



MALTMAN'S GREEN
SCHOOL

Personal, Social, Health and Economic Education (PSHE) Policy

This policy also applies to the EYFS

Related documents

Relationship Education Policy
Safeguarding and Child Protection Policy and Procedures
Curriculum Policy
Spiritual, Moral, Social and Cultural Development Policy

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1 Introduction

This policy is designed to provide the basis for consistent and effective delivery of PSHE in order to fulfil school and statutory guidelines and, ultimately, to promote safety and wellbeing. This policy relates to all aspects of school life and includes its role in promoting spiritual, moral, social and cultural development (SMSC) of all students.

At Maltman's Green we are committed to our children's academic, personal, cultural, social, emotional, spiritual and moral development and to preparing them for the responsibilities and experiences of life outside of formal education.

The DFE, February 2020, also states that 'PSHE is an important and necessary part of all pupils education'. PSHE education contributes to schools' statutory duties outlined in the Education Act 2002 and the Academies Act 2010 to provide a balanced and broadly-based curriculum. Relationships and Sex Education (RSE) will be compulsory from September 2020.

This policy sets out current details of PSHE at Maltman's Green. The school uses the Jigsaw scheme from Nursery to Year 6. This ensures both consistency and continuity of PHSE throughout the school.

2 Aims

PHSE provides children with the knowledge, understanding, attitudes, values and skills they need in order to reach their potential as individuals and within the community. The girls are encouraged to take part in a wide range of activities and experiences across and beyond the curriculum, contributing fully to the life of their school and communities. In doing so they learn to recognise their own worth, work well with others and become increasingly responsible for their own learning. They reflect on their experiences and understand how they are developing personally and socially, tackling many of the spiritual, moral, social and cultural issues that are part of growing up. They learn to understand and respect our common humanity; diversity and differences so that they can go on to form the effective, fulfilling relationships that are an essential part of life and learning.

3 Objectives

- To help children begin a life-long process of social, emotional and physical education.
- To introduce to children elements of knowledge that will enable them to develop their full potential in all aspects of life.
- To introduce the children to the values and attitudes that they may encounter at different stages of growth and development.
- To inspire children with a strong moral sense necessary for civilised society.
- To provide/equip children with the skills and understanding to enable them develop positive relationships and lead happy, active lives
- To teach/advise children how to become good citizens.

4 British Values

The DFE (November 2014) state that within the PSHE programme, schools should promote the fundamental British Values of democracy, rule of law, individual liberty and respect and

tolerance. The understanding and knowledge expected of pupils as a result of the promotion of fundamental British values includes:

- an understanding of how citizens can influence decision-making through the democratic process;
- an appreciation that living under the rule of law protects individual citizens and is essential for their well-being and safety;
- an understanding that there is a separation of power between the executive and the judiciary, and that while some public bodies such as the police and the army can be held to account through Parliament, others such as the courts maintain independence;
- an understanding that the freedom to choose and hold other faiths and beliefs is protected in law;
- an acceptance that other people having different faiths or beliefs (or having none) should be accepted and tolerated, and should not be the cause of prejudicial or discriminatory behaviour; and
- an understanding of the importance of identifying and combatting discrimination.

Please see the School's Spiritual, Moral, Social and Cultural Development Policy.

5 Delivery of the PSHE Curriculum

At present, PSHE teaching falls into three categories:

1. A scheme of work which is followed by the Form Teachers and takes place during Form times and timetabled lessons. The resources and planning for Nursery – Year 2 are the responsibility of the classroom teacher and follow the Jigsaw PSHE curriculum. For Years 3-6 these are PSHE sessions which have been planned and resourced by the Form Tutor, using the Jigsaw programme of study. The PSHE Co-ordinator acts as a source of support to the class teacher.
2. Single or linked sessions which have been planned by the Form Teacher to address specific pastoral needs that arise within the class. These are not pre-planned as above as they are unique to each class and arise spontaneously as the girls interact with each other.
3. PSHE sessions on a year wide level that respond to specific needs of year groups. These are delivered by relevant staff member/s during special assemblies or workshops, or if urgent, other agreed curriculum time.

In addition, PSHE is supported through:

- The Religious Education and Geography schemes of work, which includes the themes of cultural and religious understanding, morality and mutual respect and global perspectives;
- The pastoral framework under which the school operates;
- Our Spiritual, Moral, Social and Cultural Development Policy;
- A broad range of applications within the wider education of the girls, e.g. the use of moral stories in English, and the learning of co-operative behaviour in group work and the whole school Maltman's Mindsets program.

6 Schemes of Work

In the EYFS, PHSE is taught through the Jigsaw Scheme during a weekly dedicated Circle Time lesson for Nursery and Reception and through EYFS assemblies for all three year-groups. In addition to this, strands of PHSE run through EYFS curriculum areas.

These curriculum areas, learning experiences and activities are planned for both in the EYFS Schemes of Work and the Weekly plans, often with a cross-curricular approach.

Nursery to Year 2 follow the scheme as set out by Jigsaw. Jigsaw covers all areas of PSHE.

In Y3-6 the girls also follow the Jigsaw scheme above but go into more detail and expand on ideas as they progress through the school.

All girls from Nursery upwards learn about e-safety as part of everyday teaching, through our internet safety week and through the ICT curriculum.

Relationship Education and Health Education is compulsory in all Primary schools in England. The DFE recognise that the teaching of RSE in primary schools should focus on supporting children as they build healthy, respectful relationships, focusing on family and friendships, in all contexts, including online. Alongside this, personal attributes such as kindness, integrity, generosity and honesty should complement Relationship Education. It is recognised that parent and carers are the prime educators for children on many of these matters. As a school, we will complement and reinforce this role, building upon what the girls have learnt at home.

The Jigsaw scheme of work includes opportunities for the girls to learn about the following:

| Term | Puzzle name | Content |
|------------------|---------------------------------|--|
| Autumn 1: | Being Me in My World | Includes understanding my place in the class, school and global community as well as devising Learning Charters |
| Autumn 2: | Celebrating Difference | Includes anti-bullying (cyber and homophobic bullying included) and diversity work |
| Spring 1: | Dreams and Goals | Includes goal-setting, aspirations, working together to design and organise fund-raising events |
| Spring 2: | Healthy Me | Includes drugs and alcohol education, self-esteem and confidence as well as healthy lifestyle choices |
| Summer 1: | Relationships | Includes understanding friendship, family and other relationships, conflict resolution and communication skills |
| Summer 2: | Changing Me – Nursery to Year 2 | Includes Sex and Relationship Education in the context of looking at change |
| | Transition – Years 3, 4 and 5 | Includes reflection upon their experiences in their current year group, as well as what they have to look forward to next academic year. This includes any 'rights of passage', such as Year 6 girls becoming prefects. |
| | Sex Education – Year 6 | <p>In Year 6, a special series of lessons linked to the science curriculum is devoted to puberty and the changes it brings. These lessons are spread over 3, half day sessions which take place in the first half of the summer term.</p> <p>By the end of Year 6, pupils should be able to:</p> <ul style="list-style-type: none"> • name the main sexual and reproductive parts of the male and female human body using correct terminology, and describe their functions; • describe the main physical and emotional changes in puberty for boys and girls and the differences between them; • explain that there are different rates of change for puberty for different people and give some reasons for this; • show awareness of the concept of body image and the impact the media may have on this, especially during puberty and early adulthood; • identify basic facts about menstruation and practical aspects of how to cope with this; • identify basic facts about sexual intercourse, pregnancy and the birth of a baby; • deal positively with concerns or questions they have about puberty and know where to go for further help and information if they need it. |

6. First Aid

DFE guidelines state that all schools will be required to teach first aid as part of health education. Some basic first aid skills are woven into the Jigsaw programme. However, to ensure that the girls have covered every aspect of basic first aid by the time they leave, in Year 6 the girls complete a first aid course delivered by specialist trainers. These courses take place during the Year 6 Enrichment Programme during the summer term of Year 6.

7. Monitoring and Evaluation

In order to effectively monitor and evaluate the teaching of PSHE, PSHE Co-ordinator will:

- support teachers, giving advice and feedback;
- review and maintain the provision of resources;
- discuss and review schemes of work regularly;
- keep up-to-date with developments in PSHE education and provide INSET activities when necessary.

This policy will be renewed every two years after consultation with the teachers, the PHSE Co-ordinator, the Deputy Head and the Headmistress.

Copies of the EYFS Policy, the Pastoral Care and Pupil Support Policy, the Anti-Bullying Policy, the Relationship Education Policy, the Discipline, Behaviour, Rewards and Sanctions Policy, and the Safeguarding and Child Protection Policy and Procedures are available under separate covers and are relevant, in part, to this policy/scheme of work.