values of listening.
- Raise awareness of the Samaritans and what they do.
- Encourage the possibility of calling the Samaritans if struggling to cope.

Assessment

Assessment of PSHE is carried out:

- To ensure that there is clear progress in teaching and learning, and to motivate pupils in the assessment process.
- To ensure that all pupils are clear about their strengths and weaknesses in learning.
- To ensure that teachers are clear about pupil achievement and how to improve it.
- To provide an opportunity to raise the value and status of the subject by making the learning clear and explicit.
- A questionnaire is sent to staff who teach PSHE, this is to be completed by all pupils from Year 7 and above, and by form groups from Years 6 and below. These evaluation forms gauge the learning and value added of PSHE/RSE in the curriculum.

Staff

Staff are responsible for:

- Delivering PSHE and RSE in a sensitive way.
- Modelling positive attitudes to PSHE and RSE.
- Monitoring progress.
- Responding to the needs of individual pupils.

-Staff do not have the right to opt out of teaching PSHE or RSE. Staff who have concerns about the teaching of these subjects are encouraged to discuss this with the head teacher.

Safeguarding

Teachers need to be aware that sometimes disclosures may be made during PSHE and RSE sessions, in which case, safeguarding procedures must be followed immediately. At times, it will be clear that some pupils may need time to talk one-to-one at the end of the lesson, it is important to allow the time and appropriate staffing for this to happen. If disclosures occur, the relevant staff should be informed and if necessary followed up by a DSL.

External contributors

Nurses, social workers, fire officers and police, can all make valuable contributions to PSHE. Should a member be invited to talk to the pupils, their input should be carefully planned and monitored. Teachers must always be present during PSHE/RSE lessons and remain responsible for the delivery of the programme.

Equality

The DfE Guidance 2019 states, “Schools should ensure that the needs of all pupils should be appropriately met and that all pupils understand the importance of equality and respect. Schools must ensure they comply with the relevant provisions of the Equality Act 2010 under which sexual orientation and gender reassignment are amongst the protected characteristics...”

At Kingswood House School, we promote respect for all and value every individual child. We also respect the right of our children, their families and our staff, to hold beliefs, religious or otherwise, and understand that these may sometimes be in contention with some of our approaches to PSE and RSE.

The aim of the introduction of the Equality Act of 2010 was to create a modern, single, legal framework, which sets out a clear and concise law for addressing disadvantage and discrimination. Under the Equality Act, it is illegal to discriminate against an individual based on:

-Sex

-Race

-Disability

-Religion/beliefs

-Sexual orientation

-Pregnancy/maternity

-Gender reassignment

-Age

These are referred to as ‘Protected characteristics’, traits which cannot be used against an individual in any shape or form.

Kingswood House is a fully inclusive environment, which reinforces the duty of care teachers have to protect all pupils from discrimination and harassment.

We follow the Jigsaw curriculum, which helps pupils to have a better understanding of protected characteristics. For instance, in the puzzle piece: ‘Celebrating Difference’ covered in the second half of the Autumn Term, children are taught about diversity, racism, power, friendships and conflict, and learn to accept that everyone has a right to be different.

Our PSHE policy is informed by existing DfE guidance:

- Keeping Children Safe in Education.
- Respectful School Communities.
- Behaviour and Discipline in Schools.
- Equality Act 2010
- SEND code of practice.
- Mental Health and Behaviour in Schools.
- Preventing and Tackling Bullying.
- Sexual harassment between children in schools.
- The Equality and Human Rights Commission Advice and Guidance.
- Promoting Fundamental British Values as part of SMSC.
- SMSC requirements for independent schools.