



Whole School PSHEE & RSHE Policy

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Person/Body reviewing:	Heads of PSHEE
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PSHEE at King's encourages and enables pupils to become more responsible members of society, whilst also encouraging them to be healthier, happier and gain independence. Pupils develop a sense of self-worth and learn about contributing to life within school and the wider community. Pupils are encouraged to respect each other and the protected characteristics

Whilst the teaching of PSHEE reflects the Christian ethos of the school we are conscious of providing a balanced view, not undermining religious freedom and providing pupils with a varied and wide-ranging perspective (ISSR45). The PSHEE Curriculum is regularly reviewed in line with statutory guidelines and changes in society and every effort is made to ensure that the lessons are varied, topical and help support pupils in the three fundamental areas of; Personal Wellbeing, Relationships & Living in the Wider World.

King's pupils are encouraged to develop seven key characteristics across the school. The PSHEE programme reflects these characteristics within dedicated PSHEE sessions, tutor time and within the wider school curriculum. These characteristics are

- Ambitious
- Confident
- Conscientious
- Enquiring
- Happy
- Moral
- Resilient

Aims and Objectives:

- Pupils will gain knowledge and understanding of how to have healthy lifestyles.
- Pupils to gain awareness of safety issues including the PREVENT strategy and Internet safety.
- Pupils gain understanding of what makes good relationships with others.
- Pupils are taught to be respectful and tolerant of others.
- Pupils learn to be independent members of a communities, such as school, and gain an understanding of what it means to be part of a British society.
- Pupils become positive and active members of a democratic society, developing a balanced view through unbiased teaching.
- Pupils develop self-confidence and self-esteem, and make informed choices regarding personal and social issues.
- Pupils develop good relationships with other members of the community.
- Pupils become confident and self-aware, learning to appreciate non-material aspects of life (whether religious, philosophical, or other).
- Pupils are able to demonstrate a sense of right and wrong, respect for norms of good conduct, and moral and ethical values.

- Pupils learn to accept responsibility.
- Pupils contribute to the school, society and the world beyond.
- Pupils gain an understanding of how to help those less fortunate than themselves through community service or fund raising.
- Pupils develop social, political and economic awareness.
- Pupils understand and respect other faiths and cultures, appreciating their achievements and those of the Western traditions, and having harmonious relations with those from backgrounds different from their own.
- Pupils show elements of the King's characteristics in their everyday behaviour: ambition, confidence, conscientiousness, enquiring minds, happiness, morality and resilience.

The purpose of Relationships, Sex and Health Education (RSHE)

Included within the PSHEE Curriculum is Relationships, Sex & Health Education (RSHE) in accordance with the Children and Social Work Act (2017) King's pupils will study:

- Relationships education – primary pupils
- Relationships and sex education – secondary pupils
- Health education (mental and physical health) – all pupils

Relationship, Sex & Health Education should provide pupils with factual knowledge and an understanding of the influences on young people, encouraging them to be aware of the options open to them and to take charge of decisions about their own behaviour. It should encourage the development of personal and interpersonal skills, the awareness and respect of self and others, and it should encourage reflection and responsibility.

The aim of RSHE is to help and support young people through their physical, emotional and moral development. This policy, embedded within PSHEE and the academic curriculum, will help young people learn to respect themselves and others, and move with confidence from childhood through adolescence into adulthood. RSHE should prepare young people for an adult life in which they can:

- Develop positive values and a moral framework that will guide their judgements, decisions and behaviour allowing them to take responsibility for their own actions.
- Be aware of their sexuality and understand human sexuality.
- Understand the arguments for delaying sexual activity.
- Understand the reasons for having safe sex.
- Understand the consequences of their actions and behave responsibly within sexual and platonic relationships.
- Have the confidence and self-esteem to value themselves and others, and respect for individual conscience and the skills to judge the kind of relationships they want.

- Have sufficient information and skills to protect themselves and, where they have one, their partner from unwanted conceptions and sexually transmitted infections, including HIV.
- Avoid being exploited, or exploiting others and avoid being pressured into unwanted or unprotected sexual activity.
- Access confidential sexual health advice, support and, if necessary, treatment.
- Know how the law applies to sex and sexual relationships.
- Take into consideration the legal age, ethnicity, culture, gender, sex and learning needs of the individual.

Academic Curriculum

Parents have the right to withdraw their children from elements of the sex education within RSHE lessons that fall outside those aspects covered in National Curriculum science. Parents do not have to give their reasons for withdrawing their children, but will be made aware of the implications of removing children. The request to withdraw must be made in writing to the Principal (children, 3 terms before their 16th birthday, can themselves choose to remain within the sex education element of RSHE lessons without parental permission).

RSHE is a key provision within the framework for PSHEE. It is not delivered in isolation but is lifelong learning about physical, moral and emotional development. It is about the understanding of the importance of stable and loving relationships, respect, love and care. It is also about the teaching of sex, sexuality and sexual health. It is not about the promotion of sexual orientation or sexual activity. It has three main elements:

- Attitudes and values.
- Personal and social skills, and emotional literacy.
- Knowledge and understanding.

Methods of Teaching and Learning

The methods of teaching will include presentations and small group discussion, visiting speakers, the use of worksheets, videos and textbooks. Our aims are to engender confidence in talking, listening and thinking about relationships and sex. A number of teaching strategies help this, including:

- Establishing ground rules with pupils.
- Using 'distancing' techniques.
- Knowing how to deal with unexpected questions or comments from pupils.
- Using discussion and project learning methods and appropriate materials.
- Encouraging reflection.

The purpose of each lesson is made clear and learning draws upon the pupils' existing knowledge and provides opportunities for pupils to learn and reflect upon this learning. Pupils are encouraged

to take responsibility for their own learning and to record their own progress. Attention is given to developing a safe and secure classroom environment.

There is a protocol for involving outside visitors. Outside speakers are carefully selected and follow the code of practice below:

- Have clear expertise in their area.
- Are familiar with the Whole School PSHEE & RSHE policy and work within it.
- Fit within the agreed PSHEE programme.
- Are supervised by a member of staff at all times.

There are guidelines for staff on confidentiality and handling sensitive and controversial issues, and supporting young people in line with our Safeguarding Policy. Teachers and other adults involved in RSHE will sometimes hear disclosures that suggest a child may be at risk of abuse. It is essential that all are aware of the school's safeguarding policy. All teachers have a copy of this policy and parents can access copies from the Designated Safeguarding Lead – Chris Page.

Programmes of PSHEE Study (incorporating RSHE) and their Implementation

Nursery and Reception

Pupils in Nursery and Reception follow the Learning and Development Requirements outlined in the Statutory Framework for the Early Years Foundation Stage (DfE 2021).

Teaching and learning is based around Personal, Social and Emotional Development, which is one of the Prime Areas of Learning and Development. This Area consists of three Aspects:

- Self-regulation
- Managing self
- Building relationships

Children also develop their skills and knowledge through the People, Culture and Communities Aspect of Understanding the World.

In planning and guiding children's activities practitioners reflect on the different ways that children learn. The three Characteristics of Learning underpinning this are:

- Playing and Exploring
- Active Learning
- Creating and Thinking Critically

RSHE is shown in green in the PSHEE spiral curriculum below.

Age	3 and 4 year olds will be learning to:
	Select and use activities and resources, with help when needed.
	Develop their sense of responsibility and membership of the community
	Become more outgoing with unfamiliar people, in the safe context of their setting.
	Show more confidence in social situations.
	Play with one or more other children, extending and elaborating play ideas.
	Find solutions to conflicts and rivalries.
	Increasingly follow rules, understanding why they are important.
	Remember rules without needing an adult to remind them.
	Develop appropriate ways of being assertive.
	Talk with others to solve conflicts.
	Talk about their feelings using words like 'happy', 'sad', 'angry' or 'worried'.
	Understand gradually how others may be feeling.
	Be increasingly independent in meeting their own care needs.
	Make healthy choices about food, drink, activity and toothbrushing.
Age	Children in Reception will be learning to:
	See themselves as a valuable individual.
	Build constructive and respectful relationships.
	Express their feelings and consider the feelings of others.

<p>Show resilience and perseverance in the face of challenge.</p>
<p>Identify and moderate their own feelings socially and emotionally.</p>
<p>Think about the perspective of others.</p>
<p>Manage their personal hygiene.</p>
<p>Know and talk about the different factors that support their overall health and wellbeing:</p> <p>Regular physical activity</p> <p>Toothbrushing</p> <p>Healthy eating</p> <p>Sensible amounts of screen time</p> <p>Having a good sleep routine</p> <p>Being a safe pedestrian</p>

Years 1, 2 and 3

In Years 1, 2 and 3 PSHEE incorporating RSHE may be implemented in a variety of ways:

- As a discrete subject e.g. when dealing with issues around road safety or personal safety.
- Circle times when pupils are able, through discussions, to set agreed playground and classroom rules and resolve any conflicts.
- Visiting speakers such as police, local clergy, and health workers, who talk about their role in creating a positive and supportive local community.
- Cross curricular in a variety of subjects e.g. local environment issues in Geography, healthy lifestyles in Science and P.E.
- In Assemblies and Religious Studies lessons.
- Active Citizenship e.g. charity fundraising, planning of special school events such as Parent Assemblies and being involved in helping individuals or groups less fortunate than themselves.
- Pupils will be able to access ICT to promote their learning.
- Pupils will record their work in a variety of ways.
- Supporting Anti-Bullying week organised annually by the Anti-Bullying Alliance.

Assessment

An on-going assessment of each child's progress and development is an essential and integral part of good practice. An end of year report is sent to parents, summarising individual pupil learning in this area of the curriculum. Children are encouraged to present work covered in portfolios in workbooks or folders. Work may also be sent home so that it can be shared with family members. The subject leader for PSHEE incorporating RSHE carries out a review of the subject in line with the King's Professional Development Programme, through lesson observation and scrutiny of work/ planning. This policy is reviewed annually.

	Year 1	Year 2	Year 3
Michaelmas 1	Rules - class, playground, why have rules How to keep safe Road Safety	Rules Different kinds of smart Scooter safety Real life superheroes.	Team: A new start Together everyone achieves more Working together Being considerate When things go wrong Responsibilities
Michaelmas 2	Anti-bullying week (https://www.anti-bullyingalliance.org.uk/anti-bullying-week) Fairness Selfishness Kind/ unkind behaviour	Anti- Bully week TEAM (relationships)	Anti- Bully week Be yourself: Pride Feelings Express yourself Know your mind Media wise Making it right
Lent 1	Setting goals- New Year Be yourself (relationships)	Caring for the environment (link with current affairs) Fair trade	Britain: Living in Britain Democracy Rules, laws and responsibilities Liberty Tolerance and respect What does it mean to be British?
Lent 2	British Values It's good to be me Keeping healthy Mindfulness Exercise How to relax	Being a good citizen Making choices Responsible pet owner Right to an education	It's my body: Fit as a fiddle Good night, good day Cough, splutter, sneeze Drugs – healing or harmful Choices everywhere
Midsummer 1	People who help us including visitors	Being a good friend Friendship recipes Frustration Stations	Money matters: Where does money come from? Ways to pay Lending and borrowing Priorities Advertising Keeping track

Midsummer 2	Preparing a healthy meal Growing up (health)	It's my body (health)	Aiming high: Achievements Goals Always learning Jobs and skills No limits When I grow up
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Years 4 – 13

PSHEE has dedicated curriculum time in the Preparatory and Senior School and most sessions are taught by staff who are interested in, and have an aptitude for, teaching PSHEE. In addition, to these regular sessions, external support and speakers are utilised for specialist sessions for example Consent & Contraception. As well as some sessions on Mental Health, Wellbeing and Relationships and Sex Education across the Preparatory and Senior School being delivered by the school Counsellor.

In the Preparatory and Senior School pupils follow a spiral curriculum with the key areas of Personal Wellbeing, Relationships & Living in the Wider World being taught and revisited in an age appropriate way.

Year 4	Year 5
Health & Wellbeing <ul style="list-style-type: none"> ● What is PSHEE ● Establishing boundaries & trust ● New beginning ● Good habits ● Puberty Relationships <ul style="list-style-type: none"> ● Friendships ● Best Friends ● Special people ● Physical contact ● Teasing & Bullying ● Strategies to deal with teasing & bullying 	Living in the wider world <ul style="list-style-type: none"> ● Classroom ● Environment ● Rules ● School community (who's who) ● Larger Community ● Important people ● Britishness ● Identification ● Values ● Human Liberty ● Personal safety ● Road safety ● Bike-ability
Year 6	Year 7
Living in the wider world <ul style="list-style-type: none"> ● Mobiles / technology ● CEOP 	Study skills (careers) <ul style="list-style-type: none"> ● Good habits ● Time management

<ul style="list-style-type: none"> • Authority figures (law) • Declaration of human rights • Role in community • Role of tax (why we pay it) <p>Relationships</p> <ul style="list-style-type: none"> • Feelings – management • Feelings – responses • Support / who to talk to • Types of relationships • Confidentiality / secrets • Personal boundaries 	<ul style="list-style-type: none"> • Revision • Learning styles • Thinking skills • Mindfulness <p>Health & Wellbeing</p> <ul style="list-style-type: none"> • Confidence / self-esteem • Mental health • Self harm • Diet / exercise • Influences • Drugs
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Year 8	Removes
<p>Living in the wider world</p> <ul style="list-style-type: none"> • Britishness • What is government • Parliament / government • Structure of government • House of commons • Elections • Voting / turn out • House of lords • Law marking process • Electoral reform • Government in action <p>Careers</p> <ul style="list-style-type: none"> • Exploring different career paths • Personal strengths and weaknesses • Managing transition <p>Relationships</p> <ul style="list-style-type: none"> • Healthy relationships • Different relationships (heterosexual / homosexual) • Sexting • Contraception • STI's / STD's / FGM 	<p>Health & Wellbeing</p> <ul style="list-style-type: none"> • Confidence and self-esteem • Bullying • Mental health / self-harming • Dieting / eating disorders • Wider influences (Family, peers, media) • Thinking skills • Resilience <p>Careers / living in the wider world</p> <ul style="list-style-type: none"> • Employability • Choices after school (university, apprenticeships) link to thinking about GCSE choices (Morrisby) <p>Living in the wider world</p> <ul style="list-style-type: none"> • Human rights • Discrimination • Extremism • Current affairs

<ul style="list-style-type: none"> ● Family planning ● Consent 	
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Lower 5th	Upper 5th
<ul style="list-style-type: none"> ● Unconscious Bias ● Social media (future careers) ● Sexting (Legal implications) ● Drugs and the law ● Alcohol & binge drinking ● External Speaker on Drugs & Alcohol ● Bereavement <p>Relationships / Health & Wellbeing</p> <ul style="list-style-type: none"> ● Healthy / unhealthy relationships (including same sex and coercive and controlling behaviour) ● Sexuality ● Teen sex and teen pregnancy ● STI's ● HIV / AIDS ● Consent (sexual assault, rape, harassment) ● Contraception 	<p>Careers / living in the wider world</p> <ul style="list-style-type: none"> ● Time management ● Rights and responsibilities at work & in the community (taxes & NI) ● Your role as a citizen (voting) ● British Values ● Mindfulness <p>Careers</p> <ul style="list-style-type: none"> ● Employability ● Morrisby ● Careers interview / A Level <p>Relationships</p> <ul style="list-style-type: none"> ● Rights in relationships (marriage v's cohabitation, rape, money) ● Media influences ● Pornography ● Revenge porn and up-skirting ● Abusive relationships ● Rights in relationships

Lower 6th	Upper 6th
<p>Choices</p> <ul style="list-style-type: none"> ● Ivy House Leadership Programme <p>Careers</p> <ul style="list-style-type: none"> ● Careers – CV writing ● Careers – Cover letter writing ● Careers – Interview skills ● (Careers day) ● UCAS introduction ● Personal statement writing 	<p>Careers</p> <ul style="list-style-type: none"> ● UCAS / Apprenticeships ● (Exam preparation / revision) <p>Relationships / Health</p> <ul style="list-style-type: none"> ● Managing stress / mental health ● Online safety / internet dating ● Consent talk (Sex, drugs, alcohol and the law) ● Body confidence, changing bodies <p>Preparing for University / New beginnings</p>

<ul style="list-style-type: none"> • Apprenticeships • Budgeting / Managing Money 	<ul style="list-style-type: none"> • House insurance / car insurance • Registering at key places – paperwork, doctor / dentist etc • Budgeting • First aid
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Monitoring Progress

Pupils do not pass or fail PSHEE and RSE, but they have the opportunity to reflect on their own learning and personal experiences, and to set personal goals and agree strategies to reach them. This process has a positive impact on student's self-awareness and self-esteem. We do not assess pupils in the PSHEE programme, however, opportunities for pupils to reflect on their progress are identified. It is inappropriate to assess pupils values.

Documentation and Resources:

- Statutory Framework for the Early Years Foundation Stage (DfE 2017)
- <https://www.gov.uk/government/publications/personal-social-health-and-economic-educationpshe>
- <http://webarchive.nationalarchives.gov.uk/20130401151715/http://www.education.gov.uk/publications/eOrderingDownload/DFES0110200MIG2122.pdf>
- https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/439598/pre-vent-duty-departmental-advice-v6.pdf

