

Heronsgate School PSHE Policy

September 2022

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Updated May 2023

Vision and Aims for Pupils:

At Heronsgate we believe that understanding PSHE is a key life skill enabling us to make sense of the world around and to give children the knowledge, skills and understanding to lead confident, healthy and independent lives. We aim to provide all children with a personal, social and health education, appropriate to their individual needs, which will also extend and develop their interests and abilities, as they become responsible global citizens. Using the Jigsaw PSHE scheme and guidance from the DfE, we have tailored our PSHE approach to reflect the needs of our children so that they are equipped with the tools to make safe and informed decisions.

Intent:

The teaching of PSHE is vital for children to become confident, happy and empowered individuals. It is our aim that children should have the **skills** to become:

- How to be a global citizen
- How to lead a safe and healthy lifestyle
- Build relationships with others that are positive
- Appreciate themselves and others for who they are

It is our aim to provide all children with the opportunity to develop critical thinking, resilience and encourage self-reflection.

Implementation:

We aim to enable children to develop a deepening **knowledge** of their health and wellbeing, including their mental and physical health. We aim to equip children and young people with information, skills, and values to understand and to be able to cope with the physical and emotional changes as they grow. We teach PSHE using the Jigsaw scheme of work. This covers the following topics in the following order, building on knowledge in a age-appropriate manner year-on-year. The topics are as follows:

- Term 1: Being Me in My World

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- Term 2: Celebrating Difference (including anti-bullying)
- Term 3: Dreams and Goals
- Term 4: Healthy Me
- Term 5: Relationships
- Term 6: Changing Me (including Sex Education)

Every Piece has two Learning Intentions, **one specific to Relationships and Health Education (PSHE)** and the other **designed to develop emotional literacy and social skills**. It is through PSHE that we aim to have developed the children's **attitudes**, so that:

- They are critical thinkers, questioning the world around them
- Can express themselves confidently
- Be able to make choices when faced with a moral dilemma
- Understand how their actions can have an impact on other people
- Value other people – even if we do not agree with them

Each topic is launched with a whole-school assembly, with each year group studying the same unit at the same time (at their own level), building sequentially through the school year, facilitating whole-school learning themes. Each lesson is built upon a Charter, which underpins the behaviour, and respect that is the basis for each lesson. Within each lesson the children will cover the following elements:

1. **Connect us** - This is a game or activity designed to be fun and inclusive and to build and maximise social skills.
2. **Calm me** - This section of the Piece helps children gain awareness of the activity in their minds, relaxing them and quietening their thoughts and emotions to a place of optimum learning capacity.
3. **Open my mind** – To improve concentration, the children are given a key question to discuss.
4. **Tell me or show me** - Used to introduce new information, concepts and skills.
5. **Help me reflect** - Throughout Jigsaw, children are encouraged to reflect on their learning experiences and their progress. By reflecting, children can process and evaluate what they have learnt, which enables them to consolidate and apply their learning.
6. **Closure** - Each Piece needs safe closure. This will always include the teacher praising the children for their effort, positive attitude and achievement, as well as giving one or two sentences to summarise the key learning points for the children.
7. **Evidence** – will be collected from floor books and discussions with children.

Through our weekly PSHE lessons, we aim to allow each and every child an opportunity to acquire the following knowledge:

- How to keep themselves healthy
- How to keep themselves safe online
- To respect opinions of others
- To respect other cultures, differences and beliefs
- Develop independence
- Play an active role in democracy
- Value their own strengths and those in other people

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British Values:

At Heronsgate, we value and celebrate every person from every background. Alongside recognising differences, we also celebrate being part of Britain and the wider world. We celebrate British traditions and customs, for example Christmas, Easter, Remembrance alongside national holidays that reflect our community. For example Eid. We believe that British Values also underpin individual liberty. As such, children are encouraged to express their beliefs and opinions in a supportive and respectful manner. This also includes having a mutual respect and tolerance for those with different faiths and beliefs. This links with our RE curriculum and as such children will:

- Learn about all the major world religions
- Take part in assemblies linked to: RE, charities, disability etc.
- Celebrate a multi-cultural day
- Mark key events, such as Black History Month
- Select texts in Reading that reflect the children within the school

Rule of Law:

We regularly remind the children about the importance for rules and the need to follow them. Children are aware of Heronsgate's values and the consequences of not adhering to these. Children understand that they have a 'voice' and each year we elect a School Council to reflect the views of the children.

School Values:

Our school values are integral to our ethos and are woven into the school in all that we do. These are:

Sex and Relationships Education:

We aim to provide all children at Heronsgate with Sex and Relationship Education (sometimes known as SRE) that is appropriate to their age and identified needs. This is so that they:

- Build healthy and appropriate relationships
- Prepare them for the experiences and responsibilities of being an adult
- To respect themselves and have positive attitudes to their bodies
- Have confidence to ask questions about their bodies and changes they may face
- Recognise their own and other people's feelings
- Challenge stereotypes
- Show tolerance to others
- Respond in an appropriate manner to bullying

Our curriculum aims to allow the children to:

- Know the differences and similarities between people, gender and appearance
- Know that families can take many forms
- Know that sexuality can differ
- To know why and what makes us upset or cross
- Understand puberty
- Know that it is okay to refer to parts of the body using the correct scientific vocabulary
- Understand the many forms a relationship can take, including marriage
- Understand how conception works (UKS2 only)
- Have the knowledge and confidence to recognise and report abuse, including emotional, physical and sexual abuse

We aim to meet the statutory requirements set out in the National Curriculum. We aim to do so in a positive and caring manner. Our delivery of SRE is done so using the Jigsaw scheme of work. Children may be split into boy and girl groups but will taught the

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same content. SRE may generate conversations in which, in exceptional circumstances, present an issue of child protection. In such cases, if a member of staff suspects a child is the victim of abuse or at risk, including becoming sexually active, they should report this to the DSL immediately. Staff will ensure that the Jigsaw Charter (ground rules) are shared before each lesson.

Withdrawing a child:

Children may be withdrawn from all or part of lessons.

DfE Guidance:

"It is important that the transition phase before moving to secondary school supports pupils' ongoing emotional and physical development effectively...It should ensure that both boys and girls are prepared for the changes that adolescence brings and – drawing on knowledge of the human life cycle set out in the national curriculum for science - how a baby is conceived and born."

Parents have the right to withdraw their child from lessons that discuss or cover the theme of conception. This can be done in writing. We always recommend that a parent discuss their concerns with the PSHE leader. Alternative work will be provided if a child does not take part.

Role of the class teacher:

- To ensure children have access to a Jigsaw lessons
- Provide a safe and positive learning environment so that they feel safe to learn.
- Provide active learning opportunities
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Role of the subject leader:

- Ensure implementation of statutory requirements for PSHE.
- Monitoring of teaching and learning of PSHE is consistent.
- Ensure that the latest guidelines and curriculum updates are followed (including their own CPD)
- Update the PSHE action plan
- Organise visits to promote their subject
- Ensure that the teaching of PSHE (and SRE) is accessible to all through differentiation, including for children with additional needs (SEND). The leader will also ensure that no child is discriminated against due to age, gender, race religion, belief or disability.