

PSHE POLICY

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PSHE is an essential and integral part of the whole school curriculum at Channing. The syllabus is designed to promote the overall personal and social development of pupils and seeks to underpin the school's aims and principles. We recognise that there is a link between the personal, social and moral development of each pupil and their achievement, both at school and as a member of a diverse, multicultural society.

The aim of Personal, Social, Health and Economic Well Being Education (PSHE) is to help pupils to embrace change, feel positive about who they are, and to enjoy healthy and safe lives. Additionally, it seeks to enable pupils to develop their self- knowledge and self-confidence.

The role of the PSHE teacher is to help each pupil in their personal, social and vocational development, creating relationships of mutual trust and respect. Additionally, they should assist pupils to acquire an appreciation of and respect for their own and other cultures, faiths and beliefs in a way that promotes tolerance and harmony, and equip them to avoid and challenge prejudices.

The PSHE Curriculum is in line with the PSHE association guidelines which emphasises the importance of both personal and economic well being. The curriculum also incorporates Citizenship, Relationships and Sex Education; Drug Awareness Education; Mental Health and Wellbeing education; and Life Online (internet safety, social media etc). Careers Education also takes place in PSHE lessons.

The curriculum aims to develop essential skills and processes, such as critical reflection, decision making, managing risks, developing relationships and working with others. The aim of Citizenship Education is to help pupils learn how to become active, informed and responsible citizens and to value living in a democratic society, with British values, laws and individual liberties.

The curriculum also aims to develop skills and aptitudes such as interpreting the media, expressing opinions, resolving conflicts and participating in the wider community. It provides pupils with a broad general knowledge of public institutions, such as the Houses of Parliament in England. Pupils are encouraged to accept responsibility for their behaviour, show initiative and understand how they can contribute to community life. They are also encouraged to distinguish right from wrong and to respect civil and criminal law.

We have a whole-school approach to promoting health and have an annual Healthy Schools' Week.

The PSHE curriculum is reviewed annually by the Assistant Head of PSHE in response to curriculum developments and ongoing consultation and evaluation.

Reviewed May 2021 by KW

PSHE in the Junior School

The Junior School follows a PSHE scheme of work called Jigsaw. The Jigsaw Programme provides a comprehensive, carefully thought-through Scheme of Work which brings consistency and progression to our children's learning in this vital curriculum area. This also supports the "Personal Development" and "Behaviour and Attitude" aspects, as well as significantly contributing to the school's Safeguarding and Equality Duties, the Government's British Values agenda and the SMSC (Spiritual, Moral, Social, Cultural) development opportunities provided for our children. The scheme consists of six units which are used across the school: Being in My World, Celebrating Difference (including anti-bullying), Dream and Goals, Healthy Me, Relationships and Changing Me (including Sex Education).

Here is the content overview:

Age Group	Being Me In My World	Celebrating Difference	Dreams and Goals	Healthy Me	Relationships	Changing Me
Ages 3-5 (F1-F2)	Self-identity Understanding feelings Being in a classroom Being gentle Rights and responsibilities	Identifying talents Being special Families Where we live Making friends Standing up for yourself	Challenges Perseverance Goal-setting Overcoming obstacles Seeking help Jobs Achieving goals	Exercising bodies Physical activity Healthy food Sleep Keeping clean Safety	Family life Friendships Breaking friendships Falling out Dealing with bullying Being a good friend	Bodies Respecting my body Growing up Growth and change Fun and fears Celebrations
Ages 5-6	Feeling special and safe Being part of a class Rights and responsibilities Rewards and feeling proud Consequences Owning the Learning Charter	Similarities and differences Understanding bullying and knowing how to deal with it Making new friends Celebrating the differences in everyone	Setting goals Identifying successes and achievements Learning styles Working well and celebrating achievement with a partner Tackling new challenges Identifying and overcoming obstacles Feelings of success	Keeping myself healthy Healthier lifestyle choices Keeping clean Being safe Medicine safety/safety with household items Road safety Linking health and happiness	Belonging to a family Making friends/being a good friend Physical contact preferences People who help us Qualities as a friend and person Self-acknowledgement Being a good friend to myself Celebrating special relationships	Life cycles – animal and human Changes in me Changes since being a baby Differences between female and male bodies (correct terminology) Linking growing and learning Coping with change Transition
Ages 6-7	Hopes and fears for the year Rights and responsibilities Rewards and consequences Safe and fair learning environment Valuing contributions Choices Recognising feelings	Assumptions and stereotypes about gender Understanding bullying Standing up for self and others Making new friends Gender diversity Celebrating difference and remaining friends	Achieving realistic goals Perseverance Learning strengths Learning with others Group co-operation Contributing to and sharing success	Motivation Healthier choices Relaxation Healthy eating and nutrition Healthier snacks and sharing food	Different types of family Physical contact boundaries Friendship and conflict Secrets Trust and appreciation Expressing appreciation for special relationships	Life cycles in nature Growing from young to old Increasing independence Differences in female and male bodies (correct terminology) Assertiveness Preparing for transition
Ages 7-8	Setting personal goals Self-identity and worth Positivity in challenges Rules, rights and responsibilities Rewards and consequences Responsible choices Seeing things from others' perspectives	Families and their differences Family conflict and how to manage it (child-centred) Witnessing bullying and how to solve it Recognising how words can be hurtful Giving and receiving compliments	Difficult challenges and achieving success Dreams and ambitions New challenges Motivation and enthusiasm Recognising and trying to overcome obstacles Evaluating learning processes Managing feelings Simple budgeting	Exercise Fitness challenges Food labelling and healthy swaps Attitudes towards drugs Keeping safe and why it's important online and off line scenarios Respect for myself and others Healthy and safe choices	Family roles and responsibilities Friendship and negotiation Keeping safe online and who to go to for help Being a global citizen Being aware of how my choices affect others Awareness of how other children have different lives Expressing appreciation for family and friends	How babies grow Understanding a baby's needs Outside body changes Inside body changes Family stereotypes Challenging my ideas Preparing for transition

Age Group	Being Me In My World	Celebrating Difference	Dreams and Goals	Healthy Me	Relationships	Changing Me
Ages 8-9	Being part of a class team Being a school citizen Rights, responsibilities and democracy (school council) Rewards and consequences Group decision-making Having a voice What motivates behaviour	Challenging assumptions Judging by appearance Accepting self and others Understanding influences Understanding bullying Problem-solving Identifying how special and unique everyone is First impressions	Hopes and dreams Overcoming disappointment Creating new, realistic dreams Achieving goals Working in a group Celebrating contributions Resilience Positive attitudes	Healthier friendships Group dynamics Smoking Alcohol Assertiveness Peer pressure Celebrating inner strength	Jealousy Love and loss Memories of loved ones Getting on and Falling Out Girlfriends and boyfriends Showing appreciation to people and animals	Being unique Having a baby Girls and puberty Confidence in change Accepting change Preparing for transition Environmental change
Ages 9-10	Planning the forthcoming year Being a citizen Rights and responsibilities Rewards and consequences How behaviour affects groups Democracy, having a voice, participating	Cultural differences and how they can cause conflict Racism Rumours and name-calling Types of bullying Material wealth and happiness Enjoying and respecting other cultures	Future dreams The importance of money Jobs and careers Dream job and how to get there Goals in different cultures Supporting others (charity) Motivation	Smoking, including vaping Alcohol Alcohol and anti-social behaviour Emergency aid Body image Relationships with food Healthy choices Motivation and behaviour	Self-recognition and self-worth Building self-esteem Safer online communities Rights and responsibilities online Online gaming and gambling Reducing screen time Dangers of online grooming SMARRT internet safety rules	Self- and body image Influence of online and media on body image Puberty for girls Puberty for boys Conception (including IVF) Growing responsibility Coping with change Preparing for transition
Ages 10-11	Identifying goals for the year Global citizenship Children's universal rights Feeling welcome and valued Choices, consequences and rewards Group dynamics Democracy, having a voice Anti-social behaviour Role-modelling	Perceptions of normality Understanding disability Power struggles Understanding bullying Inclusion/exclusion Differences as conflict, difference as celebration Empathy	Personal learning goals, in and out of school Success criteria Emotions in success Making a difference in the world Motivation Recognising achievements Compliments	Taking personal responsibility How substances affect the body Exploitation, including 'county lines' and gang culture Emotional and mental health Managing stress	Mental health Identifying mental health worries and sources of support Love and loss Managing feelings Power and control Assertiveness Technology safety Take responsibility with technology use	Self-image Body image Puberty and feelings Conception to birth Reflections about change Physical attraction Respect and consent Boyfriends/girlfriends Sexting Transition

Lessons involve in-depth discussion and role play. The girls are then asked to reflect on their learning and share their thoughts through comments or films on Seesaw, Google Classroom or Firefly. In school, each form room has a PSHE display board where together the girls work towards the end of the topic outcome, e.g. compliment kites or trophies of celebrations.

This policy should be read alongside the School's Child Protection and Safeguarding Policy.

The PSHE curriculum is reviewed annually by the Heads of PSHE in the Junior School and Senior School in response to curriculum developments and ongoing consultation and evaluation.

(August 2021)