



TWO RIVERS
HIGH SCHOOL



PSHE POLICY

Cherry Trees School

Aims of PSHE

Personal, Social, Health Education (PSHE) aims to help children and young people deal with the real-life issues they face as they grow up. The issues that PSHE covers are central to children and young people's wellbeing. The core themes are:

- Health and wellbeing: This includes a healthy lifestyle, keeping safe, managing change, making choices
- Relationships
- Economic wellbeing and being a responsible citizen

PSHE can be enhanced by a supportive school ethos, where all are valued and encouraged, positive relationships are seen as important and there is a safe and secure school environment that is conducive to learning.

PSHE Education

PSHE Education is a planned and progressive programme of learning through which children and young people acquire the knowledge, understanding and skills they need to manage their lives and contribute positively to society, now and in the future. As part of a whole school approach, PSHE Education teaches pupils about the qualities and attributes they need to thrive as individuals, family members and members of the local community and wider society.

In summary PSHE Education is concerned with a child's personal development and identity whilst Citizenship considers the child's place in society and how that society works.

Curriculum Organisation

PSHE will be delivered through a combination of planned curriculum opportunities and whole school approaches. Cherry Trees School follows Jigsaw the mindful approach to PSHE and RSE and The Equals PSHE Curriculum

Statutory Requirements

PSHE is a non-statutory subject. However, there are aspects of it we are required to teach.

- We must teach relationships education under the [Children and Social Work Act 2017](#), in line with the terms set out in [statutory guidance](#)
- We must teach health education under the same statutory guidance

The Jigsaw Programme is divided up into six topics and each topic is adapted for year groups. The topics are as follows:

| TOPIC | COVERAGE |
|------------------------|---|
| Being Me in My World | Includes understanding my place in the class, school and global community as well as devising Learning Characters |
| Celebrating Difference | Includes anti-bullying and diversity of work |
| Dreams and Goals | Includes goal setting, aspirations and resilience building |
| Healthy Me | Includes drugs and alcohol education, self-esteem and confidence as well as healthy lifestyle choices |
| Relationships | Includes understanding friendship, family and other relationships, conflict resolution and communication. |
| Changing Me | Includes Sex and Relationships Education in the context of looking and managing change |

The 'So Safe' Programme is taught throughout school to promote social safety. This programme is designed for children with learning difficulties.

Relationship, Sex and Health Education (RSHE) is compulsory for all primary schools as set out in the DfE guidance (2019) this includes primary children learning about their bodies changing. Relationship, Sex and Health Education (RSHE) is embedded within the Jigsaw programme and is taught in small parts over the topics. Parents have been consulted about the RSE Curriculum and findings have been considered in its development.

Teaching and Learning

PSHE is delivered in line with the school's Teaching and Learning Policy. As PSHE perhaps more than any other subject, works within the real-life experiences of children and young people it is important to establish a safe, secure and positive learning environment. To facilitate this, we use the following teaching and learning approaches:

- Establishing clear ground rules, understood by all, covering confidentiality, right to privacy and respect, and boundaries.
- Using distancing techniques, including depersonalised discussions and role play.
- Using clear language that avoids misunderstandings, prejudice and assumptions about children and young peoples' abilities, desires, background and experiences.
- Dealing with unexpected questions and comments from children and young people sensitively.

- Building on children and young people's knowledge and experiences.
- Ensuring that learning is vivid and real, developing understanding through enquiry, group discussion and problem-solving.
- Providing a range of opportunities for children and young people to learn, practise and demonstrate skills, attitudes and knowledge.
- Allowing time for children and young people to reflect and consolidate their learning.
- Having high expectations of children and young people's achievement and behaviour.
- Providing differentiated learning opportunities for children and young people with special educational needs.
- Using a variety of groupings, including single sex, where appropriate.

Curriculum Content

The PSHE Programme has been developed using identified children and young people's needs and national and local guidance. Clear learning outcomes describe the skills, knowledge and attitudes children and young people will develop.

PSHE is provided and effectively taught through a spiral programme that gradually expands and enriches key concepts, increases knowledge, deepens understanding and rehearses and develops key skills through a thematic approach.

Resources

Resources, which support this area of the curriculum, will be up to date, relevant to children and young people and presented in ways that are consistent with the fundamental aims, values and teaching approaches of PSHE. Overall responsibility for PSHE resources is held by the Co-ordinator. The Co-ordinator should ensure resources to be used by visitors have been approved by the relevant organisations.

In addition to existing resources, the school aims to review and update resources regularly in accordance with budget allocation.

PSHE encompasses the following policies:

Relationship, Sex and Health Education (RSHE), Safeguarding, Confidentiality, Behaviour, Inclusion, Anti Bullying, Online safety, Health and Safety, Drug Education.

Assessment, Recording and Reporting

Children and young people are expected to show progression. They have opportunities to reflect on their own learning and personal experiences and to set personal goals and agree strategies to reach them. The process of assessment has a positive impact on children and young people's self-awareness and self-esteem.

Learning will be demonstrated through assessment against learning outcomes identified in curriculum planning. A variety of assessment and recording techniques will be used in line with the school's Assessment Policy. PSHE pupil progress is recorded on SOLAR. It is reported through written reports to parents and Local Governors.

Monitoring and Evaluation

There will be ongoing evaluation and monitoring of the programme for PSHE by Senior Management and the Co-ordinator. Monitoring will take place in accordance with the school's monitoring cycle.

This will be evaluated through:

- half-termly planning review
- review of students' books
- observation of teaching

External Agencies

The school leads the programme but outside visitors have a role. The school's Visitor & Security Policy will be followed.

The school organises bespoke programmes of study for individuals or groups of students that require further input in regard to their development. These include involving health professionals, specialist teachers and others that present relevant skills and knowledge in the PSHE field.

Safeguarding

Teachers and other adults involved in PSHE will sometimes hear disclosures that suggest a child may be at risk of abuse. All staff are aware of the school's Safeguarding Policy. A copy of this is available from the school's Designated Safeguarding Lead (DSL).

Where an adult believes a child may be at risk the DSL must be consulted before any further action is taken.

The Designated Safeguarding Lead (DSL) should be used as a first point of contact for concerns and queries regarding any safeguarding concern in our school. Any member of staff or visitor to the school who receives a disclosure of abuse or suspects that a child is at risk of harm must report it immediately to the DSL or, if unavailable, to the Deputy Designated person. In the absence of either of the above, the matter should be brought to the attention of the most senior member of staff.

Any member of staff who does not feel that concerns about a child have been responded to appropriately and in accordance with the procedures outlined in this policy should raise their concerns with the Executive Headteacher or the Chair of Governors. If any member of staff does not feel the situation has been addressed appropriately at this point should contact Staffordshire Children's Support and Advice Service directly with their concerns.

Keeping Children Safe in Education (KCSIE) 2023 has identified specific areas to teach children and staff. SLT have reviewed the curriculum plans to ensure these are planned for and taught.

Confidentiality

The school will ensure that:

- Staff, children and young people and parents/carers are aware of our practice around confidentiality, how it works and understand individual rights to confidentiality.
- Children and young people are informed of the limits of confidentiality that may be offered by teachers.
- Children and young people are informed of sources of confidential support, e.g. school nurse/health adviser.
- Children and young people are encouraged to talk to their parents or carers and given support to do so.

Pastoral Support

As part of the school pastoral programme, the school will endeavour to identify and support those children and young people who are more vulnerable.

Additional support includes:

- Arrangements for additional support from the School Nurse.
- Nurture and Therapy staff.
- Music Therapy.

Continuing Professional Development of Staff

All staff are encouraged to enhance their knowledge through:

- Personal research.
- Collaborative work with their colleagues.
- Seeking advice from other professionals.
- Attending relevant courses.

Communication of the Policy

The policy is freely available on request to the entire school community in the Staff Policy Folders. It is available online at the school's website and can be printed in the school office.

Our school seeks to work in partnership with parents and carers to provide effective PSHE and support for children and young people. The school's PSHE Programme endeavours to complement and support parent's and carer's roles. Pastoral Support for parents is organised by Nicola Johnson, DSL.

This is done by:

- Parents' Meetings
- Parents' Evenings
- Parental Workshops

*PSHE Education and Sex and Relationships Education Link Governor is
Gemma Batchelor*