

PAPPLEWICK PSHE and RSE POLICY DOCUMENT

2021 - 2022

PSHE education is a school subject through which pupils develop the knowledge, skills and attributes they need to keep themselves healthy and safe, and prepare for life and work in modern Britain. Evidence shows that well-delivered PSHE programmes have an impact on both academic and non-academic outcomes for pupils, particularly the most vulnerable and disadvantaged.

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.

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 well being. 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 can help schools to reduce or remove many of the barriers to learning experienced by pupils, significantly improving their capacity to learn and achieve.

AIMS AND OBJECTIVES

The aim for PSHE education 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 the skills, language and strategies they need in order to live healthy, safe, fulfilling, responsible and balanced lives opportunities to develop positive personal attributes such as resilience, self-confidence, self-esteem, and empathy PSHE education helps pupils to develop the knowledge, skills and attributes they need to manage many of the critical opportunities, challenges and responsibilities they will face as they grow up and in adulthood.

By teaching pupils to stay safe and healthy, and by building self-esteem, resilience and empathy, an effective PSHE programme can tackle barriers to learning, raise aspirations, and improve the life chances of the most vulnerable and disadvantaged pupils.

Effective PSHE education provision will also contribute to the school's evidence in inspection judgements on spiritual, moral, social, cultural development (SMSC), welfare, health and safety and safeguarding.

HOW IS PSHE DELIVERED?

PSHE is delivered to boys on a weekly basis by their form teacher. It is also supported by other learning opportunities across the curriculum-

- learning opportunities in other curriculum subjects whole school and extended timetable activities
- cross-curricular projects
- one-to-one or small group support and guidance on specific areas of learning and development
- learning through involvement in the life of the school and wider community
- school assemblies
- Mindfulness lessons (Year 4)

THE OVERARCHING CONCEPTS, ESSENTIAL SKILLS AND ATTRIBUTES DEVELOPED THROUGH PSHE EDUCATION

It is not enough to simply teach pupils about the issues covered in the suggested subject content. It is vital they have the opportunity to explore their attitudes, values and beliefs about them and to develop the skills, language and strategies necessary to manage these issues should they encounter them in their lives.

Overarching concepts developed through the Programme of Study

1. Identity (their personal qualities, attitudes, skills, attributes and achievements and what influences these; understanding and maintaining boundaries around their personal privacy, including online)
2. Relationships (including different types and in different settings, including online)
3. A healthy (including physically, emotionally and socially), balanced lifestyle (including within relationships, work-life, exercise and rest, spending and saving and lifestyle choices)
4. Risk (identification, assessment and how to manage risk, rather than simply the avoidance of risk for self and others) and safety (including behaviour and strategies to employ in different settings, including online in an increasingly connected world)
5. Diversity and equality (in all its forms, with due regard to the protected characteristics set out in the Equality Act 2010)
6. Rights (including the notion of universal human rights), responsibilities (including fairness and justice) and consent (in different contexts)
7. Change (as something to be managed) and resilience (the skills, strategies and 'inner resources' we can draw on when faced with challenging change or circumstance)

8. Power (how it is used and encountered in a variety of contexts including online; how it manifests through behaviours including bullying, persuasion, coercion and how it can be challenged or managed through negotiation and 'win-win' outcomes)
9. Career (including enterprise, employability and economic understanding)

Essential Skills and Attributes developed through the Programme of Study

Personal effectiveness

1. Self-improvement (including through constructive self-reflection, seeking and utilising constructive feedback and effective goal-setting)
2. Identifying unhelpful 'thinking traps' (e.g. generalisation and stereotyping)
3. Resilience (including self-motivation, perseverance and adaptability)
4. Self-regulation (including promotion of a positive, growth mind-set) and managing strong emotions and impulses)
5. Recognising and managing peer influence and the need for peer approval, including evaluating perceived social norms
6. Self-organisation (including time management)
7. Strategies for identifying and accessing appropriate help and support
8. Clarifying own values (including reflection on the origins of personal values and beliefs) and re-evaluating values and beliefs in the light of new learning, experiences and evidence
9. Recalling and applying knowledge creatively and in new situations
10. Developing and maintaining a healthy self-concept (including self-confidence, realistic self-image, self-worth, assertiveness, self-advocacy and self-respect)

Interpersonal and social effectiveness

1. Empathy and compassion (including impact on decision-making and behaviour)
2. Respect for others' right to their own beliefs, values and opinions
3. Discernment in evaluating the arguments and opinions of others (including challenging 'group think')
4. Skills for employability, including
 - Active listening and communication (including assertiveness skills)
 - Team working
 - Negotiation (including flexibility, self-advocacy and compromise within an awareness of personal boundaries)
 - Leadership skills
 - Presentation skills
5. Enterprise skills and attributes (e.g. aspiration, creativity, goal setting, identifying opportunities, taking positive risks)
6. Recognising, evaluating and utilising strategies for managing influence
7. Valuing and respecting diversity
8. Using these skills and attributes to build and maintain healthy relationships of all kinds

Managing risk and decision-making (integral to all of the above)

1. Identification, assessment (including prediction) and management of positive and negative risk to self and others
2. Formulating questions (as part of an enquiring approach to learning and to assess the value of information)

3. Analysis (including separating fact and reasoned argument from rumour, speculation and opinion)
4. Assessing the validity and reliability of information
5. Identify links between values and beliefs, decisions and actions
6. Making decisions

ASSESSMENT

To be successful independent learners, children and young people need regular opportunities to reflect on and identify what they have learned, what needs to be learned next and what they need to do to continue their learning. Teachers also need to be clear about the progress and achievements of the pupils they teach, and how their learning might be improved.

To enable this to happen, assessment has to be an integral part of the teaching and learning in all subjects, including PSHE education. However, the personal nature of PSHE education means that it cannot be assessed in the same way as most other subjects and it would be inappropriate for assessment in PSHE education to imply passing or failing 'as a person'.

It *is* however possible to recognise and evidence progress and attainment in the knowledge, understanding, skills and attributes PSHE strives to develop.

The model of assessment we advocate is that for each new topic, module, or series of lessons, an initial activity is carried out that gauges pupils' starting point in terms of their existing knowledge, skills, attitudes and beliefs. This is used to inform the teacher's planning for that module. Then, at the end of the topic, module, or lesson an activity is carried out which allows pupils to demonstrate the progress they've made since doing the baseline activity. For example, pupils do a 'mind-map' of everything they know, think or believe and questions they have about the new topic, then at the end of the module they take a different coloured pen and revisit their original mind-map, adding to it, correcting previous misconceptions, answering their original questions and so on. This will demonstrate the progress they have made and can also be used to measure attainment against a set of success criteria identified by the teacher.

Relationships Education and Relationships Sex Education

Current regulations and guidance from the Department for Education state that that from September 2020 all schools must deliver relationships education (in primary schools) and relationships and sex education (in secondary schools). As we are required to teach relationships education and RSE as part of the curriculum, this informs what is covered is PSHE. This policy covers our school's approach to Relationships Education (RE) and Relationships and Sex Education (RSE). RSE is an integral part of the PSHE education policy.

In the Lower and Middle School (Year 2-6), the boys receive Relationships Education (RE) as part of the PSHE programme. RE creates an opportunity to enable pupils to be taught about positive emotional and mental wellbeing, including how friendships can support mental wellbeing.

Relationships and Sex Education (RSE) is taught in Years 7 and 8. Papplewick School defines 'relationships and sex education' as an opportunity to enable pupils to be taught about positive emotional and mental wellbeing, including how friendships can support mental wellbeing. In Year 7 and 8, the aim of RSE is to give young people the information they need to help them develop healthy, nurturing relationships of all kinds, not just intimate relationships. It should enable them to know what a healthy relationship looks like and what makes a good friend, a good colleague and a successful marriage or other type of committed relationship. It covers contraception, developing intimate relationships and resisting pressure to have sex (and not applying pressure). It teaches what is acceptable and unacceptable behaviour in relationships. This will help pupils understand the positive effects that good relationships have on their mental wellbeing, identify when relationships are not right and understand how such situations can be managed

To embrace the challenges of creating a happy and successful adult life, pupils need knowledge that will enable them to make informed decisions about their wellbeing, health and relationships and to build their self-efficacy. Pupils can also put this knowledge into practice as they develop the capacity to make sound decisions when facing risks, challenges and complex contexts. Everyone faces difficult situations in their lives. These subjects can support young people to develop resilience, to know how and when to ask for help, and to know where to access support.

High quality, evidence-based and age-appropriate teaching of these subjects can help prepare pupils for the opportunities, responsibilities and experiences of adult life. They can also enable schools to promote the spiritual, moral, social, cultural, mental and physical development of pupils, at school and in society. We believe relationships and sex education is important for our pupils and our school and we view the partnership of home and school as vital in providing the context to support our pupils development.

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 and Relationships and Sex Education (RSE) compulsory for all pupils receiving secondary education. Personal, Social, Health and Economic Education (PSHE) continues to be compulsory in independent schools.

We ensure RSE is inclusive and meets the needs of all our pupils, including those with special educational needs and disabilities (SEND) by ensuring high quality teaching that is differentiated and personalised will be the starting point to ensure accessibility. Relationships Education and RSE can also be particularly important subjects for some pupils; for example those with Social, Emotional and Mental Health needs or learning disabilities. Such factors should be taken into consideration in designing and teaching these subjects.

In teaching Relationships Education and RSE, Papplewick ensures that the needs of all pupils are appropriately met, and that all pupils understand the importance of equality and respect.

An overview of the learning in each year group can be found in the PSHE by Topics document.

The policy will be available to parents through the school internet page.

Subject content- how it is taught and who is responsible for teaching it

The RE and RSE programme is taught as part of the PSHE programme by form teachers on Wednesday mornings. It is supported by outside speakers, assemblies and teaching (notably the Science Department) in the school.

We ensure a safe learning environment establishing an environment in which pupils are supported and encouraged to share and respect ideas and opinions. Teachers and pupils agree “ground rules” at the start of the year to create a safe learning environment. Distancing techniques such as being in a role, empathising with a character or speaking in response to the actions of others (real or imaginary) enable pupils to explore their feelings about issues safely, because they are not speaking or acting as themselves. These can be used because they depersonalise the situations under discussion.

Teachers are aware that effective RSE, which brings an understanding of what is and what is

not appropriate in a relationship, can lead to a disclosure of a child protection issue. In this instance, teachers will consult with the designated safeguarding lead and in his /her absence their deputy.

How the subject is monitored and evaluated

Our RSE programme is an integral part of our whole school PSHE education provision and covers what is outlined in the scheme of work. We ensure RE and RSE is matched to the needs of our pupils by selecting age appropriate and relevant material.

Pupils are encouraged to reflect on their own learning and progress by discussing and reflecting on what they have learned in a plenary session at the end of the PSHE lesson.

The subject is monitored and evaluated through input and feedback from pupils, parents and staff. For instance, student voice, by means of the "Pupil Voice", is used to review and tailor our RSE programme to match the different needs of pupils.

Parents' rights and withdrawing your child

There is no right to withdraw your son from Relationships Education. Boys in Year 6 will receive elements of sex education as part of the National Curriculum in Science; parents do not have the right to withdraw from this.

In Year 7 and Year 8, if a parent/carer requests that their child be removed from sex education, the school will respect the parents' request to withdraw the child. If a pupil is excused from sex education, the pupil will receive purposeful education during the period of withdrawal.

Governors will be informed of the RSE policy and curriculum on a yearly basis.

This policy was produced by the Head of PSHE through consultation with the Headmaster. We believe that the policy meets the needs of pupils and parents and reflects the community we serve.

This policy will be reviewed by September 2022 to ensure that it continues to meet the needs of pupils, staff and parents and that it is in line with current Department for Education advice and guidance.

It will be reviewed by the Head of PSHE, the Headmaster and Governor, Benji McNair-Scott.

The policy will be available to parents through the school internet page.