

A5 - PSHE Policy

Policy Lead: DJT	Creation Date: 10/12/2015	Revision due: January 2023
Date of Amendment: 5.10.17	Staff Initials: JRH	
26.01.21	DJT	



WORKSOP COLLEGE
AND
RANBY HOUSE

PSHE AND CITIZENSHIP POLICY

School Tier: Prep School

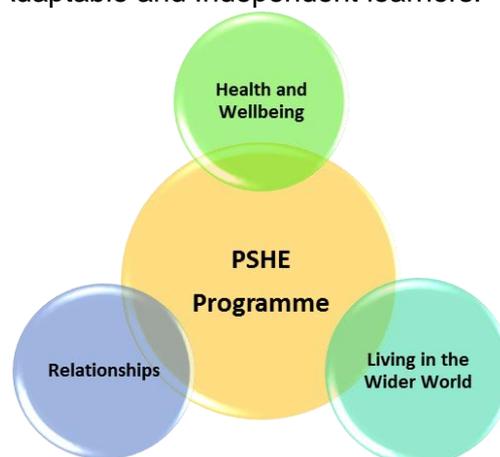
Related Policies: Curriculum Policy; Assessment, Recording and Reporting Policy; Sex and Relationships Education Policy (See Appendix).

Helping our children to ‘Be the Best they can Be’ in all that they do.

OVERVIEW: Our Personal, Social, Health and Economic Education programme helps our children to develop key skills embedded in our school’s Learner Profile philosophy:



Our PSHE programme is therefore tailored to develop skills in **THREE CORE AREAS** to help our children become Resilient, Adaptable and Independent learners.



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Our PSHE Programme of Study is based on NINE overarching PSHE CONCEPTS to help our children with:

- ✓ **IDENTITY:** their personal qualities, attitudes, skills, attributes and achievements and what influences these
- ✓ **RELATIONSHIPS:** including different types and in different settings
- ✓ **HEALTHY BALANCED LIFESTYLE:** physically, emotionally and socially, including within relationships, work-life, exercise and rest, spending and saving and diet
- ✓ **RISK and SAFETY:** identification, assessment and how to manage risk rather than to avoid it and to adopt safe behaviour and strategies to employ in different settings
- ✓ **DIVERSITY and EQUALITY:** in all its forms
- ✓ **RIGHTS, RESPONSIBILITIES and CONSENT:** including the notion of universal human rights, fairness and justice and consent in different contexts
- ✓ **CHANGE and RESILIENCE:** as something to be managed and the skills, strategies and 'inner resources' we can draw on when faced with challenging change or circumstance
- ✓ **POWER:** how it is used and encountered in a variety of contexts including persuasion, bullying, negotiation and 'win-win' outcomes
- ✓ **CAREER:** including enterprise, employability and economic understanding

WHY PSHE IS IMPORTANT TO OUR CHILDREN AT RANBY HOUSE:

Personal, social, health and economic education at Ranby House promotes pupils' personal, social and emotional development, as well as their health and well-being. It helps to give children the knowledge and skills they need to lead confident, healthy and independent lives. It aims to help them understand how they are developing personally and socially, and tackles many of the moral, social and cultural issues that are part of growing up. It gives our children an understanding of the rights and responsibilities that are part of being a good citizen and introduces them to some of the principles of prudent financial planning and understanding.

THE AIMS OF PSHE AT RANBY HOUSE:

At Ranby House, we believe that the personal, social and health development of each child, in conjunction with their economic understanding and citizenship skills, plays a significant role in their ability to learn. We value the importance of PSHE and Citizenship in preparing children for the opportunities, responsibilities and experiences of adult life. In addition we believe that a child needs to learn about the many emotional aspects of life and how to manage their own emotions. We are also aware of the way that PSHE supports many of the principles of Safeguarding. (See Safeguarding Policy.)

ORGANISATION AND DELIVERY OF PSHE:

Ranby House uses the 'JIGSAW PSHE PROGRAMME' to deliver many of the nine elements of PSHE identified above. The Jigsaw programme fits well with the school's 'Growth Mindset' approach to learning and fosters a desire for children to think and reflect on their learning in these key areas.

We recognise that not all areas of PSHE can be covered exclusively by the Jigsaw PSHE Programme and therefore the school supports PSHE in many aspects of day to day school life.

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THESE INCLUDE:

- The schools ethos and values and 'Pupil Charter' system
- The Rewards and Sanctions system
- Our Growth Mindset approach to learning
- Class and Form Tutor Periods
- House Meetings
- Weekly PSHE based assemblies
- Weekly Chapel services
- Class based Circle Time Activities
- Our Religious Studies programme
- Science and Business Lessons (through the use of our College staff)

CIRCLE TIME:

In addition to the above, staff recognise that CIRCLE TIME is a very useful teaching model for many of the aspects of PSHE and teachers and support staff use circle time sessions to support the children.

SKILL DEVELOPMENT:

PSHE and Citizenship enables our children to practise specific skills in structured contexts and in their daily life, including:

- Encouraging everybody to take responsibility for their actions through the agreement of class rules
- Involving children in the setting of their targets for learning.
- Encouraging children to recognise and respect differences between people.
- The election of a school council in a democratic manner, which actively develops the direction of the school.
- Encouraging children to take responsibility for their behaviour.
- The development of each child's ability to work as part of a team, become active within the school community and recognise the qualities of good citizenship.
- Consideration of the holistic needs of every person with regard to their race, culture, language and faith.
- Planning class visits and trips which widen children's experiences beyond the immediate local environment.
- Coming together as a school for collective worship to celebrate academic and personal achievements.
- Planning events which encourage the school to work together

TIME ALLOCATION:

PSHE has a designated lesson in the timetable in addition to the other PSHE weekly activities.

PSHE RESOURCES:

Resources for PSHE are kept in classrooms and the central resource room. All the JIGSAW PSHE materials are available on the school network and each class has a file of year specific resources.

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PSHE MONITORING:

The Deputy Head will carry out a programme of sampling lessons over the year and present to governors through the Education Committee, as required.

EQUAL OPPORTUNITIES:

The Ranby House PSHE programme follows the Equal Opportunities Policy of the school.

RESPONSIBILITIES:

The PSHE Co-ordinator (Deputy Head) is responsible for:

- Monitoring the teaching and learning of PSHE.
- Overseeing and implementing the policy.
- Writing an annual action plan for The School Improvement Plan and evaluating progress throughout the year.
- Attending INSET and providing staff with appropriate feedback.

Each class teacher is responsible for delivering the JIGSAW PSHE topics to their class and being aware of where extra lessons are needed to cover aspects omitted from the JIGSAW PSHE Programme.

References:

Legal Framework:

General Guidance:

Technological:

Boarding Schools:

Appendix:

Ranby House Sex and Relationships Education Policy

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RANBY HOUSE: SEX AND RELATIONSHIPS EDUCATION POLICY

CONTEXT AND PURPOSE

“Sex and Relationships Education (SRE) is the lifelong learning about physical, moral and emotional development. It is about understanding the importance of marriage for family life; stable and loving relationships, respect, love and care. It is also about the teaching of sex, sexuality and sexual health. It is not about the promotion of sexual orientation or sexual activity.” (Department for Education July 2000)

Children today learn about sex and relationships from the very youngest age, through a wide range of sources, even if we don't talk about it. Many of these sources are outside our sphere of influence or control. Some of the things children learn are incorrect, confusing and frightening. Effective SRE (Sex and Relationships teaching) does not encourage early sexual experimentation - but it does enable young people to understand the topic, to ask sensible questions, to build up confidence and self-esteem and to understand the logical, sensible, and healthy reasons for delaying sexual activity until they are ready.

Parents and carers are the key people for their child's learning about sex and relationships and schools should always work in partnership with home. Parents and carers need to know that the school's SRE programme will complement their role and support them in the education of their child regarding sex and relationships. Ranby House will ensure that parents' and carers' views are heard and that taught SRE is culturally appropriate and inclusive of all our children within the core values and philosophy of the school.

AIMS AND OBJECTIVES

There are three main elements to our Ranby House SRE programme:

- To gain knowledge and understanding within the vision and values of the school
- To develop positive and healthy attitudes and values
- To extend personal and social skills

At Ranby House, we have a commitment to ensure that our programme is relevant to all pupils and is taught in a way that is age and stage appropriate.

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The key objectives of SRE at Ranby House are:

- To enable our pupils to make responsible, informed and healthy decisions about their lives, both now and in the future.
- To teach our pupils to respect themselves and others so they can move confidently from childhood through to adolescence and into adulthood.
- To provide a supportive learning environment in which pupils can develop their feelings of self-worth and confidence, especially in relationship to others.

Sex and Relationships Education in the context of the National Curriculum - statutory requirements:

We have a statutory and moral duty to teach the following as part of the National Curriculum Science Orders.

Pre-Prep Infants (Years One and Two):

- Notice that animals, including humans, have offspring which grow into adults.

Prep Juniors (Years Three to Six):

- Describe the differences in the life cycles of a mammal, an amphibian, an insect and a bird
- Describe the life process of reproduction in some plants and animals.
- Describe the changes as humans develop to old age.
- Recognise that living things produce offspring of the same kind, but normally offspring vary and are not identical to their parents.

***Parents do not have the right to withdraw their child/children from these aspects of the Science curriculum, detailed above.*

Early Years – Foundation Stage (EYFS – Nursery and Reception):

- Children learn about the concept of male and female and about young animals. In their ongoing Jigsaw PSHE work, they develop skills to form friendships and think about relationships with others.

Pre-Prep Infants (Years One and Two):

- Through work in science, children learn about the life cycles of some animals, understand the idea of growing from young to old and learn that all living things reproduce. They learn

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about the importance of personal hygiene to maintain good health. In PSHE, RS and Citizenship, children reflect on family relationships, different family groups and friendship. They learn about rituals and traditions associated with birth, marriage and death and talk about the emotions involved.

- They begin to co-operate with others in work and play and begin to recognise the range of human emotions and ways to deal with them.
- They also learn about personal safety.

Prep Juniors (Years Three to Six):

- In science, children build on their knowledge of life cycles and learn about the basic biology of human reproduction. In PSHE, RE and Citizenship, they continue to develop an understanding of relationships within a family, between friends and the community and that there are different patterns of friendship. They will develop skills needed to form relationships and to respect other people's emotions and feelings. They will consider how to make simple choices and exercise some basic techniques for resisting pressures.

Organisation:

The Sex and Relationships Education Programme (SRE) is organised by the Deputy Head. Specific SRE lessons are delivered in Years Five and Six and cover the following themes.

Year Five - 'Changes'

These sessions cover understanding the physical changes that take place during puberty, why they happen and how to manage them.

Year Six - 'How Babies are Made' 'How Babies are Born'

These sessions explain how babies are made within the context of a stable, loving relationship. They show the children how a baby develops in the womb and how a baby is born.

'Girl Talk' 'Boy Talk'

These sessions further explore the physical and emotional changes that take place to both boys and girls during puberty.

Lesson Delivery:

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- SRE is generally taught by the class teacher following the school's jigsaw PSHE programme. The school nurse leads the sessions for Year Five and Six on the above topics. A range of teaching methods are used, which include use of video, discussion and looking at case studies.
- Sex and Relationships Education is usually delivered in mixed gender groups. However, there are occasions where single gender groups are more appropriate and relevant.
- Resources to teach Sex and Relationships Education include our jigsaw PSHE programme, fiction resources, reference books, leaflets and extracts from videos. **We use:** Channel 4 Living and Growing - Units 2 & 3 (Available from Channel 4 Learning)

Consulting Parents:

- Materials which will be used in the school's SRE Programme can be viewed by parents, in school, by request to the Deputy Head who is the designated teacher with responsibility for coordinating Sex and Relationships Education.
- The school informs parents when aspects of the sex and relationship programme are taught and provides opportunities for parents to discuss the content of the lessons and to view the videos and resources being used.
- Parents have the right to withdraw their children from those aspects of Sex and Relationships Education not included in the National Curriculum Science Orders - alternative work will be set.

SEX AND RELATIONSHIPS EDUCATION - POLICY AND PRACTICE

- The designated teacher (Deputy Head) will have overall responsibility for the provision of the programme, for monitoring developments within sex education and for recommending to the school any amendments that he feels necessary and appropriate.
- Parents will receive prior notification of the SRE Programme to enable them to discuss issues with staff or their own children.
- Materials used in the SRE Programme will be available to parents on request.
- Parents may withdraw their children from all or part of the school's SRE Programme if they wish.
- The SRE Programme will cover aspects of personal hygiene, puberty, menstruation, pregnancy and birth.

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- The children will be taught in both single and mixed gender groups as appropriate.
- If questions are asked by children outside the SRE Programme, the designated sex education teacher will use her discretion in answering them in an appropriate manner and at an appropriate and suitable time.
- Every child (see Equality Policy) is entitled to receive SRE.
- It is our intention that all children have the opportunity to experience a programme of SRE at a level which is appropriate for their age and physical development with differentiated provision if required.
- The school's SRE Policy is subject to annual review.

Dealing with difficult questions

Ground rules are essential when providing an agreed structure for answering sensitive or difficult questions. This framework facilitates the use of an anonymous question box for the children to use as an appropriate teaching technique that recognises the sensitive and personal nature of the subject.

Teachers will endeavour to answer questions as honestly as possible, but questions they do not feel comfortable answering within the classroom or ones which are not age appropriate and beyond the Key Stage Two objectives, will not be answered or explored.

Use of visitors

"Visitors should complement but never substitute or replace planned provision. It is the PSHE coordinator's and teacher's responsibility to plan the curriculum and lessons." Sex and Relationship Guidance DfE 0116/2000 P 29 6.11

Children with special educational needs

Teaching and resources will be differentiated as appropriate to address the needs of these children in order for them to have full access to the content of Sex and Relationships Education.

Child Protection / Confidentiality

Teachers need to be aware that effective Sex and Relationships Education, which brings an understanding of what is and is not acceptable in a relationship, may lead to disclosure of a child protection issue. The staff member will inform the Head Teacher /Designated Child Protection person

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in line with the LEA procedures for child protection. A member of staff cannot promise confidentiality if concerns exist.

Monitoring and Evaluation

- Monitoring is the responsibility of the head teacher and teacher with responsibility for Sex and Relationships Education.
- The effectiveness of the SRE programme will be evaluated by assessing children's learning and implementing change if required.
- This policy document will be available to parents via email or by requesting a paper copy from the school office.