



**PERROTT HILL SCHOOL**

**PERSONAL, SOCIAL AND  
HEALTH EDUCATION & SEX  
AND RELATIONSHIP  
EDUCATION  
(PSHE/SRE)**

**DEPARTMENTAL  
HANDBOOK/POLICY  
2018-19**

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***THE SUBJECT IS CALLED PERSONAL, SOCIAL AND HEALTH EDUCATION (PSHE). WHERE THE SUBJECT NAME IS REFERRED TO THROUGHOUT THIS DOCUMENT, IT ALSO INCLUDES CITIZENSHIP.***

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# **1. PSHE at Perrott Hill**

PSHE is an important aspect of the curriculum and PSHE lessons play an important part in the academic and pastoral life of the pupils. The PSHE curriculum is extensive, but the most important aspect, which pupils learn quickly, is trust. It is stressed from the outset that “trust” is the most important part of any lesson. Trust, between the member of staff and children, is built up in a variety of ways, but students highly value PSHE lessons and are disappointed when they miss them. The children are encouraged to talk freely, airing their views and thoughts on the subject under discussion, but it is important to recognise that the member of staff always sets good ground rules in order to develop a positive, sympathetic and confidential environment which facilitates open discussion and learning.

There is good understanding of confidentiality within the school. Anything said which is specifically about individuals or groups in the PSHE classroom remains there. It is not talked about by classmates or the member of staff outside that room without agreed permission. The children are, however, aware and accept that should anything emerge of major pastoral concern it will be passed discreetly to the school nurse, their tutor, the Deputy Head or the Headmaster. This is often done with the pupils’ permission but may, in a few cases, be done in order to maintain the safety of the children. The continuation of this trust is nurtured throughout the years and has in the past enabled children to feel confident in discussing personal problems, knowing they will be listened to and dealt with sympathetically and in confidence.

Above all, the children know that they can come and talk to their PSHE teacher or any member of staff if they feel there is a problem or an issue which has come about because of the lesson. It is important to stress that the school’s “Circle of Care” is learnt about and promoted in all year groups.

Since September 2016 we have followed the **Jigsaw PSHE** scheme of work for Foundation stage to Year 6. This is a mindful approach to PSHE which brings together PSHE education, emotional literacy, social skills and spiritual development in a comprehensive scheme of learning. Teaching strategies are varied and are conscious of preferred learning styles and the need for differentiation. We have agreed to trial the new **Jigsaw PSHE** Year 7 and 8 materials for the year 2017-18. These materials are in the consultation stage and we are part of the process of adapting and improving these resources for 2018-19.

## Reasons for this policy/handbook

This policy reflects the values and philosophy of PSHE in relation to its teaching and learning. It gives a framework within which staff, both teaching and non-teaching staff may operate.

The PSHE policy/handbook has been written to:-

- Establish an agreed approach to its teaching and inclusion within the school.
- To ensure continuity and progression of the subject.
- To ensure that the subject is part of the curriculum, either hidden or taught.
- To inform staff, parents, governors and inspectors.

The policy/handbook was developed by the Head of PSHE, after consultation with Pre-Prep

staff, Prep School staff. It uses the current National Curriculum guidelines for EYFS and Key Stages 1, 2 and 3 as a guide.

## **2. Subject Rationale**

PSHE helps to give pupils the knowledge, skills and understanding they need to live confident, healthy, independent lives. It also helps them become informed, active and responsible citizens. Pupils are encouraged to take part in a wide range of activities and experiences across and beyond the curriculum, contributing fully to the life of the school and community. In doing so they learn to recognise their own worth, work well with others and become increasingly responsible for their own learning. They reflect on their experiences and understand how they are developing personally and socially, tackling many of the spiritual, moral, social and cultural issues that are part of growing up.

They also find out about the main political and social institutions that affect their lives and about their responsibilities, rights and duties as individuals and members of a community. They learn to understand and respect our common humanity, diversity and differences so they can go on to form the effective, fulfilling relationships that are an essential part of life and learning. Children are taught to know their own minds, to operate from a position of self-awareness and self-valuing, and to develop the capacity to empathise with others.

The Department of Education statement about British Values reads:

*“The guidance aims to help both independent and state-maintained schools understand their responsibilities in this area. All have a duty to ‘actively promote’ the fundamental British values of democracy, the rule of law, individual liberty, and mutual respect and tolerance of those with different faiths and beliefs. These values were first set out by the government in the ‘Prevent’ strategy in 2011.*

*Until now schools have been required to ‘respect’ these values, but as a result of changes brought in earlier in the year all schools must now have a clear strategy for embedding these values and show how their work with pupils has been effective in doing so. In a letter to the Education Select Committee in March, the Parliamentary Under Secretary of State for Schools Lord Nash explained the changes were designed to “tighten up the standards on pupil welfare to improve safeguarding, and the standards on spiritual, moral, social and cultural development of pupils to strengthen the barriers to extremism”.*

(<https://www.gov.uk/government/news/guidance-on-promoting-british-values-in-schools-published>, 27 November 2014)

*‘Jigsaw contributes, as a good PSHE programme should, to the British Values agenda very significantly, both through the direct teaching of information and through the experiential learning children will enjoy.’ (Jigsaw 2016)*

## **3. Aims and Objectives**

The aims of teaching PSHE / Citizenship at Perrott Hill are consistent with the school’s

philosophy and aims. The school is also fully aware of the current National Curriculum statutory and non-statutory Guidelines (PSHE / Citizenship has non-statutory guidelines for EYFS, known as PSED, and Key Stages 1-4. Citizenship has non-statutory guidelines for Key Stages 1 and 2, and a Programme of Study for Key Stages 3 and 4).

The aims of PSHE are;

- To teach the children facts which are essential to their growth and development as individuals and as members of a particular community.
- To prepare children for living and working in the contemporary world.
- To fulfil most of the requirements set in the National Curriculum for PSHE.
- To ensure the progressive development of concepts, knowledge, skills and attitudes.
- To provide a curriculum which is broad, balanced, relevant and differentiated.
- To promote positive attitudes towards and enthusiasm for PSHE work in the school.
- To help children understand those concepts such as tolerance, respect and liberty, which are foundations to a democratic society.
- To enable the children to acquire skills, such as those relating to personal safety, discussion and decision making, which are vital to their well-being and interaction with others.
- For children to value PSHE as a subject in its own right as well as understanding its contribution to other curriculum areas and cross-curricular themes and dimensions.
- To encourage children to develop informed opinions and attitudes for themselves about a range of personal, social and moral issues.
- To nurture in children a particular set of values and Morals. They are the keys to the good ordering of the school community and explicit values which are enshrined in the school's, discipline policy.

PSHE aims to promote and develop emotional literacy as well as the personal skills and attitudes which our children will need to lead happy and fulfilled lives.

Citizenship gives pupils the knowledge, skills and understanding to play an effective role in society at local, national and international levels.

- It helps them to become informed, thoughtful and responsible citizens who are aware of their duties and rights.
- It promotes their spiritual, moral, social and cultural development.
- It encourages pupils to play a helpful part in the life of their schools, neighbourhoods, communities and the wider world.
- It also teaches them about our economy and democratic institutions and values.
- It encourages respect for different national, religious and ethnic identities.
- It develops pupils' ability to reflect on issues and take part in discussions.

## **4. Subject Provision**

### **4.1 Staffing and lesson allocation**

<b>Year Group</b>	<b>Number/length of lessons per week</b>	<b>Teaching Staff</b>	<b>Classroom</b>	<b>Key Stage</b>
<b>FS</b>	<b>Daily (10 mins)</b>	Mrs. C McKenzie, BA (Oxford Brookes), Head of EYFS	<b>Reception</b>	<b>EYFS</b>
<b>Year 1</b>	<b>1 (40 mins)</b>	Miss S Bresland, BEd (Inst of Ed London), Mont. Dip PGCPSE, Head of KS1 and Year 1 teacher	<b>1B</b>	<b>1</b>
<b>Year 2</b>	<b>1 (40 mins)</b>	Mrs A Hopson, BA (Plymouth), Pre-prep teaching assistant	<b>2W</b>	<b>1</b>
<b>Year 3</b>	<b>1 (40 mins)</b>	Mrs T Palmer BA (Leicester), PGCE, Head of Art, Year 4 Tutor	<b>3H</b>	<b>2</b>
<b>Year 4</b>	<b>1 (40 mins)</b>	Mrs T Palmer BA (Leicester), PGCE, Head of Art, Year 4 Tutor	<b>4P</b>	<b>2</b>
<b>Year 5</b>	<b>1 (40 mins)</b>	Mr Alex McCullough BA (Dunhelm) PGCE NPQH, Head	<b>5S</b>	<b>2</b>
<b>Year 6</b>	<b>1 (40 mins)</b>	Mr Alex McCullough BA (Dunhelm) PGCE NPQH, Head	<b>6R</b>	<b>2</b>
<b>Year 7</b>	<b>1 (40 mins)</b>	Mr Alex McCullough BA (Dunhelm) PGCE NPQH, Head	<b>7P</b>	<b>3</b>
<b>Year 8</b>	<b>1 (40 mins)</b>	Mr P Coverdale. BA (Oxford Brookes), QTS, Head of PSHE and Year 4 Teacher	<b>8C</b>	<b>3</b>

## **4.2 Class management**

Within a class, pupils may be taught individually; children may be grouped according to ability or other criteria such as friendship. Such groupings are organised so as to promote co-operation and effective learning and understanding.

Every effort is made to ensure that the work is carefully differentiated and matched to each group.

Whole-class teaching takes place on a regular basis, but it is up to the class teacher to plan lessons which involve different and interesting ways of engaging the students, therefore helping them to achieve the expected outcome.

The organisation of the class will be matched to the learning task or activity, the PSHE topic being studied and resources being used.

Teaching methods in PSHE will vary depending on the subject being studied and the expected outcome of learning.

Those used are:

- Whole class teaching and discussion, suitable for acquiring knowledge and evaluation of individual learning.
- Small group work to achieve an objective as a group or pair.
- Role-play to develop understanding and empathy.
- Individual work – to promote independent learning / thinking.

## 5. Curriculum

### 5.1 PHSE Overview/Long-term Plans.

The long-term plan and medium-term plans are a suggested course which are followed and which fulfil many of the requirements of the National Curriculum. It is recognised that events, media, behaviour of the children and many other factors can influence what is being taught in PSHE and this is important to recognise and promote. With this in mind, teachers of PSHE may wish to teach different topics than that stated below; this is encouraged as it means PSHE, in the school, is proactive, but also reactive which helps pupils to develop spiritually, morally and healthily.

Year	Autumn Term	Spring Term	Summer Term
Montessori Foundation Stage	<p><b><u>Being me in my world</u></b>            Helping others to feel welcome            Trying to make our school community a better place- thinking about how I am feeling            Thinking about everyone’s right to learn- being in reception            To care about other people’s feelings- gentle hands            Working well with others- managing our feelings and behaviour            Our responsibilities</p> <p><b><u>Celebrating difference</u></b>            What I am good at, accepting that everyone is different.            To include others when working or playing.            Families- similarities and differences among people            Houses and homes-            Making friends- trying to solve problems</p>	<p><b><u>Dreams and Goals</u></b>            Challenge- staying motivated            Never giving up- keep trying even when it is difficult            Setting a goal- working well with a partner or group            Obstacles and support- Having a positive attitude            Flight to the future- helping others to achieve their goals            Award ceremony- working hard to achieve their own dreams and goals.</p> <p><b><u>Healthy Me</u></b>            Everybody’s body- to have made a healthy choice            We like to move it! - to be physically active Move it! - Food Glorious food- eating a healthy and balanced diet            Sweet dreams- trying to keep themselves and others safe            Keeping clean- To know how to be a good friend and enjoy healthy friendships            Stranger danger- how to keep calm and deal with difficult situations</p>	<p><b><u>Relationships</u></b>            My family and me            Make friends- to know how to make friends and to solve friendship problems when they occur.            To help others feel part of a group.            Falling out and Bullying- to show respect in how they treat others            To know how to help themselves when they feel upset or hurt.            Being the best friend we can be- To know what makes a good relationship</p> <p><b><u>Changing me</u></b>            My body- understand that everyone is unique and special.            Respecting my body- how they feel when change happens.            Growing up- Understand the changes they see in themselves. Growth and change- understand and respect the change they see in other people.            Fun and Fears- to know who to ask for help if they are worried about change.            Celebration- looking forward to change</p>
1	<p><b><u>Being me in my world</u></b>            Special and safe- helping others to feel welcome            My class- making the school community a better place</p>	<p><b><u>Dreams and Goals</u></b>            Treasure chest of success- staying motivated when doing something challenging.            Steps to goals- Keep trying even when</p>	<p><b><u>Relationships</u></b>            Families            Friendships- how to make friends and solving friendship problems when they occur.</p>

	<p>Rights and responsibilities- everyone's right to learn  Rewards and feeling proud- Care about other people's feelings  Consequences- working well with others</p> <p><b><u>Celebrating Difference</u></b>  To accept that everyone is different and to include them when working and playing.  Bullying- to know how to help someone who is being bullied.  To try to solve problems.  Making new friends- using kind words  Celebrating difference- to know how to give and receive compliments</p>	<p>it is difficult  Achieving together- working with a partner or group  Stretchy learning- Having a positive attitude  Overcoming obstacles- Helping others achieve their goals.  Working hard to achieve their own goals and successes.</p> <p><b><u>Healthy Me</u></b>  Being Healthy- to make healthy choices  Eating a balanced and healthy diet.  Being physically active.  Medicine safety- keeping themselves and others safe.  Road safety  To know how to be a good friend and enjoy healthy friendships.  Keeping calm and dealing with difficult situations.</p>	<p>Greetings0 helping others to feel part of a group  People who help us  Being my own best friend- to know how to help themselves when they feel upset or hurt.  To know what makes a good relationship</p> <p><b><u>Changing Me</u></b>  Life Cycles  Changing me- everyone is special and unique.  My changing body- Express how they feel when change happens. Understand and respect the changes they see in themselves.  Girls and Boy's bodies  Learning and growing- to know who to ask for help if they are worried about change.  To look forward to change.</p>
2	<p><b><u>Being Me in my world</u></b>  Hopes and Fears for the year  Rights and responsibilities- trying to make our school community a better place.  Rewards and Consequences- thinking about everyone's right to learn.  Caring about other people's feelings.  Working well with others</p> <p><b><u>Celebrating Differences</u></b>  Boys and Girls- accepting that everyone is different.  Including others when working and playing.  Bullying- To know how to help if someone is being bullied.  Standing up for myself and others- try to solve problems.  Making new friends0 using kind words.  To know how to give and receive compliments</p>	<p><b><u>Dreams and Goals</u></b>  Goals to success- staying motivated when doing something challenging.  My learning strengths- keep trying, even when it is difficult.  Learning with others- working with a partner or a group.  Having a positive attitude  Helping others to achieve their goals.  Working hard to achieve their own goals and dreams.</p> <p><b><u>Healthy Me</u></b>  Being healthy- making healthy choices and eating a healthy, balanced diet  Being physically active  Being relaxed  Medicine safety- keeping themselves and others safe  Knowing how to be a good friend and enjoy healthy friendships.  Keeping calm and dealing with difficult situations</p>	<p><b><u>Relationships</u></b>  Families  Making friends  Solving friendship problems as they occur  Keeping safe- exploring physical contact.  Friends and conflict- helping others to feel part of the group.  Showing respect in the way they treat others.  Secrets  Trust and appreciation  To know how to help themselves and others when they feel hurt or upset.  To know and show what makes a good relationship.</p> <p><b><u>Changing Me</u></b>  Life cycles in nature  Growing from young to old  The changing me- express how they feel when change happens. Understand and accept the changes that they see in themselves.  Boys' and Girls' bodies- respect the changes they see in other people.  Looking ahead- looking forward to change.</p>
3	<p><b><u>Being Me in My World</u></b>  Helping others to feel welcome.  Trying to make our school community a better place.  Thinking about everyone's right to learn and to care about other people's feelings.  Working well with others.</p> <p><b><u>Celebrating Differences</u></b>  Accepting that everyone is different. Including others when working and playing.  Knowing how to help if someone is being bullied. Trying to solve problems and using kind words.</p>	<p><b><u>Dreams and Goals</u></b>  Staying motivated when faced with challenges. To keep trying even when things get difficult. To work well with a partner or group and to have a positive attitude. To help others achieve their goals and to work hard to achieve their own dreams and goals.</p> <p><b><u>Healthy Me</u></b>  Making healthy choices and eating a healthy, balanced diet. To be physically active and to keep themselves and others safe.  To know how to be a good friend and to enjoy healthy friendships.  To know how to keep calm and deal</p>	<p><b><u>Relationships</u></b>  Know how to make friends. To try and solve friendship problems when they occur. To help others to feel part of a group and to show respect towards others.  To know how to help themselves and others when they feel upset.  To know and show what makes a good relationship.</p> <p><b><u>Changing Me</u></b>  Understand that everyone is unique and special.  To express how they feel when change happens and to respect the changes they see in themselves.  To respect the changes they see in other</p>

		with difficult situations	people. To know who to ask for help if they are worried about a change and to look forward to change.
4	<p><b><u>Being Me in my world</u></b>  Helping others to feel welcome  Trying to make our school community a better place- being a school citizen  Rights, responsibilities and democracy- everyone's right to learn.  Caring about other people's feelings  Working well with others</p> <p><b><u>Celebrating difference</u></b>  Judging by appearances- accepting that everyone is different  Understanding influences  Understanding bullying- to know how to help someone who is being bullied  Problem solving  Special me- using kind words  To know how to give and receive compliments</p>	<p><b><u>Dreams and Goals</u></b>  Hopes and dreams- staying motivated when faced with a challenge.  Broken dreams- keep trying even when it is difficult  Overcoming disappointment  Creating new dreams- having a positive attitude  Achieving goals- helping other to achieve and working hard to achieve their own dreams and goals.</p> <p><b><u>Healthy me</u></b>  My friends and me  Group dynamics  Smoking  Alcohol  Healthy friendships- To know how to be a good friend  Celebrating inner strength and assertiveness- to know how to keep calm and deal with difficult situations.</p>	<p><b><u>Relationships</u></b>  Relationship web- understands the web of relationships they are part of.  Love and loss- why someone is special to me  Memories- talking about someone you no longer see  Are animals special? - animal rights issues  Special pets  Celebrating relationships with people and animals.  Knowing how to help themselves and others when they feel upset or hurt.</p> <p><b><u>Changing Me</u></b>  Unique me- everyone is unique and special  Having a baby- labelling internal and external body parts  Girls and puberty- understand and respect the changes they see in themselves and others  <b>SRE talk</b>  Accepting change- to know who to talk to if they are worried about change  Looking forward to change.</p>
5	<p><b><u>Being me in my world</u></b>  My Year ahead- facing challenges positively  Being me in Britain  Year 5 responsibilities- everyone's right to learn, my responsibilities within school.  Rewards and consequences  Behaviour- understanding how an individual's behaviour can impact on the group.  Democracy and having a voice- how this benefits the school community and how they can participate in this</p> <p><b><u>Celebrating difference</u></b>  Different Cultures- understanding cultural differences can sometimes cause conflict  Racism  Rumours and name-calling  Types of bullying  Does money matter?- comparing life with people in the developing world.  Celebrating difference across the world.</p>	<p><b><u>Dreams and Goals</u></b>  When I grow up- my dream lifestyle  Investigate jobs and careers  My dream job- why I want it and the steps to get there.  Dreams and goals of young people in other cultures  How can we support each other? - helping others to achieve their goals  Rallying support- Encouraging peers to support young people here and abroad to meet their aspirations and suggest ways we might do this.</p> <p><b><u>Healthy Me</u></b>  Smoking  Alcohol  Emergency Aid  Body image- how media and celebrity culture promotes certain body types  My relationship with food- different roles that food can play in people's lives.  Healthy me- What makes a healthy lifestyle and the choices they can make to be happy and healthy.</p>	<p><b><u>Relationships</u></b>  Recognising me- who I am. My characteristics and personal qualities  Getting on and falling out  Girlfriends and boyfriends  Relationships and technology  Staying safe when using technology to communicate with friends</p> <p><b><u>Changing Me</u></b>  Self and Body image  Puberty for girls  Puberty for boys  Conception  <b>SRE talk</b>  Looking ahead- What they are looking forward to about becoming a teenager.</p> <p>What I am looking forward to in Year 6  To know who to ask for help if they are worried about change.</p>
6	<p><b><u>Being me in my world</u></b>  My year ahead  Being a global citizen  Making our school community a better place.  Universal Rights of the child  Working well with others- how</p>	<p><b><u>Dreams and Goals</u></b>  Personal Learning goals- staying motivated when doing something challenging  Steps to success- keep trying even when it is difficult.  My dream for the world- discussing</p>	<p><b><u>Relationships</u></b>  Significant people in my life  Love and loss- Understanding the different stages of grief and identifying feelings when someone dies or leaves.  Power and Control- recognising when someone is trying to gain power</p>

	<p>individual behaviour can impact on a group.</p> <p><b><u>Celebrating difference</u></b>  Am I normal? Accepting that everyone is different  Understanding disability  Power struggles- understanding influence of a single person or group.  Why bully- bullying behaviours.  To know how to help if someone is being bullied  Celebrating differences- giving and receiving compliments.</p>	<p>problems in the world  Helping to make a difference- working with others to make the world a better place.  Recognising our achievements- working hard to help others and themselves achieve their dreams and goals.</p> <p><b><u>Healthy Me</u></b>  Food  Drugs  Alcohol  Emergency Aid  Emotional and Mental health  Managing stress- knowing how to keep calm in challenging situations</p>	<p>Being safe with technology- understanding e-safety and using technology positively and safely to communicate with my family and friends.</p> <p><b><u>Changing Me</u></b>  Self- image  Attraction  Puberty/ girl talk/ boy talk/ babies- conception and birth covered separately by <b>SRE talk</b></p> <p>Transition to Year 7</p>
7	<p><b><u>Being Me In My World</u></b>  Who am I really?  My influences  Group identity  Global identity  How others see me  Mindfulness</p> <p><b><u>Celebrating difference</u></b>  Challenging prejudice and discrimination assertively  Accepting difference in others  Challenging stereotypes  Understanding bullying  Including/excluding others</p>	<p><b><u>Dreams and Goals</u></b>  Dreams and goals may change over time  Steps to achieving goals  Coping strategies  Rewards and motivation  Using mistakes and setbacks</p> <p><b><u>Healthy Me</u></b>  Emotional health  Managing stress  Substances  Good nutrition  Medicines and immunisation  Physical activity and sleep</p>	<p><b><u>Relationships</u></b>  The changing web of friendship  The changing wall of support  Developing my relationships  The changing roles of families</p> <p><b><u>Changing Me</u></b>  My changing body – puberty  <b>SRE talk</b>  Image and self-image  Changing circumstances  My changing mind  My changing feelings</p> <p>Transition to Year 8</p>
8	<p><b><u>Being Me in My World</u></b>  Who am I?  Family factors  The power of first impressions  Faith and beliefs  Influences on our personal identity</p> <p><b><u>Celebrating difference</u></b>  Similarities and differences  Challenging social injustice and inequality  The power of persuasion  Making a difference in the community  ‘Being the change’</p>	<p><b><u>Dreams and Goals</u></b>  Short/medium/long-term goals  Money and financing a business  Keeping track of spending  Positives/negatives of money</p> <p><b><u>Healthy Me</u></b>  Emotional and mental health  Managing stress  Substances  Good nutrition  Medicines and immunisation  Physical activity and sleep</p>	<p><b><u>Relationships</u></b>  Being in control of my relationships  Being in control of personal space  Being in control of media  Being in control of social media  Being in control of myself now</p> <p><b><u>Changing Me</u></b>  <b>SRE talk</b>  Managing change  Stepping out of your comfort zone  Tackling challenges  Managing changes effectively</p> <p>Transition to Year 9</p>

## 5.2 NC Requirements for PSHE/Citizenship.

Perrott Hill School is fully aware of the current National Curriculum programmes of study in PSHE and citizenship. It also recognises that a holistic approach to PSHE is more important than just what is taught in lessons. Perrott Hill School, through its PSHE Lessons, its assemblies, its pastoral support, its boarding, its broad curriculum, provides a programme which is flexible, balanced and meets the needs of all pupils. It gives valuable experiences which all pupils at the school benefit from spiritually, morally, culturally, mentally and physically.

NC Programmes of Study used as guidance:

PSHE EYFS, Key stage 1 and 2

Citizenship Key stage 3

PSHE: Personal Wellbeing Key stage 3

Key Concepts of PSHE: Economic Wellbeing and Financial Capability, Key Stage 3.

## **6. Medium Term Plans**

All Medium Term plans are stored on the School's Academic drive under Medium Term Plans/PSHE. Any changes to these plans must be in consultation with the Head of PSHE.

With all Medium Term Plans (MTP) it is possible that major or world events may override planned lessons. It is also possible that school-based situations such as bullying, bereavement, building friendships and peer group pressure may also arise, causing the MTPs to be adapted.

It is recognised that a PSHE lesson may be taught which is different than that outlined in the MTP. This lesson should be recorded by the individual planning of the teacher and a copy of the lesson plan should be given to the Head of PSHE.

## **7. Differentiated Learning**

### **7.1 Differentiation**

It is important to provide an education which offers a challenge to ALL pupils and allows them to develop the highest standards of personal achievement, enjoyment and satisfaction. The department aims to match the appropriate teaching methods to the differing styles of learning used by pupils. The differentiated tasks set need to be appropriate to the pupils' age, intellectual ability and level of confidence.

Within a lesson it may be appropriate to use:-

- Different teaching points for different pupils.
- Different teaching styles.
- A range of tasks/activities.
- Different groupings – ability, friendship, gender.

### **7.2 Pupils with Learning Support Plans (LPs)**

The department is aware of the Learning Support department and provision, where necessary, is made for those children on Learning Plans, through consultation, reading of the LPs and through carefully planned lessons.

### **7.3 Pupils who have English as an Additional Language (EAL)**

The department is aware of pupils who have English as an Additional Language and provision, where necessary, is made during lessons for these students through support, buddies and careful planning.

## **8. Policies**

### **8.1 Assessment and Recording**

#### **PSHE in the ISEB and scholarship syllabus**

At present PSHE and Citizenship is not examinable at CE or Scholarship level, although some elements appear in the Science, RE and Geography exams.

#### **PSHE Assessment**

In accordance with school assessment procedures, two termly assessments of the pupils' effort in lessons are made and parents then notified of these assessments. (These are known as grades.) Within the Jigsaw scheme, each subject area has a built-in assessment task. This task is the formal opportunity for teacher assessment, but also offers children the chance to assess their own learning and have a conversation with the teacher about their respective opinions.

There is no formal reporting of the teaching of PSHE in the end of term reports.

### **8.2 Marking**

Due to the nature of the work, pupils' work in PSHE is not formally marked. The majority of lessons are discussion-based and group work is often at the heart of the lesson. Often written notes are pupils' opinions or notes relating to group work. The pupils' books are a source of reference for the pupils and are used in order to get pupils to reflect on a regular basis upon what they have learnt.

Effort within a lesson is assessed on a regular basis and feedback to pupils who are not meeting the expected level should be given as well as praise for those who are. How the individual class teacher records this is a personal choice, but a copy should be available for the Head of PSHE to see upon request. These assessments should be used to award termly grades.

### **8.3 Pupils' Self-Assessment/ Reviewing of work.**

An important part of teaching PSHE is for pupils to understand what they are going to learn about. The danger, due to the openness of topics covered, is that pupils may not actually quantify what they are supposed to be learning and then drift through lessons unaware of its focus. This is why pupil self-assessment and reviewing of work is essential.

Each PSHE lesson needs clear objectives/outcomes linked directly to the Jigsaw MTP (or

authorised by the Head of PSHE). It is important that lesson objectives are clear. These objectives should be revisited throughout the lesson and during the plenary so that learning can be checked.

In Years 1-8 the children are given a 'Jigsaw learning record' (see below) at the beginning of each new topic area, so that it is clear to them what they are aiming to achieve. The child colours the attainment descriptor he thinks he has achieved. The teacher does the same and facilitates a discussion with the child about his learning progress for that topic. They then both complete the evaluation boxes and focus on how progress could be made in the next topic.

# Puzzle 3 Dreams and Goals - Year 2

## My Jigsaw Learning Record

Where am I with my learning? Colour in the box to show where you think you are. Does your teacher agree with you?						
	Working towards		Working at		Working beyond	
<b>How am I doing?</b>	I can tell you what I did to help my group create the end product		I can explain some of the ways I worked cooperatively in my group to create the end product		I can explain how my own and other people's contributions helped the group to create the end product	
	Me	Teacher	Me	Teacher	Me	Teacher
	I can say how I felt about working in the group		I can express how it felt to be working as part of this group		I can explain what felt good and what felt difficult about working in our group	
	Me	Teacher	Me	Teacher	Me	Teacher

<b>I think...</b>	<p><b>I enjoyed learning.....</b></p>   <p><b>I could learn better if.....</b></p>   <p><b>I still wonder about....</b></p>
<b>My teacher thinks...</b>	<p><b>I am impressed with.....</b></p>   <p><b>Next time.....</b></p>

## **8.4 Pre-Prep PSHE**

In Years 1, 2 and the Early Years Foundation Stage, it is recognised that reviewing of lessons is completed, on the whole, through Question and Answer and that focus on the experience of the lesson is far more valuable than spending time completing a written review. It is, however, important to guide pupils to review what they have learnt during Q & A sessions as this underpins learning. Children in the Early Years Foundation Stage respond to practical PSHE lessons with simple recordings of their understanding, such as drawings or charts and these are kept to monitor in their individual profiles.

PSHE in the Pre-Prep, as in the rest of the school is an on-going process. Children are encouraged to be kind and caring to others as well as look after their environment. They are taught to be responsible for their own behaviour and learning, to be constructively critical and questioning and to build effective and meaningful relationships within the school environment.

A child who ‘actively participates’ volunteers answers. Tracking of participation enables children who do not offer any participation to be highlighted and future questions should be differentiated to encourage participation. No books or written work are kept.

## **8.5 Discipline**

### **Behaviour and Sanctions**

All staff should expect good levels of behaviour at all times in order to maximise learning. Each member of staff is responsible for the behaviour of pupils in his/her lessons. The Department supports the whole school policy for discipline, as laid out in the School Policy.

## **8.6 Pastoral support**

The PSHE department is aware of its place in the Circle of Care (see pupils’ contact book or school policy). It works closely with other areas of the school to provide a holistic approach to pupils’ personal wellbeing. Friday staff meetings and other such forums are key to providing pastoral support. It is recognised by all PSHE staff that confidentiality is important, but the sharing of information in a general sense is essential in order to highlight areas which may need to be addressed. It may also be that individual pupils highlighted in the meeting have presented some relevant information in PSHE lessons which may need to be passed on. It is at this point that it is important for PSHE teachers to recognise how to pass this on, to whom and when. Confidentiality of the individuals is still key but individual pupils’ protection and safeguarding overrides this. The Head of PSHE sits on the Pastoral Development Committee which is run by the Pastoral Deputy Head and is designed to discuss whole-school pastoral issues.

## **8.7 Bullying**

The department supports the whole school policy for counter bullying as laid out in the policy file. The topic of bullying forms part of the PSHE syllabus.

## **8.8 Equal Opportunities**

All teaching and non-teaching staff at Perrott Hill are responsible for ensuring that all pupils, irrespective of gender, ability and social circumstance, have access to the whole curriculum and opportunities, to make the greatest progress possible in all areas of the curriculum whilst in the school.

PSHE provides a variety of opportunities for teaching, which reinforces this ideal.

- Developing confidence and responsibility and making the most of their abilities.
- Developing a healthier, safer lifestyle.
- Preparing to play an active role as citizens.
- Developing good relationships and respecting differences between people.

## **8.9 Registration**

All pupils are registered at the beginning of the day. The School Nurse provides information on pupils who are absent.

A register should be taken prior to every PSHE lesson. It is the responsibility of the member of staff taking the group to ensure that a register is taken.

## **8.10 Presentation, Handwriting and Spelling**

In line with the whole school policy for handwriting, presentation and spelling, the PSHE department works towards neatly presented legible work.

## **8.11 Sex and Relationship Education (SRE)**

**This policy is written with the inclusion of the Early Years Foundation and Boarding.**

### **What is Sex and Relationships Education?**

“It is lifelong learning about physical, moral and emotional development. It is about understanding the importance of marriage for family life, stable and loving relationships, respect, love and care. It is also about the teaching of sex, sexuality and sexual health. It is not about the promotion of sexual orientation or sexual activity – this would be inappropriate teaching.” (Sex and Relationships Education Guidance DfEE 0116/2000)

### **This policy forms part of the Perrott Hill PSHE framework**

PSHE and Citizenship is of growing importance in the curriculum and the PSHE lessons at Perrott Hill play an important part in both the academic and pastoral life of the children. It is stressed from the outset that trust is the most important aspect of the PSHE syllabus, and this trust between the member of staff and children is built up in a variety of ways.

- There is an understanding that some issues discussed in the PSHE room must remain there, they are not repeated by their classmates or the member of staff to other

people in the school. The children are, however, aware and accept they are free to discuss topics with parents and appropriate adults, but should anything emerge of major pastoral concern it will be passed, discreetly, to the School Nurse, Pastoral Deputy Head or the Headmaster as may seem appropriate.

- The children are encouraged to talk freely during the lessons, airing their views and thoughts on the subject under discussion.
- The continuation of this trust is nurtured throughout the years that the children have PSHE and it allows the children to feel confident in discussing personal problems, knowing they will be listened to and dealt with sympathetically and in confidence.
- Above all, the children know that they can come and talk to the Head of PSHE (or any member of staff, school independent listener, or other element of the Circle of Care) if they feel there is a problem that is too heavy or personal to discuss with their friends, and that it will always be dealt with appropriately.

### **Policy Formation and Consultation Process**

This policy has been reviewed by Pete Coverdale (appointed Head of PSHE in 2017), taking into account national guidance and the new Jigsaw scheme of work for Years R-8.

### **Aims and Objectives**

Sex and Relationships Education within our school aims to provide opportunities for pupils to develop the skills, knowledge and understanding they will need to lead confident, healthy, independent lives and to become active and informed citizens. Information will be delivered in an accepting and honest way, which will enable young people to contribute. Such information will be age-appropriate. Parents will be fully informed of policy and practice.

### **SRE will focus on:**

#### **Attitudes and Values**

- Learning about the values of family life and stable relationships.
- Learning the value of respect, love and care.
- Exploring, considering and understanding moral dilemmas.
- Developing critical thinking as part of decision making.

#### **Personal and Social Skills**

- Learning to manage emotions and relationships confidently and sensitively.
- Developing self-respect and empathy for others.
- Learning to make choices based on understanding of differences and with the absence of prejudice.
- Providing opportunities for young people to develop the ability to understand the consequences of their decisions and actions, and to manage conflict.

#### **Knowledge and Understanding**

- Information about healthier, safer lifestyles
- Physical development
- Emotions, relationships and reproduction.

### **The programme will promote in pupils the development of:**

- self-esteem and self-awareness;
- the skills needed for successful relationships;
- a positive attitude towards difference and diversity;
- an understanding of their own and others' rights;
- emotional literacy;
- the ability and confidence to make informed choices;
- the knowledge, skills, understanding and attitude to optimise their health;
- the ability and knowledge to keep themselves and other people safe by minimising risk from harm;
- an understanding of their own and others' values and beliefs, and an individual moral framework that will help them to make well-considered decisions;
- a discerning eye for the messages they receive from the media;
- a positive attitude towards their body and sexuality;
- the ability to access help, advice and support.

**The programme also aims to provide children with:**

- the skills needed for successful relationships;
- a moral framework that will guide their decisions and behaviours now and in the future;
- opportunities to understand and celebrate difference and diversity;
- an understanding of their own bodies;
- the confidence and know-how to seek help and advice;
- self-esteem, self-awareness and emotional health;
- an awareness of the right they have over their own body;
- good communication skills – including assertiveness;
- the skills and knowledge to make positive informed choices;
- the ability to respect the rights of others to hold opinions that differ from their own as long as these views do not impact on the rights of anyone else;
- the ability to take responsibility for, and accept the consequences of, their own actions;
- the knowledge to reduce the risks to their own health and the health of others.

**EYFS Curriculum**

Relationships and body awareness are covered in the Prime Areas of Personal Social and Emotional Development and Physical Development. The aspects within these prime areas are:

- Making Relationships.
- Self-Confidence and Self-Awareness.
- Managing feelings and behaviour.
- Health and self-care.

Areas expected to be covered by the early learning goals:

**Making Relationships**

- Children are taught to show sensitivity to others' needs and feelings, and form positive relationships with adults and other children.

**Self Confidence and Self-Awareness**

- Children are taught to become confident to speak in a familiar group and talk about their feelings and ideas.

**Health and Self-Care**

- Children are taught to manage their own basic hygiene and ways to keep healthy and safe in order to become more independent.
- Children are taught the correct names for external body parts: penis, vagina, anus and testicles

#### Managing Feelings and Behaviour

- Children are taught to reflect upon their behaviour and its consequences and the importance of following rules.
- For more specific guidance see EYFS framework.

In Years 1 and 2 the children will follow the following two units in the Jigsaw programme:

#### **Relationships**

##### Families

Friendships- how to make friends and solving friendship problems when they occur.

Greetings0 helping others to feel part of a group

People who help us

Being my own best friend- to know how to help themselves when they feel upset or hurt.

To know what makes a good relationship

#### **Changing Me**

##### Life Cycles

Changing me- everyone is special and unique.

My changing body- Express how they feel when change happens. Understand and respect the changes they see in themselves.

Girls and Boy's bodies and the correct names for external body parts

Learning and growing- to know who to ask for help if they are worried about change.

To look forward to change.

In Years 3 and 4 the children will follow the following two units in the Jigsaw programme:

#### **Relationships**

Relationship web- understands the web of relationships they are part of.

Love and loss- why someone is special to me

Memories- talking about someone you no longer see

Are animals special? - animal rights issues

Special pets

Celebrating relationships with people and animals.

Knowing how to help themselves and others when they feel upset or hurt.

#### **Changing Me**

Unique me- everyone is unique and special

Having a baby- labelling internal and external body parts

Girls and puberty- understand and respect the changes they see in themselves and others

Accepting change- to know who to talk to if they are worried about change

Looking forward to change.

In Years 5 and 6 the children will follow the following two units in the Jigsaw programme:

#### **Relationships**

Recognising me- who I am. My characteristics and personal qualities

Getting on and falling out

Girlfriends and boyfriends  
Relationships and technology  
Staying safe when using technology to communicate with friends

### Changing Me

Self and Body image  
Puberty for girls (presentation and discussion. Two members of staff will be present)  
Puberty for boys (presentation and discussion. Two members of staff will be present)  
Conception  
Looking ahead- What they are looking forward to about becoming a teenager.  
What I am looking forward to in Year 6  
To know who to ask for help if they are worried about change.

In Years 7 and 8 the children will follow the following two units in the Jigsaw programme:

### Relationships

Being in control of my relationships  
Being in control of personal space  
Being in control of media  
Being in control of social media  
Being in control of myself now

### Changing Me

Managing change  
Stepping out of your comfort zone  
Tackling challenges  
Managing changes effectively

Additional topics will include:

Growing up and responsibility  
Boyfriends, girlfriends and feelings  
'Families' come in all shapes and sizes. Single parenting, same-sex parenting.  
Babies are conceived and born in various ways.  
Feelings about babies - to understand when and why people choose to have babies, to understand some of the difficulties of having a baby.  
Being a mum, being a dad and what really matters - family values.  
Sexism.  
Year 8 Sex and Relationships Question and Answer seminars. A copy of questions will be emailed to parents before the seminar.

For further detail and curriculum content see Curriculum Overview and Medium Term Plans (MTPs). Due to the nature of PSHE, topics are sometimes covered which are not identified in the MTPs. This is accepted and topics are taught if relevant. If these are sensitive topics they are discussed with the Head of PSHE and Headmaster, before delivery.

**In addition, girls and boys in Years 6, 7 and 8 will benefit from additional dedicated, appropriate sessions on the topics of puberty, menstruation and SRE issues which are a little more sensitive. These sessions are planned by the Head of PSHE in partnership with the school nurse and Headmaster, and led by appropriate members of staff. These sessions are delivered off timetable and in single sex groups, where appropriate.**

## **Withdrawal of children**

Parents have the right to withdraw their children from any SRE that falls outside of the statutory curriculum (*Education Act, 1996*) although they may not withdraw from human reproduction delivered in Science, for example. Any parents expressing concerns will be invited into school for discussions with Pete Coverdale, the Head of PSHE, in the first instance where they will be invited to view materials and resources. Should they still decide to exercise this right; the school will make suitable provision for the supervision of the child at such times that are necessary. The parent will be advised that they have an obligation to provide the information at home using information available from the DfE.

Teachers will answer pupil questions appropriately and use their professional judgement in line with this policy. **There is no expectation that any teacher delivering SRE will automatically answer pupil questions, as this may infringe personal boundaries.** However, in this instance, pupils will be advised to talk to their parents, another member of staff, or advised as to where they may be able to access information eg. helplines, websites, leaflets etc.

The programme will be monitored as an on-going part of the process by both teaching staff and pupils.

For specific lecture/question and answer sessions, pupils will be given the opportunity to raise topics for discussion (anonymously if desired) and parents will be informed in advance of items for discussion.

### **The SRE programme will be monitored and evaluated via:**

- Discussions
- Teacher assessments
- Pupils' assessment and evaluations
- Teacher evaluations at the end of a block of lessons, which are then forwarded to the Head of PSHE (to help inform future developments).
- Through Pastoral Development Committee

## **Safeguarding**

SRE may bring about disclosures of safeguarding children issues and all staff are familiar with the procedures for reporting their concerns. In these cases, please refer to the Perrott Hill Safeguarding Policy and their safeguarding training.

## **Confidentiality**

As a general rule, a child's confidentiality is maintained by the teacher or member of staff concerned. However, if this person believes that the child is at risk or in danger, they must report to the Headmaster (the Designated Safeguarding Lead) or the Assistant Safeguarding Lead immediately.

### **How will the school deal with sexually explicit questions?**

- The school will endeavour to answer all reasonable questions.
- In the case of Year 8 SRE Q&A seminars, content provided by the children in advance will be forwarded to parents before the session occurs. Parental input is encouraged.

- Staff will make it clear, through ground rules, that nobody should ask personal questions.
- It is inevitable that questions will arise from the discussions and, whilst we are prepared to modify the programme if a certain question recurs, the staff will endeavour to answer those questions that relate directly to the agreed programme.

### **Basic ground rules specific to SRE**

- Respect will be shown at all times.
- Personal questions are unacceptable.
- If it is perceived that anyone is at risk from harm, the DSL will be informed.
- Strategies will be developed to ease embarrassment should it occur.
- Children are encouraged to identify an external, independent listener who they can approach with questions.

### **Making the policy available**

- All teachers and governors have access to the policy.
- Updates are delivered to staff that supply the content.
- A copy will be provided for parents/carers on request.

### **Updating and reviewing the policy**

The Head of PSHE gathers feedback from relevant bodies on an annual basis and uses this to update the policy in conjunction with the Headmaster and School Nurse.

### **Links to Other Documentation**

Jigsaw PSHE Scheme

Sex and Relationship Education in Schools, House of Commons Statement January 2014

DfEE Guidance for Schools [0116/2000]

Ofsted 'Sex and Relationships' [2002]

Perrott Hill Child Protection policy

Perrott Hill Teaching and Learning policy

Perrott Hill Equality and Diversity policy

Perrott Hill Anti-bullying policy

Perrott Hill Safeguarding Handbook

Sex Ed forum

## **8.12 E-Safety Policy**

E-Safety is an integral part of the PSHE and IT curriculum. Wider school links are being continuously created e.g. E-safety posters within Art. It is essential for teachers of PSHE to be aware of E-safety issues, policy and receive training. The most recent training for all staff was delivered at InSET on 5<sup>th</sup> January 2017 by Pete Bower from the UK Safer Internet

Centre.

Close links between the Head of PSHE and IT have been created; reviewing of the curriculum is current and occurs annually. For further details contact the Head of Computing and IT and read the E-Safety policy.

## **9. Resources and Resource Ordering**

A wide variety of resources are available in school. Teachers using the Jigsaw scheme each have a Jigsaw folder containing all planning, a chime, CD Rom and Jigsaw toy. Additional resources include reference books, CD Roms and DVDs and are kept by the Head of PSHE in the filing cupboard in 4C. Text books relevant to specific year groups are kept by the teacher taking that year group. The Head of PSHE is responsible for maintaining resources.

The Head of PSHE periodically asks the department to list any resources required to either top up or develop a new topic. After discussion and consideration, the Head of PSHE will order any resources. A copy of the resources ordered is kept in the PSHE department finance file which is kept by the Head of PSHE.

When orders arrive, they should be checked and signed for. Invoices should be agreed by the Head of PSHE before being paid. Any mistakes should be reported at once so that they can be rectified.

***JIGSAW PSHE - the mindful approach to PSHE*** by Jan Lever is used for Years R-8

### Additional Text Books Used:-

*Your Life 1, Your Life 2, Your Life 3* by John Foster

*This is Citizenship 1* by Terry Fiehn

### Spellbinder Education Resources:-

Drug Education lesson Plans KS2

Relationships in Sex Education KS2

Global Citizenship KS 3 and 4

Relationships in Sex Education KS 3 and 4

Assessment of Citizenship in Secondary Schools

## **10. School-Parent Link**

The department supports the whole school policy for school–parent links as laid out in the policy file.

The Head of PSHE may attend the parent-teacher meetings for each form receiving PSHE lessons, and is available for discussion at any time.

## **11. Use of outside agencies/people to deliver PSHE topics**

People with an interest in, or expertise in, a particular topic or area of PSHE may be invited into school to work with the children. Such visitors may include parents, other family members, neighbours and people from the local community.

The use of outside agencies/people to deliver elements of PSHE/Citizenship is a growing part of the school's curriculum. Recent events such as Karl Hopwood's talk on E-Safety, the local police officer and the fire brigade visiting the School have occurred in the last few years. Many of these are annual events or events which are arranged when deemed necessary to address the need of the pupils and staff. When inviting outside agencies or speakers into school, staff should be aware of and follow the School's policy and procedures regarding the 'Prevent' agenda.

## **12. Setting work when absent**

When Staff are absent from school they must inform Mr Bryan Kane (Academic Deputy Head) of this absence. Members of the department who are absent on the day must phone Mr Kane by 7.30am and set work for groups by phone or email. If the absence is planned, staff will leave written instructions for the cover teacher or make arrangements with covering staff.

## **13. Guidance**

### **13.1 Appraisal**

PSHE teachers are part of the school's Professional Development and Review (PD&R) programme, details of which can be found in the staff handbook. At these meetings, all matters related to current and recent performance are discussed and targets for future professional and personal development are agreed.

During the year, PSHE staff are encouraged to discuss all aspects of their teaching at any time with the Headmaster, Head of PSHE or Deputy Heads.

### **13.2 Professional development**

All staff try to ensure that best practice is employed during teaching at Perrott Hill by using the PD&R process.

The School's training budget is designed to meet all appropriate training needs, and having discussed them with the Head of PSHE, staff should first submit their requests for training to the Professional Development and Review Coordinator via the SMT meeting agenda stored on the Academic drive.

The School has INSET days at the end of each holiday, during which all staff undertake training of a more general nature.

### **13.3 Liaison**

Day-to-day liaison with staff from other departments in the school is encouraged and in any case happens informally on a daily basis.

An overview of the PSHE curriculum is on the school's computer network, together with the medium term plans, both of which can be used by other staff to inform the teaching of their particular subject and to maximise the opportunities for cross curricular learning by the pupils.

## **14. Cross curricular Links**

PSHE is a thread that runs through the whole fabric of the school. PSHE / Citizenship contributes to many aspects of school life, including

- Building cohesion, teamwork and a positive classroom atmosphere where a variety of interaction (individual work – small group work – large group work – interaction with staff)
- Games / activities: pupils working together
- P.E: health, healthy eating, exercise and diet
- Geography: the environment, pollution, sustainability, global citizenship – water, electricity, transport, food.
- Science: Sex and relationships, health.
- R.E: Religious Festivals, Other cultures and lifestyles, stereotypes, racism.
- Pastoral Systems

Long-term PSHE planning (involving cross-curricular links) and evaluation is carried out by the Head of PSHE.