

PERSONAL, SOCIAL, HEALTH AND ECONOMIC EDUCATION AND CITIZENSHIP (PSHEE), INCLUDING: CAREERS EDUCATION, SMSC AND FUNDAMENTAL BRITISH VALUES, RELATIONSHIP AND SEX EDUCATION.

**Note: This policy applies to the Early Years Foundation Stage as well as to the whole school**

**This policy should be read in conjunction with the Positive Mental Health Policy**

The DfE and PSHEE Association recognise that PSHEE is fundamentally important in schools.

The PSHE Association describe PSHEE as : a *“planned, developmental programme of learning through which children and young people acquire the knowledge, understanding and skills they need to demonstrate the intelligent behaviours needed to manage their lives now and in the future and make the most of opportunities presented to them. It needs to be part of a **whole school approach** to develop the qualities and attributes pupils need to thrive as individuals, family members and members of society.*

PSHEE :

- Helps to provide the strategies skills, knowledge and understanding required to live healthy, safe, productive, capable, responsible and balanced lives.
- It encourages young people to be enterprising and supports them in making effective transitions, positive learning and career choices and in achieving economic wellbeing as well as teaching them to care about the wider world and the environment.
- It prepares them for working and the wider world.
- It provides opportunities for children and young people to reflect on and clarify their own values and attitudes and explore the complex and sometimes conflicting range of values and attitudes they encounter now and in the future.
- PSHEE education contributes to personal development by helping pupils to build their confidence , resilience and self-esteem, and to identify and manage risk, accept and shape their identities, to understand and accommodate difference and change, to manage emotions and to communicate constructively in a variety of settings.

Saint Ronan’s supports the **whole school** approach to PSHEE and thus it encompasses several strands: PSHEE as a curriculum subject, PSHEE in the wider curriculum, Careers Education within PSHEE, the integration of SMSC, the core values of being a “Ronian” and the promotion of Fundamental British Values, the understanding of protected characteristics and our approach to Pastoral care.

**PSHEE as a curriculum subject:**

**PSHEE Timetabling and Staffing:**

ISI (Independent Schools Inspectorate) regulatory requirements state that PSHEE does not have to be provided as a named subject, provided there is a written and effective plan implemented in a broad and appropriate way. However, Ofsted suggests that PSHEE education programmes are most effective when delivered as specific lessons with separate curriculum time. We have taken both views into account to create a programme which is both flexible in responding to PSHEE. Relationships and Sexual Education (RSE) will be a mandatory part of the PSHEE curriculum from September 2020. Whilst delivered as part of the PSHEE programme, RSE has a separate policy which appears later in this document.

**Early Years Foundation Stage**

PSHEE teaching and learning reflects the schools aims and ethos and incorporates Early Years Foundation Stage (EYFS) 2012 framework for Personal, Social and Emotional Development (PSED). PSED is constantly developing during child initiated play (CIP) so we observe children and deal with issues in the context of their play as and when they arise. Staff use the information from their observations to inform their choice of circle time discussions which are based on the children's own life experiences.

Circle time brings together staff and children in an enjoyable atmosphere of co-operation and trust.

### Key Stage One

PSHEE teaching and learning reflects the schools aims and ethos and incorporates the outcomes of Every Child Matters. The strong family ethos fostered within the school offers the ideal opportunity to investigate issues as they arise and become a concern to individuals and groups of children.

Accordingly there is no rigid order to the teaching and learning and staff plan suited to the needs of their class. Staff use stories as a starting point for circle time discussions. Circle time brings together staff and children in an enjoyable atmosphere of co-operation and trust.

### Prep School

Organisation:

- Prep School PSHEE afternoons occur once each half term, including one devoted to RSE.
- 6 topics covered in total – one in each half term with progression from one year group to the next.
- The topics are delivered by tutors (+1), who may also be accompanied by a guest speaker where applicable.
- Delivered in tutor groups, by year group, or single gender groups depending on the topic area and the best mode of delivery.

Staffing is an “all hands on deck” approach. This includes all staff; tutors and other teaching staff, as well as the school nurse, matron, TA's etc. The tutor leads the session, but is also teamed up with another member of staff (who does not have a form). Where possible a gender balance is provided with a male/female pairing. Staff are from varied backgrounds and experiences and bring different skill to the table to provide the children with an engaging, interesting and thought provoking learning experience.

The strong family ethos fostered within the school offers the ideal opportunity to investigate issues as they arise and become a concern to individuals and groups of children. Teaching and Learning has been organised into 6 themes. One to be delivered each half term;

- **Self-Awareness** - Developing pupils' self-knowledge and their ability to understand situations, to manage their feelings and to handle their relationships.
- **Society and relationships** - Developing pupils understanding of friendships, family relationships, prejudice and stereotyping, cultural differences, and relationships with the modern technological world.
- **Health Education** - Developing pupils' knowledge on how to stay safe, lead healthy lifestyles and remain physically healthy. See below for the Relationships and Sex Education Policy.
- **Environmental Education** - Developing pupils' behaviour and self-confidence to be able to make decisions and support the community and environment.
- **Citizenship** - Developing an understanding of the work of central and local government, and how to live in, and contribute to the wider community.
- **Economic and Industrial Understanding** - Developing an understanding of aspects of business, commerce and consumer affairs. This includes Careers Education for Years 7 and 8.

### **PSHEE in the wider curriculum:**

<b>Subject area</b>	<b>Exemplar Learning points</b>
Maths and Sciences	Provide a foundation for understanding the World
English and Drama	Communicating ideas and emotions to one another
Reading	Acquisition of knowledge and the chance to develop culturally, emotionally, intellectually, socially and spiritually
Computing links deeply with Mathematics, Science, and DT	Provide insights into both natural and artificial systems. The future needs digitally literate pupils who can programme and grasp computational thinking and creativity to understand and change the world.
Geography	Providing knowledge about diverse places, people , resources and natural and human environments
History	Should equip pupils to develop perspective and judgment, helping them to understand the complexity of people's lives, the process of change, the diversity of societies and relationships between different groups, as well as the identity and the challenges of their time.
French and Latin	Learning a foreign language widens our world , allowing opportunities to know cultures and peoples.
Music and Art	Engage and inspire pupils and so increase their self-confidence, creativity, critical engagement and sense of achievement
PE	Engage and inspire pupils to success and excel in competitive sport and physically demanding activities. It should provide opportunities for pupils to become physically confident in a way which supports their health and fitness and provide opportunities to compete to support their values of fairness and respect.
RE and Chapel	Community worship and thanksgiving, learning about community and citizenship help young people understand what being part of a community means and about the varied institutions that support communities locally and nationally. They need to recognise the role of voluntary, community and pressure groups to appreciate the range of cultures, religions and customs throughout the UK and the World.

Each subject should be able to explain ways in which their own subject contributes to the philosophy embodied in PSHEE.

### **Careers Education in Years 7 & 8**

We recognise, that alongside providing children with a broad all round education from which our pupils may develop into successful collaborative members of the workforce, children need to understand how they can contribute to their own happiness and the health of the Nation by an understanding of the skills they may need for employment, knowing themselves and also appreciating the career paths that may be open to them.

*“There is no prior period of change that remotely resembles what humanity is about to experience”* Al Gore, The Future.

Saint Ronan’s children are encouraged to push their technical and creative knowledge and ambition throughout their schooling. Fundamental to this is our commitment to STEM and the opportunities this provides for futureproofing Ronians.

These Ronians are likely to be working in jobs that don’t yet exist, in organisations that are not yet trading, in markets that are not invented, delivering products and services they don’t know they need, using skills and knowledge they don’t know exist, relying on technologies that haven’t been invented and working with people they may never meet.

At Saint Ronan’s therefore, whilst appreciating the palate of traditional jobs that are currently available, we want our children to appreciate that **their** world will be very different and their careers opportunities constantly evolving. They need to know themselves, commit to continuous improvement in their own skills and be ambitious and creative.

In Year 7, we ask children to study themselves more deeply and identify what skills and characteristics they recognise in themselves, what interests they have, what employers are likely to value and what jobs they might like to do and why.

In Year 8, we ask the children to study the latest thoughts about future careers that might be available to them (i.e. Human Parts Designer/rewilder) and to study more deeply what jobs these might involve, what skills might be needed and what sort of world they might be entering into on leaving school/university.

### **Relationships and Sex Education**

The DfE has published Statutory Guidance about how Relationships and Sex Education (SRE) should be implemented across all Schools in England by September 2020. Wide ranging research has shown that children want information about changes and situations they will experience before they happen and the Government believes that a structured programme within school will increase the probability of this being achieved.

Whilst Relationships Education already exists in PSHEE, the new guidance requires the School to go further, yet still remain rooted in the PSHEE programme and still be supported by the whole school’s ethos.

Whilst Sex Education is not compulsory, the Guidance expects that by Year 6 the children will know about Puberty and also how a baby is conceived and born. The Guidance for Secondary level Sex Education clearly goes into much more detail, however, the current CE syllabus covers several key areas;

Year 7 Hygiene, STDs: HIV and Aids only. Barrier method of contraception.

Year 8 Human reproduction

All reproductive organs and functions taught. Puberty, all the emotional and physical changes. Ovulation, menstruation, Fertilization, Sex (just the mechanics not relationships), labour and birth.

Sexual Education (as opposed to Science Lessons and Relationship Education) is something parents can excuse their children from.

The following areas will be covered during these classes:

Year 3 - Appropriate and inappropriate physical touch. Pants are private (NSPCC)

Year 4 - Understanding the differences between male and female bodies using agreed words.

Year 5 - Puberty. Male and female bodies changes. Menstruation (including the practicalities of this happening at School) and other puberty changes, including the importance of hygiene and mood changes.

Year 6- Conception to birth (the basic birds and bees)

Year 7 - Consent in relationships, what it is and what it is not, and the legal framework.

Year 8 - Sexual Orientation and Gender Identity. Sexual content online, including pornography. Challenging gender stereotypes.

SRE lessons covering Conception and Puberty will be carried out in separate male/female classes with a teacher of the same gender to minimise embarrassment for the children. The other topics can be carried out with mixed gender groups. Staff will be confidential, sensitive, clear and respectful in the delivery of topics. In addition, we will ensure that there are mechanisms for children to ask questions discretely and anonymously, and ensure the children know who to speak to if they need additional clarification or support.

### **Social, Moral, Spiritual and Cultural (SMSC)**

Schools are not required to have a separate SMSC Policy, as like PSHEE it can be developed through all parts of the Curriculum by being infused within the day to day operation of Saint Ronan's eg in its behaviours and ethos.

Saint Ronan's is committed to:

- a. To *actively* promote the fundamental British values of democracy, the rule of law, individual liberty and mutual respect and tolerance of those with different faith and beliefs.
- b. We actively promote principles to:
  - Enable pupils to develop their self- knowledge, self-esteem and self confidence
  - To enable pupils to distinguish right from wrong and to respect the civil and criminal law of England
  - To 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 board general knowledge of and respect for public institutions and services in England
  - Further tolerance and harmony between cultural traditions by enabling pupils to acquire an appreciation of and respect for their own and other cultures
  - To encourage respect for other people. paying regards to the protected characteristics of the 2010 Equality Act, namely: *age, disability, gender reassignment, race, religion or belief, sex, sexual orientation, marriage and civil partnership, and pregnancy and maternity*

- 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.

We expect our children to understand and know the following (DfE Guidance 2019):

- An understanding of how citizens can influence decision making through the democratic process
- An appreciation that living under the rule of law protects individual citizens and is essential for their well-being and safety
- An understanding that there is a separation of power between the executive and the judiciary and that while some public bodies such as the police and the army can be held to account through parliament, others such as the courts maintain independence
- An understanding that the freedom to hold other faiths and beliefs is protected by law
- An acceptance that people having different faiths or beliefs to oneself (including those who leave their faith or have no faith) should be accepted and respected, and should not be the cause of prejudicial and discriminatory behaviour.

### **Our core values**

Saint Ronan's has established a programme of core "Ronian" qualities which can be seen as part of our approach to PSHEE, SMSC and the Fundamental British Values.

- Resilience
- Curiosity
- Empathy
- Perseverance
- Imagination
- Awareness
- Co operation

### **Pastoral care:**

At all times principles of fairness should underpin our pastoral care and can be seen in our Pastoral Care and Anti Bullying policies.

### **The Delivery of PSHEE, Careers Education, RSE, SMSC, FBVs, Core values and Pastoral Care**

Aside from curriculum time, we use several vehicles to ensure that the children at Saint Ronan's embed the values they learn from PSHEE, SMSC, FBVs, Ronian values and our pastoral approach:

- Assemblies- including HM, themed, House and Pastoral Year Group assemblies.
- Tutor periods
- Chapel Services
- Talks and outside speakers in Friday Evening gatherings
- Talks and outside speakers at other times (i.e. E safety, Parenting skills)
- Trips out
- Cross curricular week
- Additional club activities, such as STEM, Robotics and Computing.

- School Council
- Mindfulness and “Phew! It’s Friday
- Debating and Model United Nations
- Fund raising
- Community activities (Carol Service/ Harvest gifts/Grandparents Tea/ Charity days/Associations with local primaries)
- The Adoption of a Roman value each term (e.g. empathy)
- Peer voting by secret ballot for the Head of School and prefectural body
- Behaviour management and Rewards and punishments which reflect our core values.
- AS tracking and consequent action plans.

### **Differentiation for SEND and Gifted children and those on the Safeguarding Register.**

Throughout their school career children will be at different levels of maturity, will have varied life experiences and a range of attitudes and feelings and abilities. Lessons should be planned to allow their perceptions to be articulated, with all contributions being valued and respected. Sensitivities re personal life stories, SEND needs or safeguarding issues must be born in mind. In relation to some sensitive issues, such as sex and relationship education or drug education, the teacher needs to ensure that the teaching point is conveyed in language that is accessible and appropriate to the children.

### **ASSESSMENT:**

It is important that PSHEE and RSE work is evaluated and assessed by Form Tutors because we must be able to:

- monitor our provision;
- give us and pupils (and parents) feedback about their progress and how their learning might be improved;
- improve learning and increase pupils’ motivation;
- help pupils to reflect on and identify what they have learnt.

However, formal assessment/marking in PSHEE is not undertaken as in other subjects.

### **Evidence of learning comes from:**

- improved attitude and behaviour in class and around the School;
- increased awareness of courtesy, trustworthiness and respect
- increasing ability to form constructive relationships with one another, teachers and other adults;
- increasing understanding of the impact the individual makes on others;
- increasing respect for the differences between people, particularly their feelings, values and beliefs;
- an increasing ability to show initiative and take responsibility.
- Scrutiny of evaluation forms provided in the Prep School for each topic.

### **Role of the Head of PSHEE**

- Lead policy development and implementation.
- Plan and lead staff training as appropriate
- Advise and support colleagues delivering the programme
- Liaise with the Head of SMSC and the Pastoral Care team
- Implement the new Sexual Education Guidance

- Draw up key stage subject plans in the Prep School and liaise with the Head of the Pre Prep for EYFS and KS1 plans.
- Provide resources for year groups and individual teacher's plans.
- Develop in depth knowledge of their subject and keep up to date with developments.
- Arrange for relevant advice and information from courses to be disseminated
- Assess progression and attainment throughout the school
- Manage resources.
- Liaise with the Deputy Head Pastoral and the Head of the Pre Prep regarding the implementation of this policy.

**Policy Responsibility: ETV**

**Reviewed: September 2020**

