



## **2d PSHE and Relationships Statement**

2022/2023

This policy applies to all Junior School pupils including EYFS, Day and Boarding

(PSHE Personal, Social, Health, Economic Education is titled 'SHEEP' lessons in the Junior School)

### **Context**

At St Lawrence College Junior School, we are aware that the Education Act 2002 directs that we have a duty to:

- Promote the spiritual, moral, cultural, mental and physical development of the pupils at our school and in society
- Prepare pupils at the school for the opportunities, responsibilities and experiences of later life.

With the 2006 Education and Inspections Act placing the duty upon Governors to 'promote the wellbeing of pupils at the school'

This SHEEP policy covers our schools approach to the child's personal, social, health and economic education. We take pride in offering a rounded education to children, with SHEEP being both taught in lessons and woven throughout the curriculum, as we see these aspects as integral to the children's personal development.

This SHEEP policy covers our schools approach to the child's personal, social, health and economic education and relationships education. Through teaching the pupils about health and wellbeing, relationships and living in the wider world we are preparing them for life. As a Christian school we value faith, love, respect, courage, truth and hope; qualities that all our pupils can identify with and we can promote these values through SHEEP regardless of an individual's faith or background.

The policy was produced by the Head of the Junior School in Consultation with the School Governing Body, the School's Designated Safeguarding Leads, School Chaplain and all staff delivering the curriculum. Our Pupils have been involved in the creation of this policy through discussion in assemblies and their voice represented through the school council and focussed groups. The key needs that the pupils identified were to develop our summer term curriculum to include the following:

Car safety, fire safety, budgeting and investments, safety out and about, exam pressure, climate change, gaming safely, careers and how to be an ally to other who are discriminated against.

We are committed to working with Parents and Carers and share our half termly topic sheets which detail the SHEEP Schemes of Work, we add relevant articles in our newsletter and we have our SHEEP policy link on the website.

### **Subject-specific Aims/Policy**

Traditionally, our aims in teaching SHEEP are to develop our pupils in the following ways:

- learn to make informed choices
- keep children safe
- build a sense of wellbeing and resilience
- enable pupils to make healthy choices
- assume greater personal responsibility
- develop a fuller sense of right and wrong, discriminate between justice and injustice
- recognise and challenge prejudice
- equip children with the skills to develop a range of friendships
- appreciate that to deserve rights one must take responsibilities
- learn about how communities function, in order to develop a sense of citizenship
- recognise the significance of various health and safety issues
- become more globally-aware and environmentally conscious
- an opportunity to hear the children's voice regularly
- ensure our Boarders (who have less opportunity during the term for parents to equip them with understanding of relationships, wellbeing and the wider world) are equipped by our SHEEP curriculum for Senior School life and challenges
- benefit from enrichment of their social, moral, spiritual and cultural education
- help children understand that the Equality Act protects people against discrimination because of their protected characteristics. To celebrate equality, diversity and inclusion.

In response to DfE guidance (November 2014), we ensure that aspects of the above are developed to 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. We are a strongly multi-cultural school and so have chosen to present British Values on an internal flag graphic to show that our values stretch across cultures and underpinning our values, is the essential value of all people are equal. We have a series of posters displayed which links the graphics of the BV to cartoons.

Throughout the SHEEP curriculum we use the spiral approach, which gradually revisits and reintroduces topics at a deeper level at each stage with each year group. We are members of the PSHE Association which ensures our resources are regularly updated. We have embedded values, attitudes and attributes throughout our curriculum which further supports our SHEEP curriculum.

### **As teachers of SHEEP, it is our responsibility to:**

- Provide a safe and supportive learning environment, setting ground rules for lessons;

Revised July 2022

- Ensure that pupils that are vulnerable or at risk have appropriate support from our SLT, School Counsellors and School Nurses;
- This policy is informed by the safeguarding policy;
- Pupils can raise anonymous questions via the treasure chest in the safe area;
- Promote the interest and needs of all pupils irrespective of gender, culture, ability or personal circumstances by role modelling open mindedness and challenging disrespectful comments or behaviours;
- SHEEP promotes diversity and ensures that discrimination is challenged;
- Pupils with SEND find the discussion led nature of the lessons highly accessible;
- enable pupils to develop their self-knowledge, self-esteem and self-confidence;
- encourage pupils to accept responsibility for their behaviour, show initiative and understand how they can contribute positively to the lives of those living and working in the locality in which the school is situated and to society more widely;
- enable pupils to acquire a broad general knowledge of and respect for public institutions and services in England;
- further tolerance and harmony between different cultures by enabling pupils to acquire an appreciation of and respect for their own and other cultures;
- encourage respect for other people, paying particular regard to the Christian ethos of the school and the protected characteristics set out in the 2010 Equality Act.
- encourage respect for democracy and support for participation in the democratic process, including respect for the basis on which the law is made and applied in England;
- support children in their understanding of real life risky behaviours and helping them understand good choices, without creating fear or excitement;
- be sensitive to the rather innocent lives of many of the children and protect their childhood from teaching too much too soon;
- sensitive to any safeguarding issues which arise, reporting all matters on a green form to DSL;
- be supportive of the School's Christian Foundation whilst being open and welcoming to all faiths and none.

Furthermore, teaching of SHEEP, and of all other subjects, should preclude the promotion of partisan political views. It should therefore take steps to ensure that, where political views are brought to the attention of pupils, they are offered a balanced presentation of opposing views. This applies to SHEEP lessons and:

- when pupils are in attendance at school;
- when pupils are taking part in extra-curricular activities which are provided or organised by or on behalf of the school;
- in the promotion at the school, including through the distribution of promotional material, of extra-curricular activities taking place at the school or elsewhere.
- Research visiting speakers including gathering references

The SHEEP curriculum ensures children learn and respect everyone. During the Lent term the Relationships' topic includes: what makes people the same or different, recognising and challenging discrimination and bullying. Health, Wellbeing and Relationship topics are age appropriate in content.

As the children move through Key Stage 2 they are made aware of the fact that there are protected characteristics; age, disability, gender reassignment, marriage and civil partnership,

pregnancy and maternity, race, religion or belief, sex and sexual orientation. However, the pupils will not be at an age to learn about these all of these specifically, beyond being taught that pupils must respect other people, even if they choose a lifestyle that they would not choose themselves.

This scheme should not be regarded as prescriptive but treated as a basis for the teacher to plan creatively and flexibly, and offering the freedom when necessary/appropriate to:

- Focus on topical events and issues;
- Explore cross-curricular links;
- Discuss pastoral issues such as friendship difficulties and bullying;
- Develop pupils' speaking, listening & thinking skills;
- Regularly incorporate Circle Time to encourage pupil involvement;
- Promoting fundamental British values as part of SMSC in schools (November 2014);
- Encourage pupils to be collaborative, concerned for society, confident, enquiring, creative, enterprising, open-minded, risk-taking, practicing, persevering and resilient. Preparing pupils for successful futures.

### **Equality, Diversity and Inclusion**

As a school we follow the conscious inclusion model of celebrating and encouraging equality, diversity and inclusion. We would like all of the children's lives to be represented in our lessons and resources. We would like the children to have a voice, to speak up if they see any unfairness in how our school is run. For this reason, in the Summer of 2022, we set up a pupil group called 'T-EDI' which is our name for Talking Equality, Diversity and Inclusion. All pupils in Years 3 to 6 are welcome to attend these monthly meetings. Topics discussed so far have included learning disabilities, racism, girls' and boys' uniform, girls' and boys' sports and how to be an ally. (Full minutes are available upon request.) These meetings are hosted by the HJS who is also the Head of SHEEP and the SENDCo so there is a strong flow of information from the pupils, to staff, to SLT and the College Exec which in turn reports to Governors.

### **Classroom Management and Teaching Strategies**

All staff in the Junior School understand that a child who is interested and participating fully in the lesson is more likely to achieve the learning objective and acquire new skills or knowledge. Consequently planning of lessons must ensure that children are actively engaged in a variety of tasks, wherever possible, and that these tasks fully cater for the differing ability levels. The children should experience a range of working environments, including whole class teaching and discussion, group work, paired work and independent learning. The lesson should be planned and the classroom arranged to facilitate this. In SHEEP, there should be an emphasis on listening, speaking, thinking skills, questioning and discussion. Working in pairs and in groups will encourage an atmosphere of co-operation and collaboration, and will seek to develop a sense of empathy with the needs and feelings of others. Writing tasks should normally be kept to a minimum and

used to 'brainstorm' ideas, reinforce basic principles and encourage personal responses to open-ended questions.

With all SHEEP topics, and especially when tackling political issues in Years 5 and 6, care should be taken to always present a balanced view, and avoid making subjective or partisan statements that may influence a pupil's attitude or sense of empathy. SHEEP lessons should be about encouraging pupils to see both/all sides of an argument before deciding on their own point of view. The same principle applies to discussion about marriage, so that pupils are presented with balanced factual information in a way which is sensitive to their personal development, family structures and religious and cultural backgrounds. Our intent is to present the facts rather than judge the issues. We will manage difficult questions from pupils, which go beyond the relationship education curriculum with sensitivity, appreciating that children of the same age may be developmentally different, the school will either suggest the child discusses the matter with their parent, or inform their parents that they have been asking questions, giving parents the autonomy to decide how to answer. Teachers will be highly aware of questions which are not appropriate to deal with in front of a whole class. Our Relationship education lessons are tailored to the age and physical maturity of our pupils, with maturity and awareness typically being later in our pupils. Parents are welcome to discuss with our trained team on how to talk to their own children about sexual education, some families may prefer to talk to our school nursing team who can also advise.

Teaching should be approached flexibly, and teachers should make use of the freedom when necessary/appropriate to: focus on topical events and issues; explore cross-curricular links; discuss pastoral issues such as friendship difficulties and bullying; regularly incorporate Circle Time to encourage pupil involvement.

Should a pupil exhibit poor behaviour during a lesson, this should always be handled in a professional way, with attempts made to minimise the effect on the rest of the class. (For additional guidance, refer to Behaviour Policy.)

The teaching staff should recognise that a particular child's preferred learning style will involve a combination of visual, auditory and kinaesthetic stimuli and attempts should be made to accommodate these differences in the teaching strategies employed through lesson planning and delivery.

The SHEEP programme of study will be led by the Head of the Junior School. Teachers will have access to the PSHE association resources.

The KS1 Teachers will :

1. Review and update schemes of work on an annual basis, in discussion with KS1 colleagues.
2. Review resources in an ongoing way against schemes of work, and prioritise additional resource requests.
3. Assist KS1 Co-ordinator with regular review of INSET needs and training opportunities.
4. Meet once a year, or more often if the need arises, with the appropriate KS2 Subject Leader to discuss subject matters affecting both key stages.
5. Assess the children's progress in terms of their understanding of the content, their ability to be involved in discussions and their ability to empathise with others.

6. Keep up to do date with new Government policies and guidance relating to the teaching of PSHE.

#### The KS2 Subject Leader for SHEEP will:

1. Annual review and update of curriculum document.
2. Send out the SHEEP statement and SofW to parents for discussion and comment.
3. Review schemes of work on a termly basis, in discussion with departmental colleagues, and update annually.
4. Stock-take resources, including locations, at the beginning and end of each year.
5. Review resources each term against schemes of work, and prioritise additional resource requests to be made to KS2 Co-ordinator.
6. Meet once a year, or more often if need arises, with KS2 Co-ordinator, to discuss any issues with regard to progress and continuity within KS2, and transition between Key Stages.
7. Meet once a year, with the Senior School Head of PSHEE Department to discuss matters of whole-school significance.
8. Keep update to do date with new Government policies and guidance relating to the teaching of PSHE.
9. Undertake CPD training on being a PSHE subject specialist.
10. Assess the children's progress in terms of their understanding of the content, their ability to be involved in discussions and their ability to empathise with others.
11. Undertake further assessment of the content and provision – based on new good practice from the PSHE Association

#### **Time allocation**

There is a 30 minute timetabled session for each class, from Nursery to Year 6 each week. In addition form time and circle time create the opportunity for around two hours per week for these matters to be addressed. There is no homework set for SHEEP.

#### **Differentiation / Additional Educational Needs**

At St Lawrence College Junior School it is the expectation that all teachers will ensure that the full range of learning activities is suitably differentiated to meet the needs of all the pupils. Learning resources should be appropriate to the needs of the individual pupil and adapted as required. A child with Additional Educational Needs will be assessed by the SENDCo, who will provide a separate programme of study in close liaison with subject teachers.

All children, regardless of ability, are entitled to full access to the SHEEP curriculum. In SHEEP lessons, it is expected that oral questioning will be adapted to suit the ability and maturity of the individual child. As only a limited amount of written work is required, children with special educational needs should be expected only to offer brief responses. Pupils will not be expected to engage in extended writing tasks.

#### **Assessment, Recording and Reporting**

**Teachers’:** Summative assessment is undertaken at the end of each term for Years 3 to 6. This is in the form of a bespoke Excel Grid which we designed at SLC to fit our curriculum, whereby the children’s ability in three key areas is assessed:

- Content – how well has the pupil understood the factual information
- Discussion – is the pupil able to contribute to discussions regarding the topic
- Empathy- does the pupil understand the point of view of others

These three areas are graded as to being emerging, expected or exceeding. We are very proud of this new system of assessment as it has proven to be very effective in our understanding of each pupil and informs future planning.

Each grade receives a score and there are 30 categories, so each pupil is graded against 90 criteria (the 30 categories and the three key bullet points above). The outcome is a very clear focussed picture of each pupil’s progress in the subject.

The topic categories are valued against consistent areas of learning through KS2 and so the progress in those three key skills of content, discussion and empathy can be tracked and progress observed through KS2. This can lead to adaptations to the lessons, for example if a group is weak on content or empathy their programme of study for the following term will heighten the input for these areas. The assessment scores are shared with form teachers who will also support development of key skills, for example empathy when spending time in form or in Thinking and Learning Skills lessons.

This assessment grid was piloted for Years 3 to 5 during the academic year 2021/22. It is noted that the mean score for Year 3 was 137, for Year 4 the mean score was 142, Year 5 the mean score was 157. Assessment was not taken for Year 6. The tracking clearly shows progress year on year as the pupils move through the school. Next year, once the assessment is repeated, individual pupil progress will be observable and quantified. It is also notable that new pupils to our school were scoring much lower than pupils who have been with us for longer, reflecting the quality of SHEEP teaching and learning at our school.

**Pupils’:** Summative assessment also includes ‘I can statements’ completed by the pupils at the end of each term. The ‘I can statements’ also give evidence of progress through the stages of the school, with the entire curriculum only being complete by the end of Year 6.

**Reports:** Each KS2 pupil receives an end of year written report on their SHEEP contribution and form teachers include feedback in their formal reports twice a year. Next steps, if practical, will be to share the full SHEEP assessment scores with parents via the iSAMS reporting system.

**Informal feedback:** The Lead SHEEP teacher shares feedback with form teachers (particularly where cross-curricular links can be explored or where a pupils sensitivity to an area is identified). More important areas of learning and progress are discussed in the termly Pupil Progress Meetings.

**Safeguarding:** Topics regarding family life or areas of safeguarding concern are relayed via the teacher directly to parents, most often face to face on the school run, or for more serious via a green form to the DSL. Parents are involved so that the teaching team can establishing the levels of personal and emotional developmental maturity of the child.

**Pupil Voice:** Pupils are listened to (and recorded) via small focus groups working with the Head teacher on Diamond 9 style activities and interviews.

The newly established T-EDI groups gives pupils a further voice on topics related to SHEEP.

**Parents:** Parents are sent this SHEEP Statement and Scheme of Work annually every summer, before the commencement of the new school year. Parents are invited to comment via email or to come and meet the HJS to discuss the content. The key issue for parents over recent years has been to keep the content age appropriate to the children that we have at our school, who are often given room to have a full and varied childhood and so the curriculum should fit their maturity levels with sensitivity, supporting them to be prepared for KS3 and the teenage years, but equally not rushing them beyond their families' expectations.

**Governors:** School Governors review the PSHE Statement and Scheme of Work annually via the Education and Welfare Committee.

### **Use of ICT**

Pupils should be taught how to access information through ICT in order to expand their understanding of the world. At KS1 they should learn to develop mouse and keyboard skills and gain familiarity with different software and hardware. This work should be extended at KS2 to include being given the freedom to present information and add value to their work through text, tables, graphs and images. They should become increasingly confident in using ICT to achieve goals, and should be given every opportunity to improve their skills in this subject whenever it proves to be the most effective teaching medium. ICT is used to support other areas of the curriculum wherever appropriate.

In SHEEP lessons, it is expected that occasional relevant opportunities will be given for pupils to make independent use of ICT to develop their appreciation of the subject. In particular, internet research is a valuable opportunity for pupils to strengthen their knowledge and to encourage their sense of discovery. This knowledge will be enriched by use of the internet, via the interactive whiteboard, in the classroom.

The SHEEP curriculum will include Becoming Internet Legends, as a component of the Health and Wellbeing unit of work. With the help of Google's Internet Legends programme, we want children to become confident and safe in exploring the digital worlds around them. We have shared Internet Legends with parents via our website.

The Internet Legends Code encompasses five areas that children need to understand in order to become safe and independent users in the digital world.

SHARP ***Think Before You Share***

ALERT ***Check It's For Real***

SECURE ***Protect Your Stuff***

KIND ***Respect Each Other***

BRAVE ***When in Doubt, Discuss***

[https://beinternetawesome.withgoogle.com/en\\_us/interland](https://beinternetawesome.withgoogle.com/en_us/interland)



## **Cross-Curricular Links**

No taught subject is entirely independent of all others and it is important for the pupil to recognise links between subjects in order to strengthen their overall interest and understanding. Therefore it is the responsibility of every subject teachers to liaise with relevant colleagues to maximise the useful cross-curricular links. Such links should be introduced in both a formal and informal way where applicable.

SHEEP education is taught in discrete lessons supported by other learning opportunities across the curriculum, including form time, assemblies, Science, History, ICT, RS, TLS, Enrichment days and Chapel.

At KS1 there is enormous potential to develop a topic in a cross-curricular way and the teachers are skilled at recognising and maximising these opportunities. Teachers are given the flexibility to be inspired by the children's own ideas and interests in order to personalise the learning.

SHEEP provides many opportunities to draw relevant and meaningful parallels with other subjects, for example:

- ENGLISH: Feelings & Relationships
- SCIENCE: Health and Reproduction
- GEOGRAPHY: The Global Community
- HISTORY: Rules; Right & Wrong; Democracy
- RELIGIOUS STUDIES: Choices; Right & Wrong; Rights & Responsibilities; Rules
- PHYSICAL EDUCATION: Healthy exercise and diet
- THINKING LEARNING SKILLS: Growth mind-set
- SCHOOL DOG: Learning to care for animals and understanding how to treat a pet.

In addition we take the children out on visits throughout the year including the Year 6 visit to the Houses of Parliament, PGL residential and invite visiting speakers such as the police and fire service and Gamalan music.

In 2018 we have introduced Relationships Education as part of this curriculum with reference to Healthy Relationships topics.

- Families and people who care for me
- Caring friendships
- Respectful relationships
- Online relationships
- Being safe

The topic of reproduction is covered in the Year 5 science curriculum, and revised in a Year 5 and Year 6 SHEEP lesson. Parental consent for the lesson regarding human reproduction and puberty.

NSPCC We have a partnership with the NSPCC who visit the school biannually to run workshops and assemblies as part of their 'Speak Out - Stay Safe programme'.

## **Key Stage 1 and 2**

SHEEP education is a school subject through which pupils develop the knowledge, skills and attributes they need to keep themselves healthy and safe, and prepare for life and work in

modern Britain. Following advice from the PSHE Association our curriculum aims to develop skills and attributes such as resilience, self-esteem, risk-management, team working and critical thinking in the context of learning grouped into three core themes:

- Health and Wellbeing
- Relationships
- Living in the wider world

The SHEEP curriculum is largely based on the 'PSHEE Association Example B' scheme 2018 but adapted to fit to the children at St Lawrence College, our local area and their children's comments and suggestions for the curriculum. There are some topics that are taught nationally at KS2 that our children are not ready to tackle and so the spiral approach to developing depth of learning will continue throughout KS1, KS2 and KS3 for those who stay on to the Senior School. This programme of study will evolve and respond to local, national and international events of importance.

Teachers use a variety of resources - books, music, puppets, drama and visitors. Young children need opportunities to develop their opinion of "self", prior to incorporating the wider world, and this is gradually widened for the children within discussions on family units, form units, school units leading to the work within and awareness of the local community. Through links with Geography, the children are aware of the world as a wider place and slowly maturing children can start to understand their place within the world. Developing relationships is fundamental throughout the curriculum and this is discussed and developed in class times directly and indirectly in playtime situations.

## **EYFS**

In the Early Years Foundation Stage, PSHEE is mainly taught through the 'Personal, Social and Emotional Development' curriculum, but will also include aspects of 'Physical Development' (learning about how to keep healthy and safe) and 'Understanding the World' (caring for living things and our environment and learning about people and communities).

SHEEP is about making connections and choices and is strongly linked to play. SHEEP is taught through activities that are part of topics, as well as on an individual basis to develop personal skills such as dressing and personal hygiene. Positive experiences are built through daily opportunities to share and enjoy a range of different activities. The children are given the opportunity to engage in social activities, as members of a small group or occasionally during whole school activities. Children take part in regular 'Circle Times', which enable them to reflect on aspects of their lives, discuss moral and social issues and express thoughts and feelings.

British values including democracy, mutual respect & tolerance for others the rule of law and individual liberty are reinforced through play and taught activities.

Policies which are relevant to this statement are:

- *Relationships Education, RSE Draft Guidance February 2019*

- *Education Act (1996)*
- *Learning and Skills Act (2000)*
- *Education and Inspections Act (2006)*
- *Equality Act (2010)*
- *Supplementary Guidance SRE for the 21st century (2014)*
- *Keeping Children Safe in Education (2022)*
- *Statutory safeguarding guidance (2016)*
- *Children and Social Work Act (2017)*

*Other SLC Policies should be read in conjunction with this policy including:*

- *SLC Safeguarding Policy*
- *Anti-Bullying*
- *Good Behaviour*
- *Acceptable Use*
- *CS Curriculum Policy (in particular Science, Religious studies, Computing and Thinking and Learning Skills)*
- *Additional Educational Needs policy (Mental Health and Wellbeing audit)*
- *Equal Opportunities policy*
- *Mobile Phone and Camera Policy*

This policy will be reviewed in accordance with the policy review schedule.

## Revision History

| Version No. | Revision Date | Summary of change                                                                 | Approved by                                       | Updated by |
|-------------|---------------|-----------------------------------------------------------------------------------|---------------------------------------------------|------------|
| 2           | 28/8/19       | <i>Relationships Education, RSE Draft Guidance February 2019</i>                  |                                                   | ER         |
| 3           | 25/9/19       | <i>Additional paragraph regarding Protected Characteristics</i>                   | Governors EWC Oct 2019                            | ER         |
| 4           | 28/9/20       | Just reviewed no amendments necessary                                             |                                                   | ER         |
| 5           | 20/6/21       | Just reviewed no amendments necessary                                             |                                                   | ER         |
| 6           | 6/7/22        | Addition of the new assessment of pupils matrix grid information and of the T-EDI | To Parents Summer 22 and to Gov EWC Michaelmas 22 | ER         |
|             |               |                                                                                   |                                                   |            |
|             |               |                                                                                   |                                                   |            |
|             |               |                                                                                   |                                                   |            |
|             |               |                                                                                   |                                                   |            |