

# PSHE Policy

## Twyford is a School:

- Where we promote an enduring love of learning.
- Where each child is respected as an individual.
- Where we engender a clear appreciation of the traditional ethical and spiritual precepts of our Christian foundation.
- Where children feel safe and unconditionally valued.
- Where excellence is identified and where each child may extend themselves.
- Where staff are our most cherished resource.
- Where pupils engage with technology as a means of extending systematic enquiry.
- Where there is a partnership between staff, pupils, parents and governors.

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## Abbreviations, Acronyms and Definitions

Abbreviation / Acronym	Definition
EYFS	Early Years Foundation Stage

This Policy is for the whole School, Early Years Foundation Stage and Boarding.

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## **1. Introduction.**

PSHE and Citizenship at Twyford School encompasses all years from Nursery to Year 8 and is a developing and evolving programme in a co-educational and boarding/ day setting providing a quality education in safe and pleasant surroundings. The ethos of the school aims to ensure that the worth of every child is not only recognised but also appreciated. PSHE and Citizenship was more formally introduced initially in 2002 with the appointment of a specialist teacher and coordinator. The school is regularly inspected by ISI for its boarding provision, and pastoral support is enhanced by the excellent tutorial and house systems. The scheme also includes the Early Years Foundation Stage requirements for PSHE. In January 2022 we moved our PSHE/RSE curriculum over to 'Jigsaw'. This is a whole school approach which covers all statutory guidance for PSHE and RSHE requirements. All children from Nursery to Year 8 will follow this programme.

## **2. PSHE and citizenship and the ethos of Twyford School.**

Twyford School is supportive of PSHE both as a curriculum subject as well as an entity which impinges upon many aspects of life both in and out of school. The Aims and Objectives of the subject are supported and enhanced by the school in the following ways;

- Clear policy regarding pastoral care through the boarding, tutorial and house systems
- Scheme to support the requirements of KCSIE and keep abreast of any updates as these arise.
- A clear school code of good manners and courtesy and respect. - The School Values and British Values with the inclusion of the school learning qualities to enhance the children's learning experience in this area
- A strong Christian ethos and RS lessons teaching both comparative religions and ethics as required by the Common Entrance Syllabus
- Celebration of important dates and events throughout the year
- Structured links to the Pastoral Tutor programme and the Themes of the Week in Assembly and Chapel

Within Twyford the pupil's personal, social and emotional development are encouraged by a supportive ethos. All pupils are valued and encouraged. Relationships are positive and the environment is safe and secure and thus conducive to learning.

## **3. Aims and objectives of the department.**

To enable all pupils in Twyford School to become healthy, independent, well informed, safe and responsible members of society, in short helping to prepare them for adult life. The pupils are encouraged to play a positive role, contributing to the life of the school and to the wider community. This in turn aims to help them to develop a sense of their own self-worth and increases their self-esteem, encouraging belief in their ability to succeed. Participation in a wide range of activities provides them with the information and self-confidence required to make their own informed and sensible choices particularly as they move towards independence in their usage of ICT and the internet. They are taught how society is organised and governed and can gain first-hand experience

of democracy at work in the School Council. They learn about rights and responsibilities and can begin to appreciate what it means to be a positive member of a diverse and multicultural society.

The Aims of Personal, Social and Health Education and Citizenship are to enable all the pupils to;

- Know and understand what constitutes a healthy lifestyle.
- To fulfil all requirements of Safeguarding updates most recently including work relating to sexual violence and sexual harassment (in age-appropriate manner)
- Be aware of safety issues and how to look after themselves particularly on the internet and in their relationships with others particular emphasis being placed on areas such as Sexting, what this is, the laws governing this topic and how best to avoid becoming a victim of this type of cyber bullying. To incorporate all areas of CEOP advice and guidance into the schemes of work in an age-appropriate manner, most recently advice around live streaming (following DfE guidelines June 2019 for online safety). We elicit the help of outside experts to help in delivering this topic in the Prep School to ensure up-to-date information and advice.
- Understand what is involved in forming good relationships with others and in being a good and effective team member.
- To have respect for others, and to understand the spiritual, moral and cultural issues that they will face as they mature.
- To be independent, organised, kind and responsible members of the school community and to appreciate how membership of our community relates to being a Citizen of Britain in the 21st Century
- To understand the importance of being a positive and active member of a democratic society.
- To develop self-confidence and increase self-esteem and to make informed choices regarding personal and social issues, as well as when dealing with problem situations.
- To understand the importance of developing good relationships with others in their families, in school and in the wider community, and to put into practice the skills that they have learned in the classroom to enable them to do this.
- To involve and inform families via links with the 'parentzone', parent talks from outside speakers and in-house Pupil welfare group meetings
- To develop an understanding of the world they live in, and their own role and purpose within it. To be tolerant and interested in other cultures and religious groups and to form balanced views on other groups, cultures and religions.
- To encourage and enable the pupils to take responsibility for their learning and future career choices

#### **4. Teaching methods and learning styles.**

A range of teaching and learning styles are used and these are geared to the developmental stages of the pupils throughout the school and take into account any special needs that they might have. Great emphasis is placed on active learning by including the children in discussions, debates, investigations, games and problem-solving activities, all in a safe and secure classroom environment, and supporting the school development into the area of learning “qualities”. Group work is used frequently to promote team building and cooperation skills. Active citizenship is encouraged through such activities as assemblies and chapel services in both Prep and Pre-Prep. Pupils are encouraged to devise codes of conduct, both for the classroom and the school supporting (in year 8) the Leadership training run by the Headmaster and Head of Year 8. Visiting speakers are used wherever possible and to date we have links with Drug Education agencies who help to support our drugs and alcohol programme in years 7 and 8; nurses specifically trained to deal with the issues of Puberty and Relationships, and the First Aid Trainers who run a First Aid course for year 8 in school. We are active members of the PSHE Association and have attended training with MHFA. There is a dedicated section of the library together with a classroom library provides resources to aid independent study together with a resource base within the Pre-Prep, both are kept up to date with the changes in the curriculum.

PSHE and Citizenship is also taught throughout the general curriculum of the school and there are therefore many important cross-curricular links with many departments, for example Geography, Science and RS.

#### **5. Teaching PSHE to pupils with special educational needs/disabilities or English as an additional language.**

PSHE and Citizenship is taught to all children regardless of their ability with the teacher providing learning experiences and opportunities matched to the individual needs of the children. Children who require learning support (whether for SEND or EAL) are identified and taught with due reference to their Individual Education Plans in consultation with the Learning Support Departments in both Prep and Pre-Prep.

#### **6. Staffing and timetabling.**

The Head of PSHE is responsible for the overall planning, implementation and review of the PSHE programme.

The Head of PSHE monitors the planning and delivery of content, provides appropriate resources and offers guidance and support in the delivery and assessment of PSHE. They liaise with external support agencies and may lead, organise or inform staff and the wider community of training and current issues.

Nursery – Year 4 children have PSHE lessons taught by their form teacher. Year 5 – Year 8 is taught by the Assistant Head Wellbeing.

All year groups have a minimum of 1 x 45-minute PSHE lesson weekly. In addition to this PSHE themes are addressed during some tutor times, assemblies and chapel.

## 7. Curriculum provision.

In the Pre-Prep PSHE is taught as a timetabled lesson weekly, themes are addressed through assemblies and on special event days supported and visited by the Prep teachers and visiting speakers as well as stand-alone lessons linked to topics.

In the Prep PSHE is taught as a timetabled lesson weekly. Year 3 & Year 4 are taught by form teachers and Year 5 – Year 8 are taught by the Assistant Head of Wellbeing.

PSHE themes are also covered at other times through the year including,

- During assemblies and chapel services run by staff and students
- During house meetings
- On special days/weeks throughout the year. For example, Anti-Bullying Week

The Head of PSHE supports colleagues in the teaching of PSHE and Citizenship by passing on any relevant information. The PSHE programme is also enhanced by a structured programme for Pastoral tutor sessions, linked closely to Chapel and school assemblies with Pastoral Themes for the week.

The Head of PSHE attends update courses when these are available or ensures that colleagues report back relevant information from courses they have attended. The aim is also to ensure that all staff involved in teaching PSHE are encouraged to attend relevant courses and training sessions as these arise.

The Head of PSHE maintains links where possible with other Prep Schools and senior schools to ensure information is shared.

## 8. PREP.

Formal Prep is not set in this area, but pupils are often given issues to think about and find out about informally. This aims to encourage the pupils to take home and discuss the issues that they are looking into and to discuss these with parents and friends to gain deeper insight and wider perspectives.

## 9. Marking policy.

Any marking that is undertaken in this area will follow guidelines given in the Twyford Marking Policy document but in general no formal marking is done since most work is oral and thus to mark it would be subjective and unrealistic. Some work done requires self-assessment and discussion, with exceptional contributions being rewarded within the rewards guidelines set by the school.

In the Pre-Prep the majority of PSHE activities are taught through practical oral work, collaborative discussion and circle time. Any recorded work is marked in accordance with the Pre-Prep marking code.

## **10. Celebration of achievements.**

- Celebrations of Pupils' Achievement,
- Displays of Pupils work in both Classroom and around the school,
- Assemblies, Competitions for posters involving all age groups in school wide topics e.g. Anti-Bullying Week, Internet Safety Week etc
- Whole School Activities run by year groups,
- Presentations of work on Smart boards to peer groups and adults,
- Allocation of rewards; plus points and SUG's.
- Golden Book Assemblies, class assemblies
- Photographic evidence and stickers.

## **11. Assessment and recording.**

Pupils do not pass or fail in this area. They are rewarded for their achievements.

As part of PSHE, pupils have a Journal which is used to record lessons activities and children's own reflection on the topics discuss. Nursery and Reception classes keep a whole class journal with pictures and reflection from each PSHE lesson. Each child in Year 1 – Year 2 have a Jigsaw Journal which moves through the years with the children. From Year 3 the children are given a hardback notebook which become their PSHE journal and follows the children through to Year 8. Although there may not be a written task for each lesson all PSHE lessons end with children self-reflecting on the Learning Outcomes through an age-appropriate self-assessment template.

The Jigsaw program has end of unit summative assessment documentation, staff use this document to assess the children's understanding of the unit taught. This data is then collated on a tracker which shows children working towards the expected level, working at the expected level or working beyond the expected level. To reach these judgements PSHE staff will keep their own observations of children's participation during lessons, review the children's journals and moderate across the year group.

Formal testing of information gained is not the norm within RSE lessons, however those elements that form the Science curriculum are assessed, both through class work and in school exams culminating in Common Entrance and Scholarship examinations to establish levels of knowledge and understanding.

## **12. Reporting to parents.**

As per school policy, formal reports are sent home to parents twice a year and regular record cards are also completed for the work in this subject area. These grades are based on a combination of

norm and criterion-based assessments using continuous observations by the teaching staff. Reports aim to inform the parents of the pupils' developing maturity and self-confidence, as well as more concrete areas of achievement. Informal reporting will also take place with individual parents either via tutors or face to face, should this be required or requested. In the Pre-Prep Personal Social and Emotional Development is included in termly reports to parents and is also reported through the Tapestry online Learning Journeys for all children in EYFS.

### **13. Exams.**

The school does not set formal examinations in PSHE and Citizenship.

### **14. Differentiation.**

This subject is taught in mixed ability class groups in the Pre-Prep and Years 3, 4, 5 and in sets (still mixed but less broadly) in Years 6, 7 and 8. Full attention is given to ensuring that all material is accessible to all within the groups. Due consideration is made for any children who have special educational needs/disabilities or have English as an Additional Language.

### **15. Cross curricular links.**

- There are formal links in relation to the Ethics section of the RS syllabus and parts of the Geography curriculum. There are also many informal links in assemblies, chapel, tutor and form groups and the delivery of most curricular subjects throughout the school.
- Charitable giving is discussed within the school councils, voted through via the form groups and run by the children (with staff guidance as required)
- Empathy and care for others is encompassed in the Peer Support Systems and reinforced through the Pastoral care provided by teachers and tutors and support staff.
- Multicultural events are held and celebrated throughout the year.
- A short-term departmental development aim is to map all these links more formally.

### **16. Use of ICT.**

Information Technology is regarded as a useful tool to enhance many areas of this subject, it is used as appropriate. As a research tool, as a presentation tool, for Citizenship activities such as: President for a Day or PSHE activities such as Busted. With the use of Chrome Books in school in larger numbers the ICT usage in this area has been much increased. Safe Internet use is a major focus for development this year and work is always underway to enhance the pupil's awareness, knowledge and experience in this area as well as to prepare them for the future world with its exciting developments in the technology field.

### **17. Educational visits**

Visitors talks are evaluated by the staff involved and we are continuing to look at how such a programme can be extended and improved. Staff development

This is an area that we are looking to develop in the future with the recently increased size of the department; all staff are encouraged to attend any relevant courses and brochures on suitable courses are passed on to them by the coordinator.

We are looking to extend our expertise in youth Mental Health, Internet safety and Mindfulness in future years. With the introduction of the Jigsaw curriculum all staff have received appropriate training from a Jigsaw mentor and have access to the mentor throughout the year.

## **18. Departmental development**

The scheme of work is constantly monitored by the Deputy Head Academic, The Headmaster, Head of the Pre-Prep and the Head of Department. The area has continued to be recognised by the school as one to be developed and this process is ongoing in light of rapidly changing requirements. A review of RSE within school was evaluated across the age ranges in time for its statutory inclusion in 2020 and parents were consulted in this process in the light of new requirements from the D of E regarding Consent, Peer on Peer abuse, upskirting, Risk of Serious Violence and related issues.

Further to this, another internal period of research and consultation has taken place as a result of the Everyone's Invited testimonies and the subsequent 'Review of Sexual Abuse in Schools and Colleges' (published June 2021), a decision was made to move towards the Jigsaw Scheme in January 2022 with training provided to staff at the beginning of the Spring Term.

## **19. The future**

Twyford School is fully committed to PSHE and CITIZENSHIP throughout the age range. It is a subject that is valued and the future looks exciting.

- More links are being forged with local and national organisations and where possible external speakers will be used. I hope to extend our links with community police services and with the fire and environmental health departments and to promote road safety and cycling proficiency in school.
- With our ongoing support of National Anti-Bullying week and our link continues with Hampshire County Council, attending their annual Anti Bullying Conference (with the Anti-Bullying ambassadors).
- Development of more special themed days such as the Healthy Living.
- In conjunction with the whole school aim to become more environmentally friendly it is envisaged that a possible Energy Awareness event will be held, with cross curricular input from the Science department.
- Resources will continue to be evaluated and updated along with developments in the curriculum content.
- Short term the aim is to fully and formally map the cross curricular links for both citizenship and PSHE throughout the Prep school
- To continue a programme of observation and development within the department and protecting the ability to change direction and respond as required when events occur in the world outside or closer to home within our school community.

- In conjunction with the Pre-Prep to extend the programme of talks for Parent in the light of new developments in important issues such as anxiety in children, technology and its usage etc. these are now running at least once a term.

## **20. Current Developments in Lessons**

The new Jigsaw scheme will be used across the school from January 2022. This has been running well since 2022 and is now embedded in the PSHE curriculum all year groups are now following the progression of the program as suggested by Jigsaw and is making a positive change to the children's engagement with PSHE.

## **21. Resources held in the department**

The departmental resources have been built up considerably over the last two years and it is now considerably more comprehensively resourced than when the original policy was produced. See department development plan for future "Wish List".

- Jigsaw Curriculum, online portal for Primary (N-Y6) and Secondary (Y7 &8) with planning and resources, Jigsaw Friends and Calm Chimes.
- We have a good selection of DVD's and many books for reference although much video material is now to be found online.
- Lifetracks KS2 programmes for year 5 and 6
- BT communication Skills for young Citizens DVD series
- Listening Skills BBC productions
- Barclays Lifeskills programme
- Parliament Education resources
- Tachade Activity books Ice breakers energisers and Warm ups
- President for a Day
- The Peace One Day Citizenship pack for KS3 and 4
- Boulton-Hawker Films:
  - o Friendships in Adolescence
  - o Bullying Behaviours
  - o Conflict Resolution
  - o Resilience
- The Red Box Inland Revenue Education Pack

- Good Health the world of Drugs by Carlton video
- Staying in Or Standing out by Simon Firth
- Bits Aint Nice Keeping Clean Film
- HIV info film
- Sorted: Leah Betts Story
- Folens PSHE and Citizenship in Action years 4 and 5, and Citizenship and PSHE in the 21st Century for KS2 and 3
- Key Stage 2 PSHE Hill and Tordoff
- Life Choices
- Good Choices
- Group Activities for Personal Development
- The Big Food Challenge and other British Heart Foundation resources
- Parliamentary Education department resources
- Longmans schemes for years 5,6 and 7
- PitDa online resources
- Anti-Bullying resources
- CEOP resources

Within the Pre-Prep department there are a number of extra resources

We have a large variety of PSHEE resources including:

- Books with a particular theme
- Photo packs
- DVDs / videos
- Games and activities
- Big books
- Photocopiable books
- Teacher/activity books
- Posters
- Story sacks

## **22. Syllabus and programme of study.**

The Jigsaw Programme is aligned to the PSHE Association Programmes of Study for PSHE (mapping document available on the Community Area of [www.jigsawpshe.com](http://www.jigsawpshe.com)) and aligned to the definitions

of Relationships and Sex Education offered by the Sex Education Forum (National Children's Bureau, April 2020).

Jigsaw covers all areas of PSHE for the primary and secondary 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
<b>Autumn 1:</b>	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.
<b>Autumn 2:</b>	Celebrating Difference	Includes anti-bullying (cyber and homophobic bullying included) and understanding
<b>Spring 1:</b>	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
<b>Spring 2:</b>	Healthy Me	Includes drugs and alcohol education, self-esteem and confidence as well as healthy lifestyle choices, sleep, nutrition, rest and exercise
<b>Summer 1:</b>	Relationships	Includes understanding friendship, family and other relationships, conflict resolution and communication skills, bereavement and loss
<b>Summer 2:</b>	Changing Me	Includes Relationships and Sex Education in the context of coping positively with change

## 23. Curriculum aims and principles.

### Aims

- To provide sound pastoral care
- To promote positive attitudes and values
- To provide equality of opportunities
- To foster relationships
- To provide opportunities for awe and wonder
- To develop spiritual and moral awareness
- To encourage a healthy lifestyle

- To value cultural diversity
- To foster links with parents and the community
- To develop skills in communicating ideas, opinions and beliefs
- To build a community in harmony
- To develop skills in keeping safe (personally and others)
- To develop respect for self and others

Personal, social and health education and citizenship covers the range of personal and social development that underpins more or less everything that we do. It is the development of skills, qualities, attitudes and knowledge and understanding in relation to self and society. PSHE is a major contributor to the hidden curriculum as well as a component of many timetabled subjects, assemblies, unplanned for situations and a subject in its own right.

## **24. Continuity and progression.**

To ensure progression and a spiral curriculum, we use Jigsaw, the mindful approach to PSHE, as our chosen teaching and learning programme and tailor it to your children's needs. The mapping documents: 'Jigsaw 3-11 and statutory Relationships and Health Education', and 'Jigsaw 11-16 and statutory RSE and Health Education', shows exactly how Jigsaw and therefore our school, meets the statutory Relationships and Health Education requirements.

This programme's complimentary update policy ensures we are always using the most up to date teaching materials and that our teachers are well-supported.

## **25. Monitoring and evaluation.**

PSHE exists in almost all lessons and in all we do and is therefore monitored in termly lesson observations, peer observations and through daily discussions amongst staff. There is a centrally located "Whisper box" for children to draw and write any concerns on and post privately. Each class has a "Worry bubble" where children can place their name if they wish to discuss something privately with a member of staff.