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Europa School UK - PSHE Policy

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1. Aims

The aims of personal, social, health and economic (PSHE) education in our school are to equip children with essential skills for life;

Developing the whole child through carefully planned and resourced lessons that expand the knowledge, skills and attributes children need to protect and enhance their wellbeing. Through these lessons, children will learn how to stay safe and healthy, build and maintain successful relationships and become active citizens, responsibly participating in society around them.

The curriculum supports the active development of our Europa school culture that prioritises physical and mental health and wellbeing, providing children with skills to evaluate and understand their own wellbeing needs, practise self-care and contribute positively to the wellbeing of those around them.

In Primary the School's Values are introduced discreetly through assemblies: Respect, Politeness, Inclusion, Being Kind, Speaking Out, Find Forgiveness, Understand & Look After Each Other. These are expanded upon through the PSHE relationships scheme of work.

In secondary

2. Statutory requirements

PSHE is a non-statutory subject. However, there are aspects of it we are required to teach.

In the Primary schools:

- We must teach relationships education under the [Children and Social Work Act 2017](#), in line with the terms set out in [statutory guidance](#)
- We must teach health education under the same statutory guidance
- In the Secondary schools:
- We must teach relationships and sex education (RSE) under the [Children and Social Work Act 2017](#), in line with the terms set out in [statutory guidance](#)
- We must teach health education under the same statutory guidance

This policy also complies with the terms of our funding agreement.

3. Content and delivery

3.1 What we teach

As stated above, we're required to cover the content for relationships and sex education, and health education, as set out in the statutory guidance (linked to above).

Refer to our relationships and sex education policy for details about what we teach, and how we decide on what to teach, in this subject. The policies can be found on the school's website.

For other aspects of PSHE, including health education, see the attached curriculum map for more details about what we teach in each year/Key Stage Phase.

3.2 How we teach it

- PSHE lessons occur at least once per week across the school. In secondary, the lesson is called PCD – personal and cultural development
- In secondary health education is taught as part of the PE and health education curriculum and sexual education is taught as part of the science curriculum. Other aspects are taught through whole school events or assemblies.
- The school considers that school trips are an important part of our curriculum learning. It develops social skills and team working. Residential trips are organised in years 4 and 6 in primary and in years 8 and 10 in secondary.
- The school uses the following outside agencies to deliver parts of the curriculum: NSPCC, IMPS, Hazard Alley
- The lessons will take place in a pupil's usual classrooms and or assembly hall so that any special adaptation for disabled pupils will already be in place. The use of writing frames for tasks and online notes will be some of the provisions we will make to ensure the inclusion of all students.
- **How controversial topics or difficult questions from pupils are approached, such as by ensuring teachers don't let their personal beliefs and attitudes influence teaching** The starting principle when teaching PSHE will be that the applicable laws should be taught in a factual way so that pupils are clear on their rights and responsibilities as citizens. Teachers will talk explicitly about the features of personal, social, health and economic education based on facts. The content will not reflect any staff personal beliefs, opinions or attitudes. Staff will use school values and the RSE and Cultural values policies to ensure that the lesson content reflects the school's standards.
- **How teachers can raise any concerns about their ability to teach certain areas of the curriculum without letting their personal beliefs and attitudes affect them** If any member of staff feels that the required teaching content covers areas that they do not have enough expertise in, training will be offered. If a member of staff feels that their own personal beliefs make content difficult to teach they must share this with SMT and alternative provision for students may be explored.
- Any teaching methods or resources you'll use In Primary the syllabus has been designed with reference to the DfE learning outcomes, PSHE Association planning documents and Twinkl unit plans (which have been designed to align with the PSHE Association curriculum). The teaching will include a mix of teacher input, class and group discussion, individual work, group work and

collaborative creations. It is designed to be delivered in a creative manner, using many approaches such as role play, discussion and games with groups of various sizes. These activities enable children to build confidence and resilience.

- **Assessment methods used** The planning of the lessons will be to specific learning Intentions and assessment for learning opportunities are built into each unit. The children will be assessed against these during regular progress meetings.
- PSHE education is reported by class teachers on school reports in primary and via parent consultation evenings in secondary.

4. Roles and responsibilities

4.1 The governing board

The governing board will approve the PSHE policy and hold the headteacher to account for its implementation.

4.2 The headteacher

The headteacher is responsible for ensuring that PSHE is taught consistently across the school.

4.3 Staff

Staff are responsible for:

- Delivering PSHE in a sensitive way
- Modelling positive attitudes to PSHE
- Monitoring progress
- Responding to the needs of individual pupils

Primary PSHE coordinator:

Secondary PCD coordinator:

4.4 Pupils

Pupils are expected to engage fully in PSHE and, when discussing issues related to PSHE, treat others with respect and sensitivity.

5. Monitoring arrangements

The delivery of PSHE is monitored by the pedagogical leadership teams in the primary and secondary school through:

such as planning scrutinies, learning walks, and lesson observations.

This policy will be reviewed by the principal every four years. . At every review, the policy will be approved by the governing board.

6. Links with other policies

This policy links to the following policies and procedures:

RSE policy

Community values policy/ British values policy

Europa Primary PSHCE (including RSE & Health) 2022-23.

Themes and questions in phases: KS1, LKS2, UKS2

The Twinkl ultimate unit plans and PSHE Association documents can all be used to help with short term planning. [The Folder](#)

For further details on the RSE&Health objectives and activities please see [here](#)

The broad themes are: **Health and Wellbeing Relationships Living in the Wider World**

Relationships and Health objectives are statutory; PSHCE also includes: Living in the Wider World

These can be broken down into:

	Health and Wellbeing			Relationships			Living in the Wider World		
PSHE Association sub headings	Healthy Lifestyles	Growing and Changing	Keeping Safe	Feelings and Emotions	Healthy and safe relationships	Valuing Difference	Rights and responsibilities	Environment	Money
Twinkl Themes	Think Positive - It's My Body - Safety First - Growing Up			TEAM - Be Yourself - VIPs - Digital Wellbeing			Diverse Britain - Aiming High - One World - Money Matters		

Progression maps for the LOs and where they are covered in Twinkl docs (linked to the PSHE association themes) can be found [here](#)

The core Learning objectives for KS1 and KS2 as exemplified by the PSHE Association are found on [this document](#)

	KS1	LKS2	UKS2
Healthy Lifestyles	<p>Keeping healthy:</p> <p>foods and the risks of eating too much sugar</p> <p>physical activity, sleep, ways to rest and relax, . simple hygiene routines, medicines, dental care, safe in the sun, when to take a break from time online or TV</p>	<p>Balanced,healthy lifestyle</p> <p>habits can have both positive and negative effects</p> <p>A healthy diet;. regular (daily/weekly) exercise;</p> <p>importance of personal hygiene and how to maintain it</p> <p>good oral hygiene</p>	<p>Taking responsibility for my health.</p> <p>Physical health concerns</p>

		<p>How sleep contributes to a healthy lifestyle;</p> <p>What good physical health means; how to recognise early signs of physical illness</p> <p>Medicines & drugs</p> <p>Predict, assess and manage risk</p> <p>About the benefits of sun exposure and risks of overexposure;</p>	
Mental Health	<p>Different feelings</p> <p>Ways of sharing feelings, things that help people feel good, manage big feelings, help with feelings; that it is important to ask and how to ask for it</p> <p>About change and loss (including death);</p>	<p>There is a normal range and scale of emotions: how to recognise and talk about their emotions, How to judge whether what they are feeling and how they are behaving is appropriate and proportionate</p> <p>Mental Wellbeing: the benefits of physical exercise, time outdoors, community participation, voluntary and service-based activity on mental wellbeing and happiness</p> <p>Simple self-care techniques, including the importance of rest, time spent with friends and family and the benefits of hobbies and interests</p>	<p>To recognise positive things about themselves and their achievements; set goals to help achieve personal outcomes</p> <p>Mental Health concerns</p>
Ourselves; growing and changing	<p>What makes them special</p> <p>we are all unique</p> <p>to identify what they are good at, what they like and dislike</p> <p>How to manage when finding things difficult</p> <p>To name the main parts of the body including external genitalia</p> <p>Growing and changing from young to old and how people's needs change</p> <p>Preparing to move to a new class/year group</p>	<p>Recognise that feelings can change over time and range in intensity</p> <p>Everyday things that affect feelings, the importance of expressing feelings & knowing how.</p> <p>Strategies to respond to feelings, including intense or conflicting feelings; how to manage and respond to feelings appropriately and proportionately in different situations</p>	<p>The processes of reproduction and birth as part of the human life cycle; how babies are conceived and born (and that there are ways to prevent a baby being made); how babies need to be cared for</p> <p>I the external genitalia and internal reproductive organs in males and females and how the process of puberty relates to human reproduction.</p> <p>Physical and emotional changes that happen when approaching and during puberty (including menstruation, key facts about the menstrual cycle and menstrual wellbeing, erections</p>

			<p>and wet dreams)</p> <p>Hygiene routines change during the time of puberty, the importance of keeping clean and how to maintain personal hygiene</p> <p>Where to get more information, help and advice about growing and changing, especially about puberty</p>
Keeping Safe	<p>rules and age restrictions, recognise risk, safe at home, keep safe in familiar and unfamiliar environments, how to cross the road safely</p> <p>people whose job it is to help keep us safe</p> <p>Basic rules to keep safe online, what to do if there is an accident and someone is hurt</p> <p>How to get help in an emergency (how to dial 999 and what to say)</p>	<p>Being Safe: what sorts of boundaries are appropriate in friendships with peers and others (including in a digital context)</p> <p>That each person's body belongs to them, and the differences between appropriate and inappropriate or unsafe physical, and other, contact</p> <p>How to recognise and report feelings of being unsafe or feeling bad about any adult</p> <p>How to ask for advice or help for themselves or others, and to keep trying until they are heard</p> <p>How to report concerns or abuse, and the vocabulary and confidence needed to do so</p>	<p>Recap previous elements with more focus on discussion of topic areas. Especially using Outside agencies and trips to exemplify and put into context.</p>
Feelings and Emotions	<p>Recognising feelings, sharing feelings and understanding bodies and feelings can be hurt.</p>	<p>Recognising and responding to others' feelings.</p> <p>Secrets - keeping and breaking confidence</p> <p>Recognise and manage dares.</p>	<p>Managing complex emotions</p> <p>How to recognise low moods and building a resilience toolkit.</p>
<p>Healthy and Safe Relationships</p> <p>Friends and Family</p>	<p>Roles different people play in our lives</p> <p>Identify the people who love and care for them and what they do to help them feel cared for</p> <p>Different types of families, common</p>	<p>Families and People Who Care for Me: how to recognise if family relationships are making them feel unhappy or unsafe, and how to seek help or advice from others if needed.</p> <p>Different types of relationships (e.g.</p>	<p>Wider Families and Diversity in families</p> <p>Forcing anyone to marry against their will is a crime; that help and support is available to people who are worried about this for themselves or others</p>

	<p>features of family life</p> <p>Important to tell someone (such as their teacher) if something about their family makes them unhappy or worried</p> <p>What makes a good friendship</p> <p>Simple strategies to resolve arguments between friends positively</p> <p>Bodies and feelings can be hurt by words and actions; that people can say hurtful things online</p> <p>Hurtful behaviour is not acceptable; how to report bullying; kind and unkind behaviour</p> <p>Some things are private - Pants rule</p> <p>People may behave differently online, How to respond safely to adults they know and those they don't and how and when to ask for help.</p>	<p>friendships, family relationships, romantic relationships, online relationships)</p> <p>Marriage and civil partnership as a legal declaration of commitment made by two adults who love and care for each other, which is intended to be lifelong</p> <p>People who love and care for each other can be in a committed relationship (e.g. marriage), living together, but may also live apart</p> <p>Different types of family structure (including single parents, same-sex parents, step-parents, blended families, foster parents); that families of all types can give family members love, security and stability</p> <p>Recognise other shared characteristics of healthy family life, including commitment, care, spending time together; being there for each other in times of difficulty</p> <p>Caring Friendships: how to recognise who to trust and who not to trust, how to judge when a friendship is making them feel unhappy or uncomfortable, managing conflict, how to manage these situations and how to seek help or advice from others, if needed</p> <p>Characteristics of friendships, including mutual respect, truthfulness, trustworthiness, loyalty, kindness, generosity, trust, sharing interests and experiences and support with problems and difficulties</p>	
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		<p>Being Safe: what sorts of boundaries are appropriate in friendships with peers and others (including in a digital context)</p> <p>Concept of privacy and the implications of it for both children and adults; including that it is not always right to keep secrets if they relate to being safe</p> <p>Each person's body belongs to them, and the differences between appropriate and inappropriate or unsafe physical, and other, contact</p> <p>How to recognise and report feelings of being unsafe or feeling bad about any adult</p>	
Safety online	<p>About how the internet and digital devices can be used safely</p> <p>Not all information seen online is true</p>	<p>Online Relationships: that the same principles apply to online relationships as to face-to-face relationships, including the importance of respect for others online including when we are anonymous</p> <p>Rules and principles for keeping safe online, Recognise risks, harmful content and contact, and how to report them</p> <p>How to critically consider their online friendships and sources of information including awareness of the risks associated with people they have never met.</p> <p>Share Aware</p> <p>Online restrictions</p> <p>Communicating safely online</p>	<p>The rules and principles of keeping safe online</p> <p>How to recognise risk and harmful content to recognise if a friendship (online or offline) is making them feel unsafe or uncomfortable; how to manage this and ask for support if necessary</p> <p>Critical consumers</p> <p>Social media</p> <p>Data Sharing</p>
Valuing Difference	to recognise the ways in which they are the same and different to others	Respectful Relationships: the importance of permission-seeking and giving in relationships with	That people may be attracted to someone emotionally, romantically and sexually; that people may be attracted to someone of the same sex or

		<p>friends, peers and adults</p> <p>Listen and respond respectfully to a wide range of people, including those whose traditions, beliefs and lifestyle are different to their own</p>	<p>different sex to them; that gender identity and sexual orientation are different</p> <p>Discrimination: what it means and how to challenge it</p>
Rights and responsibilities	<p>How to treat themselves and others with respect; how to be polite and Courteous</p> <p>What rules are, why they are needed, How people and other living things have different needs; about the responsibilities of caring for them</p>	<p>Relationship between rights and responsibilities</p> <p>Importance of having compassion towards others;</p> <p>Shared responsibilities: we all have for caring for other people and living things; how to show care and concern for others</p>	<p>what democracy is, and about the basic institutions that support it locally and nationally</p> <p>To recognise there are human rights, that are there to protect everyone</p> <p>how to discuss and debate topical issues, respect other people's point of view and constructively challenge those they disagree with</p>
Environment	Things they can do to help look after their environment	<p>Pollution</p> <p>Reducing, resuing, recycling</p> <p>Food choices</p>	Ways of carrying out shared responsibilities for protecting the environment in school and at home; how everyday choices can affect the environment. E.g. fast fashion
Money	<p>What money is; choices about how to save and spend money</p> <p>The difference between needs and wants; money needs to be looked after;</p> <p>Jobs help people to earn money to pay for things: different jobs and the strengths and interests someone might need to do them</p>	<p>What might influence people's decisions about a job or career (e.g. personal interests and values, family connections to certain trades or businesses, strengths and qualities, ways in which stereotypical assumptions can deter people from aspiring to certain jobs)</p> <p>to identify the kind of job that they might like to do when they are older</p> <p>People's spending decisions can affect others and the environment (e.g. Fair trade, buying single-use plastics, or giving to charity)</p> <p>Recognise that people make spending decisions based on priorities, needs and wants</p>	<p>Different ways to pay for things and the choices people have about this</p> <p>Recognise that people have different attitudes towards saving and spending money; what influences people's decisions; what makes something 'good value for money'</p> <p>Different ways to keep track of money</p> <p>Risks associated with money (e.g. money can be won, lost or stolen) and ways of keeping money safe</p> <p>Risks involved in gambling; different ways money can be won or lost through gambling-related activities and their impact on health, wellbeing and future aspirations</p>

			<p>Identify the ways that money can impact on people's feelings and emotions</p> <p>Recognise positive things about themselves and their achievements; set goals to help achieve personal outcomes</p> <p>There is a broad range of different jobs/careers that people can have; that people often have more than one career/type of job during their life</p>
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Europa School UK Secondary PCD Overview of Themes

THEMES	Date w/c	S1 (Year 7)	S2 (Year 8)	S3 (Year 9)	S4 (Year 10)	S5 (Year 11)
Term 1 Themes		Healthy Choices and puberty	Drugs and Alcohol	Healthy Lifestyles	Mental Health	Building for the future
PSHE: Health and wellbeing - September/October Skills Builder: Interpersonal Skills Speaking and Listening Notes: Organic September ; World suicide prevention day						
Term 1 Themes		Developing Skills and Aspirations	Community and Careers	Setting Goals and Different options	Financial Decision Making	Futures - next steps
PSHE: Futures and living in the world - November/December Skills Builder: Interpersonal Skills Speaking and Listening Notes: Road safety week 14/11-20/11/2022						
Term 2 Theme		Diversity	Discrimination	Emotional Wellbeing	Healthy Relationships	Communication in relationships
PSHE: Relationships - January/February Skills Builder: Team Spirit Teamwork, Staying positive, Leadership and Aiming High Notes:						
Term 2 Theme		Health and Puberty	Emotional Wellbeing	Peer influences, substance use and gangs	Exploring influence: drugs, gangs and the media	Independence

PSHE: **Health and Wellbeing - March/April**

Skills Builder: **Team Spirit**

Teamwork, Staying positive, Leadership and Aiming High

Skills Builder: **Team Spirit**

Teamwork, Staying positive, Leadership and Aiming High

Teamwork, Staying positive, Leadership and Aiming High

Term 3 Theme		Building relationships	Identity	Intimate relationships	Intimate Relationships	Exam preparation
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PSHE: **Relationships - April/May**

Skills Builder:**Problem Solving**

Creativity and problem solving

Skills Builder:**Problem Solving**

Creativity and problem solving

Creativity and problem solving

Term 3 Theme		Financial decision making	Digital literacy	Employability skills	Work Experience and preparation for moving on	Work Experience and preparation for moving on
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PSHE: **Living in the wider world - May/June**

Skills Builder: **Problem Solving**

Creativity and problem solving

Skills Builder: **Problem Solving**

Creativity and problem solving

Creativity and problem solving