

# Dudley House School

## PSHE & RSE Policy



DRAFT

DOCUMENT INFORMATION			
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## **Context**

All schools must provide a curriculum that is broadly based, balanced and meets the needs of all pupils. Under section 78 of the Education Act 2002 a PSHE curriculum:

- Promotes the spiritual, moral, cultural, mental and physical development of pupils at the school and of society, and
- Prepares pupils at the school for the opportunities, responsibilities and experiences of later life.
- This policy meets the requirements that schools publish a Relationships and Sex Education policy and does this within the wider context of Personal, Social and Health Education.

## **PSHE**

At Dudley House School, we teach Personal, Social, Health Education as a whole-school approach to underpin children's development as people and because we believe that this also supports their learning capacity.

Our curriculum offers a carefully thought-through Scheme of Work which brings consistency and progression to our children's learning in this vital curriculum area. The overview of the programme can be seen on the school website.

This also supports the "Personal Development" and "Behaviour and Attitude" aspects evaluated under the Ofsted Inspection Framework, as well as significantly contributing to the school's Safeguarding and Equality Duties, the Government's British Values agenda and the SMSC (Spiritual, Moral, Social, Cultural) development opportunities provided for our children.

## **Statutory Relationships and Health Education**

"The Relationships Education, Relationships and Sex Education and Health Education (England) Regulations 2019, made under sections 34 and 35 of the Children and Social Work Act 2017, make Relationships Education compulsory for all pupils receiving primary education... They also make Health Education compulsory in all schools except independent schools. Personal, Social, Health and Economic Education (PSHE) continues to be compulsory in independent schools."

DfE Guidance p8

"Today's children and young people are growing up in an increasingly complex world and living their lives seamlessly on and offline. This presents many positive and exciting opportunities, but also challenges and risks. In this environment, children and young people need to know how to be safe and healthy, and how to manage their academic, personal and social lives in a positive way."

"This is why we have made Relationships Education compulsory in all primary schools in England."

"In primary schools, we want the subjects to put in place the key building blocks of healthy, respectful relationships, focusing on family and friendships, in all contexts, including online. This will sit alongside the essential understanding of how to be healthy."

“These subjects represent a huge opportunity to help our children and young people develop. The knowledge and attributes gained will support their own, and others’ wellbeing and attainment and help young people to become successful and happy adults who make a meaningful contribution to society.”

Secretary of State Foreword DfE Guidance 2019 p4-5

“Schools are free to determine how to deliver the content set out in the DfE guidance 2019 in the context of a broad and balanced curriculum. Effective teaching in these subjects will ensure that core knowledge is broken down into units of manageable size and communicated clearly to pupils, in a carefully sequenced way, within a planned programme of lessons.”

DfE Guidance p8

“All schools must have in place a written policy for Relationships Education and RSE.”

DfE Guidance p11

## **Roles and responsibilities**

### **The governing board**

The governing board will approve any significant changes to the PSHE policy, and hold the headteacher to account for its implementation.

### **The Headteacher**

The Headteacher is responsible for ensuring that PSHE is taught consistently across the school.

### **Staff**

Staff are responsible for:

- Delivering PSHE in a sensitive way without letting their personal beliefs influence their teaching.
- Flagging up to the PSHE lead/Headteacher if they feel that their personal beliefs may make it difficult to teach any aspect of the PSHE curriculum; and to ask for additional training/support if they find any aspect difficult to teach.
- Modelling positive attitudes to PSHE
- Monitoring progress
- Responding sensitively to the needs of individual pupils

### **Intent**

Our intention is that, when children leave Dudley House School, they do so with the knowledge, understanding and emotions to be able to play an active role in today’s society. We want our children to have high aspirations, a belief in themselves and realise that anything is possible if they put their mind to it.

What do we want for our pupils?

- Develop a confidence in sharing their own thoughts and opinions with others

- Develop skills and attributes to keep themselves healthy and safe.
- Develop an attitude of a responsible global citizen.
- To show tolerance of others beliefs, religions and life choices.
- To build positive, respectful relationships with other people.
- To be successful, resilient and responsible decision makers.

To ensure progression and a spiral curriculum, based on the programme of study from the PSHE Association. It covers the breadth of PSHE from all [statutory RSHE requirements](#). Learning opportunities are spread across three core themes: Health and Wellbeing, Relationships, and Living in the Wider World.

PSHE is a non-statutory subject. However, there are aspects of it we are required to teach.

- We must teach relationships education under the [Children and Social Work Act 2017](#), in line with the terms set out in [statutory guidance](#)
- We must teach health education under the same statutory guidance
- We must teach Relationships education and our governors have agreed that we will teach Sex Education.

Our PSHE policy is informed by existing DfE guidance:

- [Keeping Children Safe in Education](#) (statutory guidance) [Keeping children safe in education - GOV.UK \(www.gov.uk\)](#)
- [Respectful School Communities: Self Review and Signposting Tool](#) (a tool to support a whole school approach that promotes respect and discipline) [Self Review](#)
- [Behaviour and Discipline in Schools](#) (advice for schools, including advice for appropriate behaviour between pupils) [Behaviour in schools - GOV.UK \(www.gov.uk\)](#)
- [Equality Act 2010 and schools](#) [Equality Act 2010: advice for schools - GOV.UK \(www.gov.uk\)](#)
- [SEND code of practice: 0 to 25 years](#) (statutory guidance) [SEND code of practice: 0 to 25 years - GOV.UK \(www.gov.uk\)](#)
- [Alternative Provision](#) (statutory guidance) [Alternative provision - GOV.UK \(www.gov.uk\)](#)
- [Mental Health and Behaviour in Schools](#) (advice for schools) [Mental health and behaviour in schools - GOV.UK \(www.gov.uk\)](#)
- Social, emotional and mental wellbeing in primary and secondary education. (NICE guidance) [Overview | Social, emotional and mental wellbeing in primary and secondary education | Guidance | NICE](#)
- Promoting and supporting mental health and wellbeing in schools and colleges (guidance for schools and colleges) [Promoting and supporting mental health and wellbeing in schools and colleges - GOV.UK \(www.gov.uk\)](#)
- [Preventing and Tackling Bullying](#) (advice for schools, including advice on cyberbullying) [Preventing bullying - GOV.UK \(www.gov.uk\)](#)
- [The Equality and Human Rights Commission Advice and Guidance](#) (provides advice on avoiding discrimination in a variety of educational contexts) [Advice and guidance | Equality and Human Rights Commission \(equalityhumanrights.com\)](#)
- [Promoting Fundamental British Values as part of SMSC in schools](#) (guidance for maintained schools on promoting basic important British values as part of pupils' spiritual, moral, social and cultural (SMSC) [Promoting fundamental British values through SMSC - GOV.UK \(www.gov.uk\)](#)
- [SMSC requirements for independent schools](#) (guidance for independent schools on how they should support pupils' spiritual, moral, social and cultural development). [Regulating independent schools - GOV.UK \(www.gov.uk\)](#)

The scheme of work used is adopted from the PSHE Association Programmes of Study for PSHE. [pshe-associationprogramme-of-study-2020-map.pdf](https://www.pshe.org.uk/pshe-association-programme-of-study-2020-map.pdf)

## Implementation

Through our curriculum we aim for pupils to develop the knowledge, skills and attributes they need to keep themselves healthy, safe and prepared for life and work. Our curriculum is planned around the three core themes of Health and Well-being, Relationships and Living in the Wider World. These incorporate the PSHE and RSE requirements.

Health & wellbeing	Relationships	Living in the wider world
<ul style="list-style-type: none"> <li>- Healthy Lifestyles (Physical wellbeing)</li> <li>- Mental Health</li> <li>- Ourselves, growing and changing</li> <li>- Keeping Safe</li> <li>- Drugs, alcohol and tobacco</li> </ul>	<ul style="list-style-type: none"> <li>- Families &amp; close positive relationships</li> <li>- Friendships</li> <li>- Managing hurtful behaviour &amp; bullying</li> <li>- Safe relationships</li> <li>- Respecting self and others</li> </ul>	<ul style="list-style-type: none"> <li>- Shared responsibilities</li> <li>- Communities</li> <li>- Media literacy &amp; digital resilience</li> <li>- Economic wellbeing: Money</li> <li>- Economic wellbeing: Aspirations, work and career</li> </ul>

To ensure continuity and progression through the school we use the PSHE Association thematic model. These units are mapped out in the 2-year long term curriculum plans for each mixed age class. Prior learning is revisited, reinforced and extended year on year in this spiral programme. It introduces new and more challenging learning, whilst building on what has gone on before.

Units of work are based on the following themes:

Relationships	Health & wellbeing	Living in the wider world
<ul style="list-style-type: none"> <li>- Families and Friendships</li> <li>- Safe relationships</li> <li>- Respecting self and others</li> </ul>	<ul style="list-style-type: none"> <li>- Physical health &amp; mental wellbeing</li> <li>- Growing and changing</li> <li>- Keeping Safe</li> </ul>	<ul style="list-style-type: none"> <li>- Belonging to a community</li> <li>- Media literacy &amp; digital resilience</li> <li>- Money and work</li> </ul>

Teachers use the identified learning intentions and programmes of study on the thematic overview as a starting point, as well as assessments of what children already know to plan learning to meet the personal development needs of the children and develop children's knowledge and understanding further.

Pupils participate in weekly PSHE lessons. Teachers tailor learning to meet the needs and interest of the pupils in their class and also address issues that may arise.

Teachers use a wide range of teaching and learning styles and provide children with opportunities to make real decisions about their lives, to take part in activities which simulate choices having to be made.

Staff provide a safe and supportive learning environment where children can develop confidence to ask questions, challenge the information they are offered, draw on their personal experiences, express their views and opinions and put what they have learned into practice in their own lives.

We promote themes of 'Safety' within the curriculum and through additional themed weeks for example, Road safety week, Fire safety week, Online safety week, Safer Internet day, Anti-Bullying week, and also through assemblies.

Visitors such as emergency services complement our curriculum to offer additional learning.

Assemblies are planned to cover any additional sessions that would benefit the whole school.

In EYFS, this falls under the umbrella heading of Personal, Social and Emotional Development (PSED). Each child is respected as an individual and helped to develop self-worth and confidence as they grow and develop personally, socially and emotionally. They are encouraged to form positive relationships, develop social skills and understand appropriate behaviour.

The three 'characteristics of effective teaching and learning' ensure that practitioners consider the different ways that the children learn and reflect these in their planning and practise.

## **SEND**

For most children with special educational needs, it will be appropriate for them to study the same curriculum as the rest of the class. Recording methods may need to be differentiated.

There are additional materials, which may be used alongside the main teaching materials that have been specially designed to support children with Special Educational Needs: PSHE Education Planning Framework for Pupils with SEND. This Framework also supports schools to provide a comprehensive PSHE programme that integrates, but is not limited to, this new statutory content.

'The World I Live In' section covers aspects of PSHE relating to careers education, economic wellbeing, personal safety (including assessing and managing risk) and preparing for adulthood. Though not yet a statutory part of PSHE education, this learning is critical to support different levels of independence that pupils with SEND may have. The Framework covers all of this while supporting us to plan, assess, monitor and evidence progress and achievement in our pupils' PSHE education.

The Planning Framework is organised into six sections:

1. Self-Awareness (Me, who I am, my likes, dislikes, strengths and interests)
2. Self-care, Support and Safety (Looking after myself and keeping safe; aspects of Relationships and Sex Education.)
3. Managing Feelings (Understanding feelings, and that how I feel and how others feel affects choices and behaviour; aspects of Relationships and Sex Education)
4. Changing and Growing (How I and others are changing; new opportunities and responsibilities; aspects of Relationships and Sex Education)
5. Healthy Lifestyles (Being and keeping healthy, physically and mentally)
6. The World I Live In (Living confidently in the wider world)

## **Assessment**

Assessment is an integral part of the teaching and learning in PSHE education, as it is in all subjects. Assessment throughout the school for PSHE include;

- Planning and learning which builds on children's prior knowledge and shows progression in PSHE learning.
- Implementing assessment-based planning so that lessons consistently meet children's needs;
- Using self and peer assessment to involve children in understanding their own learning and next steps;
- Children's progress will be monitored against the milestones for their year group termly and a decision will be made as to whether the child has achieved this in full (meeting ARE), in part (developing towards ARE) or is working below ARE.

- Attainment and progress in PSHE in the Early Years Foundation stage is measured against the Chris Quigley Early Years Milestones and is monitored throughout the year.
- The overall assessment level is reported to parents in a written report at the end of the academic year. Parents also receive written comments on how their child is progressing in relation to their personal and social development. At Parents' Evenings, parents are given verbal feedback in relation to these two areas of development.
- Subject monitoring including book looks and pupil voice interviews are carried out by the subject leader.
- CPD is planned to ensure that teacher's subject knowledge, pedagogy and assessment is secure

### **Equal Opportunities**

We are committed to providing a teaching environment conducive to effective and active learning. Each child is valued and we provide equal opportunity for all pupils to maximise their potential regardless of age, sexual orientation, transgender, race, colour, religion or disability.

In order to provide access to learning and to meet pupils' diverse needs, specific action will be taken by all staff to:

- create effective learning environments, providing for pupils who need additional support with communication, language and literacy;
- provide a multi-sensory approach using a variety of media;
- provide equality of opportunity through teaching approaches and personalisation of tasks and materials as appropriate;
- use appropriate assessment approaches to inform future learning;
- set targets for learning and behaviour including taking steps to help pupils manage their own emotions through additional support.
- handle issues sensitively and ensure that their own personal views and attitudes do not influence their teaching.

### **Links with other policies**

This policy links to the following policies and procedures:

- Equal opportunities policy
- Computing policy
- PE policy
- SEND policy
- Behaviour policy

### **Impact**

Our curriculum aims to improve the pupils' wellbeing, health and understanding of the changing world around them. Our impact is therefore, to motivate pupils to utilise these skills independently, in order to live happy and healthy lives, as well as being aware of the impact their actions have on others.

We equip pupils with the necessary skills to become responsible citizens, build positive relationships and be considerate towards everyone in the wider community irrespective of

difference. We help children becoming confident, tolerant and well-rounded adults and be able to be successful, resilient and responsible decision makers.

Children can approach a range of real-life situations and apply their skills and attributes to help navigate themselves through modern life.

From exposure to a range of global issues and problems, children can build up tolerance and a sense of responsibility of being a global citizen.

Children can understand the different lifestyles that people may live and be respectful and tolerant towards those leading different lives to themselves.

Feedback is given to children within lessons where possible and marking of work is guided by the school's Marking and Feedback policy.

## **Monitor and review**

The PSHE subject leader is responsible for:

- Monitoring the standard of the children's work and the quality of teaching and learning in PSHE
- Reviewing and contributing to teacher's planning to ensure full coverage of the National Curriculum through the topic units taught
- Supporting colleagues in the planning, teaching and assessment of PSHE
- Informing colleagues about current developments in the subject, providing advice and maintaining the availability of resources and the music curriculum budget.
- Evaluating the strengths and weaknesses in the subject and highlighting areas for further improvement on the school action plan.

Monitoring of the subject will take part termly and will involve:

- Planning and book scrutiny
- Interviews with pupils
- Conversations with staff
- Learning walks
- Checking assessments are up to date