

PSHE including Citizenship Policy St Saviour's School

Introduction:

PSHE education is a planned, developmental programme of learning through which children and young people acquire the knowledge, understanding and skills they need to manage their lives now and in the future. As part of a whole school approach, PSHE education develops the qualities and attributes pupils need to thrive as individuals, family members and members of society.

Aims:

The school's PSHE provision supports the school's aims of developing confident citizens and successful learners who are creative, resourceful and able to identify and solve problems. The social and emotional development of pupils is embedded throughout the entire school's curriculum and culture. The school has a powerful combination of a planned thematic PSHE program, built around a spiral curriculum of recurring themes, designed to:

1. Give pupils the knowledge and develop the self-esteem, confidence and self-awareness to make informed choices and decisions;
2. Enable pupils to acquire accurate and relevant knowledge enabling them to recognise, accept and shape their identities;
3. Encourage and support the development of social skills and social awareness;
4. Enable pupils to make sense of their own personal and social experiences;
5. Access opportunities to explore clarify and if necessary challenge, their own and others' values, attitudes, beliefs, rights and responsibilities;
6. Promote responsible attitudes towards the maintenance of good physical and mental health, supported by a safe and healthy lifestyle;
7. Enable effective interpersonal relationships and develop a caring attitude towards others;
8. Encourage a caring attitude towards and responsibility for the environment;
9. Help our pupils understand and manage their feelings, build resilience and be independent, curious problem solvers;
10. Understand how society works and the laws, rights and responsibilities involved.
11. Give pupils a sound knowledge and understanding of how the States of Jersey is governed, its political system and how citizens participate actively in its democratic systems of Government
12. Equip the pupils with the skills to think critically and debate political questions

We know there is a proven link between pupils' health and wellbeing, and their academic progress. Crucial skills and positive attitudes developed through comprehensive PSHE education are critical to ensuring children are effective learners.

Curriculum Coverage and progression:

At St Saviour's School we use SCARF, a comprehensive scheme of work for PSHE and Wellbeing education. We have also adopted the No Outsiders programme to supplement our PSHE teaching and learning. Details of this can be found on the school website.

We follow the six suggested half termly units within SCARF for each year group and adapt the scheme of work where necessary to meet the current circumstances of our school, for example, we may use our local environment as the starting point for aspects of our work or benefit from class wellbeing sessions provided by a CYPES Wellbeing facilitator. The Pupil Government are also consulted as part of our planning, to ensure pupil voice is considered and fed into the planned programme.

The PSHE Progression Pathway demonstrates planned progression across the PSHE scheme of work, so that children are increasingly and appropriately challenged as they move up through the school.

The Early Years Foundation Stage:

In the Early Years Foundation Stage, PSED is about making connections; it's strongly linked to child-led activities, including play. PSED is developed 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. Pupils are given the opportunity to engage in social activities, as members of a small group or occasionally during wider-school activities.

KS1 and KS2:

The SCARF programme divides the year into 6 themed units:

1. Me and My Relationships: includes content on feelings, emotions, conflict resolution and friendships;
2. Valuing Difference: a focus on respectful relationships, valuing diversity and difference;
3. Keeping Myself Safe: looking at keeping ourselves healthy and safe
4. Rights and Responsibilities: learning about money, living in the wider world and the environment;
5. Being My Best: developing skills in keeping healthy, developing a growth mindset (resilience), goal-setting and achievement;
6. Growing and Changing: finding out about the human body, the changes that take place from birth to old age and being safe.

Pupils are encouraged to engage in activities that promote an understanding of themselves as growing and changing individuals, and as members of a wider community, based on their own first-hand experiences. These activities also encourage pupils to understand how their choices and behaviours can affect others. They are encouraged to play and learn alongside – then collaboratively with – their peers. They may use their personal and social skills to develop or extend these activities. Pupils are also given the opportunity to make choices about their health and environment and are encouraged to develop a caring attitude towards others.

Within Jersey Curriculum Science in Y2, the pupils learn that animals, including humans, have offspring that grow into adults. They should be introduced to the concepts of reproduction and growth, but not how reproduction occurs. In Y5, children are taught about the life cycles of humans and animals, including reproduction. They also learn about the changes that happen in humans from birth to old age. This includes learning what happens in puberty.

In UKS2 the You Matter charity supports in promoting pupils' self-esteem and supports them to make healthy and positive choices about their lives and relationships.

It is important that the transition phase before moving to secondary school supports pupils' ongoing emotional and physical development effectively. Within our non-statutory sex education that takes place in Y6 children will learn about how a baby is conceived, whether through sexual intercourse or IVF. This information builds on content they have previously learnt in the programme about relationships, puberty changes and reproduction; it lays the foundations for their ongoing Relationships and Sex Education in their secondary phase.

To ensure that children feel comfortable to learn about a range of topics, we create a safe learning environment using a group agreement at the beginning of lessons or topics. This includes a confidentiality statement understood by all. The teachers will also use a range of skills, including distancing techniques and the anonymous question box. Teachers will answer children's questions factually and honestly in an age-appropriate way and respond to any disclosures following the schools safeguarding procedures/child protection policy which can be found on our school website.

Assessment and recording:

Teachers assess learning against the age-related statutory requirements in the curriculum Programme of Study (PoS) each term on our Foundation Subject Assessment sheets
EYFS assess against targets in the Early Learning Goals.

Monitoring:

The curriculum leadership team monitor annually Medium Term planning and or book scrutiny Audits over a two-year rolling programme take place, these may involve colleagues from CYPES Department (Children, Young People, Education and Skills) as well as PSHE subject leaders from other schools. The audit includes lesson observations, pupil interviews and book looks.

Inclusion:

Pupil's individual needs will be addressed through provision of resources and additional support where necessary. SCARF lesson plans are flexible and allow for teachers, who are skilled in adapting curriculum content to meet the needs of the children in their class, to adjust their content in order to meet the learning outcomes.

Our school ensures that the Relationships and Sex Education (RSE) elements of the PSHE education programme are relevant to all pupils. All pupils learn together about all the changes that someone may experience as they go through puberty to help develop empathy and understanding and to reduce incidences of misinformation/misunderstanding.

Our school acknowledges different ethnic, religious and cultural attitudes, as well as recognising that pupils may come from a variety of family situations and home backgrounds. These different families are acknowledged through our teaching and the use of resources that promote diversity and inclusion in Relationships Education, including the use of the No Outsiders approach within PSHE.

Parental concerns and withdrawal of pupils:

Parents have the right to request that their child be withdrawn from some or all of the non-statutory Sex Education our school teaches but not Relationships Education. Parents are invited to view our resources, including the No Outsiders texts, and discuss any concerns with our staff. Parents will be given every opportunity to understand the purpose and content of Relationships Education and Sex Education.

Ongoing communication with parents about what is planned to be taught and when, is provided through termly Curriculum Newsletters emailed to parents and available on the school website. This policy is made accessible to parents, teachers and other school staff, through the school website. Anyone wanting a printed copy or the policy to be provided in another language or format, should make a request to the school office. Should the policy be required in other languages, please contact the school office.

Should further information about PSHE education be required, please contact Mrs Cordiner in the first instance.

This policy should be read in conjunction with the following:

- Safeguarding/Child Protection Policy
- Counter-bullying policy
- Equality Policy
- DfE 'Keeping Children Safe in Education' updated annually

Review:

This policy will be reviewed every 3 years by the curriculum leadership team and shared with the teaching staff.

Policy updated: February 2025

Review date: February 2028