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## PERSONAL, HEALTH, SOCIAL AND ECONOMIC (PSHE) EDUCATION POLICY

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This policy relates to all staff, including volunteers and work experience pupils, and activities of the Senior School, Off-site Activities and School run Holiday Activities or Clubs.

### 1 AIMS

- 1.1** Personal, Social, Health and Economic (PSHE) education is a programme of learning through which children and young people acquire the knowledge, understanding and skills they need to manage their lives.
- 1.2** PSHE develops the qualities and attributes pupils need to thrive as individuals, family members and members of society.
- 1.3** It helps pupils to realise the nature and consequences of discrimination, teasing, bullying and aggressive behaviours (including cyber-bullying), use of prejudice-based language and how to respond and ask for help. Also, how to make responsible, informed decisions related to drugs, alcohol and sexual consent, to understand the causes, implications and sources of help for mental and physical health problems, and to guide them in their career planning and financial future.
- 1.4** It is integral with equipping our pupils with what lies ahead, and to encourage balance and confidence, in line with the School's principles.
- 1.5** PSHE is central to all aspects of School life - its thinking, planning, teaching and organisation - and as such has a positive influence on pupils' learning and relationships throughout the whole school community.
- 1.6** Provision of PSHE is explicitly designed to contribute to the process of growing up and the preparation of pupils for responsibility in adult life, by promoting fundamental British values and by passing those enduring, universal values which help to nurture pupils' integrity and autonomy, so that they become responsible and caring citizens capable of contributing to the development of a just society.
- 1.7** This policy, along with the delivery of PSHE, is written to be in line with other following relevant school and government statements and policies:
- Child Protection (Safeguarding)
  - Relationship and Sex Education (RSE)
  - Anti-Bullying
  - Behaviour Management
  - Spiritual, Moral, Social and Cultural (SMSC)
  - E-Safety and Pupil Acceptable Use of ICT
  - Smoking, Alcohol and the Misuse of Drugs and Substances
  - Keeping Children Safe in Education (September 2023)
  - Equality Act (2010)

### 2 STATUTORY GUIDELINES FOR PSHE

- 2.1** The new statutory guidelines will be compulsory for all secondary schools, including independent schools from September 2020. Up until this point, PSHE has been compulsory for independent schools, through the Independent Schools Standards.
- 2.2** Relationship and Sex Education (RSE), which, up to this point, has not been a compulsory element for independent schools, is now a requirement. It has been an integral and established part of PSHE at Red House already and this new requirement will now bring it further into the curriculum. Please see section 10.4 on the parents right to withdraw.
- 2.3** Health Education is not compulsory for independent schools, although we intend to comply with the all of the statutory guidance, including the Health Education elements, to ensure we provide consistent and a

high-quality programme, in line with our pastoral plan and as part of our school ethos.

**2.4** As an independent school, we are still required to comply with SMSC, KCSIE and other government policies, which include teaching Fundamental British Values.

### **3 OBJECTIVES**

**3.1** Towards this aim, pupils will be given opportunities to:

- Acquire knowledge in context.
- Apply skills, e.g. making decisions.
- Develop values and attitudes, e.g. responsibility.
- Engage with the community.
- Reflect on and learn from experience.

### **4 APPROACH AND METHODOLOGY**

**4.1** The advice of the PSHE Association is reflected in the teaching methods used. We encourage active learning, discussion, and reflection, as well as more traditional methods, depending on the topic.

**4.2** A safe environment is created by the use of ground rules and distancing techniques, especially when dealing with sensitive issues.

**4.3** Resources and materials are reviewed and updated to reflect the most suitable available.

**4.4** Differentiation – Pupils are usually taught in their forms and in mixed ability groups; differentiation is based on task and outcome. We ensure that pupils with special educational needs (SEND) receive access to PSHE through differentiation as advised in pupil provision plans from the SENCo.

**4.5** Cross-curricular - PSHE is not a stand-alone subject and works in conjunction in particular with Computing, Biology and RS. Implementation of numeracy and ICT skills are also integrated in PSHE lessons. PSHE is also incorporated into the following: assemblies, co-curricular clubs and activities, the work of the Pupil Council and in the general life of the school.

### **5 EQUAL OPPORTUNITIES**

**5.1** Staff must educate without prejudice or discrimination and promote the needs and interests of all pupils, irrespective of gender, culture, ability or aptitude and promote this attitude in turn to our pupils.

**5.2** Teaching will consider the ability, age readiness, and cultural backgrounds of our pupils and those with English as an additional language (EAL) to ensure that all can fully access the PSHE provision. Every child's needs will be considered when planning lessons and activities.

**5.3** The curriculum offered supports equal opportunities, referring to the nine protected characteristics of the Equality Act (2010), and challenges notions of prejudice and discrimination in the range of human experience.

### **6 SAFEGUARDING**

**6.1** Issues surrounding confidentiality come into sharp focus because of the nature of many topics covered by PSHE.

**6.2** Any disclosure, which indicates that a pupil is at risk, must be reported to the School's Joint Designated Safeguard Lead (DSL) or Deputy Designated Safeguarding Lead (DDSL), in accordance with the School's Child Protection (Safeguarding) Policy.

**6.3** Teachers must not promise absolute confidentiality to pupils and are obliged to pass on disclosures as defined in the School's Child Protection (Safeguarding) Policy and the School's RSE Policy.

### **7 ORGANISATION OF PSHE**

**7.1** The Deputy Head (Head of the Senior School) is whole-school PSHE and RSE Lead and is responsible for the planning, coordinating and delivery of the programme, as well as for coordinating the training for staff who teach the programme.

**7.2** The Junior School PSHE Coordinator is the Head of Junior School, and in the Junior School the delivery of the PSHE and RSE programme, is primarily the class teacher's responsibility.

**7.3** In the Senior School, PSHE is taught by various staff members and all staff who are responsible for the taught programme are offered training in order that they feel comfortable teaching the programme, in particular those areas dealing with sensitive issues. Any staff training takes place either on staff INSET days, when outside agencies may be used, where appropriate, or through informal training by the PSHE/RSE Lead.

**7.4** External speakers may also be invited to deliver PSHE sessions in School, with their learning objectives and outcomes agreed in advance. We ensure external contributors' input is part of the planned programme

and endeavours to enhance it. Teachers are always present during these talks to manage the teaching and learning.

## **8 BUDGET**

**8.1.1** An annual budget is given to PSHE and RSE.

**8.2** Records of expenditure are kept by the Junior School PSHE Coordinator and the Senior School PSHE and RSE Lead.

**8.3** Individual staff may request items to support the teaching of the programme.

## **9 ASSESSMENT AND REPORTING**

**9.1** In both the Junior School and the Senior School, we assess pupil's learning through formative assessment throughout lessons. PSHE is not about 'passing' or 'failing', or about behavioural outcomes, rather the engagement of pupils.

**9.2** Feedback is immediate, constructive and positive.

**9.3** Marking is less structured, with consideration given to the volume of work completed orally.

**9.4** PSHE and RSE are reported on in Junior and Senior School reports in the Summer Term.

**9.5** Junior School class teachers also report to parents verbally on their child's PSHE development at Parent-Teacher Consultation Meetings in the Autumn and Spring terms.

## **10 PARENTAL INVOLVEMENT**

**10.1** PSHE education is a partnership between schools and parents/carers, and we are committed to engaging with parents/carers is an important part of providing an effective programme. As DfE statutory guidance states: 'Parents should be given every opportunity to understand the purpose and content of Relationships Education and RSE. Good communication and opportunities for parents to understand and ask questions about the school's approach help increase confidence in the curriculum'.

**10.2** We will communicate with parents through an annual email with the Programme of Study and the PSHE and RSE policies. This may encourage discussion at home on topics covered in a timely fashion.

**10.3** The PSHE Policy can be accessed by parents/carers through the School's website.

**10.4** We will communicate to parents about their right to withdraw during each academic year. Legislation states that parents can choose to withdraw their child (following discussion with the school) from any or all of aspects of Sex Education, other than those which are part of the Science curriculum, up to and until three terms before the age of 16. After that point, as if a child wishes to receive sex education rather than be withdrawn, we will make arrangements to provide the child with sex education during one of those terms. Parents will not be able to withdraw their child from any aspect of Relationship Education or Health Education. For further information on the right to withdraw and curriculum, please refer to the RSE Policy.

**10.5** We offer parents advice and links to find out more about the topics covered in PSHE through our weekly Red House News. These include: Drugs and Alcohol, Mental Health, Internet Safety, etc.

## **11 JUNIOR SCHOOL**

### **11.1 Early Years Foundation Stage (EYFS)**

**11.1.1** PSED is central to all learning areas in the EYFS.

**11.1.2** Assessment of children's progress is through teacher observation in child-initiated activities, although some observations are made from teacher-led activities.

**11.1.3** Results are recorded in the children's e-profiles.

**11.1.4** The FSP profiles are moderated by Stockton Borough Council. Please refer to the EYFS Handbook for further information

### **11.2 Reception to Year 6**

**11.2.1** Comprehensive schemes of work are available which include links to resources.

**11.2.2** The spiral development of topics encourages children to revisit the topics and develop skills in the PSHE areas which are age appropriate and continue to challenge their thinking and understanding. However, flexibility in the PSHE programme is paramount, to ensure that the teacher and pupils can respond to issues/events that arise both within the class, the school or the world e.g. the war in Ukraine.

**11.2.3** The teacher is responsible for maintaining a brief record of the work covered each week. This will be reviewed by the coordinator.

**11.2.4** During weekly timetabled lessons, using a combination of the PSHE and RSE Frameworks and the TWINKL PSHE Scheme of Work, the following topics are taught in a systematic and progressive manner:

- Living in the wider world
- Teamwork
- Relationships
- Health and wellbeing
- Diverse Britain
- Digital wellbeing
- Mental wellbeing and positive thinking
- Money matters
- Growing up

### **11.3 Junior School Pupil Council**

**11.3.1** The Pupil Council in the Junior School is made up of pupils from Years 1-5.

**11.3.2** The pupils are selected through a democratic process where the pupils put themselves forward as candidates and are then voted for by their peers.

**11.3.3** The Pupil Council is a vehicle for pupil voice and provides a platform where this can be expressed in a meaningful and structured way to ensure that the opinions, views and ideas of all pupils can have an impact on decisions made in school.

**11.3.4** The Pupil Council also co-ordinates all fund-raising activities in the Junior School.

### **11.4 Circle Time**

**11.4.1** Inspired by the work of Jenny Mosley, this is used as required to either expand upon the week's PSHE and RSE lesson or explore issues that arise from the pupils' behaviour.

**11.4.2** Behavioural expectations within Circle Time are embedded, facilitating respectful discussion and challenge, taking into consideration opinions and experiences of others in a safe environment.

### **11.5 Whole School Curriculum Themed Days/Weeks**

**11.5.1** Pupils participate in whole school themed days/weeks, including, but not restricted to: Anti- Bullying, Internet Safety, Mental Health Awareness.

## **12 SENIOR SCHOOL – CURRICULUM CONTENT**

**12.1** The programme in the Senior School is a continuation of the PSHE curriculum from the Junior School and some topics are revisited in more depth as the pupil's progress through the School. Opportunities will be found for including PSHE topics within designated time, other curriculum areas such as Biology and RS, assemblies, Pupil Council, the work of the Charity Committee, and in co-curricular activities.

**12.2** In Key Stage 3 (Years 7-9) and Key Stage 4 (Years 10-11), pupils are taught within their form groups and have one period per week of 55 minutes. They cover the topics of:

- Organisation
- Mental Health
- Friendships
- Peer Influence
- Personal safety
- First Aid
- Careers
- Finance
- Stereotypes, discrimination and prejudice
- Bullying
- Physical Health
- Puberty
- Relationships
- Sex
- Consent
- Drugs and alcohol
- E-safety

Reviewed by: Miss C Thompson and Mr S Haywood  
January 2024

Ratified by: The Board of Governors  
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