



PERROTT HILL SCHOOL

**PERSONAL, SOCIAL AND
HEALTH EDUCATION
&
RELATIONSHIPS AND SEX
EDUCATION
(PSHE/RSE)
DEPARTMENTAL
HANDBOOK/POLICY
2025-26**

The Board of Directors has charged the Proprietor with day-to-day responsibility for the governance of the School. Ultimate responsibility for the governance of the School rests individually and collectively with Board of Directors.

The Proprietor chairs a Board of Governors acting in an advisory capacity in support of good governance.



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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.

PSHE 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.
- 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.

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

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learning. Teaching strategies are varied and are conscious of preferred learning styles and the need for differentiation. We agreed to trial the new **Jigsaw PSHE** Year 7 and 8 materials for the year 2017-18 and these materials are now being used.

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

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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 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 for PSHE.

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

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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.

4. Subject Provision

4.1 Staffing and lesson allocation

Year Group	Number/length of lessons per week	Teaching Staff	Classroom	Key Stage
Nursery	Daily (10 mins)	Becky England, Mont Dip FdA Early Years	Nursery	EYFS
Reception		Helen McCullough, BA Hons QTS	Reception	
Year 1	1 (40 mins)	Clare Layove, BA Hons PGCE	1	1
Year 2	1 (40 mins)	Angela Dawson, BEd Hons	Parkman 3	
3B	1 (40 mins)	Sandra Bresland, BEd (Hons), MontDip PGCPSE	Coates 1	2
4W	1 (40 mins)	Beth White, BA Hons	Parkman 4	
5B	1 (40 mins)	Peter Coverdale BA QTS, Head of PSHE	Grundy 2	
6M	1 (40 mins)			
7B	1 (40 mins)			
8PC	1 (40 mins)			
				3

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:

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- 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 PSHE Overview/Long-term Plans

The long-term plan and medium-term plans in Jigsaw PSHE are a suggested course which are followed as far as possible 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><u>Being me in my world</u> 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><u>Celebrating difference</u> 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><u>Dreams and Goals</u> 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><u>Healthy Me</u> 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><u>Relationships</u> 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><u>Changing me</u> 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><u>Being me in my world</u> Special and safe- helping others to feel welcome My class- making the school community a better place Rights and responsibilities-</p>	<p><u>Dreams and Goals</u> Treasure chest of success- staying motivated when doing something challenging. Steps to goals- Keep trying even when it is difficult</p>	<p><u>Relationships</u> Families Friendships- how to make friends and solving friendship problems when they occur. Greetings0 helping others to feel part of a</p>

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	<p>everyone's right to learn Rewards and feeling proud- Care about other people's feelings Consequences- working well with others</p> <p><u>Celebrating Difference</u> 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>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><u>Healthy Me</u> 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>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><u>Changing Me</u> 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><u>Being Me in my world</u> 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><u>Celebrating Differences</u> 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 friends using kind words. To know how to give and receive compliments</p>	<p><u>Dreams and Goals</u> 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><u>Healthy Me</u> 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><u>Relationships</u> 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><u>Changing Me</u> 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><u>Being Me in My World</u> 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><u>Celebrating Differences</u> Accepting that everyone is different. Including others when working and playing.</p>	<p><u>Dreams and Goals</u> 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><u>Healthy Me</u> Making healthy choices and eating a healthy, balanced diet. To be physically active and to keep themselves and</p>	<p><u>Relationships</u> 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><u>Changing Me</u> Understand that everyone is unique and special.</p>

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

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	world.		
6	<p><u>Being me in my world</u> My year ahead Being a global citizen Making our school community a better place. Universal Rights of the child Working well with others- how individual behaviour can impact on a group.</p> <p><u>Celebrating difference</u> 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><u>Dreams and Goals</u> 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 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><u>Healthy Me</u> Food Drugs Alcohol Emergency Aid Emotional and Mental health Managing stress- knowing how to keep calm in challenging situations</p>	<p><u>Relationships</u> 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 Being safe with technology- understanding e-safety and using technology positively and safely to communicate with my family and friends.</p> <p><u>Changing Me</u> Self- image Attraction Puberty/ girl talk/ boy talk/ babies- conception and birth covered separately by RSE sessions</p> <p>Transition to Year 7</p>
7	<p><u>Being Me In My World</u> Who am I really? My influences Group identity Global identity How others see me Mindfulness</p> <p><u>Celebrating difference</u> Challenging prejudice and discrimination assertively Accepting difference in others Challenging stereotypes Understanding bullying Including/excluding others</p>	<p><u>Dreams and Goals</u> Dreams and goals may change over time Steps to achieving goals Coping strategies Rewards and motivation Using mistakes and setbacks</p> <p><u>Healthy Me</u> Emotional health Managing stress Substances Good nutrition Medicines and immunisation Physical activity and sleep</p>	<p><u>Relationships</u> The changing web of friendship The changing wall of support Developing my relationships The changing roles of families</p> <p><u>Changing Me</u> My changing body – puberty RSE sessions Image and self-image Changing circumstances My changing mind My changing feelings</p> <p>Transition to Year 8</p>
8	<p><u>Being Me in My World</u> Who am I? Family factors The power of first impressions Faith and beliefs Influences on our personal identity</p> <p><u>Celebrating difference</u> Similarities and differences Challenging social injustice and inequality The power of persuasion Making a difference in the community ‘Being the change’</p>	<p><u>Dreams and Goals</u> Short/medium/long-term goals Money and financing a business Keeping track of spending Positives/negatives of money</p> <p><u>Healthy Me</u> Emotional and mental health Managing stress Substances Good nutrition Medicines and immunisation Physical activity and sleep</p>	<p><u>Relationships</u> 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><u>Changing Me</u> RSE sessions Managing change Stepping out of your comfort zone Tackling challenges Managing changes effectively</p> <p>Transition to Year 9</p>



5.2 National Curriculum requirements for PSHE

Perrott Hill School is fully aware of the current National Curriculum programmes of study in PSHE and regular updates from Jigsaw PSHE ensure that NC guidelines are followed. 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 and 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.

6. Medium Term Plans

All Medium Term plans are stored on Teams in the School's Staff Team under Academic/Medium Term Planning/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.

This lesson should be given by the individual teacher in consultation with 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 Individual Learning Support Plans (ILPs)

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The department is aware of the Learning Support department and provision, where necessary, is made for those children on ILPs, through consultation, reading of the ILPs 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 is not examinable at CE or Scholarship level, although some elements appear in the Science 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 a more 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.

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	
How am I doing?	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

I think...	I enjoyed learning.....
	I could learn better if.....
	I still wonder about....
My teacher thinks....	I am Impressed with.....
	Next time.....



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 Relationships and Sex Education (RSE, formerly SRE)

Policy Formation and Consultation Process

This policy has been reviewed by Peter Coverdale (appointed Head of PSHE in 2017), taking into account national guidance and the Jigsaw PSHE scheme of work for Years R-8. The policy is written with the inclusion of the Early Years Foundation and Boarding.

What is Relationships and Sex 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

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about the promotion of sexual orientation or sexual activity – this would be inappropriate teaching.” (Sex and Relationships Education Guidance DfEE 0116/2000)

Aims and Objectives

Relationships and Sex 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.

RSE 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;

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- 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.

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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
- Greetings - 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 boys' 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 – to understand 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

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- 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 are you looking forward to about becoming a teenager?
- What are you looking forward to in Year 6?
- To know who to ask for help if they are worried about change

In Years 7 and 8 (Key Stage 3) 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 Relationships and Sex Question and Answer seminars. A copy of questions will be emailed to parents before the seminars.

For further detail and curriculum content see The Head of PSHE for the 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.

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In addition, girls and boys in Years 6, 7 and 8 will benefit from additional dedicated, appropriate sessions on the more sensitive topics of puberty, menstruation and RSE issues. 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 in single sex groups.

Government Relationships, Sex and Health Education guidance

Link to guidance up to August 2026:

https://assets.publishing.service.gov.uk/media/68b96b003f3e5483efdba9b4/Relationships_Education_RSE_and_Health_Education.pdf

15th July 2025:

“The statutory guidance has a new focus on helping boys identify positive role models, and challenge myths about women and relationships that are spread online in the ‘manosphere’ - without stigmatising boys for being boys. Secondary schools will also now include lessons on incel culture, including how a piece of content online can impact a person’s understanding of sexual ethics and behaviour, as well as increasing awareness of AI, deepfakes and how pornography links to misogyny.”

There will be significant changes to the Government’s RSE guidance to take effect from 1st September 2026 found in this link:

https://assets.publishing.service.gov.uk/media/68b8499e11b4ded2da19fd92/Relationships_education_relationships_and_sex_education_and_health_education_-_statutory_guidance.pdf

Withdrawal of children

As of 1st September 2020 the Department of Education made Relationships Education compulsory for primary pupils and RSE compulsory for secondary pupils (ie. for Year 7 and 8 pupils at PHS). In other words **it is not compulsory for primary schools to teach pupils Sex Education** but

“We recommend that they do so, tailored to the age, physical and emotional maturity of their pupils.” (www.gov.uk August 2021)

and

“A strong new emphasis on age-appropriate and sequenced teaching, differentiated between primary and secondary school, will mean children don’t get taught things they are too young for, without proscribing specific ages to each individual topic. (www.gov.uk July 2025)

Parents continue to have the right to withdraw their children from any RSE up to Year 6 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 Peter Coverdale, the Head of PSHE, in the first instance where they will be invited to view materials and

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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.

Teachers will answer pupil questions appropriately and use their professional judgement in line with this policy. **There is no expectation that any teacher delivering RSE 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.

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 Will Silk (the Designated Safeguarding Lead) or Simon Sheldon (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 RSE 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 RSE

- 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.

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- Children are encouraged to identify an external, independent listener who they can approach with questions.

Making the policy available

“The guidance is absolutely clear that parents should be able to view all RSHE curriculum materials on request and that schools should not agree to any contractual restrictions on showing parents any content that the school will use.” (www.gov.uk July 2025)

- All teachers, parents and governors have access to the policy.
- Updates are delivered to staff that supply the content.
- A hard 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

Relationships and Sex Education in Schools, Department of Education, July 2020

Inspecting Teaching of the Protected Characteristics in Schools, Ofsted, April 2021

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

8.12 E-Safety Policy

E-Safety is an integral part of the PSHE and the ICT curriculum. Wider school links are being continuously created e.g. lectures, E-safety posters within Art. It is essential for teachers of PSHE to be aware of E-safety issues and policy and staff will receive receive training.

Close links between the Head of PSHE and ICT have been created; reviewing of the curriculum is current and occurs annually. For further details contact the Head of Computing and ICT 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 and each have access to the Medium Term Plans on the central server, 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 Grundy 2. 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

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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 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 Andrew Finch, Deputy Head, of this absence. Members of the department who are absent on the day must phone Mr Finch 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, Director of Studies or Deputy Head.

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 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.

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- 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.