

## PSHE overview at The Harbour School

### Program of study

PSHE is taught throughout Key Stages 1-4 following the Jigsaw framework. The jigsaw framework focuses on developing the key elements of personal, social and emotional development which has two intentions for each lesson. PSHE is taught with a mindful approach which uses a spiral curriculum structure. This means that the same themes are visited across each key stage, but with increasing complexity and age-appropriate content. The spiral curriculum allows for cognitive and emotional development.

Units	Timing	Focus	Statutory Links
Being me in my world	Autumn 1	<ul style="list-style-type: none"> <li>-Identity</li> <li>-Sense of self</li> <li>-Rules</li> <li>-Rights and responsibilities</li> <li>-Rewards and consequences</li> <li>-Being a good school/global citizen</li> </ul>	Relationships
Celebrating differences	Autumn 2	<ul style="list-style-type: none"> <li>-Understanding and respecting difference and diversity including family types</li> <li>-Antibullying</li> <li>-Prejudice</li> <li>-Challenging stereotypes</li> </ul>	Relationships
Dreams and Goals	Spring 1	<ul style="list-style-type: none"> <li>-Aspirations</li> <li>-Goal setting</li> <li>-Perseverance</li> <li>-Learning style</li> <li>-Careers</li> <li>-Economic wellbeing</li> </ul>	Health and living in the wider world
Healthy me	Spring 2	<ul style="list-style-type: none"> <li>-Physical and mental health and wellbeing</li> <li>-Healthy eating and exercise</li> <li>-Sleep, hygiene and self esteem</li> <li>-Managing feelings</li> <li>-Drugs and alcohol education</li> </ul>	Health
Relationships	Summer 1	<ul style="list-style-type: none"> <li>-Building and maintaining healthy relationships</li> </ul>	Relationships

		<ul style="list-style-type: none"> <li>-Friendships</li> <li>-Family relationships</li> <li>-Dealing with conflict</li> <li>-Consent</li> <li>-Appropriate touch</li> <li>-Online safety</li> </ul>	
Changing me	Summer 2	<ul style="list-style-type: none"> <li>-Understanding physical and emotional change</li> <li>-Growth from babies to adults</li> <li>-Life cycles</li> <li>-Puberty</li> <li>-Personal hygiene</li> <li>-Sex education (age appropriate)</li> </ul>	Health, relationships and *sex education <b>*Parents can withdraw</b>

### Statutory Framework

All Meridian Trust special schools provide RSE to all students as per section 34 of the Children and Social work act 2017.

We do not have to follow the National Curriculum for our primary aged pupils, but we are expected to offer all pupils a curriculum that is similar to the National Curriculum including requirements to teach science which would include the elements of sex education contained in the science curriculum.

In teaching RSE, we are required by our funding agreements to have regard to guidance issued by the secretary of state as outlined in section 403 of the Education Act 1996.

As part of Meridian Trust we teach RSE as set out in this policy.

Our funding agreement and articles of association can be found on the Meridian Trust website: <https://www.cmatrust.co.uk/legal-documents/>

### Roles and responsibilities

#### The Meridian Trust Executive

-Approve the curriculum taught across Primary, Secondary and special needs school. The academy council hold The Headteacher for the implementation.

#### The Headteacher

- The Headteacher is responsible for ensuring that RSE is taught consistently across the school, and for managing requests to withdraw students from components of RSE

#### PSHE/RSE Lead

To monitor and assess the effectiveness of the curriculum across primary and secondary and to ensure the delivery of the curriculum in a sensitive way.

### Staff

-Staff are responsible for: delivering the curriculum, modelling positive attitudes, monitoring progress, addressing individual needs and to respond appropriately to those who have been withdrawn.

### Pupils

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

Aims of structure of the PSHE Curriculum

### **Parents right to remove**

The guidance set out by the DfE states that parents have the right to withdraw their child from some or all of sex education but not relationships or health education. Parents cannot withdraw their child from sex education that relates to the science curriculum as this is part of the statutory curriculum.

If you choose to withdraw your child from sex education, it is the school's responsibility to provide purposeful and meaningful alternative education during this period.

To withdraw should be put in writing to the Headteacher.

### **Assessment**

At THS PSHE is intrinsically linked to our school values of being safe, being respectful and learning stuff, which drives high expectations across a whole school approach. Lessons are planned to be aged appropriate and are taught in small groups within the classroom and are designed to be reflective. Pupils will be assessed against the flightpath 'My Wellbeing' which is divided into 5 sections: Myself, My doing, My Sense of Self, My Thinking and My Behaviour. The flightpath is designed as a holistic approach that focuses on the whole child creating child focuses learning that encompasses social skills, self-awareness, self-resilience and self-belief and motivation.

### **Monitoring and evaluation**



The policy will be reviewed by The Meridian Trust Executive s on a 2 year basis in July 2027.  
Any changes to this policy will be communicated to all staff and other relevant parties.