



# WARWICK JUNIOR SCHOOL

## Personal, Social, Health and Economic Education Policy

Warwick Junior School

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## **Personal, Social, Health and Economic Education**

PSHEE will promote and reinforce the school's ethos and encourage in pupils the development of self-discipline, responsibility, spiritual values and a personal moral code, leading to the highest possible standards of behaviour, consideration for others and a pride in themselves and the School.

### **Aims of PSHEE at Warwick Junior School**

- To provide opportunities for all boys to learn and to achieve.
- To provide the knowledge and understanding with which pupils can make informed decisions in their lives.
- To encourage discussion and active learning in school.
- To promote a sense of personal and social responsibility.
- To develop the sensitivities needed by young people to make appropriate moral judgements and choices about matters of concern to them and to others.
- To encourage pupils to participate fully and effectively in the life of the community and in the institutions of society.

The personal development of boys, spiritually, morally, socially and culturally, play a significant part in their ability to learn and achieve their full potential. A strong partnership between the school and parents is extremely important in this area, with a consistent reinforcement of the key messages from both parties.

### **The PSHEE Curriculum**

PSHEE at the Junior School is taught by the form tutors through two 30 minute lessons each week. Most lessons follow the *Jigsaw* scheme of work; *Jigsaw* 'nurtures children to be confident and successful, increasing their capacity to learn and preparing them for the challenges of the modern world'. *Jigsaw* uses an integrated approach which is followed by the whole school, with all year groups working on the same theme (at an age-appropriate level) at the same time.

Over the year six themes are covered:

Michaelmas 1:	Being Me in the World
Michaelmas 2:	Celebrating Difference (including anti-bullying)
Lent 1:	Dreams and Goals
Lent 2:	Healthy Me
Summer 1:	Relationships
Summer 2:	Changing Me (including sex education)

In addition, the Protective Behaviours programme is taught in each year group over a series of four lessons at the start of each academic year. This aims to provide pupils with essential information and processes to enable them to stay safe and to promote their well-being; it covers two themes:

- We all have the right to feel safe all the time.
- We can talk with someone about anything, even if it feels awful or small.

PSHEE is embedded in other areas of school life in Warwick Junior School, including:

- Class Council: discussion, led by the pupils, focusing on topics chosen by the boys or staff. Boys are encouraged to express their opinions on potential areas for improvement within their form and the school as a whole. These thoughts are then brought to the attention of the School Council.
- Current Affairs: discussion of topical news items of local, national and/or international interest.
- House Meetings: Warwick Junior School has four Houses, with boys from each year group. The boys in each House elect the House Captain and other House officials, who take the lead on inter-house sporting, musical and charity fund-raising events.
- The Warwick Junior School *Developing Learning Strengths* programme embeds the eight key character strengths of Independence, Resilience, Empathy, Creativity, Responsibility, Communication, Focus and Reflectiveness across the curriculum.
- P4C (Philosophy for Children) activities and approaches, used across the curriculum, which help children develop the confidence and ability to think and speak for themselves.

Form Tutors may, on occasion, feel it is necessary to use the allotted PSHEE session or form time for some circle time activities to sort and discuss issues within their form.

A formal review and evaluation of the PSHEE curriculum is undertaken annually by the Head of PSHEE to ensure the material remains relevant and addresses current issues encountered by our pupils.

### **Promoting British Values**

Through our PSHEE, RE programmes and through assemblies we promote the fundamental British values of democracy, the rule of law, individual liberty, and mutual respect and tolerance of those with different faiths and beliefs.

Teachers have been trained through the 'Prevent' programme to challenge opinions or behaviours in school that are contrary to fundamental British values. Teachers' Standards expect teachers to uphold public trust in the profession and maintain high standards of ethics and behaviour, within and outside school. This includes not undermining fundamental British values.

### **Democracy**

Democracy is embedded within the school. Boys have the opportunity to have their voices heard through our School Council. The elections of House Captains

and School Council Representatives are based on the boys' votes. Our boys vote through the House system to elect the school's charities for the year

### **The Rule of Law**

The importance of Laws, whether they be those that govern the class, the school, or the country, are consistently reinforced throughout the regular school day, as well as when dealing with behaviour issues and through school assemblies. Boys are taught the value and reasons behind laws or rules that govern and protect us. They learn to appreciate the responsibilities that all members of our community share and the consequences when laws are broken. All staff are expected to be familiar with and to follow the Warwick Junior School Behaviour Policy.

### **Individual Liberty**

Within school, boys are actively encouraged to make choices, knowing that they are in a safe and supportive environment. As a school we educate and provide boundaries for boys to make choices safely, through provision of a safe environment and empowering education. Our pupils are encouraged to know, understand and exercise their rights and personal freedoms and are advised on how to exercise these safely and with consideration for others, for example through our online safety and PSHEE lessons. Through participation in our numerous extra-curricular clubs and opportunities, pupils are given the freedom to make choices.

### **Tolerance of those of Different Faiths and Beliefs**

This is achieved through enhancing children's understanding of their place in a culturally diverse society and by giving them opportunities to experience such diversity. This is done specifically through PSHEE and RE, as well as in Assemblies and across the whole curriculum where relevant.

### **Teaching and Learning Approaches**

All of the elements of PSHEE should be introduced to the boys in a way which is suitable for their age and maturity. Progression in learning involves developing and expanding topics at regular intervals throughout the boy's school career.

We use a variety of teaching and learning styles including:

- Talking/discussion/questions
- Working as a whole class, group, pair and individually
- Problem-solving activities
- Written activities
- Providing opportunities to allow boys to reflect and express their feelings, concerns, attitudes and values

## **Assessment**

We have clear expectations of what the boys will know, understand and be able to do at the end of the key stage. Teachers assess boys' work in PSHEE by making informal judgements as they observe them during lessons, by questioning and reviewing the boys' written work. Assessment should offer the boys the opportunity to reflect on their own learning, to help them recognise the progress they are making in developing skills in discussion, reasoning and collaboration, as well as in their knowledge and understanding. Boys are given the opportunity to self-assess after each *Jigsaw* unit of work.

Form Tutors record assessments using our Learning Ladders system to ensure a consistent approach to tracking the progress of all pupils. These assessments align to the learning objectives of the Protective Behaviours and *Jigsaw* schemes of work.

## **Policy Review**

This policy was updated in September 2024 by the Head of PSHEE and will be reviewed in September 2025.