



# ST PAUL'S SCHOOL

## Juniors

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

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Applicable:	SPJ		

This policy is available on the Handbook page of the School Intranet and policies page of the School website and can be made available in large print or other accessible format if required; such requests can be made by email to: [policyquery@stpaulsschool.org.uk](mailto:policyquery@stpaulsschool.org.uk)

## Contents

PSHE (Personal, Social, Health and Economic) Education Policy .....	1
1. PSHE education leadership .....	4
1.1 Definitions aims and rationale .....	4
1.2 Roles, responsibilities and staff training .....	5
1.3 Engaging parents and other stakeholders .....	6
1.4 Policy links and review date .....	6
2. PSHE education and curriculum design .....	7
2.1 Curriculum planning .....	7
2.1.1 Skills and knowledge progression map .....	7
2.2 Timetabling .....	8
2.3 Assessment and evaluation .....	9
3. PSHE education teaching and learning .....	9
3.1 Teaching and learning .....	9
3.2 Establishing a safe learning environment .....	9
3.3 Responding to questions and managing disclosures .....	9
3.4 Assessment .....	10
4. PSHE policy review date .....	10

## 1. **PSHE education leadership**

### ***1.1 Definitions aims and rationale***

This policy covers the School's approach to PSHE education from Lower First (Year 3) through to Upper Third (Year 8). At SPJ, Personal, Social, Health and Economic (PSHE) education plays an important role in the character education and personal development of the boys from the moment they join us right the way through to when they leave us 6 years later.

The School's ethos is to nurture a generation of young people that will make a positive contribution to the world, and to be a place where every person can find success whilst being their most authentic self. Our PSHE education programme aims to equip boys with the knowledge and skills required to make informed decisions, both now and in the future, that align with their personal beliefs and values in order to maintain personal safety. Our bespoke curriculum is designed to meet the needs of our pupils. Our provision is dynamic - it is reviewed regularly by subject specialists, the pastoral team, pupils and parents. The PSHE curriculum aims to be both proactive in safeguarding pupils in an age-appropriate way and also responsive in addressing emerging issues.

Our PSHE education programme is underpinned by the School's character traits of kindness, respect, integrity, humility and resilience. These character traits play a crucial role in setting and maintaining standards for behaviour and conduct in all aspects of school life, and the PSHE education programme supports and enhances SPJ character education. For example, PSHE education aims to promote the importance of self-esteem and resilience, as well as the capacity to empathise with people different to themselves – boys develop emotional intelligence and practice self-reflection regularly

This policy and the PSHE curriculum have been produced with reference to DfE and PSHE Association guidance, particularly 'Relationships Education, Relationships and Sex Education (RSE) and Health Education' (updated September 2021). This policy also considers the requirements of the Equality Act 2010.

The DfE published further draft Relationships Education, Relationships and Sex Education (RSE) and Health Education guidance for consultation in May 2024. Although not statutory from September 2024, this policy considers the direction of travel suggested in this draft guidance.

### ***1.2 Roles, responsibilities and staff training***

This policy was produced by the Head of PSHE in consultation with SLT.

In 2024-25, PSHE education is led by Rosie Ferris (Head of PSHE) and taught by:

#### ***Lower First PSHE Teachers***

Arabella Ferrer – L1F Form Tutor

Roberta Trotman/Victoria Thomas – L1T Form Tutor

Rory McNish – L1M Form Tutor; DDSL

#### ***Upper First PSHE Teachers***

Sarah Seward – U1A Form Tutor

Lynette Farmer – U1F Form Tutor

Josie Johnson – U1J Form Tutor  
Millie Shepherd – U1S Form Tutor

#### Lower Second PSHE Teachers

Rosie Ferris - Head of PSHE  
Tilly Culme-Seymour – Teacher of English  
Tiffany Masters - Teacher of English

#### Upper Second PSHE Teachers

Rosie Ferris – Head of PSHE  
Emily Evans - Head of Second Years

#### Lower Third PSHE Teachers

Rosie Ferris – Head of PSHE  
Sian Gill - Lower Third Form Tutor; Head of Classics

#### Upper Third PSHE Teachers

Rosie Ferris – Head of PSHE  
Gideon Hammond - Teacher of Maths; DE&I

Teachers responsible for teaching PSHE receive training through INSET at the start of each term delivered by the Head of PSHE. These sessions provide a forum for staff to discuss upcoming topics and resources, consider possible questions from students and share best practice. Alongside formal meetings each term, informal meetings with individual members of staff take place on an ad-hoc basis. Staff teaching RSE content also have the option to complete relevant training through external programmes such as NSPCC's Talk Relationships. We also use external contributors to deliver whole school training on RSE and broader themes of diversity and inclusion.

When using external speakers to deliver aspects of our PSHE programme to pupils, we ensure that their values and ethos are in line with the School Development Plan for example that they reflect our aims for promoting diversity and inclusion. We select visitors using a robust vetting process (set out in the [Visiting Speaker Policy](#)), taking into account the reputation of the individual/company both publicly and amongst other schools, and we request resources ahead of delivery for quality assurance and safeguarding purposes. We embed learning from external speakers into the PSHE curriculum by aligning workshops and talks with taught topics in the spiral curriculum. Rather than being a standalone event, visiting speakers enhance the taught curriculum and we devote time in subsequent PSHE lessons to encourage meaningful reflection. We monitor and evaluate our choice of visitors using pupil voice and staff voice immediately after the talk/workshop.

### **1.3 Engaging parents and other stakeholders**

Parents and carers are informed about the PSHE programme through termly newsletters written by the Head of PSHE in which the content of the term's curriculum is shared with links to useful resources. We offer support and encourage discussion of topics at home by providing parents with a list of relevant resources designed specifically for discussions at home. These resources are varied and diverse by nature and aim to meet the needs of all children, regardless of background. Parents and carers are also invited to attend a range of webinars hosted by Dr

Kathy Weston, founder of Tooled Up Education. These evidence-informed sessions provide insight and guidance on all aspects of parenting, education and family life.

In all relevant communication, parents and carers are signposted to the PSHE policy which is available on the PSHE curriculum page of the School's website.

In addition to termly newsletters for all parents, we host webinars for Upper Second and Upper Third parents and carers prior to teaching about RSE. Parents and carers are invited to contact the Head of PSHE directly with queries and suggestions and parent voice is sought via a questionnaire at the end of each academic year, the result of which informs adaptations to the curriculum for the following year.

Pupils have been involved in the creation of the PSHE curriculum through regular pupil voice surveys for Third Year pupils. Key needs identified by pupils were online safety, in particular navigating language and 'trends' on social media. Pupils' needs will continue to be met by regularly reviewing curriculum content in line with national guidance (e.g. DfE RSE Guidance) and in response to emerging issues.

#### ***1.4 Policy links and review date***

This policy complements, and should be read in conjunction with, the following policies:

- SPJ Relationships and Sex Education (RSE) Policy
- SPJ Spiritual, Moral, Social and Cultural (SMSC) Policy
- SPJ Safeguarding Policy
- SPJ How Pupils at SPJ Learn about Keeping Safe

This policy will be reviewed by the Head of PSHE annually or at any time determined by the release of new guidance or statutory requirements from the DfE.

## 2. PSHE education and curriculum design

### 2.1 Curriculum planning

The aim of our PSHE education curriculum is that pupils will:

- *know and understand the importance of:*

mutual respect and tolerance, individual liberty, the rule of law and democracy as underpinning what it means to be a British citizen;

taking care of one's own physical and mental health, as well as looking out for others;

acting with integrity and humility;

critically assessing information on and offline for validity and reliability;

seeking support from a trustworthy source.

- *be able to:*

articulate their values and beliefs about a range of contemporary issues relating to personal, social, health and economic education as well as financial literacy and careers;

actively listen to the views of others and respond respectfully;

identify risks and make judgements about how to act in a way that keeps them safe, both now and in the future;

know who to go to for help and support if they are struggling.

### 2.2 PSHE Curriculum Map

The PSHE curriculum is a spiral curriculum meaning that at all Key Stages, pupils explore key ideas, concepts and issues relating to citizenship, inclusion and diversity, relationships, physical and mental health and safety and future planning and careers. A full curriculum map can be seen below.

We ensure the curriculum is broad and balanced by drawing upon resources from a range of sources including the PSHE Association, NSPCC, Childline and various government backed initiatives. We regularly review the curriculum as a whole as well as individual units of work and single lessons to ensure not only that they meet the needs of our pupils, but also that they contain relevant and up-to-date information and data, and share a diverse range of views and ideas.

Our curriculum is age-appropriate at all stages. Whilst we recognise that our pupils are academically able, often working far above average for their age, emotional development is age and stage dependent. All resources are quality assured by subject specialists in line with statutory requirements around safeguarding (KCSIE 2023). Department for Education guidance on Relationships and Sex Education as well as subject-specific research endorsed by the PSHE Association is used in conjunction with local authority data and pupil, parent and staff voice to maintain this.

An overview of the topics taught can be seen in the infographic below.

	Autumn 1 (6 weeks)	Autumn 2 (7 weeks)	Spring 1 (5 weeks)	Spring 2 (5 weeks)	Summer 1 (6 weeks)	Summer 2 (5 weeks)
L1	<b>Zones of Regulation</b> 1. Create class code of conduct 2. Getting to know the Zones 3. Which Zone am I in? 4. Zone triggers 5. Coping techniques 6. Thinking strategies	<b>Healthy Relationships</b> 1. Character traits 2+3. What makes a good friend? 4. Secrets 5+6. PANTS rules (NSPCC) 7. Flexible lesson	<b>Community</b> 1. Community and responsibilities 2. Being an active citizen 3+4. Democracy and the rule of law	<b>Equality</b> 1. Why is diversity important? 2. Equality and fairness 3. How can my behaviour impact others? 4+5. Celebrating diversity and equality	<b>Wellbeing</b> 1. Everyday feelings 2. Expressing feelings 3. Managing feelings 1 4. Managing feelings 2 5. Dealing with change	<b>Preparing for U1</b> 1. Personal hygiene 2. Summer-time safety 3. Preparing for U1 4. Preparing for U1
U1	<b>Zones of Regulation</b> 1. Create class code of conduct 2. Revisiting the Zones 3. My Zones across the day 4. Zone triggers 5. Coping techniques 6. Self-regulation strategies	<b>Healthy Relationships</b> 1. What makes a friendship 'healthy'? 2. PANTS rules (NSPCC) 3. Family relationships 4+5. Diverse families 6+7. Family changes	<b>Identity</b> 1+2. Identity - Who am I? 3. Who are my positive role models? 4. How does my behaviour influence others?	<b>Equality</b> 1. What is the Equality Act? 2. Protected characteristics: religion 3. Protected characteristics: disability 4+5. Equality campaign	<b>Health and safety</b> 1. Healthy lifestyle 2. Healthy food choices 3. Exercise 4. Basic first aid 5. Summer time safety	<b>Growth and change</b> 1. How have I changed since the start of the year? 2. How does change make me feel? 3. How can I reframe failure? 4. How can I prepare for 2nd year? 5. Flexible lesson
L2	<b>Citizenship</b> 1. Creating class code of conduct 2. What are my values? 3. British Values: Respect and tolerance + Individual Liberty 4. British Values: Democracy = rule of law 5. Human rights 6. Flexible lesson	<b>Anti-racism</b> 1. Race and racism 2. History of racism in the UK 3. Anti-racism 4. Understanding stereotypes 5. Unconscious bias 6. Microaggressions 7. Mythbusting	<b>Healthy Relationships</b> 1. The importance of respect 2. Personal boundaries 3. Maintaining positive relationships 4. Managing challenges in relationships 5. Anti-bullying	<b>Physical health</b> 1. What are the features of a healthy lifestyle? 2. Personal hygiene and oral hygiene 3. First aid (remove up to hazards) 4+5. Online safety	<b>Mental health and wellbeing</b> 1. Mental health and keeping well 2. Managing challenges and change 3. Giving advice 4. Mental Health Awareness Week 5. Managing loss and bereavement	<b>Financial literacy and careers</b> 1. My money choices 2. Needs and wants 3. Creating a simple budget 4. Careers and aspirations 5. Flexible lesson
U2	<b>British Values</b> 1. Creating class code of conduct 2. British values = diversity 3. History of immigration to UK 4. History of the Commonwealth 5. Refugees 6. Case Study	<b>Rights and responsibilities</b> 1. Human rights 2. Human rights and the law 3+4. What is extremism? 5. Recognising influences 6. Run, Hide, Tell 7. Flexible lesson	<b>Puberty</b> 1+2. Male puberty 3. Female puberty 4. Personal hygiene 5. Reproduction	<b>Equality</b> 1. Inclusion and friendships 2. Respectful communication in relationships 3. Anti-bullying 4. Gender roles 5. Stopping sexism	<b>Drugs education</b> 1. Assessing risk 2. Legal and illegal drugs 3. Influences and pressure 4. Drugs and alcohol in the media 5. Flexible lesson	<b>Financial literacy and careers</b> 1. Exploring careers 2. Money and wellbeing 3. Money and risk 4. Money and risk 5. Flexible lesson
L3	<b>Community</b> 1. Creating class code of conduct 2. SPI character traits 3. Acting with integrity 4. Respect 5. Kindness 6. Healthy friendships	<b>Citizenship</b> 1. Political democracy in the UK 2. Elections in the UK 3+4. Making a manifesto 5. The justice system 6. Making a difference 7. Flexible lesson	<b>Drugs education</b> 1. Peer pressure and boundaries 2. Nicotine (vaping) 3. Alcohol 4. Exploitation and county lines 5. Flexible lesson	<b>Healthy relationships and gendered experiences</b> 1. Healthy and unhealthy relationships 2. Consent 3. Sexuality 4. Respectful communication 5. Flexible lesson	<b>Healthy relationships and gendered experiences</b> 1. Relationships online and the role of the media 2. Masculinity 3. Masculinity 2 4. Body image and self-esteem 5. Flexible lesson	<b>Money and financial literacy</b> 1. Money decisions and influence 2. Making informed decisions 3. Influencing the economy 4+5. Managing risk
U3	<b>Anti-racism</b> 1. Creating class code of conduct 2. Why is anti-racism important? 3. Racism and microaggressions 4. Language and inclusion 5. Systemic racism 6. Case study	<b>Gender and identity</b> 1+2. Gender stereotypes 3. Language and sexism 4. Gender inequality 5. Intersex identities 6. Gender reassignment 7. Flexible lesson	<b>RSE</b> 1. Healthy intimate relationships 2. Sexuality 3. Consent 4. Consent 2 5. Sexual harassment	<b>RSE</b> 1. FGM 2. Pornography 3. Pornography 2 4. Starting a family 5. Contraception	<b>Health and wellbeing</b> 1. Mental health: stress and exams 2. Mental health: signs, symptoms and strategies 3. Mental health: managing change 4. Physical health: screen time 5. Physical health: first aid 6. Online safety: influencers and social media 7. Online safety: manateine risk	

Form time sessions in spring term 1 are used to cover careers education in Lower Third and Upper Third Years:

Lower Third Year	Upper Third Year
<b>Careers education</b> 1. What is a career? 2. What careers am I interested in? 3. Careers of the future 4. Skills for enterprise and employment	<b>Careers education</b> 1. Careers 2. Careers of the future 3. GCSE options 4. Post 16 choices

This policy will be reviewed annually by the Head of PSHE, Deputy Head Pastoral and supporting governor(s). This will ensure that our agreed approach to PSHE in the curriculum is up-to-date and reflects the changing needs of our pupils, enabling this policy to provide a clear framework for teaching and to act as part of a toolkit for future decision-making.

### 2.3 Assessment and evaluation

We allocate dedicated curriculum time to PSHE education in all year groups, provision which continues throughout the senior school, too. Our PSHE education takes place as weekly 35 minute lessons. In the Lower First and Upper First Years, PSHE lessons are taught by the class teacher using centralised lessons. This ensures that pupils see PSHE as a safe environment to discuss views and share feelings from the start of their SPJ journey. Starting in the Lower Second Year and as is the case across the curriculum, lessons are taught by subject specialists, and PSHE is no exception. All PSHE teachers choose to teach the subject and whilst it might not always be their primary subject, all PSHE teachers receive training and CPD and have, in most cases, been teaching the subject for a number of years.

Knowledge and understanding in PSHE is assessed in a variety of ways, albeit in ways that may be slightly different to other subjects. We use baseline assessment activities to find out pupils'

prior knowledge and understanding, particularly when there is a new intake of pupils, as well as ahead of teaching certain topics, such as RSE topics. These assessments are often in the form of multiple-choice quizzes, which provide data across individual classes and entire cohorts. Over time, we assess changes in pupils' knowledge and understanding year on year. For some units/topics, baseline assessments are more informal, taking the form of mindmaps or small-group discussions. Teachers will gauge starting points during these activities and adjust upcoming lessons as necessary. Following endpoint assessments, our teachers are encouraged to review class results and identify persistent and common gaps in knowledge and address these before moving on to a new unit of work.

In addition to baseline and end point assessments, teachers use formative assessment in every lesson to gauge pupils' levels of understanding and there is flexibility within the curriculum to give teachers more time on topics as necessary, as well as to take time answering questions from pupils.

We evaluate our curriculum annually, drawing upon information from pupil and staff voice, as well as feedback from parents and carers. Pupils are invited to give feedback as part of formalised endpoint assessments, as well as through a broader pupil voice survey during the second half of the summer term. We act on this feedback by triangulating it with changes to local and national safeguarding needs, as well as the changing needs of each cohort; this may occasionally result in making changes to the content of the curriculum.



### **3. PSHE Teaching and Learning**

#### **3.1 Assessment and evaluation**

PSHE is taught through a range of teaching methods and relies on establishing a safe learning environment, effective teaching and learning, reflection, evaluation and assessment and creating effective partnerships. All lessons are standardised across a cohort to ensure that all pupils receive the same high-quality resources that have been quality assured by a subject specialist. Class teachers will often adapt these centrally-planned resources to meet the needs of their class, for example by ensuring that the pedagogical approach makes the content accessible for all.

Our lessons develop knowledge, skills and attributes through a mix of sharing facts and statistics, discussing varying opinions and viewpoints and applying knowledge and opinions to diverse scenarios. We use distancing techniques to ensure that pupils are considering relevant scenarios in an age-appropriate and depersonalised way. Scenarios will always refer to named, fictional individuals that pupils can relate to, but who are 'a similar age to you at a school a bit like this one'. This helps pupils develop empathy towards the character and consider their genuine views about the situation and how they might respond, whilst avoiding pupils feeling exposed, victimised, humiliated or at risk. Teachers will check the names used in a resource prior to using to make sure names are not shared by pupils in the class (or, where necessary, year group).

We avoid inducing shock or shame by ensuring the content of all lessons is age-appropriate and based on factual information. Research shows that attempts to scare or shock young people into making a healthy choice rarely work and can indeed 'backfire' by inadvertently creating excitement, curiosity or even status among pupils who accept the risk. This does not mean that potential consequences of the lifestyle choice should not be made clear, but we know that balance is important. For example, young people frequently overestimate how often their peers take part in risky behaviours and feel that they are the 'odd ones out' if they do not do the same. The School believes it is important that pupils are reassured that most young people make positive, healthy lifestyle choices. We ensure that lessons, including those on risky behaviours, remain positive in tone by focusing on healthy lifestyle choices and decision-making and making clear that there are always support mechanisms available for those who need or want support.

We help pupils make connections between their learning and 'real life' behaviours by making clear the links to other areas of the curriculum as well as current affairs. We promote help-seeking by regularly reminding pupils of the support available in school (Form Tutor, Head of Year, Pastoral Deputy Head) as well as any age-appropriate external sources of support, such as NSPCC and Childline.

PSHE lessons support pupils to develop their own values through regular opportunities for reflection on their beliefs and ideas. Through paired and whole class discussion, pupils' values begin to emerge and develop over time. Within lessons we regularly use activities that invite pupils to apply their values to scenarios that reflect 'real life' experiences. This enables them to practise assessing situations and communicating assertively in order to act in a way that upholds their personal values.

The information we provide in PSHE is kept accurate and up to date by regularly reviewing the curriculum and content of lessons and keeping abreast of changes made to statutory content via the PSHE Association and other relevant forums.

### ***3.2 Establishing a safe learning environment***

We create a safe and supportive learning environment by devoting the first lesson of the academic year to creating a class code of conduct. In this lesson, teachers share with pupils an overview of the curriculum for the year and give pupils time to set guidelines and boundaries that will ensure a safe and effective environment for everyone. This code of conduct serves as the 'ground rules' for PSHE lessons for that class and will be referred to throughout the year, particularly at the start of new units or when discussing a particularly sensitive topic.

We ensure that where pupils indicate that they may be vulnerable (SEN, bursary, EAL etc) and at risk, they get appropriate support by liaising with their Form Tutor, Head of Year, the Deputy Head Pastoral and their parents to provide necessary support in a timely and effective manner.

Teaching takes into account the age, ability, readiness, and cultural backgrounds of children to ensure that all can fully access PSHE education provision.

### ***3.3 Responding to questions and managing disclosures***

Pupils' questions are usually answered by the teacher during the lesson to ensure pupils have factual information about the topic being taught. Teachers use their discretion and may answer questions 1:1 if they pose a safeguarding concern or are likely to cause discomfort in other pupils. We allow pupils to raise anonymous questions through the use of an anonymous question box found in all PSHE classrooms. Pupils are free to ask questions via this mechanism at any point before, during or after a PSHE lesson; some lessons will invite anonymous questions from the whole class if a topic demands it. If a safeguarding issue is raised by an anonymous question, we respond in a timely manner to ensure the safety of pupils. For example, teachers may decide to not answer the question in front of the class and instead will ask pupils whose questions have not been answered to stay at the end of the lesson to discuss 1:1. In doing so, the teacher can identify the pupil in question and follow the usual safeguarding procedure.

One of the ground rules set at the start of the year will be around personal questions. We make it clear that it is not appropriate for pupils to ask personal questions of each other or the teacher and we do not answer personal questions. Again, the teacher can work out who has asked an inappropriate question and follow the behaviour policy to sanction the behaviour if necessary.

We support staff to answer questions by editing schemes of work with pupils' FAQs and informally meeting to discuss anonymous questions that have been raised. Teachers understand that they can 'park' questions they do not know the answer to, in order to seek guidance from the Head of PSHE or the safeguarding team as appropriate.

If a pupil makes a disclosure, we will take the necessary steps to ensure the safety of all pupils, and as soon as is appropriate will follow the usual safeguarding procedure. If a pupil makes a disclosure to an external visitor, they must make the member of staff responsible for the visitor aware as soon as possible. This member of staff will then follow the usual safeguarding procedure.

### **3.4 Assessment**

We demonstrate high expectations for our pupils through providing regular verbal feedback to pupils' written work in booklets and/or weekly reflection documents. Pupils are encouraged to review and improve their work in response to this feedback.

We determine pupils' prior knowledge in a variety of ways depending on the topic. We will use multiple choice quizzes to assess knowledge and understanding about statutory content, such as RSE topics, which provide data about individual classes and entire cohorts. We assess pupils' learning and progression by comparing this data with that gathered using the same quiz at the end of a unit to ensure we have addressed gaps in learning.

For topics that do not require a quiz of key knowledge, we will use mind maps, scenario-based questions and advice columns to get a sense of pupils' levels of confidence engaging with a particular topic or issue. We evidence pupils' learning and progression by returning to these activities at the end of a unit for pupils to add new knowledge or add to their beliefs and opinions as a result of the learning that has taken place. As our spiral curriculum revisits key topics and concepts year-on-year, we can see pupils' understanding progress over time.

Whilst teachers do not formally mark book work in PSHE, pupils are encouraged to regularly self-assess and teachers provide regular verbal feedback for pupils' verbal contributions to small group and whole class discussions. Teachers also provide written feedback every term to pupils' online reflections, which they respond to.

There are no end-of-year tests in PSHE and attainment grades are not given, although effort grades are awarded alongside other subjects.

#### **4. PSHE policy review date**

The Head of PSHE is responsible for reviewing this policy annually or at any time determined by the release of new guidance or statutory requirements from the Department for Education.