
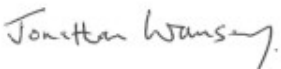


# PSHE Policy

## Leehurst Swan School



<b>Approved by:</b>	 Headteacher  Representative of the Governing Body	<b>Date:</b> 30/10/23
<b>Last reviewed on:</b>	30/10/2023	
<b>Next review due by:</b>	30/10/2025	

**This policy applies to the whole school including EYFS and is available on the school website for parents to access.**

The Leehurst Swan education is designed to celebrate the individual - everything we do is to create a community of learners in small classes who are supported in pursuit of individual passions and talents and well equipped to meet the challenges of the present and the future, taking account of individual aptitudes, needs and prior attainments including those pupils with an Individual Learning plan or EHCP, or those with EAL.

Our Mission is “to encourage every pupil to find their voice”. We believe in the entitlement of young people to knowledge, facts and information about issues that affect their lives and wellbeing. In order to allow pupils to develop their special qualities and talents the PSHE programmes of work are essential and an important way for pupils to develop their self-knowledge, self-esteem and self-confidence and understanding of the world around them. As they move through school they learn to be self-confident and responsible citizens who can distinguish between right and wrong and respect civil and criminal law of England. They are taught to accept responsibility for their behaviour, show initiative and contribute positively to society. They learn to appreciate and respect their own and other cultures, challenge discrimination, take pride in their school and the local community and also be able to cope with the challenges of modern day living.

The school ethos is particularly evident in our PSHE programme which encompasses assemblies and visiting speakers, a structured, whole-school PSHE programme and cultural awareness days and through the work of the Pupil Leadership Team and Prefect Team. Alongside these and via curriculum lessons including Religious Studies, the pupils at Leehurst Swan are taught to be tolerant of each other’s cultures and beliefs and teachers give opportunities for individual pupils to have their voice heard in a supportive and encouraging environment.

At Leehurst Swan we teach Personal, Social, Health and Economic Education (PSHE) as a whole-school approach to underpin pupils’ development as people and because we believe that this also supports their learning capacity. PSHE is very much at the heart of the school. We include the statutory Relationships and Health Education (Prep), and Relationships, Sex and Health Education (Seniors) within our whole-school PSHE Programme. We aim for our pupils to ‘live’ what is learnt in PSHE and apply it to everyday situations.

Jigsaw, the mindful approach to PSHE, provides a programme which offers us a comprehensive, carefully thought-through scheme of work bringing consistency and progression to our pupils’ learning in this vital curriculum area. Jigsaw ensures progression and a spiral curriculum, and we tailor the Jigsaw programme to our pupils’ needs.

The Jigsaw programme supports “Personal Development” and “Behaviour and Attitude” as well as significantly contributing to the school’s Safeguarding and Equality Duties, the Government’s Fundamental British Values agenda and the SMSC (Spiritual, Moral, Social, Cultural) development opportunities provided for our young people.

PSHE is taught throughout the school in weekly lessons and encourages pupils to respect other people, paying particular regard to the protected characteristics set out in the Equality Act 2010. The protected characteristics as listed in section 4 of the Equality Act 2010 are as follows:

- a) Age
- b) Disability
- c) Gender reassignment
- d) Marriage and civil partnership
- e) Pregnancy and maternity
- f) Race
- g) Religion or belief
- h) Sex
- i) Sexual orientation

Planning takes account of individual needs and aptitudes and uses adaptive strategies to give all pupils the opportunity to learn and make progress, including those pupils with an Individual Learning plan or EHCP, or those with EAL.

The course is designed to reflect the schools’ aims and ethos and provide opportunities to ensure there is effective preparation of pupils for the opportunities, responsibilities and experiences of life in British society. Pupils have the opportunity to reflect on their own experience and development, whilst at the same time showing understanding of others.

### **Health Education**

“It is important that the starting point for health and wellbeing education should be a focus on enabling pupils to make well-informed, positive choices for themselves.”  
DfE Guidance page 35.

The School actively promotes the importance of both physical and mental health and wellbeing. The School has a trained ELSA (November 2023) available to all members of the school community.

### What does the DfE statutory guidance on Health Education expect young people to know by the time they leave secondary school?

Health Education in secondary schools will cover ‘mental wellbeing’, ‘internet safety and harms’, ‘physical health and fitness’, ‘healthy eating’, ‘drugs, alcohol and tobacco’, ‘health and prevention’, ‘basic first aid’ and ‘changing adolescent body’.

The expected outcomes for each of these elements can be found further on in this policy. The way the Jigsaw Programme covers these is explained in the mapping document, 'Jigsaw 11-16 and Statutory RSE and Health Education'.

It is important to explain that whilst the Healthy Me Puzzle (unit) in Jigsaw covers most of the statutory Health Education, some of the outcomes are taught elsewhere in Jigsaw, e.g. emotional and mental health is nurtured every lesson through mindfulness practice and respect is enhanced through the use of the Jigsaw Charter. Again, the mapping document shows transparently how the Jigsaw whole-school approach spirals the learning and meets all statutory requirements and more.

## **SMSC**

The School takes into consideration the advice released by the DfE in 2013 regarding the spiritual, moral and cultural development of the pupils. The School's SMSC provision aims to provide opportunities through which pupils develop:

- Their self-knowledge, self-esteem and self-confidence
- The ability to distinguish right from wrong and to respect the civil and criminal rule of law of England.
- A willingness to take responsibility for their behaviour, to show initiative and understand how they can contribute positively to the lives of those living and working in the community.
- A broad general knowledge of and respect for public institutions and services in England.
- Further tolerance and harmony between different cultural traditions by enabling pupils to acquire an appreciation of and respect for their own and other cultures.
- Respect for other people, paying particular regard to the protected characteristics set out in the Equality Act 2010: age, disability, gender, marriage and civil partnership, pregnancy and maternity, race, religion or belief, sex and sexual orientation.
- Respect for democracy and support for participation in the democratic processes, including respect for the basis on which the law is made and applied in England.

The British Values are promoted through the use of the Jigsaw Learning Charter, which is pupil-centred and aims to encourage pupils to work together and follow a set of 'ground rules' to create a safe, positive learning environment. It encourages pupils to listen carefully to one another and respect the right of others whilst having opportunities to have their own opinions and voices heard.

Democracy is evident across all puzzles within the Jigsaw PSHE programme. Pupils have lots of opportunities for their voices to be heard through whole class, group or paired discussions. Many of the Jigsaw PSHE lessons include moments that allow pupils to pause for thought or discussion, whereby pupils can reflect in the moment; considering their thoughts and feelings.

The Rule of Law is evident in the Jigsaw Learning Charter. Establishing a safe, comfortable environment for all pupils to learn in is paramount to every lesson. Pupils are also taught about their rights as a child, including those from The United Nations Convention on the Rights of the Child (UNCRC).

Individual Liberty: Jigsaw provides a structured programme of personal development to nurture the 'whole pupil' and increase learning capacity, underpinned by mindfulness philosophy and practice. These opportunities are vital for pupils' development, understanding of themselves and others, and increasing their capacity to learn. Pupils feel enabled to freely express their faith, feelings and values in an environment of mutual respect.

Tolerance of those of different faiths and beliefs: The Celebrating Difference puzzle specifically looks at how we might differ in many ways, but that there are human and spiritual elements in us all where we can find a connection and empathy with each other, no matter how much the world might find difference a cause for conflict. Jigsaw aims to go beyond 'tolerance' to help pupils 'celebrate difference', their own individuality and that of others. Elements of the Equality Act are examined within this puzzle which again ensures that the faiths, feelings and values of others are respected.

#### **What do we teach when and who teaches it?**

The member of staff responsible for the co-ordination, development, monitoring and evaluation of RSE and PSHE is the Head of PSHE in consultation with the Deputy Head. RSE and Health Education issues will be discussed in a safe environment where trust, co-operation and support between the pupils and staff minimises embarrassment and is fully inclusive. At Key Stage 1&2 all pupils have a single 35-minute period of PSHE per week. At Key Stage 3&4 all pupils have a double period (1 hour 10 minutes) of PSHE per week. PSHE and SMSC is also developed through other curriculum areas, through the pastoral system, within the day-to-day operation of the school and through the school's overall ethos. Teaching in any subject precludes the promotion of partisan political views and pupils are always offered a balanced presentation of opposing views.

#### **Economic Education and Careers**

In the Prep School the 'Dreams and Goals' Puzzle has explicit lessons on finances through looking at enterprise and fundraising (especially in Year 3 and Year 6), where there are lessons on children's dream jobs and the steps they might need to get there, what people in a variety of jobs do and learning about how everyone makes a contribution to society. There are also extra lesson plans dealing explicitly with money, spending and saving. Children in KS1 look at the difference between 'needs' and 'wants' in Being Me in My World and Celebrating Difference. In Key Stage 2 children consider what may influence different people's choices of career or aspirations.

In the Senior School impartial advice and information is available to help pupils consider their option pathways and their future beyond Leehurst Swan. Our Careers programme follows the Gatsby Benchmarks.

Pupils explore their potential through a personalised experience based on their interests and aspirations through Xello. Pupils discover new ideas, understand which careers best suit them and uncover how what they are learning in school links to future opportunities and their career destination. Xello helps young people plan and make better decisions about their future. It provides impartial careers guidance information and encourages a young person to explore their likes and dislikes, their personality type and helps them assess the skills they already have and relate them to future learning, training and career decisions.

The careers coordinator is available for individual discussions. Senior pupils are introduced to Xello, completing career-matching questionnaires based on individual interests, skills and aspirations. In Year 7 and 8 pupils are encouraged to identify their strengths and interests. In Year 9, the focus is on where different subjects can lead to in the future and guidance about options pathways. All pupils are offered a careers/GCSE options guidance interview with most pupils taking this opportunity. In Year 10 and 11, the focus is on sixth form applications, with the majority of pupils being offered places at their first-choice destination. Pupils and parents are encouraged to seek impartial advice from the careers' coordinator, tutors, mentors and teachers to make fully informed decisions. Year 11 have a dedicated afternoon with a careers' focus: Futures Fridays.

We aim to link curriculum learning to careers in addition to ensuring that all pupils have a meaningful encounter with employers/employees. All pupils in KS2, 3 and 4 can also choose to take part in various enterprise activities such as the Chamber of Commerce Education Challenge and the Peter Jones Foundation Insight into Entrepreneurship workshop. Such events may vary year on year. The school maintains good links with SEBP and has regular meetings with the Chamber of Commerce's education consultants, Peter Thompson and Maggie Fowler. Local labour market information is displayed on the Careers information board and shared with pupils, especially advising on apprenticeship opportunities. Year 11 are directed to the SEBP Instagram page for listings of apprenticeships in the local area. There is a SEBP programme of locally produced short films showcasing careers. These are shared with all pupils in form time and shared with KS4 pupils via MS Teams following careers interviews.

Virtual work experience and internship opportunities are shared with Year 10 and 11 pupils. Face-to-face work experience may be facilitated at the end of Year 11 after the (I)GCSE examinations.

Pupils on EHCP or with individual SEND needs are guided as to the most appropriate pathway, in consultation with outside agencies and parents as

appropriate. Some pupils are given additional life skills workshops through Learning Support.

A detailed overview and mapping document of the Jigsaw programme will be provided to parents on request. In line with the Secretary for State's letter to schools dated 24.10.23 Leehurst Swan School will share RSE and Health Education materials with parents in a proportionate way and as directed by the guidance outlined in the letter.