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Personal, Social, Health and Economic Education Policy

Including Relationship and Sex Education

And Spiritual, Moral, Social and Cultural Education

Personal, Social and Health Education (PSHE) is an integral part of our curriculum material and our pedagogical approaches. It is key to our vision, which is:

To enable children to have a full experience of childhood that can nourish and develop their innate gifts and potentials so that they may become responsible, free individuals who think clearly, observe perceptively and act constructively for the good of the world.

1. Aims

PSHE

- To provide students with a broad knowledge and experience-base to support an empathetic understanding of the world around them
- To support students in conscious exploration of thinking skills which take the opinions, experiences and needs of others into account
- To encourage pupils to be respectful of diversity, paying particular attention to the protected characteristics as set out in the Equality Act 2010
- To support students to understand the impact of words and actions, and thus accept full responsibility for their impact on the world
- To support students to be able to make informed, realistic and responsible decisions in school, and in later life, by providing them with all the guidance, advice and information necessary for both
- To promote understanding of what constitutes a healthy lifestyle and nurturing mental health
- To raise awareness of safety issues, including Digital Citizenship, Substance Misuse and other potential addictive behaviours
- To raise awareness of the dangers of drugs and alcohol, gangs and knives.
- To develop self-confidence and self-esteem and the capacity to make informed choices regarding personal and social issues
- To engage our older pupils in careers education (*See Curriculum Policy*) which enables them to fulfill their full potential

RSE: Please refer to the [RSE Policy](#) for full details

- To enable students to develop healthy, responsible and respectful relationships
- To ensure students are informed of the various life processes that will impact upon them, both the physical and the emotional

- To promote understanding and the ability to make informed choices on issues around relationships, including those of orientation, safe sex, contraception and the safe use of digital technology in our relationships

SMSC

- To support students' ability to be reflective about human nature in general, including their own unique individuality and how this relates to different systems of belief, both ancient and modern, religious or otherwise
- To encourage students' sense of enjoyment and fascination in learning about themselves, others and the world around them
- To develop an understanding of how and why societies differ and relate that to the civil and criminal law of England
- To develop the use of a range of social skills in different contexts
- To promote students' willingness to participate in a variety of social settings, cooperate well with others and be able to resolve conflicts effectively.
- To promote and develop citizenship values, including digital citizenship

2. Legislation and Guidance

- The Education (Independent School Standards) Regulations 2014
- Equality Act 2010

3. Curriculum

Early Years

Children in the Early Years learn through imitation and a strong and regular rhythm ensures that the children feel safe and secure. Healthy eating is promoted and children are involved in baking, preparation of vegetables and fruit, making soup and household chores. All food is fresh and organic where possible, and hygiene is an important part of the daily routine.

Children in kindergarten spend time outdoors, regardless of the weather, thus enabling them to experience nature and the natural rhythms of life, fostering a respect for the world around them and exercising physically also on the weekly walk days which happen in all weathers (almost).

The children are immersed in a rich culture of traditional stories and fairy tales whereby the children experience archetypal relationships expressing the masculine and feminine, chivalry, and attitude of what is right and true. Social awareness is fostered through games, natural play and other group activities such as sharing lunch. Appropriate behaviour is modelled through the words and actions of the Early Years staff.

Lower School – Classes 1-5

Following on from the Early Years, much of the work is continued by class teachers in order for children to hold their reverence for the natural world and to care for their peers and their environment.

The teachers are role models of the adult alongside parents. Each class is encouraged to work together as a group, and children are encouraged to help others, recognizing their different strengths.

As the social group grows, the children gradually, and in their own time, awaken to gender and sexuality as they would within a family unit. The children are supported in their relationships and growing awareness through stories, which provide imaginative understanding of moral and social practice, good and evil, justice and redemption through the main lesson themes. Stories will also deal with death and bereavement in an age appropriate way.

Citizenship lessons in Class 3 include lessons on building, the need for shelter and cultural differences in lifestyles e.g. nomads and settler, rural and city dwellers. Citizenship lessons also look at services such as police, fire, libraries, and show the structure of caring for each other in the wider context.

Relevant main lesson themes are:

- Classes 1 and 2 – Folk and nature stories, nature observation
- Class 3 – Old Testament stories, citizenship nature observation, farming and animal husbandry
- Class 4 – Mythology, nature observation, Human Being and Animal
- Class 5 – Ancient Greece, nature observation, animal studies, botany and plant reproduction

If any issues of an inappropriate sexual nature arise in the younger classes, teachers will consult the safeguarding team for guidance.

Middle School – Classes 6-8

During these years, the children begin to reach puberty and the curriculum cultivates a sense for social responsibility. The child begins to question authority and experiences the emerging potential for self-reflection.

The Class 6 main lesson on Life Cycles allows for the beginning of age appropriate sexual education, leading through to Health and Hygiene and then Human Anatomy. Teachers should begin to provide pupils with comprehensive coverage of the issues surrounding sex and relationships and encourage an atmosphere of respect and understanding while leaving pupils free to form their own judgements.

In general, we aim to give the pupils the skills necessary to manage their relationships in a healthy and responsible manner. Topics discussed include the biological aspects of reproduction, different types of sexuality, the impact of law and culture on sexuality, emotional challenges that can arise and how to stay healthy and safe.

Relationships and Sex Education in the middle school can be direct, but always be related to biology, relationships, love and responsibility.

During the Health and Hygiene main lesson, the dangers of smoking, drinking and drugs are discussed and Visiting speakers are invited to give talks and workshops on the topic to students and parents.

Healthy eating is also part of the Health and Hygiene main lesson, and cookery and gardening lessons also underpin the teaching of healthy lifestyles in the middle school.

In Middle School children are encouraged to become involved in fundraising for charities and receive education regarding money and finances in the Business Maths Main Lesson in Class 6.

Roman history in Class 6 introduces the concept of law and the history of modern revolutions explores the

emergence of modern political constitutions and the rights of man. During Class 8, formal debating is introduced around current themes.

Class 7 and 8 also benefit from external advisers who come in for healthy relationships workshops with pupils which includes online safety, anti-bullying and behavioural aspects and which is extended into the evening for parents in these classes.

Upper School – Classes 9-12

In the Upper School main lessons continue to support the development of healthy lifestyles and understanding of the world.

During the main lessons, social and health issues are discussed in accordance with the needs arising from the students, pastoral care and subject teacher meetings. These seek to increase students' confidence in talking about their fears and feelings, debates on bullying and safety within school.

Main lessons such as Power and Politics, Medieval and Modern History, English allow the student to think about the laws that hold society and the rights and freedoms that are common to us in this country and others. These areas of study give effective preparation of pupils for the opportunities, responsibilities and experiences of life in British society and beyond.

The Main Lesson curriculum aims to support students' ability to be reflective about human nature in general, including their own unique individuality and how this relates to different systems of belief, both ancient and modern, religious or otherwise. The key is to have students think, discuss and debate to enthuse them to learn about themselves, others and the world around them.

Weekly games lessons foster health and fitness and are delivered in a way that builds the group socially, imaginatively and fosters an enjoyment for healthy living

Upper School assemblies offer talks for the pupils, which cover a wide range of topics designed to widen students' understanding of the world and local issues. Topics include social, moral and ethical issues. For example: bullying; racism; respecting and caring for each other and the world, LGBT+ workshops, internet safety workshops etc.

Weekly sponsor lessons throughout the year bring themes and discussions to the class which form the basis for understanding, learning and tolerance. Social skills are fostered through social inclusion guidance via the sponsors' lessons. This helps to promote student cooperation and their ability to resolve conflicts effectively.

Respect for diversity and the laws that govern the country civil and criminal are brought to the students' awareness through themes discussed and guest speakers talks on themes exploring our common humanity, diversity, difference and rights and responsibilities.

Organisation of PSHE in Upper School

PSHE, SRE and SMSC are coordinated by Class Guardians. They arrange for specialist guests to give talks to our US students (Youth Engagement visitors, police, LGBT+ speakers etc.) They discuss themes that are

pertinent, and this helps inform the programme. In addition, there is a timetabled weekly slot for US classes to discuss relevant issues.

Upper School teachers work closely with the Class Guardians to maintain understanding of the issues and care needed in the US classes. These reflections are given at the weekly US meetings and feed into the ongoing planning for PSHE.

Class Guardians hold an overview of the needs of their respective classes in these areas, and deliver lessons and experiences in an age appropriate way and in line with school expectations.

All Upper School teachers are responsible for considering PSHE, RSE and SMSC as a priority in all of the teaching and learning. All students are expected to participate in all of these activities which are part of the timetabled day.

Formal Teacher/ Parent Feedback:

In the Upper school parent evenings are held termly and also individual parent conferences are called and arranged upon request so that individual student needs can be discussed and supported with parental involvement and input around us; charity work; social media and the internet.

Taking responsibility and role modelling:

Upper School classes are paired with the children in Lower School classes and spend time working and playing together. Also, Middle School and Upper School classes are involved in suitable maintenance and even building projects, improving the facilities in Kindergarten, for example. This prompts much interesting reflection and increases their sense of responsibility for others and feeling of safety within the school.

Upper School students receive regular talks in tutorials and sometimes assemblies from outside speakers on a range of career choices as well as presentations by local colleges relating to courses offered.

Students receive assistance with seeking work experience placements and a range of careers talks and visits are offered from the academic to the artistic, from the practical to business. These talks are delivered in an impartial manner and give the students the opportunity to make informed choices for their future steps.

8. Policy Monitoring and Review

This Policy will be reviewed every two years, or as needed.

Review will be informed by feedback from teachers, pupils and parents.

9. Links with other policies and documents

- [Relationships and Sex Education Policy](#)
- [RWS British Values](#)
- [Child Protection & Safeguarding Policy](#) (including Sexting, Peer-on-peer abuse, Prevent Duty)
- Online Safety Policy
- Behaviour Policy
- [Anti-bullying Policy](#)
- Curriculum Policy