

PERSONAL, SOCIAL AND HEALTH EDUCATION POLICY

1. Rationale and Purpose

- The core purpose of PSHE throughout Read School is to support the personal development and high achievement of young people in the School to enable them to participate in society as fulfilled, well-rounded individuals. Our vision is to enable the development of:
 - Successful learners
 - Confident individuals
 - Responsible citizens
- Policies are designed to support the ethos, aims and vision of the school as outlined in the School Improvement Plan and on the school website.
- It is our vision that all young people experience PSHE which places the learner at the centre of planning, learning and assessment, taking into account local and wider needs.
- PSHE is about what it is to be a person. Fundamentally, it is concerned with the exploration of values and attitudes, with the development of skills, and with the acquisition of relevant knowledge and understanding. This should enable students to lead confident, healthy, responsible lives as individuals and contributing members of society.
- We aim to recognise the value of and build on the diversity and richness of the existing knowledge and understand the skills, values and experiences that young people bring to their learning. All young people learn within a planned, flexible, differentiated, developmental, assessed PSHE curriculum which is enriched by and enriches the entire curriculum that they experience as members of the school community. PSHE sets learning within 'real life contexts' that affect young people, their families and the adults they work with. Learning is set within a 'healthy', 'citizenship rich' school modelling the behaviours and values that enrich and reinforce those taught through the programme.

2. Aims

The aims of this policy are:

- To establish a clear rationale for PSHE for the benefit of pupils, throughout the Junior and Senior Schools, teachers, parents/carers, governors and the community.
- To ensure that each member of staff is aware of his/her role in the personal and social development of students towards becoming good citizens through both the formal and informal curriculum.
- To raise the awareness amongst staff of the ways in which different subjects can contribute towards aspects of PSHE.
- To establish the importance of the school's PSHE programme

3. Definition

- PSHE is a planned programme of learning opportunities and experiences that help children and young people grow and develop as individuals and as members of families and of social and economic communities.
- PSHE supports children and young people to make informed decisions about their lives. It contributes to young peoples' life chances, developing knowledge, understanding, skills and attitudes.
- PSHE gives students opportunities to reflect on their experiences and understand how they are developing personally and socially, encompassing many of the spiritual, moral, social and cultural issues in their lives and those of others in society. It also helps to promote students' well-being and self-esteem supporting them to take responsibility for their learning and future life chances.
- It does this by providing active learning that enables young people to develop the concepts, knowledge and skills to be able successfully to manage themselves, their relationships, risk and the challenges and opportunities, predictable and unpredictable, known and unknown that they may encounter in life. Sex and Relationships Education (SRE) and Drugs Education are taught within the curriculum. Curriculum planning creates learning contexts and provides opportunities to address an appropriate balance of citizenship, personal wellbeing, economic wellbeing and financial capability. Citizenship within the PSHE programme of study supports students' development in making a positive contribution to society.

4. Provision and Evaluation

- The teaching of PSHE should enable young people to explore, compare and clarify their values, including by challenging their assumptions and thinking. Good life choices and decision-making are essentially made on the basis of sound knowledge and access to accurate, relevant and unbiased information

that learners make sense of with the support of their school, their parents/carers and their community. The implementation of this policy is the responsibility of all members of The Read School community.

- Through a broad range of learning approaches including enquiry-based learning, PSHE contributes to the classroom and the school as 'learning communities' and supports teachers operating as 'reflective practitioners'.

SENIOR SCHOOL PSHE CURRICULUM

The Senior School PSHE curriculum is carefully mapped to ensure that the key topics and themes are covered. The content is covered in a variety of ways:

- Dedicated 55-minute weekly lessons in Years 7, 8, 9,10 and 11.
- Cross curricular links within subject areas (Citizenship, PE, Religious Studies and Science)
- Visiting speakers
- Cross-curricular activities
- Assemblies (House and Year Group)
- Recommended Schemes of Work / medium term plans and lesson plans
- Current affairs discussions within tutor groups

Students are taught using a variety of teaching methods

- Individual work
- Group/class discussion
- Written presentations ; research
Video-based materials

The programme is supported by colleagues from within school and specialists from the wider community who bring their expert knowledge or experiences to enrich the PSHE Education programme.

Due to the sensitive nature of many of the topics covered in the subject, “ground rules” for the subject are clarified with students and are referred to in every lesson.

Parents/carers have the right to remove their child from Sex and Relationship lessons. They are informed of this by letter at the start of each academic year.

PSHE is the joint responsibility of the individual, the family, the school and the wider community. Through our PSHE programme students are encouraged to show respect for our diverse society.

Any child protection concerns which arise in PSHE lessons are to be reported to the Designated Safeguarding Lead (DSL) in the School. The impact of the subject is evaluated in various ways:

- Feedback from students in lessons and at other times
- Feedback from staff and parents/carers
- Observation of PSHE lessons and other activities.

5. Related Policies

The PSHE policy and programme complement the following school policies:

- Drugs Education
- Sex and Relationships

6. Monitoring and Evaluation

The Headteacher is responsible for the overall management and leadership of the PSHE policy. This policy will be reviewed every year by the PSHE coordinator and the Headteacher.

The quality of teaching will be monitored by the PSHE coordinator, supported by SLT as appropriate.

The Headteacher will report to the Learning, Teaching and Standards Committee of the Governing Board on the implementation of this policy.

Policy Development and Review

This policy is to be reviewed every year. The consultation process will involve students, parents/carers, staff, and the school governing body.

Sources

The following documents were used to inform this policy:

- DfE Relationships Education, Relationships and Sex Education (RSE) and Health Education Guidance
- National curriculum in England: framework for key stages 1 to 4
- Education Act 2011
- The new Ofsted framework for PSHE education 2019

DFE: PSHE 2020 Statutory guidance

What you MUST cover to meet the statutory guidance: (DfE statutory wording)

Mental wellbeing

- How to talk about their emotions accurately and sensitively, using appropriate vocabulary That happiness is linked to being connected to others
- How to recognise the early signs of mental wellbeing concerns
- Common types of mental ill health (e.g. anxiety and depression)
- How to critically evaluate when something they do or are involved in has a positive or negative effect on their own or others' mental health
- The benefits and importance of physical exercise, time outdoors, community participation and voluntary and service-based activities on mental wellbeing and happiness

Internet safety and harms

- The similarities and differences between the online world and the physical world, including: the impact of unhealthy or obsessive comparison with others online (including through setting unrealistic expectations for body image), how people may curate a specific image of their life online, over-reliance on online relationships (including social media), the risks related to online gambling including the accumulation of debt, how advertising and information is targeted at them and how to be a discerning consumer of information online
- How to identify harmful behaviours online (including bullying, abuse or harassment) and how to report, or find support, if they have been affected by those behaviours

Physical health and fitness

- The positive associations between physical activity and promotion of mental wellbeing, including as an approach to combat stress
- The characteristics and evidence of what constitutes a healthy lifestyle, maintaining a healthy weight, including the links between an inactive lifestyle and ill health, including cancer and cardio-vascular ill-health.
- The science relating to blood, organ and stem cell donation**

Healthy eating

- How to maintain healthy eating and the links between a poor diet and health risks, including tooth decay and cancer

Drugs alcohol and tobacco

- The facts about legal and illegal drugs and their associated risks, including the link between drug use, and the associated risks, including the link to serious mental health conditions
- The law relating to the supply and possession of illegal substances

- The physical and psychological risks associated with alcohol consumption and what constitutes low risk alcohol consumption in adulthood
- The physical and psychological consequences of addiction, including alcohol dependency
- Awareness of the dangers of drugs which are prescribed but still present serious health risks
- The facts about the harms from smoking tobacco (particularly the link to lung cancer), the benefits of quitting and how to access support to do so

Health and prevention

- About personal hygiene, germs including bacteria, viruses, how they are spread, treatment and prevention of infection, and about antibiotics About dental health and the benefits of good oral hygiene and dental flossing, including healthy eating and regular check-ups at the dentist**
- The benefits of regular self-examination and screening
- The facts and science relating to immunization and vaccination
- The importance of sufficient good quality sleep for good health and how a lack of sleep can affect weight, mood and ability to learn

Basic first aid

- Basic treatment for common injuries
- Life-saving skills, including how to administer CPR
- The purpose of defibrillators and when one might be needed

Changing adolescent body

- Key facts about puberty, the changing adolescent body and menstrual wellbeing
- The main changes which take place in males and females, and the implications for emotional and physical health

Relationships and sex education

1. Families

- That there are different types of committed, stable relationships.
- How these relationships might contribute to human happiness and their importance for bringing up children
- What marriage is*, including its legal status e.g. that marriage carries legal rights and protections not available to couples who are cohabiting or who have married, for example, in an unregistered religious ceremony
- Why marriage is an important relationship choice for many couples and why it must be freely entered into
- The characteristics and legal status of other types of long-term relationships
- The roles and responsibilities of parents with respect to the raising of children, including the characteristics of successful parenting
- How to: determine whether other children, adults or sources of information are trustworthy: judge when a family, friend, intimate or other relationship is

unsafe (and to recognise this in others' relationships); and, how to seek help or advice, including reporting concerns about others, if needed

2. Respectful relationships, including friendships

- The characteristics of positive and healthy friendships (in all contexts, including online) including: trust, respect, honesty, kindness, generosity, boundaries, privacy, consent and the management of conflict, reconciliation and ending relationships. This includes different (non-sexual) types of relationship
- Practical steps they can take in a range of different contexts to improve or support respectful relationships
- How stereotypes, in particular stereotypes based on sex, gender, race, religion, sexual orientation or disability, can cause damage (e.g. how they might normalise non-consensual behaviour or encourage prejudice)
- That in school and in wider society they can expect to be treated with respect by others, and that in turn they should show due respect to others, including people in positions of authority and due tolerance of other people's beliefs
- About different types of bullying (including cyberbullying), the impact of bullying, responsibilities of bystanders to report bullying and how and where to get help
- That some types of behaviour within relationships are criminal, including violent behaviour and coercive control
- What constitutes sexual harassment and sexual violence and why these are always unacceptable
- The legal rights and responsibilities regarding equality (particularly with reference to the protected characteristics as defined in the Equality Act 2010) and that everyone is unique and equal

3. Online and media

- Their rights, responsibilities and opportunities online, including that the same expectations of behaviour apply in all contexts, including online
- About online risks, including that any material someone provides to another has the potential to be shared online and the difficulty of removing potentially compromising material placed online
- Not to provide material to others that they would not want shared further and not to share personal material which is sent to them
- What to do and where to get support to report material or manage issues online The impact of viewing harmful content
- That specifically sexually explicit material e.g. pornography presents a distorted picture of sexual behaviours, can damage the way people see themselves in relation to others and negatively affect how they behave towards sexual partner
- That sharing and viewing indecent images of children (including those created by children) is a criminal offence which carries severe penalties including jail
- How information and data is generated, collected, shared and used online

4. Being Safe

- The concepts of, and laws relating to, sexual consent, sexual exploitation, abuse, grooming, coercion, harassment, rape domestic abuse, forced marriage, honour-based violence and FGM, and how these can affect current and future relationships

- How people can actively communicate and recognise consent from others, including sexual consent, and how and when consent can be withdrawn (in all contexts, including online)
- Intimate and sexual relationships, including sexual health
- How to recognise the characteristics and positive aspects of healthy one-to-one intimate relationships, which include mutual respect, consent, loyalty, trust, shared interests and outlook, sex and friendship
- That all aspects of health can be affected by choices they make in sex and relationships, positively or negatively, e.g. physical, emotional, mental, sexual and reproductive health and wellbeing
- The facts about reproductive health, including fertility and the potential impact of lifestyle on fertility for men and women - including menopause "
- That there are a range of strategies for identifying and managing sexual pressure, including understanding peer pressure, resisting pressure and not pressurising others
- That they have a choice to delay sex or to enjoy intimacy without sex
- The facts about the full range of contraceptive choices, efficacy and options available
- The facts around pregnancy including miscarriage
- That there are choices in relation to pregnancy (with medically and legally accurate, impartial information on all options, including keeping the baby, adoption, abortion and where to get further help)
- How the different sexually transmitted infections (STIs), including HIV/AIDs, are transmitted, how risk can be reduced through safer sex (including through condom use) and the importance of and facts about testing
- About the prevalence of some STIs, the impact they can have on those who contract them and key facts about treatment
- How the use of alcohol and drugs can lead to risky sexual behaviour
- How to get further advice, including how and where to access confidential sexual and reproductive health advice and treatment.

Year Seven PSHE Programme:

Health and Wellbeing	Living in the Wider World	Relationships (RSE)
<p>What do we mean by a healthy lifestyle? Health introduction.</p> <p>How can I keep healthy? Food groups, diet and nutrition.</p> <p>Eating responsibly – Food labels and health hazards.</p> <p>Healthy Living – exercise and keeping active.</p> <p>Not eating healthily - what are the consequences?</p> <p>What's the big deal about energy drinks?</p> <p>The dangers of cigarettes and passive smoking</p> <p>Puberty – what happens, when and why.</p> <p>Periods – what happens, when and why.</p> <p>FGM – what is this and why is it so dangerous?</p> <p>Introduction to mental health issues –</p> <p>depression focus.</p> <p>What are drugs? Why are they dangerous? (class A, B and C)</p> <p>How can we manage our anger?</p>	<p>Being an aspirational student</p> <p>The importance of self esteem</p> <p>How can we budget our money?</p> <p>How can I create a personal budgeting plan? (2x hours)</p> <p>What are savings, loans and interest?</p> <p>What are the different types of financial transactions?</p> <p>What are the different types of financial products?</p> <p>How can we shop ethically?</p> <p>What are wants and needs and why do we need to know the difference?</p> <p>How can we enjoy social media but keep our accounts safe and private?</p> <p>What is stereotyping and prejudice? Racism focus.</p> <p>How can we be resilient and face challenges?</p>	<p>Keeping good friendships and avoiding toxic ones.</p> <p>Family relationships – the different types and why we don't always get along.</p> <p>Love and relationships – falling in love and dealing with new feelings.</p> <p>Bullying or banter? Why do people bully others and how can we help stop this? What is cyberbullying? Why</p> <p>do people bully online?</p> <p>How do we keep safe and positive relationships (on and off-line)?</p> <p>What is my personal identity and why is diversity important?</p> <p>Extremism – why does radicalisation happen and how does it challenge our values?</p>

Year Eight PSHE Programme:

Health and Wellbeing	Living in the Wider World	Relationships (RSE)
<p>Personal development and target setting – how can I improve my skills and behaviour?</p> <p>How can self-confidence boost our achievement?</p> <p>How can I manage my behaviour to achieve targets and goals?</p> <p>Why do teenage parents have it so tough? How we can avoid teenage pregnancy.</p> <p>Stereotyping, discrimination and prejudice. Disability focus</p> <p>How can we look after ourselves and others in an emergency? Personal safety and first aid.</p> <p>What is vaping and is this as bad as smoking?</p> <p>What is mindfulness? How Can this aid positive mental health?</p> <p>Emotional literacy – why is self-awareness in our actions towards others so important? (2 hours)</p> <p>Cancer Awareness</p>	<p>Internet Safety – what is online grooming and why must we be so careful?</p> <p>How can we care for our environment and why is it changing? (2 hours)</p> <p>Careers + development focus - how can we develop our communication skills?</p> <p>Careers + development focus - how can we develop our teamwork skills?</p> <p>How can we become entrepreneurs?</p> <p>LGBT+ focus: Homophobia</p> <p>Finance – what is income and expenditure?</p> <p>Finance – budgeting and saving personal finances</p> <p>Careers + Finance - What are national insurance and income tax? Reading payslips</p> <p>Why do we pay tax and how is this spent?</p> <p>Stereotyping, discrimination and prejudice. Teens and the media focus.</p>	<p>How do we have safe sex and use different forms of contraception?</p> <p>How do we keep good sexual health and avoid STIs?</p> <p>What is consent and why is it important we know about it?</p> <p>What is sexting and why is it so risky to send personal images?</p> <p>What is pornography and why can it be dangerous?</p> <p>How can we prevent radicalisation and recognise the signs of extremism?</p> <p>Who are the extremist groups and why are they so dangerous?</p> <p>Where does extremism come from?</p> <p>How do religious extremists attract converts?</p> <p>Islamophobia – do Muslims really want Sharia Law in Britain?</p> <p>Stereotyping, discrimination and prejudice. Religion focus. How can British Values teach us tolerance and respect for others?</p> <p>Domestic conflict – why do people run away from home and why is this so dangerous?</p> <p>Body image and the media part 1 with a focus on boys.</p>

Year Nine PSHE Programme:

Health and Wellbeing	Living in the Wider World	Relationships (RSE)
Why do we need to keep to rules in order to succeed?	How does knife crime impact on our communities, why do teens get involved and what are the consequences?	Who are the LGBT+ community and what would they like us to know?
How can we foster a Growth Mindset to succeed and achieve?	How does the law deal with young offenders?	Why are British communities so diverse? Immigration and diversity focus.
How can I develop interpersonal skills to help me succeed?	How can we be self-disciplined to achieve our aims at school and in the wider world?	What are domestic violence and abusive relationships? Healthy and unhealthy relationships.
How can we manage the stress of school and exams?	Employability Skills – preparing for and applying to the world of work and careers	CSE – how are children and young people lured into dangerous relationships and what do these look like?
Why do people take illegal drugs and what does the law say about drug use?	What other skills do we need to develop for the work environment?	Body image and the media 2 – focus on girls
Why do people become selfie obsessed and consequences can this have?	What does it mean to be 'enterprising' and what is an 'enterprising personality'?	Body image and the media 3 – does the media contribute to eating disorders?
What are the short and long-term consequences of excess alcohol drinking?	What is sustainability and why is this essential to our environment?	Can we respect and celebrate British values and the religion and culture of our choice? (2 hour display lesson)
What is self-harm and why do people do this?	Navigating accounts, savings loans and financial institutions.	What is peer-pressure – why is it so powerful and how can we overcome this?
Why can't some people access education?	What rights do we have as shoppers and consumers?	
How are we protected from prejudice and discrimination?	How can I stay financially savvy and avoid debt?	
Mental health – how can I deal with and manage anxiety?	What can we learn from successful business people and entrepreneurs.	
Acid attacks – why are these on the increase and what can we do if we witness one?	Should we sent aid to foreign countries – is aid the answer?	
Responsible health choices – blood donation, stem cells, vaccinations (2 hours)	How can extreme views lead to human rights abuses and atrocities?	
	How do charities like UNICEF help across the world?	

Year Ten PSHE Programme:

Health and Wellbeing	Living in the Wider World	Relationships (RSE)
How can we manage our time effectively to help us succeed?	What is Fake News and why do we need critical thinking skills? (2 hours)	Same sex relationships (LGBT+)
Can tattoos and piercings be dangerous?	What is anti-social behaviour and how does this affect communities?	What are forced and arranged marriages and what do we need to know?
Why do some people commit suicide?	How can we successfully prepare for work experience?	Gender and Trans Identity LGBT+
How can we manage grief and bereavement?	What rights and responsibilities do we have in the workplace?	How can we manage conflict successfully?
How can we manage social anxiety?	What is money laundering and why are some students taken in by this crime?	Why do sexism, gender prejudice and stereotypes still exist?
Why do some people become homeless and why is homelessness on the increase?	What are employers looking for in CVs?	What is community cohesion and why is this important? (British Values)
What are hate crimes and why do these still happen?	British Values – how does the criminal justice system work?	Revenge Porn – what is this and how can we prevent ourselves from being victims?
What is binge drinking, what are the risks and why do people still do it?	What is overt and covert racism and why are people still prejudiced?	Do we have healthy or unhealthy relationships with our role models?
Study Skills – the power of mind and memory.	Why do some religious people become terrorists?	Harassment and stalking – what are these things and what does the law say about it?
Social Media and Self-Esteem	Why pursue a careers in the STEM industries?	Parenting, the different types and styles and looking after a child.
Internet Safety – the dangers of excessive screen time	How do we choose a career that suits our personality, ambition and qualifications?	
How can we take steps to live more sustainably? (carbon footprint)	Crime, gangs and County Lines (2 hours)	
	Why do we still need an International Women's Day?	

Year Eleven PSHE Programme:

Health and Wellbeing	Living in the Wider World	Relationships (RSE)
Why is PSHE so important?	GCSE Revision and Study Skills	Bullying – Body Shaming
Risk Taking	Applying to College and University	Relationship Break Ups
Gambling and Online Gaming	Independent Living	What is 'Good Sex'?
Perseverance and Procrastination	Internet Safety – the Dark Web	Why is it essential we know about consent, rape and sexual abuse?
Privilege – How does this affect us all?	How is plastic pollution destroying our environment?	How can we make ourselves and other people feel more positive and why is happiness important?
Why do we need sleep and how does sleep deprivation affect us?	How can we protect animal rights and aid sustainability?	Relationship types and sexuality
Why is our digital footprint important?	How can trade unions protect our rights at work?	What is Chem Sex and what do we mean when we talk about safe sex?
How can we celebrate diversity and our identities?	What is cyber crime?	
What is body positivity and is why is this controversial? (obesity issues)	How can we successfully prepare for a job interview?	
Personal Safety in the Wider World	Globalisation – how does this affect us?	
Fertility and reproductive health issues (2 hours)	What is multiculturalism?	
NEW – First Aid - CPR	What is right-wing extremism?	
	Why is Health and Safety at work so important?	

PERSONAL, SOCIAL AND HEALTH EDUCATION POLICY

JUNIOR SCHOOL PSHE CURRICULUM

1 Aims and Objectives

1.1 Personal, Social, Health and Economic education (PSHE) and Citizenship help to give pupils the knowledge, skills and understanding that will enable them to lead confident, healthy, independent lives and to become informed, active, responsible citizens. We encourage our pupils to play a positive role in contributing to the life of the school and the wider community. In so doing we help develop their sense of self-worth. We teach them how society is organised and governed. We ensure that they experience the process of democracy in school. We teach them about rights and responsibilities. They learn to appreciate what it means to be a positive member of a diverse multicultural society.

1.2 The aims of PSHE in the Junior School are to:

- know and understand what constitutes a healthy lifestyle;
- be aware of safety issues;
- understand what makes for good relationships with others;
- be independent and responsible members of the school community;
- be positive and active members of a democratic society;
- develop self-confidence and self-esteem, and make informed choices regarding personal and social issues;
- develop good relationships with other members of the school and the wider community.
- develop an understanding of how to maintain their own wellbeing
- develop an understanding of Fundamental British Values
- develop skills in mindfulness
- develop an understanding of basic personal economics

2. Teaching and Learning Style

Read Junior School uses a variety of teaching and learning styles. We place emphasis on active learning by including the pupils in discussions, investigations, role play and problem-solving activities.

We encourage the pupils to take part in a range of practical activities that promote active citizenship, for example charity fundraising, the planning of school special events, such as an assembly or open morning, or involvement in an activity to help other individuals or groups less fortunate than themselves.

We organise classes in such a way that pupils are able to participate in discussion to resolve conflicts or set agreed classroom rules of behaviour. We offer pupils the opportunity to hear visiting speakers, such as health workers, police and representatives from the local church, whom we invite into the school to talk about their role in creating a positive and supportive local community. We are also looking into developing a link with an overseas school to increase the pupils' opportunities to learn more about different cultures.

PSHE and Citizenship Curriculum Planning

- 3.1** We teach PSHE and Citizenship in a variety of ways. Each class has a dedicated PSHE lesson each week (through Natterhub) and explores the themes set out in the schemes of work.
- 3.2** Some of the time we introduce PSHE and Citizenship through other subjects, e.g. when teaching about local environmental issues in geography or in English when practising how to put together an argument for or against an issue. As there is a large overlap between the programme of study for Religious Education and the aims of PSHE and Citizenship, we teach a considerable amount of PSHE and Citizenship through our Religious Education lessons.
- 3.3** We also develop PSHE and Citizenship through activities and whole-school events e.g. the School Council representatives from each class meet twice every half term to discuss school matters. We have a 'Buddy' system where older pupils in the key stage are partnered up with a new pupil, or a pupil from a younger age range. They are asked to look after their welfare until they feel settled and beyond.

We offer a residential visit each year to years 3, 4, 5 and 6 to:

- East Barnby
- Hollowford Centre
- Bewerley Park

On these visits there is a particular focus on developing pupils' self-esteem and giving them opportunities to develop leadership and co-operative skills.

Pupils are encouraged to produce their own classroom codes of conduct and help organise and deliver class assemblies.

Pupils also are expected to follow the school's 12 courtesies which are found in their daily diaries and are adopted as a whole-school approach to being courteous citizens.

We also develop PSHE and Citizenship through activities and whole school events. We have an active School Council. We have weekly celebration assemblies where pupils' achievements in and out of school are recognised. Pupils entering Year 6 are given posts of responsibilities including librarians, house captains etc.

The Year 6 children organise an annual Summer Fete, where each House chooses a charity to raise money for. This could be a local charity or an overseas charity. In doing so, they are also developing their skills in managing money and learning about basic economics.

These are just a few examples of PSHE outside of the classroom lesson).

Teaching PSHE and Citizenship to pupils with Special Educational Needs

- 4.1** In the Junior School we teach PSHE and Citizenship to all pupils whatever their ability. PSHE and Citizenship form part of the school curriculum policy to provide a broad and balanced education to all pupils. Through our PSHE and Citizenship teaching we provide learning opportunities that enable all pupils to make progress.
- 4.2** When progress fall significantly outside the expected range, the child may have special educational needs. Our assessment process looks at a range of factors – classroom organisation, teaching materials, teaching style, and differentiation – so that we can take some additional or different action to enable the child to learn more effectively. This ensures that our teaching is matched to the child's needs. There are arrangements for intervention groups to be set up for pupils who need further guidance and support with particular areas.
- 4.3** Intervention through the class teacher, PSHE subject leader and Head of Junior School initially assesses the concerns. If necessary, the Director of Inclusive Learning (DofIL) and parents are involved and may lead to the creation of an Educational Health Care Plan (EHCP) for pupils with special educational needs. The EHCP may include, as appropriate, specific targets relating to PSHE and Citizenship.
- 4.4** We enable pupils to have access to the full range of activities involved in learning PSHE and Citizenship. Where pupils are to participate in activities outside the classroom for example, a charity fund-raising event such as the Summer Fete or sponsorship events, we carry out a risk assessment prior to the activity, to ensure that the activity is safe and appropriate for all pupils.

5. Assessment and Recording

- 5.1** Teachers record relevant achievements of pupils in PSHE and Citizenship in their mark books, although most work is recorded online through the *Natterhub* program. We report these achievements to parents at the end of each academic year in pupil formal reports.

We do not set formal examinations in PSHE and Citizenship. The assessments that we make of pupil achievement do not imply that a pupil has 'passed' or 'failed'.

- 5.2** We keep records of our pupil's contribution to the life of the Junior School and school community on our Dojo online site, where we post stories and photos of special lessons or events, which are accessible to the parents. We also update our entrance hall display boards to incorporate any achievements whether individual or collective to keep parents and visitors, but more importantly, the pupils, aware of what has been going on in a positive celebration of our pupils' lives. There is also a whole school weekly newsletter which is posted on the school website, which features significant achievements or events in the Junior School.
- 5.3** Class teachers encourage pupils to bring in any celebration or achievement and 'show and tell' the rest of their group. Weekly assemblies also offer another opportunity for sharing positive achievements.
- 5.4** Pupils in the Junior School have a reward system called the Dojo Award that they work towards each week. They do this by collecting Dojo points for particularly high-quality academic achievements or social and pastoral achievements. At the end of each week each class teacher finds out which child has gained the most Dojo points that week and they are then awarded a certificate in the weekly assembly by the Head of Junior School.
- 5.5** At the end of each term we have a review assembly and the Dojo points are collated in terms of our 'House system'. A trophy is awarded to the 'House' with the most points for the term.

5.6 Year 6 elections for House Captains

At the start of Year 6 all pupils who wish to stand for election as House Captain are invited to speak to their house and campaign for leadership. A House Captain and Vice-captain are democratically voted for within the party / house. Photographs of the Captain and Vice-captain are placed on the Dojo news feed. House Captains have various duties to perform throughout the year.

6. Resources

The subject co-ordinator is responsible for overseeing the units of work for each teaching group. The Natterhub scheme of work is the primary source of our lessons but the school has a range of books dealing with aspects of PSHE including bereavement, healthy food and making the correct choices. There are also numerous resources to be found on the internet

7. Monitoring and Review

The PSHE and Citizenship subject co-ordinator is responsible for monitoring the standards of pupils' work and the quality of teaching. The subject co-ordinator supports colleagues in the teaching of PSHE and Citizenship, by giving them information about current developments in the subject and by providing a strategic lead and direction for the subject in the Junior School. The subject co-ordinator is also responsible for giving the Head of Prep School feedback evaluating strengths and weaknesses in the subject and indicating areas for further improvement. This ensures that the Prep School development plan for the following academic year reflects the PSHE needs of the Prep School.

8. The Role of the PSHE Co-ordinator

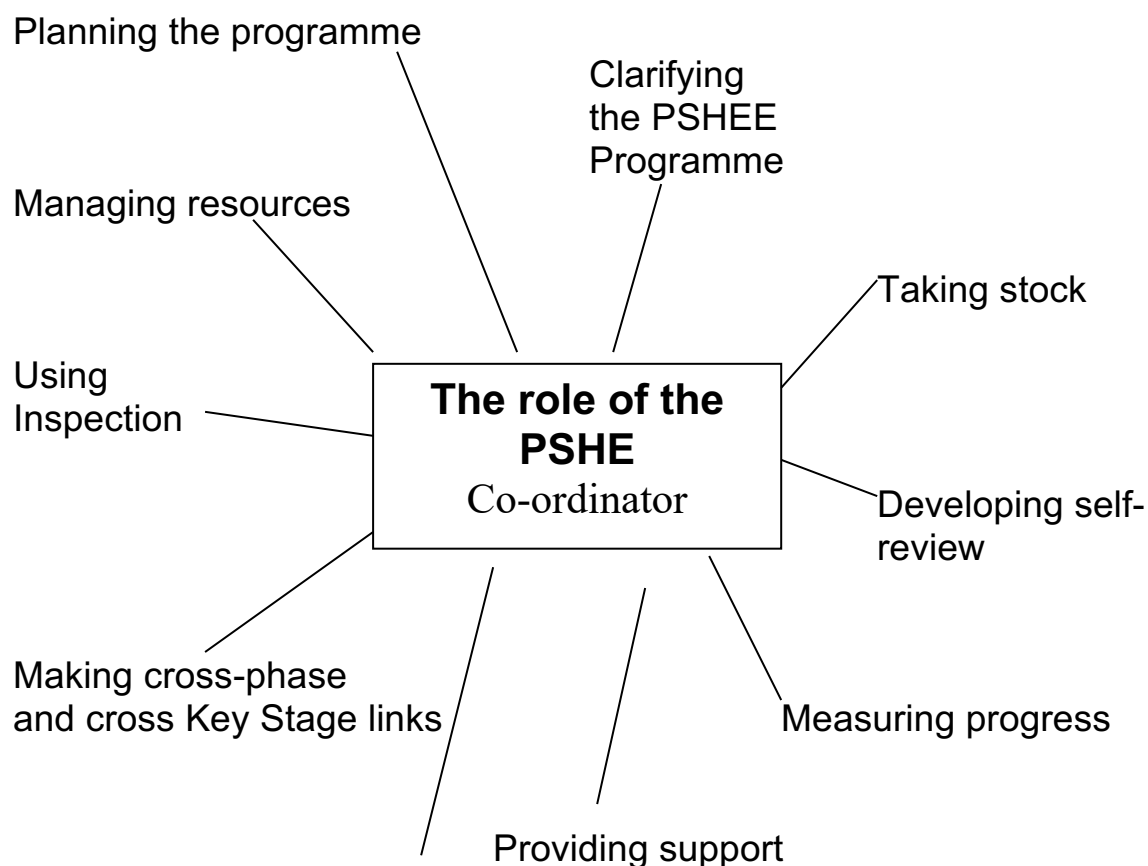
8.1 The PSHE co-ordinator is responsible for overseeing the planning, assessing and teaching of PSHE to each form. The subject co-ordinator's role is to overview each of the three processes and be available to support and guide colleagues.

8.2 The PSHE subject co-ordinator is responsible for:

- teaching and subject content;
- auditing current practices and resources;
- investigating and organising teaching programmes, planning documents and schemes of work, where necessary;
- developing a school policy;
- resourcing the curriculum by keeping abreast of the latest methods, renewing, updating and complementing resources where necessary and drawing up action plans accordingly and building up a collection of video, ICT and audio recordings;
- facilitating the standardised assessment of pupils' work;

- planning the content of the PSHE teaching on a termly basis across the year groups;
- keeping updated on possible visits, exhibitions and courses.

8.3 The role of the subject co-ordinator can be summarised by the diagram below:



Liaise with LJS /
UJS / Senior School as necessary

**Updated by R.Ainley
September 2022**

Next update: September 2023