



St George's
School Edgbaston

LOWER SCHOOL: PSHE POLICY

Revised: February 2024



This policy applies to all Lower School Pupils, inclusive of the EYFS.

St George's School is a Gold Rights Respecting School. As a consequence, all staff and children are aware of the UN Convention on the Rights of the child. Through delivery of PSHE lessons we aim to promote children's rights.

The following articles were considered when writing this policy:

Article 3	Best interests of the child
Article 5	Parental guidance
Article 16	Right to privacy
Article 19	Protection from violence, harm and neglect
Article 24	Health and health services

The Curriculum – Overview and Aims

At St George's School, we believe PSHE is fundamental for students to develop their personal skills and attributes. We value PSHE as a way to support students' development to enable them to understand and respect who they are, to empower them with a voice and to equip them for life and learning.

The PSHE programme is an integral and important part of the education programme at St George's School which aims to:

- foster the personal, moral, spiritual, social and cultural development of our students, as well as helping to enhance their ability to cope with life and its demands
- develop students' self-knowledge, self-esteem, self-confidence, self-discipline and resilience
- inspire and encourage our students to become kinder, more confident, more thoughtful and more responsible citizens in the communities in which they live and work
- develop students' respect for and appreciation of their own and other cultures, and demonstrate sensitivity and tolerance to those from different backgrounds and traditions
- enable students to understand and respect systems of rules and laws, and accept responsibility for their own behaviour, including towards others
- ensure students know how to stay safe and understand how to be physically and mentally healthy, particularly in terms of diet, exercise and a balanced lifestyle

Our scheme of work associated with PSHE is both proactive and reactive. Although, we follow the Jigsaw PSHE programme which sets out the learning across the year, we also react to current affairs and add in topical lessons where appropriate. This allows us to be emotionally intelligent in the way in which we constantly adapt our programme to the diverse needs of our student body. Throughout Jigsaw, we use a spiral approach which is the recurrence of themes throughout the key stages. With each delivery of the theme, the level of demand increases and learning is progressively deepened.

Statutory Requirements

The Department for Education introduced statutory guidance on RSE for teaching from September 2020. The mapping document, '*Jigsaw 3 - 11 and statutory RSE and Health Education*', shows exactly how Jigsaw and, therefore, our school, meets the statutory RSE and Health Education requirements.

Jigsaw's complimentary update policy ensures we are always using the most up-to-date teaching materials and that our teachers are well-supported.

Following the Independent School Standards Regulations, St George's School must provide a PSHE programme that is implemented effectively. This includes PSHE and Health Education.

Independent schools will also be expected to comply with the statutory guidance for Relationships education, relationships and sex education (RSE) and health education from September 2020.

Content and Delivery

What we teach

As stated above, we're required to cover the content for relationships and sex education, and health education, as set out in the statutory guidance (linked to above).

Refer to our relationships and sex education policy for details about what we teach, and how we decide on what to teach, in this subject. This policy is also available on the school's website.

For all other aspects of PSHE, including health education, see below for a curriculum map which provides more details about what we teach. As mentioned previously, PSHE is taught as a spiral programme which means that topics are revisited; and the learning deepens and broadens every year.

Term	Puzzle (Unit)	Content
Autumn 1	Being Me in My World	Includes understanding my own identity and how I fit well in the class, school and global community. Jigsaw Charter established.
Autumn 2	Celebrating Difference	Includes anti-bullying (cyber and homophobic bullying included) and understanding difference, Equality Act
Spring 1	Dreams and Goals	Includes goal-setting, aspirations, who do I want to become and what would I like to do for work and to contribute to society
Spring 2	Healthy Me	Includes drugs and alcohol education, self-esteem and confidence as well as healthy lifestyle choices, sleep, nutrition, rest and exercise
Summer 1	Relationships	Includes understanding friendship, family, and other relationships, conflict resolution and communication skills, bereavement and loss
Summer 2	Changing Me	Includes Relationships and Sex Education in the context of coping positively with change

How we teach it

At St George's School we allocate one lesson to PSHE each week in order to teach the knowledge and skills in a developmental and age-appropriate way following the Jigsaw Programme.

Across the school, these explicit lessons are reinforced and enhanced in many ways:

- Assemblies
- Praise and reward system
- Class charters
- Through relationships student to student, adult to student and adult to adult across the school
- We aim to 'live' what is learnt and apply it to everyday situations in the school community

Whilst all teaching staff deliver the weekly lessons to their own classes, all staff are expected to deal with the topics covered in our curriculum with confidence and professionalism. All materials are available for staff to view, and it is very much our aim to provide a 'joined up' approach to PSHE; with assemblies, themes and topics linked to external events where possible.

Staff know to approach the Designated Safeguarding Leads should they be worried about a student during PSHE/RSHE lessons.

There is an open dialogue around topics and content taught. We are constantly reviewing our provision across the year and will make adaptations to our curriculum should current affairs provide learning/discussion opportunities.

We value the role of our families in supporting our PSHE curriculum and therefore, their input is welcomed. The PSHE Lead will communicate with parents at pertinent intervals throughout the school year to inform them of any sensitive topics being covered.

Assessment, recording and reporting

As with any learning, the assessment of young people's personal, social and emotional development is important. It provides information that indicates their progress and achievement informs the development of the programme.

Young people do not pass or fail in this area of learning, but have the opportunity to reflect on their own learning and personal experiences, and set personal goals and agree strategies to reach them. The process of assessment has a positive impact on young people's self-awareness and self-esteem, and there are opportunities to record learning and progress in different ways.

Pupil's learning will be assessed through; in class question and answer, discussion, group work, peer assessment, self-assessment, personal target folders and marking.

Supplementing the PSHE curriculum

From time to time, we may invite outside speakers into school to discuss issues surrounding the PSHE curriculum. Visitors to the classroom enrich the PSHE education programme by providing expert knowledge or accounts of their personal experiences. These inputs are always part of a planned development programme and the teacher is always present to manage the learning.

Pupils with SEND

As far as is appropriate, young people with special educational needs follow the same PSHE education programmes as all other students. Careful consideration is given concerning the level of differentiation needed, and in some cases the content or delivery will be adapted.

We believe that these aspects of personal and social development are as important as academic achievement.

Roles and responsibilities

Staff

Staff are responsible for:

- Delivering PSHE in a sensitive way
- Modelling positive attitudes to PSHE
- Monitoring progress
- Responding to the needs of individual pupils

Pupils

Pupils are expected to engage fully in PSHE and, when discussing issues related to PSHE, treat others with respect and sensitivity.

Monitoring arrangements

The delivery of PSHE is monitored by Mrs Lorraine Sparks (PSHE Lead) through:

- Learning walks
- Work scrutinies
- Planning
- Student feedback
- Parent feedback
- Meetings with staff/staff feedback

Equality and diversity

We promote the needs and interests of all students, irrespective of gender, culture, ability or aptitude by creating an inclusive, safe learning environment. Teaching will take into account the ability, age-readiness and cultural background of students in order that all students can access the PSHE curriculum. We actively promote social learning in PSHE lessons and across the school. We expect our students to show a high regard for the needs of others as encompassed in our school values. We will use PSHE education as a vehicle to address diversity and equality for all.

Links with other policies

This policy links to the following policies and procedures:

- RSHE policy
- Safeguarding policy
- Behaviour Policy

**This policy will be reviewed annually by the
PSHE Lead and the Lower School SLT
To be reviewed February 2025
or as and when statutory
guidance / legislation changes**