

PERSONAL, SOCIAL, HEALTH & ECONOMIC EDUCATION (PSHE) POLICY

This policy was reviewed in January 2025 by Beth Barber (PSHE Subject leader at Shakespeare Junior School).

Intent

PSHE (Personal Social Health Economic) education at Shakespeare Junior School aims to prepare pupils for the opportunities, responsibilities, experiences and challenges of life in modern Britain and will effectively develop the knowledge, understanding, attitudes, values and skills pupils need to manage their lives, both now and in the future.

Knowledge and Understanding –

- learning and understanding physical and emotional development at appropriate stages
- understanding physical and emotional changes and the development of relationships
- learning about reproduction, human sexuality and personal health
- learning about where to go for help or advice in school and how to access a range of local and national support agencies

Personal and Social Skills -

- learning to manage emotions and relationships confidently and sensitively
- developing self-respect and empathy for others
- learning to make choices with an absence of prejudice
- developing an appreciation of the consequences of choices made
- managing conflict
- empowering pupils with the skills to be able to recognise inappropriate/uncomfortable situations and/or behaviours with their peers and adults

Attitudes and Values –

- learning the importance of values, individual conscience and moral choices
- learning the value of family life, stable and loving relationships and marriage
- learning about the nurture of children
- demonstrating the values of respect, love and care
- exploring, considering and understanding moral dilemmas
- developing skills including negotiation and decision-making
- challenging misconceptions

Pupils at Shakespeare Junior School will learn how to stay healthy and safe, while being prepared to make the most of life and work and achieve their potential. They will be supported to manage the physical and emotional changes of puberty; build positive relationships; be introduced to a wider world and enabled to make an active contribution to their communities.

Teaching and Learning

Effective teaching and learning about physical health and mental wellbeing will be prioritised, in line with one of the key focus points of the 2020-2021 school improvement plan. Children will learn that mental wellbeing is a normal part of daily life and understand the importance of good mental health. They will learn to recognise and talk about their emotions, develop simple self-care techniques and learn where and how to seek support for themselves and others.

PSHE planning and teaching at Shakespeare Junior School uses quality assured lesson plans and resources recommended by the PSHE Association (the national body for PSHE education) and covers all of the new statutory requirements, which were published by the Department for Education (DfE) in June 2019. Statutory guidance states that PSHE education should cover mental health and wellbeing, physical health (including healthy lifestyles and first aid) and learning about safe, healthy relationships, including understanding consent and negotiating life online. Teaching of PSHE at Shakespeare Junior School reflects the ethos of our school and the needs of our pupils and lessons are designed to give pupils opportunities to demonstrate and develop the school ASPIRE values (active, strategic, persevering, innovative, responsible and empathetic).

Throughout Key Stage 2, children at Shakespeare Junior School will develop their knowledge, understanding, attitudes and skills in the core areas of 'relationships', 'health and wellbeing' and 'living in the wider world'. Every topic in each year group is presented under one of these three core theme headings, which should make the vision, intent and learning clear for staff, pupils and parents. While there is one main theme for each teaching/ learning topic, there is naturally some overlap and most will draw on more than one core theme.

Developmental progression is built in by revisiting themes year on year, building on and extending prior learning. Shakespeare Junior School uses a question-based model and learning is structured around an overarching question for each term or half term. Teaching

builds according to the age and needs of the pupils with developmentally appropriate learning objectives given to respond to each key question. Lessons are delivered by class teachers once a week.

The table below provides the long-term overview of the key areas and learning questions which form the foundation of PSHE learning at Shakespeare Junior School.

PSHE at Shakespeare Junior School - Long-term overview

(Core Themes: **Relationships**; **Health and Wellbeing**; **Living in the Wider World**)

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Year 3	How can we be a good friend?	What keeps us safe?	What are families like?	What makes a community?	Why should we eat well and look after our teeth?	Why should we keep active and sleep well?
Year 4	What strengths, skills and interests do we have?	How do we treat each other with respect?	How can we manage our feelings?	How can we help in an accident or emergency?	How can our choices make a difference to others and the environment?	How can we manage risk in different places?
Year 5	What makes up a person's identity?	What decisions can people make with their money?	How will we grow and change?	How can friends communicate safely?	How can drugs common to everyday life affect health?	What jobs would we like?
Year 6	How can we keep healthy as we grow?		How can the media influence people?		What will change as we become more independent? How do friendships change as we grow?	

Any PSHE lesson may consider questions or issues that some will find sensitive. Before embarking on these lessons, ground rules are established which prohibit inappropriate personal information being requested or disclosed by those taking part in the lesson. When pupils ask questions, teachers will aim to answer them honestly, within the ground rules established at the start of the sessions. When it is felt that answering a specific question would involve information at a level inappropriate to the development of the rest of the pupils, the question may be dealt with individually at another time. Where appropriate,

individuals from outside school may be brought in to support the teaching of PSHE. When this is deemed appropriate, a service level agreement will be in place to ensure both the school and the agencies are aware of the expectations of the session. When discussing emotive subjects during the lessons, teachers will ensure that the children know how to get further advice and support on the subjects.

Inclusion

Ethnic and Cultural Groups

We intend our policy to be sensitive to the needs of different ethnic, cultural and religious groups. We encourage parents/carers to discuss any concerns with the Headteacher.

Pupils with Special Needs

We will ensure that all pupils receive age appropriate sex and relationship education, and we will offer provision appropriate to the particular needs of all our pupils, taking specialist advice where necessary.

Sexual Identity and Sexual Orientation

We aim to deal sensitively and honestly with issues of sexual orientation, answer appropriate questions and offer support.

Right of Withdrawal of Pupils from Sex and Relationship Education (SRE)

Parents cannot withdraw their children from the statutory relationships education because it is important that all children receive this content, which covers topics such as friendships and how to stay safe. However, some parents may prefer to take responsibility for teaching certain aspects of this education and they have the right to withdraw their child from all or part of the sex education lessons, except for those parts included in the statutory National Curriculum (i.e. in Science lessons). The school would make alternative arrangements in such cases. Parents are encouraged to discuss their decisions with teachers and the Headteacher at the earliest opportunity and are welcome to review any PSHE resources the school uses.

Confidentiality

It should be made clear to pupils that all adults in school cannot guarantee absolute confidentiality and this should be made clear when forming the class ground rules. During PSHE and SRE lessons, children may disclose something to an adult or another child which

gives the teacher cause for concern. On this occasion, the school's 'Designated Safeguarding Lead' or the Deputy will be informed and, if appropriate, the parents.

Monitoring and Evaluation

It is the responsibility of the Headteacher and Leadership Team to oversee and organise the monitoring and evaluation of PSHE, in the context of the overall school plans for monitoring the quality of teaching and learning.

The Governing Body is responsible for overseeing, reviewing and organising the revision of the PSHE Policy.

Ofsted is required to evaluate and report on the spiritual, moral, social and cultural development of pupils. This includes evaluating and commenting on the school's SRE policy, and on support and staff development, training and delivery.

This policy will be reviewed by January 2026 to ensure that it continues to meet the needs of pupils, staff and parents at Shakespeare Junior School, and that it is in line with current DfE advice and guidance.