

Policy Name:	PSHE Policy
Policy Number:	A8

Staff member responsible	Revision Date	Approved By	Approval Date	Reason
Louise De Rosa (Head of PSHE)	March 2023	Jonathan Slot	March 2023	Annual update
Louise De Rosa (Head of PSHE)	August 2023	Education committee November 2023	November 2023	Annual Update
Louise De Rosa (Head of PSHE)	September 2024	Safety and Wellbeing Committee	December 2024	Annual update
Louise De Rosa (Head of PSHE)	August 2025	Education Committee		Annual Update

This policy is applicable to the whole school including Early Years

Shaping Brighter Futures

We provide an inspiring and joyful education that will be remembered for a lifetime and which empowers our children with the confidence, knowledge, skills and character to thrive. We are shaping brighter futures.

School Aims:

At St Neot's education is full of fun and good humour. We want every child to enjoy their time at school, to feel part of a community that holds family values at the core. We are determined that our children not only learn outdoors but learn about the outdoors. We want to create well-rounded, independent thinkers that are not only confident in their academic ability but hold the soft skills necessary for Senior School and the world ahead.

The St Neot's Way is:

- *Where we promote a true sense of community, family values, a love of the outdoors and a commitment to having fun.*
- *Where every child comes into school feeling safe, valued and with a broad smile on their face; and who returns home with uplifting stories to tell.*
- *Where a first class, personalised, rigorous academic journey is matched by an enriching, broad and challenging co-curricular programme.*
- *Where the children's character, contribution and service is as valued as their academic success.*
- *Where the children's physical wellbeing is surpassed by their mental wellbeing.*
- *Where highly skilled, passionate and dedicated teachers, working in first class facilities, are full of ambition for themselves and the children in their care.*

St Neot's Values

Happiness Kindness Self-Belief Honesty Respect

Through the PSHE curriculum at St Neot's, we aim to enable our young people to become healthy, independent and responsible members of society, who are equipped to make good choices. We want to help our children to develop their feeling of self-worth by encouraging them to participate positively in school and community life. Our school values and ethos underpin our provision, ensuring every child feels heard, safe and cared for.

Aims of PSHE at St Neot's School

At St Neot's we focus on developing and encouraging respect for other people, communities, empathy and understanding is enhanced through provision, particularly giving regard to those with protected characteristics, under the Equality Act of 2010.

Due regard has been given to the [DfE's guidance on physical health and mental well-being](#), and this provision links closely to our Mental Health and Well-Being policy.

At St Neot's Prep School we use the programme of study, JIGSAW from Reception to Year 8, which allows us to offer 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 personal development, behaviour and attitude, 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. This programme also facilitates our RSE provision (see RSE policy).

PSHE is additionally supported, from Years 1 to 8, through the use of the Thoughtbox curriculum in Form Time. Through this, we aim to arm children to face the challenges of mental ill-health, social inequity and a growing climate emergency. This offers the children the opportunity to learn how to care for themselves, each other and the planet, a concept Thoughtbox calls 'Triple WellBeing'.

In Nursery PSHE is covered through the EYFS curriculum with a specific focus on PSED. This is covered in a variety of ways through specific topics such as 'People who help us' through to circle times which cover aspects such as friendship, kindness, taking turns as well as specific areas such as oral hygiene. Evidence of this learning is available on the Tapestry platform and is shared with parents.

Ultimately, PSHE education deals with the real life issues affecting our children, families and communities. It is concerned with the social, health and economic realities of their lives, experiences and attitudes. We strive to help all children and young people in our school to achieve their highest potential.

Rationale

The St Neot's school values (kindness, respect, happiness, self-belief and honesty) underpin the aims of the school. This is interwoven into the following strands of education:

- Integrity and commitment – where adults and young people are encouraged to value and be true to the highest ideals.
- Personal relationships – concerns adults and young people alike aiming to set, and being entitled to expect from others, good, caring standards of behaviour, marked by respect, responsibility, openness and honesty.
- Discipline – is concerned with critical openness through which all members of the community are encouraged to develop self-discipline. Discipline is not unthinking obedience but rather about the development of positive attitudes to oneself and others resulting in self-induced responsible behaviour.
- Developing all children to their fullest potential – encouraging and challenging the very able to develop to their fullest degree, and supporting and enabling every child to be the very best that they can be and to relish making mistakes as they are vital learning opportunities to enable children to be "braver than they believe, stronger than they seem and smarter than they think".

Why is PSHE so important?

PSHE Education is crucial in helping to address barriers that prevent children from learning.

- It promotes independence and responsibility, preparing children for future roles.
- It contributes to health and wellbeing as it encourages individual responsibility for health.
- It improves the personal and social skills demanded by future schools, industry and commerce.

As with most subjects, PSHE education gradually builds key concepts and skills through topics that are relevant to children's age and stage of development. They will all have opportunities to learn about:

- Relationships: developing and maintaining positive relationships; dealing with negative relationships (which may include bullying and sexual violence); how to communicate effectively.

- Health: healthy lifestyles, healthy eating and exercising; mental and emotional health; drug, alcohol and tobacco education.
- Risk: personal safety; internet safety and violent incidents, financial and career choices.
- Career Choices: enterprise, business and finance.

Objectives for PSHE at St Neot’s School

- To look at our identity, have respect for ourselves and others, whilst recognising and celebrating differences (with particular respect and understanding for those with protected characteristics)
- To know and understand what constitutes a healthy lifestyle, including mental health
- To think about and understand feelings, hopes and fears
- Dealing with a variety of challenges, including loss or bereavement
- To be aware of safety issues, including online
- To understand what makes for good relationships with others
- To be an independent and responsible member of the school community
- To be a positive and active member of a democratic society
- To develop self-confidence and self-esteem and make informed choices regarding personal and social issues
- To develop good relationships with other members of the school and the wider community

Curriculum Organisation for PSHE at St Neot’s School

The PSHE curriculum for Main School is overseen by Louise De Rosa, who is head of PSHE and who works closely with Bronwyn Kidd, Deputy Head and Pastoral lead and Suzanne Grey, Director of Teaching & Learning. All children across the school have timetabled PSHE lessons. In Nursery these follow the EYFS curriculum and are taught throughout the day as part of their enhanced provision. Specific taught sessions would take the form of circle times to discuss age appropriate topics for example, feelings, emotions, friendships, and sharing.

PSHE lessons from Reception to Year 8 follow the JIGSAW curriculum. These are taught by Form Teachers/ Tutors, from Reception up to Year 3. From Year 4 - Year 8, these are taught by the Head of PSHE or the Deputy Head. The provision is further enhanced by the Thoughtbox curriculum, which is explored over Form Times, from Year 1 to Year 8. Both the JIGSAW and Thoughtbox curriculums have been scheduled to complement each other and to ensure consistency of resources and exposure across the school. All resources are stored centrally and can be accessed by any member of staff. Form teachers are encouraged to ensure they are familiar with the content of the PSHE lessons, for follow up conversations, if needed. Additional topics and resources are added into Form Times, when appropriate, such as Neuro-diversity awareness week, NSPCC workshops, Online Safety week etc.

Whole-school approach

Jigsaw covers all areas of PSHE for the primary phase, including statutory Relationships and Health Education. The table below gives the learning theme of each of the six Puzzles (units) and these are taught across the school; the learning deepens and broadens every year.

Term	Puzzle (Unit)	Content
Autumn 1:	Being Me in My World	Includes understanding my own identity and how I fit well in the class, school and global community. Jigsaw Charter established.

Autumn 2:	Celebrating Difference	Includes anti-bullying (cyber and homophobic bullying included) and understanding
Spring 1:	Relationships	Includes understanding friendship, family and other relationships, conflict resolution and communication skills, bereavement and loss
Spring 2:	Changing Me	Includes Relationships and Sex Education in the context of coping positively with change
Summer 1:	Dreams and Goals	Includes goal-setting, aspirations, who do I want to become and what would I like to do for work and to contribute to society
Summer 2:	Healthy Me	Includes drugs and alcohol education, self-esteem and confidence as well as healthy lifestyle choices, sleep, nutrition, rest and exercise

The additional use of Thoughtbox to enhance our PSHE curriculum, allows consistency in quality and approach across the different year groups. We vary these each year to expose the children to a wide variety of topics, avoiding repetition. Topics include happiness, kindness, global culture, love and relationships etc.

Health Education including Statutory Relationships and Health Education

Here, at St Neot’s School we value PSHE as one way to support children’s development as human beings, to enable them to understand and respect who they are, to empower them with a voice and to equip them for life and learning.

We include the statutory Relationships and Health Education within our whole-school PSHE Programme. (Please see the RSE policy for full details on our RSE provision)

To ensure progression and a spiral curriculum, we use Jigsaw as our chosen teaching and learning programme, and tailor it to our children’s needs. The mapping document: Jigsaw 3-11 and statutory Relationships and Health Education, and the mapping for Year 7 & 8, shows exactly how St Neot’s meets the statutory Relationships and Health Education requirements.

In Health Education we cover: mental wellbeing, internet safety and harms, Physical health and fitness, healthy eating, drugs, alcohol and tobacco, health and prevention, basic First Aid and the changing adolescent body.

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. social skills are grown every lesson through the ‘Connect us’ activity and respect is enhanced through the use of the Jigsaw Charter.

Puberty is taught within the Changing Me Puzzle (unit). Our Sex Education_education programme, also taught by PSHE teachers within the Changing Me unit, is tailored to the age and the physical and emotional maturity of our children. The girls and boys are taught separately to allow both groups to feel comfortable and encourage them to ask any questions that they may have. Parents are fully informed of the curriculum coverage through curriculum overviews, RSE information booklets and curriculum mapping. Parents have the right to withdraw their children from the specific sex education lessons if they wish.

Each year has a bespoke curriculum which also covers relationships and sex education. In year 7 we cover puberty changes, reproduction facts, responsibilities of parenthood, IVF, types of committed relationships, media and self-esteem, self-image, brain changes in puberty, factors affecting moods along with sources of help and support.

The year 8 curriculum covers types of close intimate relationships, physical attraction, love, legal status of relationships, behaviours in healthy and unhealthy romantic relationships, sexuality, alcohol and risky behaviour.

Assessment for PSHE at St Neot's School

Assessment takes the form of formative evaluation through ongoing class discussions and questioning. We want children to enjoy PSHE lessons and to have the opportunity to think deeply about and talk about a wide variety of issues, some of which they may not have not previously considered. At the end of each half term, students will complete an evaluation which will be kept in their PSHE book. Teachers can then use this to inform future planning.

Indeed we are keen to listen to the children's opinions and as a result we surveyed them to ask their opinions of PSHE. Here is an example (year 5)

<https://docs.google.com/spreadsheets/d/1xrNy4FDqjX6lMNYG-WiyHwPdThu6z4Qzu3GJ6A6NPGk/edit?resourcekey=&gid=1193733833#gid=1193733833>

As you can see, one of the students requested discussing nutrition. We were due to have a talk from Thomas Franks but sadly, due to their staffing issue, they were unable to deliver this.

We also listen to 'student voice' through 'PASS assessments.' The students complete an online questionnaire: <https://www.testwise.com/login> As a result of this, a report is generated to which all staff have access. This is repeated each term:

<https://docs.google.com/document/d/1T54L6jlHiWBSvlpjvz-Bj4Z9GJumtT8S9nT2lOvfdSo/edit?tab=t.0>

<https://docs.google.com/spreadsheets/d/1VC29-uiBbijP-Ua0CJNN28GMyV5v-SCJCsLJazmfdoI/edit?gid=956072140#gid=956072140>

Aspects of the PSHE curriculum are also delivered in:

1) Assemblies

Assemblies, by what they applaud, celebrate, encourage and disallow, make a highly significant contribution to the articulation and demonstration of the values that the school wishes to promote and develop. Assemblies are of a broadly Christian character, which provide the opportunity for reflection. There is a moral or social theme for all assemblies, linked to the PSHE theme. Every pupil will attend two assemblies per week, one by the Headmaster and one by their Head of Year or House.

2) Form group provision

Across the school, each child is a member of a Form whose teacher is responsible for their academic, social and personal welfare. As part of their role, teachers conduct two Form Periods a day which, as

well as dealing with routine administration, will at times, both explicitly and implicitly, deal with the promotion of personal values. Depending on the year group, children will participate in discussions on current affairs and follow-up on PSHE topics. All teachers have access to Thoughtbox which provides them with a series of quality lessons on a different topic each half term.

3) Co-curricular Activities

There are numerous and diverse co-curricular activities which make a major contribution to personal development. A wide variety of trips and tours, visits to the theatre and art galleries, concerts, a thriving House System and our leadership programme all help to contribute to the social and cultural development of children.

4) Responsibility and Leadership

The system of School Pupil Leadership team, provides both formal and informal opportunities for girls and boys to exercise leadership, service and responsibility.

5) Special Services

During the school year there are occasions, such as the Remembrance service and House assemblies, which the children lead.

6) Models and Examples

Spiritual, moral, cultural and social values could be said to be 'caught rather than taught'. In St Neot's Prep School, children will encounter a wide variety of different people, through the staff body, community of children and families as well as visitors to the school. All these will provide material for reflection and evaluation in the development of their own character.

7) The School Ethos and Values

There is so much more to spiritual, moral, social and cultural development than just conforming to a set of rules. It is important, however, to have a well-regulated and disciplined environment for any educational achievement. Our School Values are based on the fundamental tenet of mutual respect, and these together with the general ethos of the school are expressions of the ethos that the school seeks to encourage. They are considered to be a vital ingredient in the spiritual, moral, social and cultural development of all the children. The school values have been collectively decided upon by the children, staff, parents and governors. They are: Kindness, Happiness, Honesty, Respect, Self-belief. These values are communicated through every day actions, assemblies and form tutors.

Updating the curriculum

We are always looking for ways to build on and improve our provision. We take it in turns to teach different groups each half term so that we teach each form for 3 half terms every year. This means that we know our students very well and we are able to give them good consistency through our spiral curriculum via Jigsaw. With information provided by our SENCO, Louise McCue, we are able to adapt our teaching to support all students. We know which students benefit from being closer to the front, working in small groups, some one to one teacher support, working in pairs and support to word and voice their opinions.

We also want parents to be as up to date as their children, so that they are able to support them as they navigate the modern world. We organise parent information sessions each term. This year 'It happens Education' spoke to our parents before Christmas and they were offered drop-in sessions with LDR to view resources and discuss anything related to the RSE curriculum. Jessica from BRIYM came to talk to the parents about building resilience and we also had a sleep expert, Helen

Rutherford from <https://thesleepcharity.org.uk/> who gave a talk to share tips on positive sleep hygiene in the final term.

***PSHE Association** **subscription**
<https://pshe-association.org.uk/guidance/ks1-5/planning-pshe-education>

***Thoughtbox** <https://thoughtboxeducation.com/teaching-for-a-better-world>

All teachers now have access to age appropriate quality lessons on a variety of topics. The lessons are used in form time and are ready to use without preparation. They cover a variety of interesting topics to broaden the children' horizons. The topics all come under 3 themes: self-care, people care and earth care.

***BRIYM** (Building Resilience in Young Minds) <https://www.briym.co.uk/>

We are increasingly concerned with the children' s mental health and wellbeing. This year we have invested in BRIYM who have created a series of bespoke lessons for our children to help them to cope with stress. Our consultant, Jess, has also spoken to parents on the same topic.

* **The Wellbeing hub** <https://club.teentips.co.uk/home/staff/>

All children, staff and parents have been provided with a login and have appropriate access to a variety of resources to support their wellbeing.

***It Happens Education** <https://ithappens.education/>

As a precursor to our module on relationships and sex education, *It happens Education* holds an online information evening for parents to talk to them about key issues and help them to understand the importance of sex education.

References:

[DfE's guidance on physical health and mental well-being](#)

[Better Health: Every Mind Matters](#)

[Rise Above](#)

[Promoting children and young people's mental health and wellbeing: A whole School approach](#)