



# Whole School PSHE Policy

## August 2023 onwards

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## INTRODUCTION

At GES we aim to equip our students with the knowledge, skills and attributes to thrive as individuals, family members and members of society.

Our PSHE programme is rooted in a desire not only to ensure students fulfil their academic potential, but also to stay safe, healthy, engage with and live in the wider world preparing them for successful lives outside of school.

We aim to ensure that students are able to respond confidently and effectively to both opportunities and challenges in their lives, both now and in the future. Our approach is grounded in the latest research and actively promotes positive mental health, in order to optimise wellbeing and help our students flourish.

PSHE also plays a vital part in meeting schools' safeguarding obligations, promoting students' emotional wellbeing, and improving their ability to achieve in school, as well as enabling them to learn about healthy relationships and knowing when and how to ask for support or guidance.

## PARENTAL INVOLVEMENT AND RIGHTS

We are committed to working with our parents to provide the best education for their children. We fully respect and uphold the rights of parents to engage further with the school to discuss their child's engagement with PSHE and are happy to share our PSHE curriculum. We will also support parents to access and engage with materials, organisations and charities, as appropriate, to engage with PSHE; we recognise that the home-school partnership is vital. Parents are welcome to discuss any questions or concerns with the Head of PSHE and/or Deputy Head.

The above content has been agreed in consultation with governors, SLT and teaching staff.

There is a separate policy for Relationships and Sex Education (SRE), SMSC and Careers which sit alongside this policy.

## PRIMARY PSHE - see [appendix three for long term planning](#)

**Article 29 (goals of education) Education must develop every child's personality, talents and abilities to the full. It must encourage the child's respect for human rights, as well as respect for their parents, their own and other cultures, and the environment.**

## OBJECTIVES

In promoting the GES core values, the main objectives of the PSHE programme are:

- To learn about ourselves and that we each have value as individuals and as members of the community;
- To know that our opinions are valued and listened to;
- To understand what makes for good relationships with others and how to resolve conflict;
- To respect ourselves and others;
- To know that we have both rights and responsibilities as a member of the School and wider community;
- To develop independence as an individual and as a learner;
- To understand the principles of a democratic society and play a positive role;

- To understand how to live a safe and healthy life;
- To consider the role of the media in modern society;
- To begin to understand the role of money in the modern world.

**In the Early Years Foundation Stage, PSHE is encouraged through the 'Personal, Social and Emotional Development' curriculum.**

In the EYFS, PSHE is about making connections and is strongly linked to play. PSHE is taught through activities that are part of topics, as well as on an individual basis to develop personal skills such as dressing, feeding and toileting.

Positive experiences are built through daily opportunities to share and enjoy a range of different activities. The children are given the opportunity to engage in social activities, as members of a small group or occasionally during whole school activities.

**In Key Stage 1, the programme of study is based around three core themes within which there will be overlap and flexibility.**

1. Health and Wellbeing
2. Relationships
3. Living in the Wider World

#### **Health and Wellbeing**

- Recognise that choices have good and not-so-good consequences
- Rules for and ways of keeping emotionally and physically safe
- Recognising that the children share a responsibility for keeping themselves and others safe
- Thinking about themselves, learning from experiences, recognising and celebrating strengths

#### **Relationships**

- Identifying feelings and communicating feelings to others
- Recognising what is fair and unfair, kind and unkind, right and wrong
- Listening to other people, playing and working collaboratively
- Recognise how their behaviour affects others
- Identifying the difference between secrets and surprises
- That people's feelings and bodies can be hurt
- That there are different types of bullying
- How to resist teasing/bullying and where to get help from
- To identify their special people and that they should care for one another

#### **Living in the Wider World**

- Contributing to the life of the classroom
- Constructing and agreeing to follow group and class rules and understand that they are there to help
- Being aware of responsibilities towards people and other living things
- Belonging to various groups and communities
- Recognising national days of celebration

**In Key Stage 2, the programme of study is based around three core themes within which there will be overlap and flexibility.**

1. Health and Wellbeing
2. Relationships

### 3. Living in the Wider World

#### Health and Wellbeing

- What is meant by a healthy lifestyle and what influences it
- How to maintain physical, mental and emotional health and wellbeing
- Ways of keeping physically and emotionally safe
- Managing change including puberty, transition and loss
- How to make informed choices
- How to respond to an emergency

#### Relationships

- How to develop and maintain a variety of healthy relationships
- How to recognize and manage emotions within those relationships
- How to recognize risky or negative relationships including all forms of bullying and abuse
- How to ask for help
- How to respect equality and diversity in relationships

#### Living in the wider world

- Respect for self and others and the importance of responsible behaviour
- Rights and responsibilities as members of families and as citizens
- To respect equality and diversity
- The importance of respecting and protecting the environment
- About where money comes from, keeping it safe and the importance of managing it effectively

### **TEACHING AND LEARNING**

Teachers are encouraged to approach the teaching of PSHE through a variety of active, pupil-centred activities. Approaches include:

- Appropriate balance between teacher led and pupil activity
- Discussion and verbal contribution combined with written activities
- Effective use of ICT and, where appropriate, use of interactive whiteboards and similar technologies to support and enhance learning
- High order questioning skills
- Working together
- Information gathering and sharing
- Consensus building
- Problem solving
- Working with feelings and imagination
- Reflection, review and evaluation
- Developing skills of enquiry and communication
- Developing skills of participation and responsible action
- Circle Time
- Drama and role-play

We teach PSHE to all children, regardless of ability. Our teachers provide learning opportunities matched to the individual needs of children with learning difficulties. When teaching PSHE, teachers take into account the targets set for the children in their IEPs, some of which may be directly related to PSHE objectives.

### **PSHE and ICT**

Each year Online Safety is covered in ICT lessons at an age appropriate level using materials provided by CEOP (Child Exploitation and Online Protection). It is the

responsibility of every member of staff who uses computers with his or her children, or allows the use of computers during a lesson, to ensure that they remind children of safe use of the Internet – and to encourage the children to tell a teacher if they are worried.

## **ASSESSMENT**

Our teachers assess the children's work in PSHE primarily through making informal judgements as they observe the pupils during lessons, and, where appropriate, through assessment of any written work done, gauging it against the objectives set out in the scheme of work. Unit pre- and post-assessment tasks provide the foundation for ongoing portfolios of pupils' progress in their PSHE knowledge, understanding and skills, as well as supporting teachers' ongoing formative assessment. Pupil self-assessment against the objectives is ongoing through discussion and reflection. We do not set formal examinations in PSHE; class teachers will often incorporate progress against PSHE objectives in their form tutor's comments in termly reports.

## **RESOURCES**

After an initial outlay, resources will be updated and expanded on a yearly basis as part of the curriculum budget. The Twinkl PSHE, Citizenship and Relationships Education scheme of work is used as a support tool for all staff.

## **REVIEW**

The Head of Key Stage 1 and Head of Key Stage 2 review the PSHCE Policy and scheme of work on a yearly basis with the Senior Leadership Team.

## **SECONDARY PSHE - see appendix 1 and 2 for long term plans**

## **OUR PROGRAMME**

Our programme of study for PSHE is influenced by the guidance of the British PSHE Association and is built around three core themes: Health and Wellbeing, Relationships and Living in the Wider World which meets the statutory requirements of the English curriculum.

Our PSHE programme is threaded through our entire curriculum (see Appendix 1). Subject disciplines identify and engage with PSHE core themes and concepts when appropriate and this is underpinned by a comprehensive Tutor Time programme that engages students in contemporary political, social and economic affairs that are pertinent to their learning through discussion based activities.

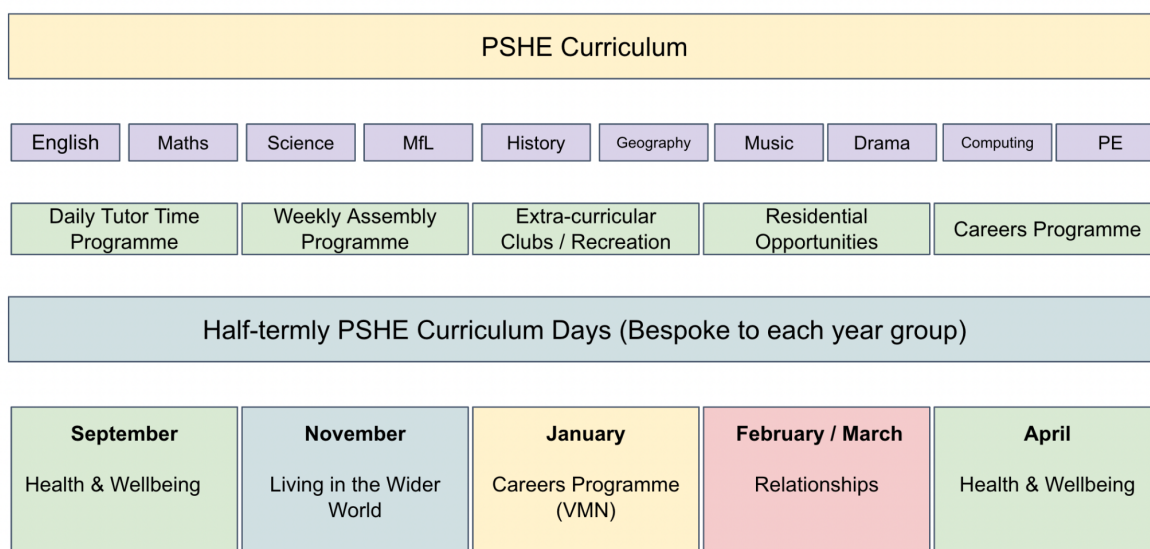
The Weekly Assembly Programme reflects a wide-range of international focus days calendared throughout the year that all students engage with in Key Stages 3, 4 and 5. Residential opportunities also provide an alternative delivery approach for PSHE in a new environment that students have to navigate. The Careers Programme also sits within the Living in the Wider World strand.

Distinctive, year-group bespoke PSHE focused Enrichment Days provide half-termly opportunities for students to be taught by teams of mixed subject specialists. Each day focuses on a different theme, is year group specific and a dedicated day elevates the significance of the subject matter providing exciting and creative learning opportunities for students to engage with the core content in a meaningful way.

We respect students' unique starting points by providing learning that is appropriate to their abilities, grounded in their prior learning and experiences, and respectful of any differences of culture or belief. While promoting the school's values (ICARE), we aim to ensure that our programme provides opportunities to explore issues from a range of viewpoints and for students to develop critical and analytical thinking in a respectful environment.

## Appendix 1 - PSHE Structure at the secondary school

### The Structure



## Appendix 2 - Schemes of learning for Secondary PSHE

### SECONDARY PSHE EDUCATION: LONG-TERM OVERVIEW — ENRICHMENT DAYS THEMATIC MODEL

	Enrichment Day 1 Health & wellbeing	Enrichment Day 2 Living in the wider world	Enrichment Day 3 Careers VMN	Enrichment Day 4 Relationships & Sex Education	Enrichment Day 5 Health & wellbeing
Year 7	<b>Transition and safety</b> Transition to secondary school and personal safety in and outside school, including first aid	<b>Developing skills and aspirations</b> Careers, teamwork and enterprise skills, and raising aspirations  <b>Financial decision making</b> Saving, borrowing, budgeting and making financial choices	All year groups will address the Gatsby Benchmarks (see Careers Policy). The day will involve guest speakers from a variety of fields as well as workshops increasing awareness of higher education opportunities and pathways around the world.	<b>Building relationships</b> Self-worth, romance and friendships (including online) and relationship boundaries  <b>Puberty</b> Changes during puberty - physical and emotional and unwanted contact.	<b>Health</b> Healthy routines and influences on health  <b>Diversity</b> Diversity, prejudice, and bullying
Year 8	<b>Emotional wellbeing</b> Mental health and emotional wellbeing, including body image and coping strategies	<b>Community and careers</b> Equality of opportunity in careers and life choices, and different types and patterns of work  <b>Digital literacy</b> Online safety, digital literacy, media reliability, and gambling hooks		<b>Discrimination</b> Discrimination in all its forms, including: racism, religious discrimination, disability, discrimination, sexism, homophobia, biphobia and transphobia  <b>Identity and relationships</b> Gender identity, sexual orientation, consent and an introduction to contraception	<b>Drugs and alcohol</b> Alcohol and drug misuse and pressures relating to drug use
Year 9	<b>Healthy lifestyle</b> Diet, exercise, lifestyle balance and healthy choices, and first aid	<b>Setting goals</b> Learning strengths, career options and goal setting for future aspirations		<b>Respectful relationships</b> Families and parenting, healthy relationships, conflict resolution, and relationship changes.	<b>Peer influence and substance use</b> Healthy and unhealthy friendships, assertiveness, substance misuse and exploitation
		<b>Employability skills</b> Employability and online presence		<b>Intimate relationships</b> Relationships and sex education including consent, contraception, the risks of STIs, and attitudes to pornography.	
Year 10	<b>Mental health</b> Mental health and ill health, stigma, safeguarding health, including during periods of transition or change  Adaptation to GCSE	<b>Financial decision making</b> The impact of financial decisions, debt, gambling and the impact of advertising on financial choices  <b>Work experience</b> Preparation for and organisation of work experience and readiness for work		<b>Healthy relationships</b> Relationships and sex expectations, myths, pleasure and challenges, including the impact of the media and pornography  Communities and belonging	<b>Exploring influence</b> The influence and impact of drugs, role models and the media
Year 11	<b>Building for the future</b> Self-efficacy, stress management, and future opportunities	<b>Next steps in education</b> Application processes, and skills for further education, employment and career progression		<b>Communication in relationships</b> Personal values, assertive communication (including in relation to contraception and sexual health), relationship challenges and abuse  <b>Families</b> Different families and parental responsibilities, pregnancy, marriage and forced marriage and changing relationships	<b>Independence</b> Responsible health choices, and safety in independent contexts

Key Stage 5 Enrichment is based on the following content with an additional bespoke programme preparing for worldwide university applications (see Careers Policy).

Health & wellbeing	Living in the wider world	Relationships	Living in the wider world	Relationships	Health & wellbeing
<b>Mental health and emotional wellbeing</b> <ul style="list-style-type: none"> <li>• Mental health and emotional wellbeing</li> <li>• Managing stress</li> <li>• Body image</li> <li>• Healthy coping strategies</li> </ul>	<b>Readiness for work</b> <ul style="list-style-type: none"> <li>• Career opportunities</li> <li>• Preparing for the world of work</li> </ul>	<b>Diversity and inclusion</b> <ul style="list-style-type: none"> <li>• Living in a diverse society</li> <li>• Challenging prejudice and discrimination</li> </ul>	<b>Planning for the future</b> <ul style="list-style-type: none"> <li>• Exploring future opportunities</li> <li>• Post-18 options</li> <li>• The impact of financial decisions</li> </ul>	<b>Respectful relationships</b> <ul style="list-style-type: none"> <li>• Consent</li> <li>• Assertive communication</li> <li>• Positive relationships and recognising abuse</li> <li>• Strategies for managing dangerous situations or relationships</li> </ul>	<b>Health choices and safety</b> <ul style="list-style-type: none"> <li>• Independence and keeping safe</li> <li>• Travel</li> <li>• First aid</li> <li>• The impact of substance use</li> </ul>
<b>Independence</b> <ul style="list-style-type: none"> <li>• Responsible health choices</li> <li>• Managing change</li> <li>• Health and wellbeing, including sexual health, into adulthood</li> </ul>	<b>Next steps</b> <ul style="list-style-type: none"> <li>• Application processes</li> <li>• Future opportunities and career development</li> <li>• Maintaining a positive professional identity</li> </ul>	<b>Intimate relationships</b> <ul style="list-style-type: none"> <li>• Personal values, including in relation to contraception and sexual health</li> <li>• Fertility</li> <li>• Pregnancy</li> </ul>	<b>Financial choices</b> <ul style="list-style-type: none"> <li>• Managing money</li> <li>• Financial contracts</li> <li>• Budgeting</li> <li>• Saving</li> <li>• Debt</li> <li>• Influences on financial choices</li> </ul>	<b>Building and maintaining relationships</b> <ul style="list-style-type: none"> <li>• New friendships and relationships, including in the workplace</li> <li>• Personal safety</li> <li>• Intimacy</li> <li>• Conflict resolution</li> <li>• Relationship changes</li> </ul>	-



### Appendix 3 - Schemes of learning for Primary PSHE

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Year 1	Building Learning Powers  CRC Articles: 29	What can we do with money?  CRC Articles: 17	How do we keep safe?  CRC Articles: 15, 19, 29		How do we feel?  CRC Articles: 13	What makes us special?  CRC Articles: 17
Year 2	Building Learning Powers  CRC Articles: 12, 13, 14, 15, 17, 19, 24, 28, 29, 42	What is bullying?  CRC Articles: 12, 13, 14, 15, 17, 19, 24, 28, 29, 42	How can we be healthy?  CRC Articles: 12, 13, 14, 15, 17, 19, 24, 28, 29, 42	What is the same and different about us?  CRC Articles: 12, 13, 14, 15, 17, 19, 24, 28, 29, 42	How do we show our feelings?  CRC Articles: 12, 13, 14, 15, 17, 19, 24, 28, 29, 42	How can we keep safe in different places?  CRC Articles: 12, 13, 14, 15, 17, 19, 24, 28, 29, 42
Year 3	What are the rules that keep us safe?  CRC Articles: 12, 13, 14, 15, 17, 19, 24, 28,	What can we do about bullying? RC Articles: 12, 13, 14, 15, 17, 19, 24, 28, 29, 42	What are we responsible for? CRC Articles: 2, 3, 12, 13, 16, 17, 19, 24, 28, 29, 39	What is the same and different about us? CRC Articles: 12, 13, 14, 15, 17, 19, 24, 28, 29, 42	How can we eat well?  CRC Articles: 24	What jobs would we like? CRC Articles: 1, 2, 5, 8, 12,
Year 4	What is diversity?  CRC Articles: 1, 2, 5, 8, 12, 18, 19, 22	How can we be a good friend? CRC Articles: 15	How do we grow and change? CRC Articles: 24, 27		How can we keep safe in our local area? CRC Articles: 16,17,19	
Year 5	What makes a community?  CRC Articles: 24, 29, 31	What does discrimination mean?  CRC Articles: 1, 2, 5, 8, 12, 18, 19, 22	How can we manage our money?  CRC Articles: 24, 27	What choices help health?  CRC Articles: 24, 27	How can we be safe online and using social media?  CRC Articles: 16,17,19	What makes us enterprising?  CRC Articles: 24, 29, 31
Year 6	What makes a healthy and happy relationship?  CRC Articles: 2, 3, 8, 12, 13, 14, 15, 17, 19, 24, 28, 29, 33, 39		What are human rights?  CRC Articles: 2, 3, 12, 13, 16, 17, 19, 24, 28, 29, 39	How can money affect us?  CRC Articles: 2, 3, 12, 13, 16, 17, 19, 24, 28, 29, 39	How can we stay healthy?  CRC Articles: 2, 3, 12, 13, 16, 17, 19, 24, 28, 29, 39	How can we manage risk?  CRC Articles: 2, 3, 12, 13, 16, 17, 19, 24, 28, 29, 39

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Year 1	Building Learning Powers	<p><b>What can we do with money?</b></p> <p>Where money comes from; spending; saving; keeping money safe</p> <p>Bullying</p>	<p><b>How do we keep safe?</b></p> <p>Keeping safe in familiar and unfamiliar situations; household products (including medicines) can be harmful; secrets and surprises; appropriate/inappropriate touch; who helps keep us safe; asking for help</p>		<p><b>How do we feel?</b></p> <p>Different kinds of feelings; strategies to manage feelings; change and loss</p>	<p><b>What makes us special?</b></p> <p>Respecting similarities and differences between people; special people; that everyone is unique; but that everyone has similarities</p>
Year 2	How can we help?	<p><b>What is bullying?</b></p> <p>Hurtful teasing and bullying is wrong, what to do about bullying; unsafe secrets; inappropriate touch what to do if it happens</p>	<p><b>How can we be healthy?</b></p> <p>Things that keep bodies and minds healthy (activity, rest, food); hygiene routines; healthy choices</p>	<p><b>What is the same and different about us?</b></p> <p>Recognise what they are good at; set simple goals; growing; and changing and being more independent; naming body parts correctly (including external genitalia); belonging to different groups</p>	<p><b>How do we show our feelings?</b></p> <p>Different kinds of feelings; strategies to manage feelings; change and loss; recognising how others are feeling; sharing feelings</p>	<p><b>How can we keep safe in different places?</b></p> <p>Rules for keeping safe in different places; including online; people who work in the community; asking for help; including in an emergency</p>

Year 3	<p>What are the rules that keep us safe?</p> <p>Importance of school rules for health and safety; hygiene routines; difference between appropriate and inappropriate touch; how to respond; keeping safe in local environment; how to get help in an emergency; people who help them stay safe</p>	<p>What can we do about bullying?</p> <p>Recognising bullying; how to respond and ask for help; people who help them stay healthy and safe</p>	<p>What are we responsible for?</p> <p>Responsibilities; rights and duties at home; in school and the local environment; how actions affect self and others</p>	<p>How can we describe our feelings?</p> <p>Wider range of feelings; conflicting feelings experiences at the same time; describing feelings; feelings associated with change; recognising wider range of feelings in others; responding to other's feelings</p>	<p>How can we eat well?</p> <p>What makes a balanced lifestyle; balanced diet; making choices; what influences choices</p>	<p>What jobs would we like?</p> <p>What is meant by stereotypes; what it means to be enterprising; working collaboratively to the shared goals; recognise achievements and set targets</p>
Year 4	<p>What is diversity?</p> <p>Difference and diversity of people</p>	<p>How can we be a good friend?</p> <p>Recognise wider range of feelings in others; responding to feelings; strategies to</p>	<p>How do we grow and change?</p> <p>Changes that happen at puberty; keeping good hygiene; describing intensity of feelings to others; managing complex emotions; different types of relationships; what makes a</p>		<p>How can we keep safe in our local area?</p> <p>Managing risk in familiar situations and the local environment; feeling negative pressure and managing this; recognising and managing</p>	

	living in the UK; values and customs of people around the world; stereotypes	resolve disputes; negotiation and compromise; resolving differences; feedback	healthy relationship (friendship); maintaining positive relationships; who is responsible for their health and wellbeing; to ask for advice		dares; actions affect themselves and others; people who help them stay healthy and safe	
Year 5	<p>What makes a community?</p> <p>What it means to be in a community; groups and individuals that support the local community; voluntary, community and pressure groups; appreciating the range of identities in the UK; values and customs of people living around the world</p>	<p>What does discrimination mean?</p> <p>Actions can affect self and others; discrimination, teasing and bullying; stereotypes; differences and similarities between people; equalities</p>	<p>How can we manage our money?</p> <p>About the role of money; ways of managing money; being a critical consumer; that images in the media do not necessarily reflect reality</p>	<p>What choices help health?</p> <p>What makes a balanced lifestyle; making choices; what is meant by a habit; drugs common to everyday life; who helps them stay healthy and safe</p>	<p>How can we be safe online and using social media?</p> <p>Keeping safe and well using a mobile phone; strategies for managing personal safety online; managing requests for images; personal boundaries;</p>	<p>What makes us enterprising?</p> <p>Different ways of achieving and celebrating personal goals; high aspirations; growth mind-set; setting up an enterprise; what enterprise means for work and society</p>
Year 6	<p>What makes a healthy and happy relationship?</p> <p>Different relationships; what makes positive; healthy relationships; recognise when relationships are unhealthy; committed; loving</p>	What are human rights?	How can money affect us?	Finance and its role in people's lives; being a critical	How can we stay healthy?	<p>How can we manage risk?</p> <p>Increased independence and responsibility; strategies for</p>

	relationships (including marriage, civil partnership); human reproduction	Why and how laws are made; taking part in making and changing rules; importance of human rights; rights of the child; right to protect their bodies (including FGM or forced marriage); confidentiality and when to break a confidence	consumer; what is meant by interest, loan, debt, tax; how resources are allocated and how this affects individuals, communities and the environment; research and debate health and wellbeing issues	What positively and negatively affects health; informed choices; balanced lifestyle; how drugs can affect health and safety; the law and drugs; who is responsible for their health and wellbeing	managing risk; different influences; resisting unhelpful pressure; personal safety; managing requests for images; how anti-social behaviours affect wellbeing; how to handle anti-social or aggressive behaviours
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