

This school is committed to safeguarding and promoting the welfare of children and young people and expects all staff and volunteers to share this commitment.



PARKSIDE
SCHOOL

Edition: 29 March 2020

Personal, Social, Health and Economic Education (PSHEE) POLICY

**This policy is applicable to the whole school,
including the Early Years Foundation Stage (EYFS)**

References:

ISI: Commentary on the Regulatory Requirements 2019-09 (September 2019)
Keeping Children Safe in Education (September 2019) (*KCSIE*)
DfE: Careers guidance and access for education and training providers (October 2018)
Working Together to Safeguard Children (August 2018) (*WT*)
Statutory Framework for the Early Years Foundation Stage (Childcare Act 2006) (revised April 2017)
Non-statutory DfE Advice: The use of social media for on-line radicalisation (July 2015)
Prevent Duty Guidance: for England and Wales (July 2015) (*Prevent*)
Section 26 of the Counter-Terrorism and Security Act 2015
Education (Independent Schools Standards) (England) Regulations 2014
Promoting fundamental British values as part of SMSC in schools (November 2014)
PSHE Association: Personal, Social, Health and Economic Education Guidance (September 2013)
Equality Act 2010
Sex and Relationship Education Guidance (Ref: DfEE 0116/2000)
Sex & Relationships Education - Section 405 of the Education Act 1996

1. Introduction

Parkside School (the School) is committed to providing the best possible care and education to its pupils and to safeguarding and promoting the welfare of children and young people.

2. Scope of this Policy

PSHEE encourages respect for other people, with particular regard to the protected characteristics under the Equality Act, does not undermine fundamental British values through the curriculum, and promotes respect for others. PSHEE enhances the spiritual, moral, social and cultural (SMSC) development of the pupils.

Pupils are taught about safeguarding, including online, through the curriculum so they understand the risks posed by adults or young people, who use the internet and social media to bully, groom, abuse or radicalise people. Internet safety is integral within the School's ICT curriculum and is also embedded in PSHEE and relationships and sex education (RSE). This Policy is therefore applicable to all of the School community.

3. Aims

To:

- Provide a broad and balanced curriculum that promotes the physical, moral, social, spiritual and cultural development of our pupils. Central to all we do is the belief that the education provided by the School is not just about the gaining of knowledge and skills, but that it is also about the personal development of each pupil.
- Provide a safe environment and a rich curriculum to help to create happy, respectful, inquisitive and well-rounded individuals who have the confidence to take risks and cope with adversity and make informed and responsible decisions.
- Ensure that we provide an adequate foundation of experience and knowledge, with opportunities for discussion, reflection and evaluation, so that pupils can be given maximum scope to develop.

4. Objectives

To:

- Develop the well-being and confidence of our pupils and encourage self-belief and self-discipline.

- Aid pupils to make the most of their abilities, in order to help them take responsibility for their learning and future choices.
- Encourage them to accept responsibility for their own behaviour, to show initiative and to challenge wrong doing.
- Help them develop a healthy and safe lifestyle; to reflect on their experiences and learn how to make informed choices.
- Teach them how to pursue ways of life that promote mental and physical health, and an elementary knowledge of first aid.
- Help them to become more aware and to manage their emotions.
- Enable them to start to take ownership of both their physical and emotional well-being.
- Develop each pupil's understanding of relationships and help them to manage responsibly a wider range of relationships as they grow up; to understand how these can affect their health and well-being.
- Teach them how to cope with their changing bodies and feelings.
- Prepare them for the moral, social and cultural dilemmas they face as they grow up.
- Teach them to become tolerant individuals who respect and appreciate their own and other cultures and appreciate diversity in a way that promotes tolerance and harmony between different cultural traditions, and to avoid and resist racism.
- Learn about the country in which they live; gain a broad general knowledge of public institutions and understand British Values.
- Respect the fundamental British values of democracy, the rule of law, individual liberty and mutual respect and tolerance of those with different faiths and beliefs.
- Foster a sense of fair play, including respect for the law and the rights of others.
- Encourage caring attitudes and a desire to participate in events happening in the world around them, as effective members of society.
- Develop their understanding of economic well-being.
- Learn about where money comes from and the part it plays in people's lives.
- Develop an understanding about the economic and business environment.
- Develop their understanding of careers and future choices (Years 7 & 8).
- Learn about the range of different types of jobs that might become available to them in the future.

Links to other policies

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| <ul style="list-style-type: none"> • Aims & Ethos of the School • Anti-Bullying Policy • Anti-Cyberbullying Policy • British Values Policy • Curriculum Policy • Discipline and Behaviour Management Policy • E-Safety Policy • Equal Opportunities Policy | <ul style="list-style-type: none"> • IT Acceptable Use Policy • Learning Enrichment (SEND) Policy • Mental Health and Wellbeing Policy • Remote Learning Policy • Remote Working: Access & Devices Policy • Safeguarding Policy (including Prevent) • Social, Moral, Spiritual & Cultural (SMSC) Policy • Visiting Speakers procedure |
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5. Confidentiality and Safeguarding

The School recognises that the nature of PSHE lessons means pupils may share information which would not ordinarily be discussed in other lessons. Where possible, this information should be treated sensitively and in confidence. However, teachers should never promise unconditional confidentiality. Instead, teachers should be clear about which circumstances would require them to pass on information. If a pupil offers information that leads a teacher to have a safeguarding concern, normal child protection procedures should be followed in line with the Safeguarding Policy.

6. Organisation of PSHEE

PSHEE is taught through the following areas:

PSHEE lessons / Assemblies / Visiting Speakers and workshops / Specific subject areas / School Council, Food Committee and Eco Committees / Pastoral Care system

- The primary source of teaching PSHEE is through the Form Teacher in one designated 20 minute period in the Prep School and one 20 minute period in Pre Prep. Form Teachers use carefully prepared Schemes of Work to enable a broad and balanced curriculum. Pupils will be expected to participate in group discussions, debates and complete regular written tasks all being logged in work books or folders.
- Assemblies and visiting speaker's timetables are also designed to reinforce the PSHEE curriculum and are arranged at relevant times throughout the year.
- Some areas of PSHEE lend well to being delivered as part of subject specific lessons and are therefore covered by the relevant subject teacher. (for example; some aspects of sex education in Science)
- The various School Councils also helps delivery PSHEE as it acts as the voice of the pupils.
- Our Pastoral Care system also supports the PSHEE curriculum and where additional support of an individual is required it can be put in place.

7. Teaching and Learning

The PSHEE (including RSE) Scheme of Work have been written in line with current guidance covering the following themes:

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| 1. Health and Wellbeing | - Healthy Lifestyles, Growing and Changing, Keeping Safe |
| 2. Relationships | - Feelings and Emotions, Healthy Relationships, Valuing Difference |
| 3. Living in the Wider World | - Rights and Responsibilities, Environment, Money and Economics, Careers |

Using a spiral approach, the schemes have been designed to allow a natural progression of learning whilst still maintaining flexibility to take time over areas of study that need sensitivity. Staff receive regular training and support with the delivery of PSHEE, to ensuring continual high standards are met.

To support our pastoral care, we offer PSHEE in the curriculum. It covers aspects of development (confidence, empathy, judgement, independence of thought and action, appropriate behaviour, anti-bullying, personal safety, e-safety, healthy lifestyle, sex and relationships, substance abuse) and provides factual information about a range of topics (finance, the law, types of government and the UK Parliament, policing and one's rights). Topics are addressed in age appropriate ways as the pupils move through the School.

The concept of development is closely related to the notions of growth and maturing; it does not happen without due care. Whilst the role of the School is of some importance in the development of these values, it should not be seen in isolation. The role of parents and the wider family, in some cases the involvement in a particular religious faith and in all cases involvement with society at large, will contribute in a variety of ways, to our pupils' development.

The School's PSHEE is a cross-curricular theme that is overseen by the Head of Pastoral Care and the SLT.

This policy and the PSHEE/RSE curriculum have been developed in conjunction with PSHE Association and should be read in conjunction with the latest iteration of the Equality Act and the PSHEE scheme of work.

This policy is available to parents through the Parkside website.

SPIRITUAL, MORAL, SOCIAL AND CULTURAL DEVELOPMENT (SMSC)

As well as the gaining of knowledge and acquiring essential skills, PSHEE is also about the personal development of each pupil, in its fullest sense. This includes the SMSC development of each of our pupils and the lessons offer a number of opportunities for this. See SMSC Policy.

FUNDAMENTAL BRITISH VALUES (FBV)

Following the DfE guidance on promoting British values in schools (see references above), our School ensures that its duty to actively promote the fundamental British values of democracy, the rule of law, individual liberty and mutual respect is communicated to all staff by the Head of Pastoral Care in staff meetings and INSET.

See British Values Policy.

These fundamental British values are reinforced throughout the PSHEE curriculum, Form periods and assemblies and posters are displayed around the School. Routine monitoring of the British values agenda is carried out by the Head of Pastoral Care. The Bursar maintains the School's log of visiting speakers which is reviewed termly by the SLT to ensure that a balance of views and consistency with British values is provided by the School.

Tolerance of those of different faiths and beliefs

This is achieved through enhancing pupils' understanding of their place in a culturally diverse society and by giving them opportunities to experience such diversity. Assemblies and discussions involving prejudices and prejudice-based bullying have been followed and are supported by learning in RS and Form Periods. Members of different faiths and religions are encouraged to share their knowledge to enhance learning within classes and the School. Pupils learn about all the major world religions and visit different places of worship to cement their understanding and respect for these beliefs and institutions. The School will actively challenge pupils, staff or parents expressing opinions contrary to fundamental British Values, including 'extremist' views.

We believe that an understanding of how citizens can influence decision-making through the democratic process is achieved within the curriculum by:

- 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 in law;
- An acceptance that people having different faiths or beliefs to oneself (or having none) should be accepted and tolerated, and should not be the cause of prejudicial or discriminatory behaviour;
- An understanding of the importance of identifying and combatting discrimination. Much of this aspect of learning is delivered during form time and study periods, in assemblies, and in the way we operate on a daily basis with an adherence to tolerance, understanding and empathy towards others.

CITIZENSHIP AND LIVING IN THE WIDER WORLD, ECONOMIC WELL-BEING AND CAREER CHOICES

The School will work with parents and the broader community in order to enable pupils to acquire the knowledge and skills required to progress to their future schools and become confident and effective members of a modern, multicultural and technological society.

This section looks at citizenship, economic well-being and future choices (careers).

Citizenship

Many aspects of a child's environment and experiences have their part to play in the development of a sense of citizenship and the encouragement of self-discipline and shared values.

In planning the broad curriculum, account is taken of three different aspects of the child's environment and experiences:

a. The family:

The pupils' appreciation and experience of family life is varied. Close relationships between the School and the home are fostered from an early date and also through the Friends of Parkside (FoP). We aim to encourage an understanding of the nature of family life in all its forms.

b. The School and the broader community

- **The School:** The ethos and aims of the School can help to promote the personal and social development of its pupils.
- **The broader community:** Events, organisations and individuals from the wider community have much to offer in the development of a sense of citizenship. Pupils are encouraged to become involved in the local community by such things as fundraising for charities; links with Oasis (weekly Cobham foodbank); visits to homes for the elderly and the Marsden March.

- **Teaching:** Citizenship and Living in the Wider World is delivered as part of the PSHEE programme, but it can also be taught and learnt in many ways. It is underpinned by the cross-curricular dimensions of different elements, for example:
 - playing a part in the School community e.g. School Council, Prefect, team captain, Librarian etc.;
 - Personal and social development, e.g. role play and general discussion; experience and discussion of co-operation and conflict;
 - engendering a real sense of personal achievement, e.g. by the use of the rewards system;
 - equal opportunities with regard to gender, race, culture, disability, sexual orientation and class, e.g. the R.S. syllabus addresses the appreciation and respect of different faiths and belief systems;
 - discussions of what is fair/unfair, i.e. justice/injustice; rights and responsibilities;
 - experience and critical evaluation of the media and popular opinion;
 - experience of participating in and running a charity enterprise event;
 - visits, trips and residential courses.

Economic well-being

Pupils are taught about the role of money, how to use it and keep it safe. They learn the importance of managing money and saving. As they get older, they are taught about the concepts of tax, interest, debt and loans, as well as public spending and National Insurance. Pupils have opportunities to use money at events such as the Christmas Bazaar, where older pupils can help younger ones to manage their money. Year 8 pupils are taught about the skills and qualities required to engage in enterprise and plan and run stalls at a charity fête.

Careers and future choices

At different stages throughout their education, pupils learn to identify their strengths, interests, skills and qualities as part of the personal review process. They also reflect on their short- and long-term goals. In Years 7 and 8, pupils begin to think about their future choices. They learn about different types of work, including employment, self-employment and voluntary work; that everyone has a pathway through life, education and work; and that they have different options available to them.

HEALTH

- **Exercise and Nutrition**

The School recognises the role of exercise in promoting and maintaining good health encourages pupils to make positive choices about their own activities and diet.

- **Personal Hygiene**

The School promotes personal cleanliness to help to reduce personal ill-health and the transmission of communicable diseases; it also encourages a pride in body maintenance.

- **Environmental Factors**

The School raises awareness of some environmental hazards (e.g. sunshine) and identifies ways in which these effects can be reduced. Pupils are also taught to assess the impact of the media and advertising on physical and mental health.

- **Mental Health and Well-Being**

The School aims to provide knowledge and an understanding of the factors which affect mental health, emotional well-being and stress, and aid the development of self-awareness, skills and attitudes necessary to act on this knowledge. We seek to promote good mental health and wellbeing and increase the understanding and awareness of these issues, so as to facilitate early intervention. (See Mental Health and Wellbeing Policy)

- **Safety**

Pupils are taught about a variety of aspects, the risks and dangers involved and how to seek help, e.g.:

- Transport safety (including road, cycling and railway issues)
- Safety in the home
- Safety in and around school
- E-Safety (Refer to E-Safety Policy)
- Safety and relationships (which includes issues such as friendship, managing conflict and recognising and dealing with bullying)
- Healthy relationships
- Drug awareness

RELATIONSHIPS AND SEX EDUCATION (RSE)

Aims & Objectives:

- The teaching of RSE is a partnership between home and School. We aim to provide a safe and respectful environment to learn about RSE, which supports the vital role of parents in providing this education.
- Our RSE aims to promote healthy, fulfilling and enjoyable relationships and to allow pupils space to explore their own thoughts, feelings and experiences to develop empathy towards, and an understanding of, others.
- RSE is about learning the emotional, social and physical aspects of growing up, relationships, sexual reproduction, human sexuality and sexual health. We aim to equip children and young people with the information, skills and values to have safe, fulfilling and enjoyable relationships, and to take responsibility for their sexual health and wellbeing.
- RSE should be relevant to the age of the pupils and delivered with due regard to the moral ethos of the School and family values.
- We recognise that our pupils come from a diverse variety of families. All our teaching, including the specific RSE education, will aim to support all pupils equally and to encourage the celebration of diversity.
- The School recognises, in line with legislation and guidance, that wherever necessary, the needs of children with SEND must be considered and properly met to ensure equal access to RSE for all pupils.

Delivery:

- The planning and delivery of RSE as part of PSHEE (as strongly recommended by Sex and Relationship Education Guidance (referenced above) is part of our policy and practice. RSE practice should always therefore be carried out so as to contribute to promoting the spiritual, moral, cultural, mental and physical development of pupils at school and to preparing them for the opportunities, responsibilities and experiences of adult life.

Parental Rights:

- We recognise that parents have the final decision about their child's RSE. Some of the topics discussed may be deemed inappropriate to the background and beliefs of individual parents and their sons. In such cases, we fully respect and uphold the rights of parents to withdraw their sons from aspects of the course.
- If parents have any queries or wish to withdraw their son from RSE, they should contact the Head.
- Alternative arrangements will be made for pupils in these circumstances; usually, this will involve private study in the Library.
- The right to withdraw from lessons relates only to RSE, and not to the teaching of the biological aspects of human growth and reproduction.

Curriculum and Teaching:

- The Head of Pastoral Care/Head of Science sends a letter in advance of any RSE. This will outline the topics to be covered, the method of delivery and details of the education provider. This policy and an overview of the syllabus are available to parents through the School's website.
- Sex Education at the School is taught through Science and PSHEE, and enriched by visiting speakers. Staff delivering RSE have received relationship and sex delivering training and use appropriate language / terminology, such as the correct medical and scientific vocabulary for parts of the body.
- When using external speakers to deliver aspects of the course (e.g. men's health and sexual health), we ensure that they comply with the School's Visiting Speaker procedures.

Monitoring and Evaluation

- The Head of Pastoral Care will meet regularly with those teaching, to discuss:
 - support and training where necessary;
 - resources and methods used for teaching; and their appropriateness and effectiveness;
 - the reaction of the pupils to the lessons and materials;
 - the inclusion of new topics that may need to be covered.
- To ensure that programme meets pupils' needs, Year 8 provide feedback on the programme at the end of the syllabus. Additionally, pupils are also asked at the start of the syllabus what they would like to learn. If required and appropriate, then this information is used to adapt the programme in advance of its delivery.
- The policy and syllabus is available to all teachers and support staff. This ensures the wider staff body are aware of what is being taught so that they are prepared to support the emotional needs of pupils.
- Staff are informed that should any pupils make a disclosure, they must follow the School's Safeguarding Policy and report this to the Designated Safeguarding Lead.
- Issues of human responsibility and morality are themes which may appear at any time, and at any level, during the course of PSHEE lessons. When they do, they are handled in a way appropriate to that age group.

PROTECTED CHARACTERISTICS (AS DEFINED BY THE EQUALITY ACT)

PSHEE provision encourages respect for other people, paying particular regard to protected characteristics of age, disability, gender reassignment, marriage and civil partnership, pregnancy and maternity, race, religion or belief, sex and sexual orientation. These characteristics are not discriminated against by staff in their teaching both in and out of the classroom.

8. Assessment

To be successful independent learners, the pupils need regular opportunities to reflect on and identify what they have learnt, what needs to be learnt next and what they need to do to continue their learning. It is the role of the teacher to be clear about the progress and achievements of the pupils and how their learning might be improved. Assessment is a key tool to achieve this and in PSHEE assessment has the same purposes as in other areas of the curriculum so is built in as an integral part of learning.

- Assessment in PSHEE needs to:
 - be planned from the beginning as an integral part of teaching and learning;
 - reflect the learning and achievements of all the pupils;
 - involve the pupils as partners in the assessment process and provide opportunities for feedback;
 - reflect evidence of progress in skills and enquiry, communication and active participation, as well as knowledge and understanding;
 - raise standards and achievement;
- Effective assessment will be fit for purpose and will enhance the learning and not hinder it. Within PSHEE, assessments are made against the learning outcomes outlined in the schemes of work.
- Assessment within PSHEE consists of both summative (assessment of learning) and formative (assessment for learning) assessment.
- The three types of assessment we plan into PSHEE are:
 - Pupil self-assessment - display, posters, draw and write.
 - Peer group assessment - oral feedback and presentations.
 - Teacher assessment - teacher observations, learning walks and written work.
- High level questioning may be used as an effective tool within the assessment process.

9. Responsibility, Management and Coordination

The School acknowledges the importance of staff training in the implementation and delivery of PSHEE and is committed to providing continuing professional development opportunities to staff through INSET.

All staff and pupils have the responsibility of ensuring that this Policy is upheld but overall implementation will be the Head of Pastoral Care. They will support the teaching and learning carried out in the School and monitor the coverage of the schemes of work. The timetable will include PSHEE lessons, but all staff will be expected to incorporate PSHEE into their lessons when appropriate.

The Policy will be reviewed annually by the Co-ordinator and supported by the Governors and Senior Leadership Team. Effectiveness of the Policy will be assessed against the extent of which there is evidence that the aims and objectives have been achieved by the Co-ordinator and reported to the SLT on a termly review.

10. Monitoring, Evaluation and Review

This Policy is monitored, evaluated and reviewed on an annual basis by the Senior Leadership Team.

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Reviewed: Spring 2020

Approved by the Governors Education Committee: 29.1.20

Next review: Summer 2021