



**Independent and Co-educational
Pre-Preparatory and Preparatory School**

**PSHE Policy
(AS029)**

Dean Close Airthrie PSHE Policy

Dean Close Airthrie aims to take a whole school thematic approach to its provision of PSHE so that different year groups can work on similar themes throughout the year. We will focus on three core themes in our provision of PSHE.

The three core themes are:

1. Health and Wellbeing – Healthy Lifestyles, Growing and Changing, and Keeping Safe
2. Relationships – Feelings and Emotions, Healthy Relationships, Valuing Difference
3. The Wider World – Rights and Responsibilities, the Environment, Money

Policy aims and objectives

Our school's aims and objectives for our pupils in PSHE are:

Personal, social, health and economic education (PSHE Ed.) encourages children to become healthy, independent and responsible members of our society. Airthrie's policy takes into account the demands that young people experience with round-the-clock technology and its objective is to teach them skills to enable them to recognise, handle and become resilient to these pressures. We encourage our pupils to play a positive role in contributing to the life of the school and the wider community through Forest fundraising.

The PSHE curriculum aims to make a significant contribution to pupils' spiritual, moral, social and cultural (SMSC) development, their behaviour and safety. In addition, the learning provided by the whole-school and curriculum PSHE provision is essential to the safeguarding of all our pupils. PSHE core themes of Health and Well-being, Relationships and Living in the Wider World are embedded within the curriculum and links learning to economic and cultural difference and helps to promote the Fundamental British Values of mutual respect, service, leadership, character, empathy and tolerance.

The aims of PSHE Ed. are to enable the children to:

- value themselves and others as unique human beings, capable of spiritual, moral, intellectual and physical growth and development;
- respect the rule of law and distinguish between right and wrong and be helped to understand the consequences of their own and others' actions and lead them to show justice and respect for others and their differences, thus treating all people as equal;
- develop a clear set of values and attitudes, including honesty and kindness and learn how to make decisions and moral judgements;
- develop their varied abilities and talents fully and set achievable goals;
- recognise the importance of their contribution to society;
- have a broad general knowledge of public institutions and services in Britain;
- recognise, develop and maintain a healthy lifestyle;
- develop skills in language, decision-making and their self-knowledge, confidence and self-esteem;

- take responsibility for their actions, show initiative and cooperate with others in a group and develop as confident and positive contributors to their community and effective users of its services and facilities as appropriate to their maturity;
- acquire an appreciation of and respect for their own and other cultures in a way that promotes tolerance and harmony between different cultural traditions;
- respect other people, even if they choose to follow a lifestyle that one would not choose to follow oneself;
- appreciate racial and cultural diversity and help them to recognise that racism is to be avoided and resisted;
- gain a 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;
- develop an understanding of how they can influence decision-making through the democratic process;
- respect for other people with regard to the protected characteristics set out in the Equality Act 2010: age, disability, gender reassignment, marriage and civil partnership, pregnancy and maternity, race, religion or belief, sex and sexual orientation.

Spiritual, Moral, Social and Cultural Development of Pupils and the Promotion of British Values

The Department for Education published guidance (27 November 2014) on promoting British values in schools to ensure young people leave school prepared for life in modern Britain. It is the duty of Dean Close Airthrie to 'actively promote' the fundamental British values of democracy, the rule of law, individual liberty, and mutual respect and tolerance of those with different faiths and beliefs.

Our SMSC provision – in conjunction with our promotion of British Values - is built into our school aims and ethos, code of conduct, tutor system, assemblies, PSHE curriculum and departmental schemes of work.

Below is just a selection of specific examples:

- Our Airthrie Values encapsulates the most fundamental British values. We are fair and moral in our application of our rewards and sanctions systems.
- We encourage a student voice and, therefore a sense of responsibility and democracy, through our school council.
- We actively promote British values such as democracy, e.g. pupils electing their positions of responsibility for our school council.
- Our assembly rota includes a celebration assembly where children are expected to support and appreciate one another.
- We take part in regular charity events. Each forest has chosen one charity to represent, organising various events in order to raise money and awareness for their particular cause.
- PSHE scheme has been more focused on British institutions and values (as well as e-safety, economic education, child protection and awareness of discrimination and prejudice).

- Our forest system provides positive community experiences where pupils can work co-operatively.
- Public speaking within lessons and in local competitions,
- Giving pupils maximum opportunity to express themselves and find their talents through our broad curriculum.
- Through charity or awareness driven assemblies, we make the children aware of the cultural diversity of the world to compensate for the lack of cultural diversity they see in their everyday lives. The performing arts also play a significant role in this regard.

Creating a safe and supportive learning environment

We will create a safe and supportive learning environment by having clear and simple ground rules that are understood by both pupils and adults in the school. PSHE education at Dean Close Airthrie addresses both pupils' direct experience and preparation for their future.

It is therefore important to provide a spiral programme of knowledge, skills and attribute development, where prior learning is revisited, reinforced and extended in age- and stage-appropriate contexts. PSHE education should reflect the universal needs shared by all pupils as well as the specific needs of the pupils in a particular class or year group. We will ensure that where pupils indicate that they may be vulnerable and at risk, they will get appropriate support by a dedicated and supportive pastoral team. This policy is informed by the school's safeguarding/child protection policy which can be found on the school website.

Entitlement and equality of opportunity

- Classroom practice and pedagogy will consider pupils' development, age, ability, readiness and cultural background and pupils with SEND and will be adjusted accordingly to enable all students to access the learning.
- We will use PSHE and RSE education to address diversity issues and to ensure equality for all.
- PSHE and RSE delivery is designed to comply with the Equality Act 2010. Provisions within the Equality Act allow the School to take positive action, where it can be shown that it is proportionate, to deal with particular disadvantages affecting one group because of protected characteristics.
- Relationships Education takes account of the faith of individual pupils as well as the nature of the faith of the school whilst helping pupils from all backgrounds build positive and safe relationships and to thrive in modern Britain. When planning for teaching the religious background of pupils will be observed so that topics are appropriately handled.
- Parents have the right to withdraw their children from those parts of RSE not within the national curriculum.

Teaching and Learning

Our PSHE education is a planned, developmental programme of learning through which children and young people acquire the knowledge, understanding and skills they need to manage their lives now and in the future. As part of a whole-school approach, PSHE education develops the qualities and attributes pupils need to thrive as individuals, family members and members of society.

We feel that PSHE education equips pupils to live healthy, safe, productive, capable, responsible and balanced lives. It encourages them to be enterprising and supports them in making effective transitions, positive learning and career choices and in achieving economic wellbeing. A critical component of PSHE education is providing 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.

PSHE education contributes to personal development by helping pupils to build their confidence, resilience and self-esteem, and to identify and manage risk, make informed choices and understand what influences their decisions. It enables them to recognise, accept and shape their identities, to understand and accommodate difference and change, to manage emotions and to communicate constructively in a variety of settings. Developing an understanding of themselves, empathy and the ability to work with others will help pupils to form and maintain good relationships, develop the essential skills for future employability and better enjoy and manage their lives.

PSHE education helps to reduce or remove many of the barriers to learning experienced by pupils, significantly improving their capacity to learn and achieve. The PSHE education programme makes a significant contribution to pupils' spiritual, moral, social and cultural (SMSC) development, their behaviour and safety and the school's statutory responsibility to promote pupils' wellbeing.

- The programme will be taught through a range of teaching methods, including mind maps, storyboards, discussion, circle time, roleplays and videos/media.
- We will ensure that sessions, including those on risky behaviours, remain positive in tone by remaining professional and factual.
- We will help pupils make connections between their learning and 'real life' behaviours by sharing the objectives/aims of the lesson or topic.
- We will make links to other areas of the curriculum by working closely with subject teachers and departments.
- SEND children should feel they can access the material and all measures should be taken to ensure the learning fits the individual needs of each child.

Intended outcomes

The intended learning outcomes of our programme is to provide pupils with:

- accurate, balanced and relevant knowledge
- opportunities to turn that knowledge into personal understanding
- opportunities to explore, clarify and if necessary challenge, their own and others' values, attitudes, beliefs, rights and responsibilities
- opportunities to develop positive personal attributes such as resilience, self-confidence, self-esteem, and empathy.

Health and Wellbeing.

Pupils will learn:

- what is meant by a healthy lifestyle and the personal responsibility this brings;
- how to maintain physical, mental and emotional health and wellbeing, including bereavement;
- how to manage risks to physical and emotional health and wellbeing;
- ways of keeping physically and emotionally safe;
- about managing physical change, including the transition to puberty and gender differences;
- how to make informed choices about health and wellbeing and to recognise sources of help with this;
- how to stay safe in and outside the home, knowing how to respond in an emergency;
- how to identify different influences on health and wellbeing.

Relationships.

Pupils will learn:

- how to develop and maintain a variety of healthy relationships, within a range of social/cultural contexts;
- the responsibilities parents have for babies and children;
- how to recognise and manage emotions within a range of relationships;
- how to become accepting of different types of love and relationships;
- how to recognise risky or negative relationships including all forms of bullying and abuse;
- how to recognise when feeling unsafe, how to take action and where to get help;
- how to respect equality and diversity in relationships.

Living in the Wider World (including economic wellbeing and being responsible citizens).

Pupils will learn:

- about respect for self and others and the importance of responsible behaviours and actions;
- about rights and responsibilities of the child
- about rights and responsibilities as members of families, other groups and ultimately as citizens;
- about different groups and communities to include British traditions and customs;
- to respect equality and to be a productive member of a diverse community;
- about the importance of respecting and protecting the environment;
- about where money comes from, keeping it safe and the importance of managing it effectively;

- how money plays an important part in people's lives;
- a basic understanding of enterprise;
- how to stay safe online;
- an understanding of media influence;
- a basic knowledge of public institutions and services in Britain;
- an understanding of democracy and the democratic process;
- an understanding of fundamental British values, as defined by the Government, to support life in modern Britain;

Pupils are encouraged to learn through active and experiential learning where appropriate, which includes individual, paired and group work, role-play and discussion, circle time and cooperative activities and use of ICT.

3. EYFS

The three core themes encompass the seven areas of the Early Years Foundation Stage (See EYFS Policy) including:

1. Personal, Social and Emotional Development
2. Relationships, Health and Wellbeing
3. Understanding the World – Living in the Wider World

4. Promoting British Values

British values are actively promoted throughout the school and embedded within the PSHE Education programme of study to ensure pupils are prepared for life in modern Britain.

Pupils are encouraged to respect the fundamental British values, as defined by the government, of:

- **democracy** – actively promoted through the School Council
- **rule of law** – actively promoted through our School Behaviour Policy, class rules and the rules within our school community
- **individual liberty** – actively promoted through rights and responsibilities
- **mutual respect** – actively promoted through School's Aims, Mission Statement and the Airthrie Values
- **tolerance of those of different faiths and beliefs** – actively promoted through RE curriculum and assemblies

Promoting means actively and sensitively challenging, pupils, staff or parents expressing opinions contrary to fundamental British values.

Balanced Presentation of Opposing Views

Pupils are given a balanced presentation of the world they live in. This precludes the promotion of partisan political views in the teaching of any subject in the school and takes such steps as are reasonably practicable to ensure that where political issues are brought to the attention of pupils:

- while they are in attendance at the school;
- while they are taking part in extra-curricular activities which are provided or organised by or on behalf of the school; or
- in the promotion at the school, including through the distribution of promotional material, of extra-curricular activities taking place at the school or elsewhere,

they are offered a balanced presentation of opposing views.
Pupils are taught to respect the rights of others and to respect those with different beliefs.

Timetabling

- We allocate 1 lesson of curriculum time to PSHE education a week.
- Our provision is further enriched by outside visitors, assemblies, prize assemblies and the headmaster's and chaplain assembly. Class teachers are regularly discussing PSHE issues with pupils in form time.

Teaching Responsibility and Staff Training

Since PSHE Ed. is taught as part of the general curriculum, it is the class or specialist teacher (if cross-curricular) who will have the responsibility for delivering it in the main. Visitors and off-site visits are included when relevant to the theme or topic or current and world affairs. These might include local health promotion officers, representatives from charities, Community Police Officers, or a professional theatre group specialising in PSHE Education-related interactive drama productions.

General Welfare

All staff have a pastoral role and share in the values and ethos of the school and monitor the general welfare of the pupils. All pastoral concerns are brought to the attention of the Head of Key Stage or Headmaster and when appropriate, shared with staff to support any actions required to ensure a holistic approach.

Assessment and Recording

Teachers monitor pupils work in PSHE Education by making informal judgements as they observe them during lessons, assemblies/school council/playtimes and generally everyday school life. They have clear expectations of what the pupils will know, understand and be able to do at the end of key stage 1 and key stage 2.

PSHE work is recorded in a variety of ways appropriate to the year group to include written work, posters, photographs, artwork, displays etc. It is identified by the use of a PSHE Education ink stamp or sticker on the work when covered in other subjects across the curriculum. Each class has an interactive PSHE Ed. focus board that encourages pupil feedback on topics covered.

Monitoring and Evaluation

The SLT actively monitor planning. They ensure that the objectives are covered and taught in the most effective way possible. Pupils are encouraged to play an active part in its evaluation and review process; part of this is done through the School Council.

Related Policies and Procedures

This policy does not stand alone but is in the context and framework of the School's ethos and values and those of the staff within it. Related policies are:

- Relationship and Sex Education Policy
- Child Protection / Safeguarding Policy and Procedure

- Anti-bullying Policy
- Relationships and Sex Education Policy
- Special Needs Policy
- Staff Handbook
- Staff Code of Conduct

Confidentiality and Handling Disclosures

The teacher will develop a set of group rules before starting the topic/course. The ground rules should be consistently kept to and revisited throughout the lesson and should be readily available for pupils. Teachers should model good use of the ground rules and reinforce or renegotiate them as required. In order for ground rules to be effective they should be developed and agreed with the pupils themselves, rather than 'given' or imposed by the teachers. PSHE lessons cover a wide range of topics and can include talking about things that people have different feelings about and that it is important to ensure that everyone in the room feels able to participate.

Example ground rules - List 1 (shared agreement)

- We will not judge anyone- inside or outside the PSHE classroom
- We have the right to pass
- We don't have to get person with stories, feelings or questions
- We will listen to each other and respect everyone's opinions
- We will make sure everyone feels comfortable

Responding to pupils questions

- Pupils' questions will be answered by the teacher when the time and content is appropriate. Teachers should seek advice if the topic is sensitive.
- We will allow pupils to raise anonymous questions by giving them the opportunity to pose relevant questions anonymously (a question box etc.).

If a safeguarding issue is raised by an anonymous question we will be discussed with the DSL.

Involving parents and carers

- We are committed to working with parents and carers.
- We will offer support by liaising with parents/carers with the teachers or form tutor as and when is necessary.
- Tutors can communicate directly with the tutor via email when sex and relationship education topics are being covered.
- Parent and teacher meetings take place during the academic year and is an opportunity for parents/carers to meet with teachers.
- We will encourage discussion of topics at home by informing parents/carers about the topics that will be discussed during the term
- We will communicate to parents about their right to withdraw their children by electronic letter/email. If a parent wishes to withdraw their child we will first discuss concerns in person before the child is withdrawn.

