



## PSHE Policy

*This policy is inclusive of all pupils in the school including those in the Early Years Foundation Stage*

**Reviewed: March 2024**

**Reviewed by: K Beardall**

### **PSHE CURRICULUM STATEMENT**

At Moulsford, Personal, Social, Health and Economic (PSHE) education is an embedded part of our broad and balanced curriculum. Pupils' Spiritual, Moral, Social and Cultural (SMSC) development is at the heart of our school ethos. British Values are promoted through the overarching aims and objectives of PSHE by supporting pupils to become healthy and responsible members of society, as well as preparing them for life and work in modern Britain.

### **INTENT**

The intent of our PSHE curriculum is to deliver a programme that is accessible to all and that will maximise the outcomes for every child so that they know more, remember more and understand more. At Moulsford, PSHE education enables the pupil to become healthy, independent and responsible members of a society. It aims to help them understand how they are developing personally and socially, and tackles many of the moral, social and cultural issues that are part of growing up. We provide the pupil with opportunities to learn about rights and responsibilities and appreciate what it means to be a member of a diverse society. The pupil are encouraged to develop their sense of self-worth by playing a positive role in contributing to school life and the wider community.

The curriculum will demonstrate appropriate subject knowledge, skills and understanding to fulfil the duties of the Relations Education (RE), Relationship and Sex Education (RSE) and Health Education (HE) whereby schools must provide a balanced and broadly-based curriculum, which promotes the spiritual, moral, cultural, mental and physical development of pupils and prepares them for the opportunities and responsibilities and experiences for later life.

### **IMPLEMENTATION**

Moulsford has an embedded PSHE scheme of work for both the Pre-Prep and Prep. Pupil from Reception to Year 2 follow the Jigsaw PSHE programme and pupil from Year 3 to Year 8 follow a cross-phase curriculum devised in line with guidance from the PSHE Association.

#### **Pre-Prep – Jigsaw**

Jigsaw consists of six half-term units of work (Puzzles), each containing six lessons (Pieces) covering each academic year. Every Piece has two Learning Intentions, one specific to PSHE (including Relationships and Health Education) and the other designed to develop emotional literacy and social skills.

Puzzles are launched with a Pre-Prep assembly containing an original song, with each year group studying the same unit at the same time (at their own level), building sequentially through the school year, facilitating learning themes that are consistent across the whole of Pre-Prep.

The various teaching and learning activities are engaging and mindful of different learning styles and the need for differentiation and the Early Years (EYFS) planning is aligned to the National Early Years Framework (England).

<b>Jigsaw's Unit of Work (Puzzle)</b>	
1. Being Me in My World	Includes understanding my place in the class, school and global community, as well as devising learning charters.
2. Celebrating Difference	Includes anti-bullying (cyber and homophobic bullying included) and diversity work.
3. Dreams and Goals	Includes goal setting, aspirations for yourself and the world and working together.
4. Healthy Me	Includes drugs and alcohol education, self-esteem and confidence as well as healthy lifestyle choices.
5. Relationships	Includes understanding friendships, family and other relationships, conflict resolution and communications skills.
6. Changing Me	This puzzle includes sex and relationship education in the context of coping positively with change (including age-appropriate sex education)

### **Prep School – Cross-Phase Programme of Study**

The long term plans in the Prep School cover all three core themes of the PSHE Association Programme of Study (Health and Wellbeing; Relationships; and Living in the Wider World) over six half terms. The topics are arranged in a manner that allows for timely exploration at an appropriate point in the school year and pupils' experiences. It provides a carefully sequenced curriculum that builds knowledge, skills and attributes year on year, as the core themes are revisited.

The curriculum is supported by a number of external resources and programmes including Thoughtbox, Scarf and It Happens. These help to provide a variety of material and teaching strategies to keep the learning engaging and current

	<b>Autumn 1</b>	<b>Autumn 2</b>	<b>Spring 1</b>	<b>Spring 2</b>	<b>Summer 1</b>	<b>Summer 2</b>
<b>Y3</b>	<b>Friendships:</b> Making and maintaining healthy friendships; Similarities and differences. Zones of Regulation	<b>Emotional Wellbeing:</b> Expressing and managing every day feelings; seeking support from self and others.	<b>Staying Safe:</b> Trusted people and feeling safe; Keeping secrets and when to break confidentiality; Recognising and reporting feeling unsafe.	<b>Economic Wellbeing:</b> Attitudes and ideas about spending, saving and giving money; Wants and needs; Keeping money safe.	<b>Physical Health:</b> Healthy lifestyles; Physical exercise and its impact on mental wellbeing; Balanced diets and making choices; Sun safety.	<b>Communities:</b> What makes a community; Diversity; Freedom of expression; Online communities; Identifying and responding to prejudice.
<b>Y4</b>	<b>Friendships:</b> Managing conflict and repairing friendships; Feeling lonely; Friendship skills, including communicating safety online; Listening and responding; Respecting self and others.	<b>Shared Responsibilities:</b> Rights and responsibilities; Why we have rules; Responsibility for the local environment; Sustainability; Safety in different environments; Safety at home.	<b>Staying Healthy:</b> Dental health; Hygiene, germs; Basic First Aid; Early signs of illness and seeking help.	<b>Families:</b> Different types of relationships; Characteristics of healthy family relationships; Feeling safe and cared for.	<b>Economic Wellbeing:</b> Budgeting; Saving; Spending decisions; How managing money makes us feel; How spending choices affect others.	<b>Growing and Changing:</b> Growing up; Puberty, including periods and wet dreams; Sleep.
<b>Y5</b>	<b>Respect and Bullying:</b> Mutual respect; Sharing points of view; Stereotypes; Types of bullying and how to get help; Discrimination.	<b>Careers:</b> Career types; challenging career stereotypes; Enterprise project  Link to Year 7 Dragon's Den	<b>Mental Wellbeing:</b> Taking care of mental health and emotional wellbeing; Managing challenges; Seeking support for themselves and others.	<b>Staying Safe:</b> Privacy and personal boundaries; Acceptable and unacceptable contact; Permission-seeking and giving; Personal safety, including FGM	<b>Substances:</b> Drugs common to everyday life; Risks and effects of alcohol and smoking; Rules and laws.	<b>Keeping Active:</b> Benefits of a balanced lifestyle; Balancing internet use; How physical activity affects wellbeing.
<b>Y6</b>	<b>Personal Identity:</b> What contributes to who we are; Personal strengths; Interests; Setting goals; Managing setbacks; New opportunities and responsibilities.	<b>Managing Change:</b> Developing friendship skills; Changing and ending friendships; Managing change, loss and bereavement; Sources of support.	<b>Friendships and Staying Safe:</b> Opportunities to connect online; The nature of online-only friendships; Reporting harmful content and contact; Staying safe online.	<b>Media Literacy:</b> Choosing age-appropriate TV, games and online content; Influences relating to gambling.	<b>Puberty and Reproduction:</b> Puberty and Change; Period products and menstrual wellbeing; Breasts, genitals and correct terminology; Body image and media pressure; Developing independence.	<b>Health and Hygiene:</b> Making informed choices regarding a healthy lifestyle, including nutrition; Hygiene and bacteria and viruses; Allergies and getting help in an emergency; Vaccination and immunisation.

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<b>Y7</b>	<b>Friendships and Diversity:</b> Respectful relationships and conflict resolution, including online. Equality, diversity and tackling prejudice; Bullying, including online.	<b>Careers:</b> Developing enterprise skills; The world of work and young people's employment rights; Dragon's Den enterprise project.  Links to Year 5	<b>Healthy Lifestyles:</b> Physically and mentally healthy lifestyles; Healthy sleep habits; Dental health; Managing stress; Accessing health services.	<b>Substances:</b> Social norms regarding drugs, alcohol and nicotine; Myths and misconceptions; Influence and risks relating to substance use - focus on caffeine, alcohol and nicotine (inc. vaping)	<b>Relationships:</b> Healthy and positive relationships, including intimate relationships; Expectations and stereotypes in relationships; Managing strong feelings; The concept of consent.	<b>Economic Wellbeing:</b> Evaluation value for money; Debts, fraud and personal values around finance; Financial exploitation.
<b>Y8</b>	<b>Friendships and Managing Influences:</b> Managing social influence, peer pressure and peer approval; Strategies to manage pressure to conform within a group and in relation to substance use.	<b>Careers:</b> Life and career aspirations; Personal strengths and skills for employment; Stereotypes; Routes into careers; Progression routes; Online presence.	<b>Mental Health and Wellbeing:</b> Attitudes to mental health and emotional wellbeing; Digital resilience; Body image; Healthy and unhealthy coping strategies; Seeking support for themselves and others. Link to exams.	<b>Moving Forward:</b> Personal strengths, celebrating successes and setting goals; Moving on to a new school; Managing change.	<b>Relationships:</b> Stereotypes and expectations of gender roles, behaviour and intimacy; Consent in intimate situations; Visual cultures (humans and images, past, present and future); Unrealistic expectations; Pornography; Sharing of nudes and semi-nudes; Sexual harassment; Consent and the Law	<b>First Aid and Keeping Safe:</b> First Aid, including CPR and defibrillator use; Personal safety including travel safety. Worked into Y8 Leavers' Programme.

## **Links to RSE**

We believe that RSE and Health Education are not stand-alone topics, but are essential learning practices embedded within all aspects of our lives.

The Moultsford PSHE curriculum supports and extends beyond the aims of the RSE requirements for schools, whilst deepening the skills and opportunities the pupil needs to thrive in a changing world.

## **Wider Curriculum**

All subjects make a link to PSHE and SMSC, and the language is used consistently by all staff. As an example, Climate Change is taught in Year 4 and Year 8, through their Humanities lessons and not just as part of the PSHE curriculum. This programme works alongside the existing Moultsford curriculum to ensure the pupil receives a well-rounded PSHE education.

## **Assemblies**

Whole school, year group and House assemblies always make a link to PSHE, British Values and/or SMSC.

## **IMPACT**

- *Pupil will demonstrate and apply the British Values of democracy, tolerance, mutual respect, rule of law and liberty.*
- *Pupil will demonstrate a healthy outlook towards school*
- *Pupil will achieve age related expectations across the wider curriculum*
- *Pupil will become healthy and responsible members of society*
- *Pupil will be on their journey preparing them for life and work in modern Britain.*

At Moultsford, we deliver the PSHE curriculum by utilising first-hand experience and sharing good practice. However, we are aware that the delivered curriculum must reflect the needs of our pupils. We expect teachers to use the PSHE programmes to equip pupils with a sound understanding of risk, and with the knowledge and skills necessary to make safe and informed decisions. We believe that the purpose of PSHE education is to build, where appropriate, on the statutory guidance outlined in the Relationships Education, Relationships and Sex Education (RSE) and Health Education.

We believe that PSHE plays a vital part of Prep School education and, as well as discrete focused lessons, it is also embedded throughout the curriculum. PSHE is integral to the development of children's values in order for them to become a positive citizen in a forever changing community. PSHE is an important part of school assemblies where pupil's spiritual, moral, social and cultural curiosity is stimulated, challenged and nurtured.