



# The Peterborough School

## PSHE and Relationships and Sex Education (Senior)

<b>Policy Reference:</b>	2f PSHE and Relationships and Sex Education (RSE)
<b>Review Date:</b>	September 2023
<b>Reviewed by:</b>	Head of Pastoral Care Head of PSHE
<b>Next Review:</b>	September 2024
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## 1 Context

This policy supports a whole school approach to PSHE and Citizenship in the curriculum, and throughout the life of the school and its community. It is consistent with current legislative frameworks and non-statutory guidance.

### 1.1 Statutory Status of Relationships Education and Health Education

The new requirements are that all secondary schools teach RSE and all primary schools teach Relationships Education and recommended that all primary schools have a programme of sex education.

*\*As an Independent school, we are not required to teach Health Education, however we have agreed to follow the maintained statutory curriculum.*

### 1.2 Wider Context

Our approach to the teaching of PSHE supports our duties relating to [Keeping Children Safe in Education](#), [Equality Act 2010](#), SEND, promoting fundamental [British Values](#) and Spiritual, Moral, Social and Cultural (SMSC) development. It also supports us in meeting the standards set out by the Independent Schools Inspectorate.

#### 1.2.2 Duty to Promote Wellbeing

[The Education and Inspections Act 2006](#) places a requirement on schools to promote pupils' wellbeing (as defined in the [Children Act 2004](#)) as well as their academic achievement. It also includes a duty to support community cohesion. We are committed to promoting the health and wellbeing of children and of the whole school community, and fully recognise the significant connection between wellbeing and learning. PSHE is a significant part of our response to these duties.

#### 1.2.3 National Curriculum

The National Curriculum states that all schools must provide a curriculum that is broadly based, balanced and meets the needs of all pupils. It must also: 'promote the spiritual, moral, cultural, mental and physical development of pupils at the school and of society, and prepare pupils at the school for the opportunities, responsibilities and experiences of later life.'

#### 1.2.4 Healthy Schools

We are committed to developing a 'Healthy School' climate and culture. This means that we place teaching and learning in the wider context of our approach to:

- Leadership, organisation and management and the management of change
- Inclusive policy development
- The school ethos, culture, environment, SMSC development, and positive relationships throughout the school
- Learning and teaching, curriculum planning and resourcing
- Giving children a voice
- Provision of and signposting to support services for children
- Staff health and wellbeing and their continuing professional development (CPD)
- Partnership with parents, the local community, external agencies and volunteers to support pupil health and wellbeing
- Assessing, recording, monitoring and celebrating outcomes.



### 1.3 Our beliefs about PSHE

We believe that PSHE has the power to enhance the health and wellbeing of all children, their families and the whole school community. It has a positive influence on the ethos, learning and relationships throughout the school. It is central to our values and to achieving our school's aims.

PSHE helps children to develop the knowledge, understanding, skills and attitudes they need to live confident, healthy, independent lives, now and in the future, as individuals, citizens, workers and parents. It is embedded within wider learning to ensure that children learn to develop resilience and healthy relationship skills, which they will practise and see enacted in the school environment.

We believe that relationships and sex education is important because we want all our students to develop into healthy, happy, safe young adults and to be able to manage the challenges and opportunities of modern life. That is why, from Easter 2021, all secondary age children (in both the state and independent sectors) will be taught compulsory Relationships, Sex and Health Education.

### 1.4 Defining PSHE

We will use 'Personal, Social, Health Education' (PSHE) as an umbrella term for all aspects of practice and learning in our school associated with wellbeing and health. A significant part of our PSHE provision will be accessed through the planned, taught curriculum. Our PSHE curriculum is supported by whole school enrichment activities.

Many aspects of our PSHE provision are statutory from Sept 2020, as part of Relationships Education and Health Education. However, there are other areas which we consider important for our children e.g. Road Safety and Financial Education. These areas are not statutory, but we will teach them in the wider context of our PSHE provision to meet the needs of our children.

Relationships and sex education (RSE) is learning about the emotional, social and physical aspects of growing up, relationships, sex, human sexuality and sexual health. It should equip children and young people with the information, skills and positive values to have safe, fulfilling relationships, to enjoy their sexuality and to take responsibility for their sexual health and well-being.

We do not seek to teach Relationships Education and Health Education as separate subjects but integrated through the topics we cover in our broader PSHE programme.

### 1.5 Intent of our PSHE and RSE Curriculum

Our aims for PSHE are:

- To enhance skills for communication, empathy and healthy relationships which underpin both success in learning and positive relationships
- To support the development of resilience, self-esteem, self-efficacy and aspiration
- To offer accurate and relevant knowledge to support decisions about personal wellbeing and health
- To explore the relevance of knowledge for personal situations and decision making
- To offer opportunities to explore, clarify and if necessary, challenge their own and others' values, attitudes, beliefs, rights and responsibilities
- To offer the skills and strategies they need to live healthy, safe, fulfilling, responsible and balanced lives.

The Peterborough School believes that good quality RSE is an entitlement for all children and young people and must:



- Be accurate and factual, covering a comprehensive range of information about sex, relationships, the law and sexual health, in order to make informed choices.
- Be positively inclusive in terms of gender, sexual orientation, disability, ethnicity, culture, age, religion or belief or other life-experience.
- Include the development of skills to support healthy and safe relationships and ensure good communication about these issues;
- Promote a critical awareness of the different attitudes and views on sex and relationships within society such as peer norms and those portrayed in the media;
- Provide opportunities for reflection in order to nurture personal values based on mutual respect and care;
- Be part of lifelong learning, continuing throughout life. It should reflect the age and level of the learner;
- Ensure young people are clearly informed of their rights such as how they can access confidential advice and health services within the boundaries of safeguarding;
- Be relevant and meet the needs of young people, and actively involve them as participants, advocates and evaluators in developing good quality provision;
- Be delivered by competent and confident educators;
- Be provided within a learning environment which is safe for the children, young people and adults involved and based on the principle that prejudice, discrimination and bullying are harmful and unacceptable.

## 2. Implementing Policy

### 2.1 School Aims and Values

This PSHE policy is set within the wider context of the School's aims and values, which include the following:

- We promote a healthy, safe and caring environment for all pupils and staff.
- We provide a broad and balanced curriculum for all our pupils, which recognises and values their diverse backgrounds and needs.
- We promote pupils' self-esteem and emotional wellbeing and help them to form and maintain worthwhile and satisfying relationships, based on respect for themselves and for others at home, school, work and in the community.
- We prepare our pupils to engage with the challenges of adult life confidently.
- We provide sufficient information and support to enable our pupils to make safer choices.
- We provide pupils, through an enriched curriculum, with opportunities to develop the necessary skills to manage their lives effectively.
- We help our pupils to learn to respect themselves and others and move safely from childhood, through adolescence, into adulthood.
- We create a wider awareness of religious, cultural and moral values and respect for different ethnic groups, religious beliefs and ways of life within a Christian framework.
- We promote an inclusive ethos and a culture of mutual respect where diversity and difference are recognised, appreciated and celebrated.
- We work in partnership with parents and with the wider community, to support children in all aspects of their wellbeing.



## 2.2 Aims of our PSHE Policy

The aim of our PSHE Policy is to ensure quality and consistency in our approach to all aspects of PSHE in our school. This includes our whole school approach to promoting health and wellbeing, as well as the curriculum.

The policy aims to:

- explain the central role PSHE plays in the life of the school and in children's learning, within the context of national and local guidance
- provide guidance to members of staff in all roles about their responsibilities in relation to PSHE
- ensure that the entire school community understands the role of PSHE in the ethos of the school
- ensure a consistent approach to planning and delivering PSHE
- ensure that children receive an entitlement curriculum with progression and a high-quality experience of teaching and learning
- ensure that staff have the knowledge, understanding and skills to deliver the PSHE curriculum
- support children's involvement in reviewing and developing work related to PSHE and Healthy Schools
- enable the assessment of children's learning in line with local and national guidance
- provide guidance about the criteria for selecting and using high quality resources
- provide guidance to help ensure the quality of methodology and approaches to teaching and learning in PSHE
- support the Head of PSHE in monitoring, reviewing and developing practice.

## 2.3 Related Policies

This policy is linked to and is delivered in the context of the following policies: *Relationships Education, Behaviour, Safeguarding and Child protection, Anti-bullying, Alcohol, Drug and Smoking, Spiritual, Moral, Social and Cultural (SMSC), Individual Learning, SENDA, Equality and Diversity, Health and Safety, Educational Visits, Security, Online Safety & Acceptable Use policy, Science curriculum.*

## 2.4 Implementing Our PSHE Curriculum

Our PSHE programme (which is covered through the taught curriculum and our wider provision) includes teaching and learning within the following strands and themes:

**Health and Wellbeing** including First Aid, Physical Health, Physical (including Dental) and Menstrual Hygiene, Drug and Alcohol Education, Managing Safety and Risk (including Road Safety), Emotional and Mental Health and Sexual Health.

**Relationships:** including The Importance of Community, Anti-bullying, Family and Friend Dynamics and Managing Change, Grooming, Exploitation and Radicalisation, Consent and Communication, Spotting and speaking out against Prejudice, and Sexual Relationships Education,

**Living in the Wider World:** including Personal Safety, Digital Resilience, Diversity and Communities, Making Safe Financial Decisions, Rights, Rules and Responsibilities and Working Together, and Dangers of Gang Culture and Carrying Weapons. These topics are taught alongside Careers lessons planned by the Head of Careers.



## 2.5 Inclusion, Equality and Diversity

We promote the needs and interests of all pupils, inclusive of gender, culture, ability and aptitude. Our approaches to teaching and learning take into account the ability, age, readiness and cultural backgrounds of the children to ensure that all can access the PSHE curriculum.

In relation to those with special educational needs, we will review our PSHE programme to ensure that appropriate provision is made. When working with children with additional needs we consider:

- their level of vulnerability
- their need to develop assertiveness and their sense of self
- the need to involve all staff and carers in policy development, planning and training
- the need for a range of approaches to teaching and learning to ensure they are genuinely inclusive
- sources of support for pupils.

In relation to ethnicity, religion and cultural diversity, we value the different backgrounds of our children and, in acknowledging and exploring different views and beliefs, seek to promote respect and understanding.

We are particularly aware of our duties under the Equalities Act and will ensure that all children with protected characteristics, or whose family members may have protected characteristics, see themselves reflected in our PSHE provision. We will achieve this by careful selection of teaching resources, case studies and children's fiction.

The PSHE programme promotes positive respect for other people and has particular regard to the Protected Characteristics under the Equality Act 2010, Section 4:

- Age
- Disability
- Gender reassignment
- Marriage and civil partnership
- Pregnancy and maternity
- Race
- Religion and belief
- Sex
- Sexual orientation

Whilst the PSHE curriculum addresses these characteristics during the programme, the School will also specifically address one or more of the protected characteristics in the light of a related event or occurrence. This will help pupils to understand specific issues and promote respect of all of these characteristics. It is important to note that everyone has at least some of the characteristics included in the list (for example age and sex)

The PSHE programme will not:

- encourage pupils to see those of particular races or religions as being inferior in any way
- suggest to male pupils that women or girls should be treated with less respect than males or that a woman's role is subservient to that of a man – or vice versa



- teach pupils that the parties to a same sex marriage or civil partnership do not merit the protection which the law affords them
- teach that disabled people deserve less equal treatment, for example, because of sins they are said to have committed in previous lives
- encourage people to believe that women who are pregnant without being married should be punished or not respected. Teaching that the faith position of the school is that sexual activity involving members of that faith should be kept within the bounds of marriage is acceptable.

We recognise that PSHE is a prime location for proactive teaching of skills relating to empathy, acceptance and respect for diversity.

We promote social learning and expect our pupils to show a high regard for the needs of others. PSHE is an important vehicle for addressing both cultural and gender issues and for promoting equal opportunities and access for all.

### 2.6 Confidentiality and Safeguarding

The delivery of high quality PSHE supports us in delivering our statutory duties relating to Safeguarding. We recognise that many areas of PSHE will prompt children to reflect on their own families, relationships and personal experiences. We know that, for some children, this will highlight disparities which may cause them to seek help from trusted adults in school.

Staff will build safe learning environments through the creation of Ground Rules specific to PSHE. Staff will use distancing techniques such as puppets, case studies and children's fiction to make direct talk about home circumstances less likely in a whole class teaching situation.

Adults will ensure that children understand what adults (and their peers) may and may not keep confidential.

If visitors are working in a classroom or other teaching situation, they will follow the school's policies/guidance on confidentiality and on safeguarding, and other relevant school policies.

All staff are aware of the Safeguarding and Child Protection procedures and will report disclosures or concerns to the Designated Safeguarding Lead (DSL) immediately.

## 3. Involving the Whole School Community

### 3.1 Working with Staff

Support and training will be made available to all staff as appropriate. This includes allocating time at staff meetings to introduce new areas of work and to review the effectiveness of the approaches used. Whole staff training will be used where there are development needs for the whole staff. Individual staff members are offered training opportunities to enable them to fulfil their roles.

We recognise that PSHE and wellbeing are relevant to members of staff in all roles, and we ensure training and support is accessible for all staff. Some training opportunities may be organised for all staff.

Staff members are informed about the location and content of policies that apply throughout the school.

The Head of PSHE is entitled to receive training in their role. This supports them to lead on the development of the school's policy and practice and to monitor its implementation. This practice includes the curriculum and approaches to teaching and learning, as well as whole school approaches to promoting health and wellbeing. They also take responsibility for supporting other



members of staff in their work relating to PSHE, which may include ensuring appropriate training opportunities.

### 3.2 Engaging with Pupils

If PSHE is to be effective, we understand that it must meet the needs of pupils. Also, we recognise that if pupils are fully engaged in areas of work, they will build ownership and self-efficacy in these areas, leading to more positive outcomes.

- We will involve pupils in the evaluation and development of their PSHE in ways appropriate to their age.
- We will seek opportunities to discuss children's views about the content of their PSHE lessons within our planned themes.
- We will engage children in areas of whole school development such as healthy lifestyles work so that their learning does not only take place in classroom settings.
- We will utilise school council to engage with children on key areas of school development.

### 3.3 Working with Governors

The governing body, through the Safeguarding Committee have an active role in monitoring, reviewing and developing the policy and its implementation in school.

A lead governor for PSHE, who is a member of the Safeguarding Committee, is appointed and liaises with the Head of PSHE and other staff where appropriate. The Head of PSHE presents annually to the Safeguarding Committee.

### 3.4 Communicating with Parents

We recognise the key role that parents fulfil in supporting their children through their personal development and the emotional and physical aspects of growing up. Therefore, we seek to work in partnership with parents when planning and delivering PSHE. We encourage this partnership by:

- informing parents by letter/email of forthcoming RSE topics and their content
- informing parents about aspects of the PSHE curriculum through the Download e.g. road safety tips, information about anti-bullying, healthy eating tips and online safety
- providing supportive information about parent roles in PSHE and how they can develop protective factors with their children
- including out of school learning/family learning opportunities within our curriculum for PSHE, and encouraging children to share at home their learning about all aspects of PSHE
- inviting parents to discuss their views and concerns about PSHE on an informal basis.

Parents will be given access to this policy on request. It is also available on the school website and from the school office.

### 3.5 Right to withdraw

Parents or carers cannot withdraw a child from Health Education or the Relationships Education element of Relationships and Sex Education, because it is important that all children receive this content, covering topics such as friendships and how to stay safe. If they do not want their child to take part in some or all of the Sex Education lessons delivered from Year 7 up until three terms before a pupil turns 16, they can ask that they are withdrawn.

A request for withdrawal from Sex Education lessons would need to be made to the Headmaster; who will then consider this request and discuss it with parents, and will grant this in all but exceptional circumstances, up until three school terms before a pupil turns 16. At this age, any pupil

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can choose to receive Sex Education if they would like to, and the School would arrange for the student to receive this teaching in one of those three terms (unless there are exceptional circumstances). The science curriculum in all maintained schools also includes content on human development, including reproduction, which there is no right to withdraw from.

Materials which will be used in the school's RSE Programme can be seen by parents in school on request to the Head of PSHE.

Parents will receive prior notification of the RSE Programme to enable them to discuss issues with staff or their own children.

### 3.6 Working with External Agencies and the Wider Community

Where appropriate we use visits and visitors from outside agencies or members of the community to support the PSHE programme. This is an enrichment of our programme and not a substitute for our core provision which is based upon the strong relationships between teachers and pupils.

External trips and residential visits make a significant contribution to children's personal development. When planning such visits, we use opportunities to promote children's learning in relevant areas of the PSHE curriculum (for example, relationship skills, group work skills, communication skills, healthy lifestyles, managing risk, safety).

Our partnership with the local community is a significant part of school life, and we recognise and value its contribution to the PSHE programme. Many of our links with the community enable us to practise active Citizenship.

We include a range of opportunities for community involvement and activities, such as:

- links with the church (e.g. harvest festival, Carol Service)
- charity fundraising (e.g. links with the local food bank, supporting events such as Comic Relief and Children in Need)
- school clubs (e.g. choir performance in care home)
- invitation lunches (e.g. Governors to VIP table at lunchtime)
- links with local services (e.g. visits from the Police Community Support Officer, links with the local surgery)
- community use of school premises (e.g. Beavers/Cubs, St John Ambulance, drama groups and local sports clubs).

## 4. Curriculum Organisation

The DfE guidance for Relationships Education and Health Education require that the curriculum is organised in such a way that:

- 'Effective teaching ...will ensure the core knowledge is broken down into units of manageable size and communicated clearly to pupils, in a carefully sequenced way within a planned programme of lessons.'
- 'Opportunities to practise applying and embedding new knowledge so that it can be used confidently and skilfully in real life situations.'

We recognise the increased importance of PSHE within our timetable, now that Relationships Education and Health Education have become statutory. We will ensure that it has equal status with other foundation subjects in the curriculum.

Children receive their entitlement for learning in PSHE through a progressive, spiral curriculum. Our PSHE programme is delivered through a variety of opportunities for children of all ages, including:

- designated timetabled lessons in PSHE



- additional sessions in Tutor Periods where appropriate, e.g. Internet Safety lessons and University Application sessions
- subjects across the curriculum, e.g. science, food technology
- enrichment weeks/days, e.g. Anti-bullying week, Mental Health week and Safer Internet Day
- visitors and external speakers
- residential and day visits, e.g. Enrichment Day
- assemblies on our school's values and topical themes
- small group interventions,

Resources to teach Sex and Relationships Education include extracts from videos, worksheets and source material such as articles and websites. Resources are sought from a number of organisations. Many of these resources are accredited by the PSHE Association as a means of ensuring the suitability and approval of teaching material.

We recognise that PSHE is best taught by adults who know our children well. PSHE will primarily be taught by the Head of PSHE, supported by other members of staff where appropriate.

#### 4.1 Roles and Responsibilities

The Head of PSHE is responsible for mapping aspects of PSHE including RSE which are covered in subject areas and using this information to provide a comprehensive scheme of work for Years 7 – 13 which is delivered by the Head of PSHE in curriculum lesson time. Outside agencies/speakers may also be invited into School to deliver aspects of the curriculum. In the case of external provision, all sessions will be planned and discussed with the Head of PSHE in advance to ensure both a consistency of approach and appropriate content. It may also be appropriate for school staff with particular experience to deliver sessions in relevant areas.

The Head of PSHE will have overall responsibility for the provision of the programme, for monitoring developments within sex education and, in conjunction with the Head of Pastoral Care, will regularly review the programme with a view to constantly improving the provision and reflecting any current needs.

The Head of PSHE will routinely discuss issues with subject staff and where required, Heads of Key Stage and any other Senior Staff.

Staff new to teaching PSHE will be supported to build their knowledge of different methodologies and strategies.

#### **Ground Rules**

PSHE is taught in a safe, non-judgemental environment where adults and children are confident that they will be respected. Teachers and children together develop ground rules, which ensure that every child feels safe and can learn in a supportive and caring environment.

#### **Dealing with difficult questions**

We acknowledge that sensitive issues will arise in PSHE, as children will naturally share information and ask questions. When spontaneous discussion arises, it will be guided in a way that reflects the stated school aims and curriculum content for PSHE. Teachers will endeavour to answer questions as honestly as possible but questions they do not feel comfortable answering within the classroom or ones which are not age appropriate and beyond the Key Stage 3 (Years 7-9), Key Stage 4 (Years 10 and 11) or Sixth Form pupils' objectives, will not be answered or explored. In such instances referrals will be made to the Head of Key Stage or Head of Pastoral Care. Questions may be referred to parents if it is not appropriate to answer them in school.



When answering questions, we ensure that sharing personal information by adults, pupils or their families is discouraged. Where a question or comment from a pupil in the classroom indicates the possibility of abuse or risk of harm, teachers will pass this information to the Designated Safeguarding Lead (DSL), in line with school policy and procedures.

It is possible that some of the topics discussed in PSHE could prompt children to feel that they would like to talk to someone about a particular situation or concern. All Student Planners contain details of “Who to Talk To” and “Here to Help” posters are displayed in classrooms and communal areas as well on the student section of Microsoft Teams. Additionally, pupils have been given a “Here to Help” card which can be kept in a blazer or pencil case. This information includes two email addresses: [ideas@tps.ch.co.uk](mailto:ideas@tps.ch.co.uk) which is a way that students can make suggestions about life at School. The other is [concern@tps.ch.co.uk](mailto:concern@tps.ch.co.uk) which enables students to report a concern via an electronic route if they do not feel that they can talk directly to a member of staff. “Here to Help” posters are displayed in classrooms and communal areas and, additionally, pupils have been given a “Here to Help” card which can be kept in a blazer or pencil case.

#### 4.2 Content of PSHE including RSE Curriculum

The content of the statutory RSE curriculum is as follows:

- families
- respectful relationships, including friendships
- online media
- being safe
- intimate and sexual relationships, including sexual health

Further details can be found in the DfE Guidance: Relationships Education, Relationships and Sex Education (RSE) and Health Education which can be found [here](#)

The PSHE curriculum follows a number of themes which incorporate the RSE curriculum along with broader topics that constitute an effective PSHE curriculum that prepares students for life in a modern world.

These themes are:

- Health and Wellbeing
- Relationships
- Living in the Wider World

The table below gives broad details of the areas covered within each year

Year	Health and Wellbeing	Relationships	Living in the Wider World
7	Health and Puberty	Equal vs. Fair Diversity Building Relationships	Transitions to a New School Money Matters
8	Drugs and Alcohol Mental and Emotional Wellbeing	Identity and Relationships	Making Choices Careers
9	Neurodiversity Healthy Lifestyles	Peer Influence and Gangs Intimate, Respectful Relationships	Employment Skills



<b>10</b>	Brain Deep Dive	Addressing Control Exploring Influence	Financial Decisions Careers
<b>11</b>	Building a Future	Communication in Relationships Families	Careers Independence
<b>12</b>	Whilst maintaining the themes of PSHE, the Sixth Form curriculum builds around a series of modules including a focus on Mental Health First Aid, Standing up to discrimination, Personal Finance, Independent Health and the Law. Students will complete lessons in a classroom environment and have the option to take additional assessments to gain in-house qualifications that they can use in future applications and to evidence skills learned in the course.		
<b>13</b>			

More specific details of the content within each section are available upon request.

Resources to teach Sex and Relationships Education and PSHE topics include extracts from videos, worksheets and source material such as articles and websites. Resources are sought from a number of organisations. Many of these resources are accredited by the PSHE Association as a means of ensuring the suitability and approval of teaching material.

We will evaluate all resources before using them.

When PSHE related resources are being used within other subject areas the same criteria are applied. This also applies to online resources, such as the use of websites and presentations.

We will use children's books, both fiction and non-fiction, extensively within our PSHE programme. The same selection criteria apply, and teachers will always read and assess the books before using them to ensure they are appropriate for the planned work. They will also consider the needs and circumstances of individual children in the class when reading texts. The key texts we use are available on request for parental review. The Head of PSHE will write to parents at regular intervals with a broad outline of upcoming topics and content.

#### 4.3 Assessment

Children's learning is planned using learning objectives which visible at the start of each lesson and on an overview Topic Sheet, and success criteria may be negotiated with them using surveys or classroom discussion. Teachers draw on their observation of children's learning and children's self-assessment to arrive at their overall assessments.

Each pupil will have a PSHE exercise book in which they may record their thoughts and include material relevant to a lesson.

Assessment will be ipsative assessment – comparing a student's performance against their previous attainment. This means that for each topic they will most likely start at 'Emerging', but for every

<b>Emerging A pupil will</b>	<b>Developing A pupil will</b>	<b>Secure A pupil will</b>	<b>Mastery A pupil will</b>
<ul style="list-style-type: none"> <li>Have been taught this skill</li> <li>Been given opportunities to develop</li> <li>Be supported by an adult</li> <li>Be at the early stages of acquisition</li> <li>Occasionally be able to apply independently</li> </ul>	<ul style="list-style-type: none"> <li>Revisit previous knowledge or skills</li> <li>Be given opportunities to practise the skills</li> <li>Show increasing understanding</li> <li>Frequently be able to apply independently</li> </ul>	<ul style="list-style-type: none"> <li>Achieve or be working at all the KPIs</li> <li>Show a range of evidence from across the curriculum</li> <li>Consistently be able to apply independently</li> </ul>	<ul style="list-style-type: none"> <li>Show further evidence of deep understanding</li> <li>Be able to apply their knowledge across the curriculum without explicit teaching</li> <li>Aspire to take risks and apply their knowledge and understanding</li> </ul>



module they can proceed through to Mastery. This form of assessment is the kind used when learning to play a game or an instrument, so just because a student is good at one module does not mean the same will be true next time. Everyone has an equal chance to excel.

\*KPIs = Key Performance Indicators

Assessment will take three forms:

Baseline Assessment: at the start of each unit, an assessment will enable pupils and staff to gauge the baseline level of understanding

Assessment of Learning Ongoing activities during unit to gauge understanding, adopt teaching, promote and maximise learning

Assessments will take a variety of forms but may include mind maps, posters, displays, class discussion, written work or "I can..." checklists

## 5. Monitoring the Impact

### 5.1 The Process for Development and Review

We are committed to the ongoing development of PSHE in our school. We will use the following indicators to monitor and evaluate our progress:

- A co-ordinated and consistent approach to curriculum delivery has been adopted.
- A flexible approach to delivering PSHE that responds to children's needs (identified through consultation, research or observation) is in place.
- Children are receiving an entitlement curriculum for PSHE in line with statutory requirements.
- There are clearly identified learning objectives for all PSHE activities, and children's learning is assessed using both formative and summative approaches.
- Opportunities for cross-curricular approaches are being used where appropriate.
- Policy and practice are reviewed regularly and involves staff, parents, children and governors where appropriate.
- A variety of methods are employed to communicate the key points of the policy and curriculum to the community.
- Our website reflects our provision in PSHE.

The Head of PSHE and Head of Pastoral Care are responsible for overseeing and reviewing this policy. The Policy will be reviewed every 3 years, or sooner if there are significant changes or circumstances necessitate a review. Parents will be consulted whenever there are changes to the policy.

### 5.2 Location and Dissemination

This policy document is freely available on request to the entire school community.

A copy of the policy can be found on the school website and in the staff shared drive.