



Rosehill Junior School

Personal, Social, Health and Economics Policy

November 2022





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Statement of Intent

Through our PSHE lessons, it is our intent that, when children leave Rosehill, they do so with the knowledge, understanding and emotions to play an active and positive role in society. We want our children to have aspirations and a belief in themselves. In a modern and ever changing world, we endeavour to ensure that our children are aware of factors that will affect their world and have tools to help them deal with these to ensure their mental health and general well being.

Our PSHE curriculum develops learning and knowledge and skills to enable children and prepares them to be a global citizen now, and for their future roles in the community. It promotes the moral, mental and physical development of pupils, preparing them for their roles and responsibilities in later life. Our Relationships, Health and Sex Education enables our children to learn how to be safe and the understanding of health relationships, now and in their future lives.

1. Legal Framework

This policy has due regard to all relevant legislation and statutory guidance including, but not limited to, the following:

- Education Act 1996
- Education Act 2002
- Children and Social Work Act 2017
- DfE (2019) 'Relationships Education, Relationships and Sex Education (RSE) and Health Education'
- DfE (2022) 'Keeping children safe in education 2022' (KCSIE)

This policy operates in conjunction with the following school policies:

- Primary Relationships and Health Education Policy
- Child Protection and Safeguarding Policy
- Complaints Procedures Policy



2. Roles & Responsibilities

The governing board is responsible for:

- Ensuring the school's PSHE Policy is implemented effectively.
- Ensuring that the PSHE Policy, as written, does not discriminate on any grounds or protected characteristics.

The headteacher is responsible for:

- Reviewing the PSHE Policy every two years.
- Handling complaints regarding this policy, as outlined in the school's Complaints Procedures Policy.
- Facilitating the day-to-day implementation and management of the PSHE Policy.

The PSHE coordinator is responsible for:

- Liaising with other staff and professional agencies to devise a suitable scheme of work ensuring comprehensive PSHE education.

3. Aims & Structure of the School's PSHE Curriculum

Rosehill Junior School follows Rotherham Metropolitan Borough Council's PSHE scheme of work. Our programme of study, includes the statutory requirements of relationships and health education but also covers economic wellbeing, careers & enterprise education, and personal safety (including assessing and managing risk).

Lessons are broken into units of work, such as, but not limited to, relationships, well-being, health, growing up, lifestyles

The school will use direct teaching via timetabled lessons to teach PSHE. Pupils will be taught PSHE through a range of teaching and learning styles, including active techniques such as discussion and group work. Pupils' opinions and questions, unless inappropriate, will be responded to respectfully by teachers.



PSHE lessons will be tailored to the pupils being taught, with consideration of:

- Pupils' ability.
- Pupils' age.
- Pupils' current knowledge on and readiness to learn about the topic being covered.
- Pupils' cultural backgrounds.
- Pupils with EAL.
- Pupils with SEND or other needs.

To aid PSHE tailoring, the PSHE teacher will use discussions and other activities to ascertain pupils' current knowledge and understanding of the subject being covered. The teaching programme will then be adjusted to reflect the composition of the class.

The school will deliver relationships and health education as part of its timetabled PSHE programme, with due regard to the school's Primary Relationships and Health Education Policy.

4. Safeguarding

Due to the nature of the matters discussed in PSHE, there may be a higher likelihood for safeguarding concerns to arise or be disclosed by pupils. In line with the school's Child Protection and Safeguarding Policy, all staff will be aware of the indicators and risks of a range of safeguarding issues, including child-on-child abuse, and will follow the appropriate procedures should a safeguarding concern be disclosed.

There is an element of PSHE in pastoral care, so the school will ensure that PSHE and pastoral care teams work together to help pupils feel comfortable indicating that they may be vulnerable and at risk.

PSHE lessons will encourage pupils to discuss the issues raised in the lesson with a member of staff if they wish to do so. Pupils will also be made aware of how to raise concerns or make reports about potential safeguarding issues, and how reports will be handled. This also includes concerns and reports about a friend or peer.

Where beneficial, the DSL or deputy DSL will be involved in the development of safeguarding-related elements of the PSHE curriculum

5. Programme of Study



The school follows the ROSiS unit of study but learning is broken down into areas of the PSHE curriculum

Health and wellbeing

This topic will cover:

- Healthy lifestyles and physical wellbeing.
- Mental health.
- Ourselves, growing and changing.
- Keeping safe.
- Drugs, alcohol and tobacco.

Relationships

This topic will cover:

- Families and close positive relationships.
- Friendships.
- Managing hurtful behaviour and bullying.
- Safe relationships.
- Respecting self and others.

Living in the wider world

This topic will cover:

- Shared responsibilities.
- Communities.
- Media literacy and digital resilience.
- Economic wellbeing and money.
- Aspirations, work and careers.

6. Assessment

The school will set the same high expectations of the quality of pupils' work in PSHE as for other areas of the curriculum. A strong PSHE curriculum will be developed to build on knowledge pupils have previously acquired, including from other subjects, with regular feedback on their progress.

Lessons will be planned to ensure pupils of differing abilities are suitably challenged. Teaching will be assessed to identify where pupils need extra support or intervention.



Pupils' knowledge and understanding will be assessed through formative assessment methods such as tests, written assignments, discussion groups and quizzes in order to monitor progress. Any concerns that are identified through pupil comment or work as needing additional support will be addressed by class teachers or the school inclusion team.

7. Monitoring & Review

This policy will be reviewed by the headteacher and PSHE coordinator on a two yearly basis. Any changes to this policy will be communicated to all staff and other relevant parties.

The next scheduled review date for this policy is November 2024