



# **Personal, Social, Health and Economic Education (PSHEE) Policy**

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<b>Policy owner:</b>	Deputy Head, Pastoral

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## **1. Policy Statement**

PSHEE encompassing spiritual, moral, social and cultural (SMSC) education is important and necessary part of all pupils' education. PSHEE programme draws together all aspects of our provision to promote pupils' personal and social development, including health and wellbeing. At Stonar it is seen as a vital component of the holistic education provided to pupils in order to prepare and equip them for the opportunities, responsibilities and experiences of later life. Stonar aims to provide a broad and balanced curriculum that promotes pupils to have good behaviour, be able to make independent and informed decisions, and provides for their SMSC development.

## **2. Aims, Objectives and Outcomes**

The aim of the policy is to develop the qualities and attributes pupils need to thrive as individuals, family members and members of society in different cultures and environments by addressing pupils' direct experience and preparation for the future by helping pupils to:

- i. develop self-awareness, confidence and a sense of responsibility;
- ii. understand they have the right to be respected;
- iii. encourage respect for others, democracy and participation in democratic processes;
- iv. form good relationships with others whilst respecting the differences between people;
- v. develop a set of personally-held values and a language with which to explore them;
- vi. learn how best to use skills and talents to become effective and helpful members of society;
- vii. grow in awareness of British values and tolerance;
- viii. enjoy healthy, safe and fulfilling lifestyles;
- ix. deal with risk and meet the challenges of life now and in the future;
- x. encourage pupil involvement in the school policy process; in the delivery of all forms of SMSC through the different school committee meetings and online surveys and for them to develop their own character, resilience and leadership skills.

The School's ethos of the following four key values of "Be Kind", "Work Hard", "Get Involved" and "Shape the world" underpin the above aims, objectives and outcomes for our pupils.

## **3. Legislation and Guidance**

The PSHEE programme at Stonar from the Prep School through to the sixth form is developed in accordance with the PSHE association Programme of Study and statutory guidance issued by the Department for Education.

Across the whole school the PSHEE programme, in conjunction with the tutor programme (Senior School), assemblies, subject teaching and attitudes towards co-curricular activities actively promote respect and a culture of tolerance and diversity. This includes promoting Fundamental British values (DFE guidance Promoting fundamental British values through

SMSC 2014); encouraging respect for and an understanding of democracy and the rule of British law; acknowledging the right to individual liberty; mutual respect and tolerance for those with different faiths/beliefs or protected characteristics as set out in the Equality Act 2010. Stonar recognises that pupils will have different abilities and needs based upon their emotional and physical development, sex, sexual orientation, gender identity, ethnic or natural origin, life experiences, faith or culture as well as literacy levels and learning difficulties. PSHEE is a key part of ensuring we meet our safeguarding obligations to all our pupils (Keeping Children Safe in Education – Statutory Safeguarding Guidance (2021)) and the PSHEE programme at Stonar is based on: the PSHE Association ([www.pshe-association.org.uk](http://www.pshe-association.org.uk)), Statutory Guidance Sex and Relationship Education (RSE) and Health Education 2019 (by DfEE now DfE),-Advice from Brook ([www.brook.org.uk](http://www.brook.org.uk)) Sex Education Forum ([www.sexeducationforum.org.uk](http://www.sexeducationforum.org.uk)), to ensure it is taught to meet current relevant legislation and pupils needs.

Further documents that inform the teaching of PSHEE are: Children and Social Work Act (2017), Education Act (1996), Learning and Skills Act (2000), Education and Inspections Act (2006).

#### **4. Related School Policies**

Safeguarding and Child Protection Policy  
Equal Opportunities Policy  
Drugs Policy  
RSE Policy Prevent Policy  
ICT Acceptable Use Policy

#### **5. Curriculum**

The curriculum oversight is monitored by the Deputy Head and the School's Advisory Body.

The members of staff responsible for PSHEE curriculum are:

**Sixth Form:** Head of Sixth Form, working in conjunction with HWBC Staff, pastoral team and Deputy Head (Academic).

**Senior School:** Deputy Head (Pastoral), working in conjunction with HWBC Staff, pastoral team and Deputy Head (Academic).

**Prep School:** Teacher IC of PSHE working in conjunction with HWBC Staff and Head of Prep.

**EYFS:** Jess Tyler working in conjunction with HWBC Staff and Head of Prep

These staff, receive regular updates of any key changes in the curriculum and current issues and they meet regularly, they use centralised resources and complete online training, so that they confidently deliver this key area of the curriculum.

In the Senior School, PSHEE is delivered by academic teaching tutors, with each class having a one hour lesson per week. The Sixth Form programme is delivered by the Head of Sixth Form once a week. Our provision is further enriched by Health and Wellbeing Staff and visiting speakers and occasionally whole year group sessions as appropriate.

In the Senior School, PSHEE is taught through a spiral programme revisiting themes (Health and Wellbeing, Living in the Wider World and Relationships), whilst increasing the challenge, broadening the scope, and deepening pupils' thinking. This ensures progression for each pupil and avoids PSHEE becoming a string of topics on disconnected issues. PSHEE is taught in conjunction and complimented with the tutor programme (Senior School), assemblies' subject teaching and attitudes towards co-curricular activities. The programme will be taught through a range of teaching methods, including teacher-led presentations, debates, role plays, group tasks, individual exercises, research and discussion, helping the pupils to make connections between the learning they receive and real life behaviours. Please refer to the PSHEE programme of study for Key Stage 3 & 4 content.

Through the PSHEE programme studies the pupils will also develop the following transferable skills:

- **Intrapersonal skills** required for self-management
- **Inter-personal skills** required for positive relationships in a variety of settings
- **Skills of enquiry**

In the Prep School, the programme is teacher-led and delivered in half termly units, this may be a weekly lesson or taught in blocks in the foundation lesson time. The Learn 4 Life scheme resource is used along with the Christopher Winter project resource for the SRE. In addition to this, the Prep School uses a range of strategies, including its school Attitudes and supplementary visiting speakers, to promote positive spiritual, moral, social and cultural characteristics and learning behaviours.

In the EYFS PSHEE is integrated throughout the curriculum, which includes requirements to: model respect for different behaviours and belief systems; develop children's understanding of the important of physical activity, healthy eating and independence and self-care; support young children's personal, social and emotional development; build children's self-esteem; and help them to understand and manage their thoughts and feelings. EYFS imbed these intentions in a wide variety of ways, for example establishing the EYFS Golden Rules, which underpin the School values and respect towards the School environment, each other and ourselves. The School provides leadership opportunities for children, encouraging them to take on their own roles and responsibilities. The Early Years Practitioners plan relevant and purposeful activities such as circle time discussion, role-play and host visitors to the EYFS. They also plan trips and events which broaden our young children's lives.

Through PSHEE the School will promote the needs and interests of all pupils irrespective of age, gender, culture, ability or aptitude by ensuring values and expectations of the curriculum are upheld both in the classroom, boarding house and staff room between pupils, between pupils and staff and between staff as well as staff utilising pupils learning profiles. All

pupils will be offered a balanced programme by providing lessons which are age appropriate (readiness) and sensitive to a range of views whilst ensuring the pupils have access to the learning they need in order to stay safe and healthy, and protect and enforce their human rights. Clear and impartial information will be provided on all issues. With the range of international pupils, teachers will be particularly alert to culturally sensitive issues such as forced marriage, female genital mutilation (FGM), abortion, radicalisation, child sexual exploitation (CSE), British Values and sexual orientation on the PSHEE curriculum. Content and or delivery will be adapted as necessary dependent upon individuals within in each class. Pupils affected by sensitive areas of the curriculum will have access for additional appropriate pastoral support for example the Pastoral Intervention Practitioner and HWBC staff to include the School Counsellor. (Please see the safeguarding policy for further details on how pupils can be supported). Other provisions of support can include time out if a topic is likely to resonate and cause upset due to personal circumstances.

## **6. Learning Environment**

A safe and supportive learning environment will be created through clear ground rules which will help pupils to express their ideas and feelings while showing respect for others. PSHEE teaching staff will go through the following ground rules with their class:

- i. Openness. We will be open and honest, but not discuss directly our own or others' personal/private lives. We will discuss general situations as examples but will not use names or descriptions which could identify anyone. We will not put anyone 'on the spot'.
- ii. Keep the conversation in the room. Ensure pupils understand that what individuals say in the lesson shouldn't be discussed outside the lesson and how this creates a safe learning environment. Be clear that, for safeguarding reasons, there are some things you can't keep confidential and remind pupils of the safeguarding protocols that operate in school.
- iii. Listen to others - we will listen to the other person's point of view and expect to be listened to.
- iv. Non-judgmental approach. It is okay for us to disagree with another person's point of view but we will not judge, make fun of, or put anybody down. We will 'challenge the opinion, not the person'.
- v. The right to pass. Taking part is important, however, we have the right to pass on answering a question or participating in an activity.
- vi. Make no assumptions. We will not make assumptions about people's values, attitudes, behaviours, life experiences or feelings.
- vii. Respectful language. We will use the correct terms for the things we will be discussing rather than the slang terms, as they can be offensive and cause embarrassment. If we are not sure what the correct term is, we will ask our teacher.
- viii. Asking questions. We know that there are no stupid questions. We do not ask questions to deliberately try to embarrass anyone else. There is an 'ask it basket' for anonymous questions in the Senior School.
- ix. Seeking help and advice. If we need further help or advice, we know how and where to seek it confidentially, both in school and in the community. We will encourage friends to seek help if we think they need it. Pupils will be referred to the "Who I can talk to poster" and will be sign posted to sources of help relevant to the topic being studied.

## 7. Teaching Practices

Teaching staff are encouraged to use the following good practice advice when delivering PSHEE:

- i. Negotiation of ground rules with pupils in each class.
- ii. Use of 'distancing' technique by the teacher especially when introducing new themes and concepts e.g. use of role-play, videos, scenarios and case studies to depersonalise a pupils learning and create emotional space.
- iii. Availability of an anonymous 'ask it basket' to help indicate where safeguarding/pastoral issues may exist and need follow-up.
- iv. Avoid shock and fear. This does not mean that potential consequences of life choices should not be made clear, but balance is important.
- v. Avoid instruction or inspiration.
- vi. Provide positive strategies (helping seeking, social norms, tackling myths and empowering tools). For example, young people frequently overestimate how often their peers take part in risky behaviours and feel they are the 'the odd ones out' if they don't do the same. It is important that they are reassured that the majority of young people actually make positive, healthy lifestyle choices.
- vii. The PSHEE curriculum includes a range of highly sensitive topics, such as family breakdown, mental illness, relationship abuse and rape as well as graphic images (e.g. an image of a cirrhotic liver). When teaching sensitive topics, teachers should always preview materials they intend to use and give "trigger warnings", which means that they forewarn pupils of the topics and content prior to the lesson and during the lesson to ensure that pupils feel safe, supported and reduces the chances of a pupil feeling distressed. Pupils should know they have the option to leave the room at any point if they need to, to a safe space.
- viii. Ensure that teachers ensure that sessions, including those on risky behaviours, remain positive in tone by maintaining a balance in regard to lesson content and promoting positive behaviours and choices where relevant.
- ix. It is important that PSHEE teachers act within the bounds of their competence and do not attempt to give personalised medical advice. If a pupils requires medical advice, the teacher refers them to the HWBC, as appropriate.
- x. Teachers are encouraged to answer factual questions accurately, whilst being mindful of the level of maturity of their pupils. Questions of a personal nature should not be asked or answered by staff as part of their PSHEE lessons. If necessary, teachers also need to feel able to ask pupils to wait for an answer to give them time to consult with SSLT if they feel this is appropriate.
- xi. If any pupil indicates that that may be vulnerable or 'at risk' during a PSHEE lesson or at any other time, this must be flagged to a member of the safeguarding team and appropriate action will be taken, as detailed in the School's safeguarding policy.

## 8. Assessment

Opportunities for both Assessment for Learning and Assessment of Learning are provided through teacher, peer and self-assessment. Baseline assessment, in order to understand

pupils' prior learning, takes place to ensure new learning is relevant and progressed can be assessed. Pupils will be provided with opportunity to reflect on and assess their learning, recognise its relevance to their day to day lives and assess how they are progressing and their input will be used to help inform the curriculum covered.

## **9. Dissemination**

This policy will be made accessible to the Board of Directors and staff via the Staff Handbook, a copy is on the School website so that it is available to parents. Parents will be emailed a copy of the policy, alongside a copy of these RSE policy informing them of their right to withdraw their child from part or all of the Sex Education provided by Stonar, beyond the Science curriculum up to and until three terms before the age of 16. Parents wishing to withdraw their child should contact the Deputy Head (Pastoral) or Head of Prep who will invite them in to meet with them and the Health and Well Being Centre Nursing Staff, to discuss their request. Following the meeting, if parents still wish to withdraw their child, they will be asked to put their request in writing stating which part of the programme they wish their child to be exempt from. Pupils who are withdrawn from sex education will be provided with purposeful PSHEE work to complete in the LRC (senior School) or with their class teacher (Prep School). Parents are fully informed about the timing and content of the PSHEE course, and encouraged to enhance that programme provided by Stonar by having discussions at home and providing feedback to the School through consultation.

Communication received from parents regarding the Teaching of PSHEE should be referred to the Teacher i/c of PSHEE in the first instance, parents can also contact the Deputy Head (Pastoral), Deputy Head (Academic), Head of Prep or Head.

We are committed to working with parents, guardians and carers and we offer them webinars throughout the academic year with the pupils visiting speakers, so parents can fully engaged in the pupil's enriched PSHEE programme, alongside the webinars offering advice and education from a parent's perspective. When consulting with interested parents we will make them aware of external information and guidance materials from relevant organisations they can explore and use with their children.

## **10. Monitoring and Review**

Stonar is committed to monitoring and evaluating the effectiveness of the PSHEE programme in the best interest of pupils. Specifically important to the PSHEE programme are:

- i. Pupil feedback
- ii. Staff review and feedback
- iii. Parental feedback.

This policy is regularly monitored to ensure that it is working as effectively as possible. It will be reviewed annually and at other times in the intervening period as necessary.