

Personal, Social, Health and Economic Education (PSHEE) Policy

Legal Status:

Complies with Part 2, paragraph 5 of The Education (Independent School Standards) (England) Regulations 2018.

Applies to:

- The whole school along with all activities provided by the school, including those outside of the normal school hours;
- All staff (teaching and support), the Directors and volunteers working in the school.

In our school the term ‘staff’, in the context of safeguarding, is inclusive of all staff and is also inclusive of students on placement, contractors, agency staff, volunteers and the Proprietor.

Related Documents:

- Curriculum, Teaching and Learning Policy
- Safeguarding Policy;
- Anti-bullying Policy
- Spiritual, Moral, Social and Cultural (SMSC) Policy
- Sex and Relationship Education (SRE) Policy
- Single Equalities Policy
- Learning Differences and SEND Policy
- Careers, Education & Guidance Policy
- Online Safety Policy

Availability

This policy is made available to parents, staff and pupils in the following ways: via the school website, and on request a copy may be obtained from the School Office.

Monitoring and Review:

- This policy will be subject to continuous monitoring, refinement and audit by the Head.

Signed:



David Paton

Head

Date: December 2018

PSHEE in Radnor House Sevenoaks encompasses all areas designed to promote children's personal, social, health & economic development and, in this policy, the term PSHEE is used to refer to taught PSHEE lessons in the allocated curriculum time, cross-curricular elements, form time sessions and workshops, assemblies and sex and relationships education lessons. It allows children to build the knowledge, skills and understanding they need to stay healthy and safe, develop worthwhile relationships, respect differences, improve independence and responsibility and make the most of their own abilities and those of others. It has strong links with Every Child Matters outcomes, Spiritual, Moral, Social and Cultural Values, and the national Healthy Schools programme.

Personal: The personal aspects of PSHEE look to develop the whole individual, supporting the progression of qualities and skills children already have. Through becoming aware of their own emotions and how to manage them, children can feel empowered to deal with the challenges that life can bring. This also supports their independence and the capacity to take responsibility for their actions.

Social: The social element focuses on cohesion in both the school and wider community. It aims for children to live alongside one another regardless of race, sex, disability or faith and to judge all people fairly and equally. Children learn to value each other's individuality and explore issues such as bullying including racist, homophobic and cyber-bullying. Sex and relationship education is also a crucial part of social and health education to ensure that children have the information and understanding to make informed choices.

Health: Health education aims to promote an understanding of a range of issues which impact upon lifelong health, promoting the importance of a balanced diet twinned with physical activity to ensure a high level of physical and mental wellbeing. It also covers issues such as substance and alcohol abuse and the impact this can have on the individual and others around them.

Economic: Economic education aims to teach children about the economy and how to manage their personal finance. It aims to provide children with knowledge and tools to improve their economic wellbeing and the ability to deal with the financial decisions they must make in the future.

Aims

Radnor House Sevenoaks recognises that the personal and social development of pupils is increasingly a major aim of education. Far from being on the fringes, PSHEE is at the heart of everything that takes place in a school. As the children grow up, they will begin to encounter more and more people from all walks of life, and it pays to be furnished with a global view of a world which is ever breaking down the boundaries and distances between its different cultures and beliefs. Universities cry out for children who are more 'rounded' and work places of all shapes and sizes advertise for candidates who can show good 'interpersonal skills' and an 'understanding of the needs of those around them'.

We comply with the Education Act of 1996 which requires all (maintained) schools to provide a balanced and broadly based curriculum that:

- Promotes the spiritual, moral, cultural, mental and physical development of pupils.
- Prepares pupils at the school for the opportunities, responsibilities and experiences of adult life.

Radnor House Sevenoaks embraces this as the backbone of its PSHEE philosophy.

With all this in mind, the PSHEE programme aims to instil an understanding in all pupils that academic success is not sufficient on its own for success. PSHEE is essentially concerned with the education of the whole person rather than with the knowledge that person needs.

Through our PSHEE programme we aim to:

- Encourage discerning questioning of one's values and the values of others, promoting an understanding of and tolerance for views which differ from our own, while being aware of the features of extremism;
- Build confidence and awareness of social responsibility and the need to integrate with the community and make a positive contribution;
- Promote respect for fundamental British values, namely the value of democracy, the rule of law, individual liberty and mutual respect and tolerance of those with different faiths and beliefs, underpinned by a good knowledge of public services and institutions in England; in teaching, we do not undermine British values or discriminate against pupils contrary to the Equality Act, that is, on the basis of the protected characteristics;

- Encourage respect for other people, with particular regard to the protected characteristics under the Equality Act 2010;
- Provide necessary health education in a manner appropriate to the age and stage of development of the pupils;
- Equip pupils with the organisational skills and financial awareness which will enable them to succeed in their working life;
- Develop self-esteem and confidence;
- Enable pupils to understand what is right and wrong in their school life and life outside school;
- Accept responsibility for their behaviour, show initiative and contribute to the school, as well as local and wider communities;
- Take part in a range of activities requiring social skills, develop leadership skills, take on and discharge efficiently roles and responsibilities, offer help and learn to be reliable;
- Acquire knowledge;
- Reflect on beliefs, values and more profound aspects of human experience, use their imagination and creativity, and develop curiosity in their learning;
- Understand and appreciate the range of different cultures in British society and develop the skills and attitudes to enable them to take a full and active part in it;
- Develop respect towards diversity in relation to, for example: gender, race, religion and belief, culture, sexual orientation, and disability;
- Acquire a broad general knowledge of public institutions and services in England;
- Respond positively to a range of artistic, sporting and other cultural opportunities, provided by the school including, for example, an appreciation of theatre, music and literature;
- Prepare pupils for the opportunities, responsibilities and experiences of adult life;
- Offer our pupils the opportunities to achieve their physical, psychological and social potential;
- Promote attitudes and behaviour which contribute to personal, family and community relationships;
- Encourage the development of personal skills that enable pupils and young people to function successfully as members of society; and
- Ensure that pupils are able to understand and respond to risk, for example risks associated with extremism, new technology, substance misuse, knives and gangs, personal relationships and personal safety.

At Radnor House Sevenoaks, we believe that the teaching of PSHEE reinforces the expectation that all pupils and staff should respect one another at all times and show consideration for all. These values are promoted daily in many ways, for example:

- In assemblies;
- With class teachers who develop a supportive concern for each pupil in their care;
- Through belonging to a house and supporting it in sport and many other activities;
- By rewarding courtesy and recognising good deeds to others;
- By encouraging discussion and listening to one another;
- Through the work of the School Council;
- By the talks given by our many visitors to the school;
- Trips and visits;
- By having mock elections;
- By supporting the life of the community beyond school through raising funds for charity or visiting and supporting local charities;
- By participating in polls and votes; and
- Duke of Edinburgh Expeditions (Senior School)
- Debating Club (Prep School and Senior School) – Pupils discuss and debate topics concerning the world in which we live.
- A variety of field trips and excursions available to pupils, including Activities Week.
- We host outside speakers on a variety of topics.
- The school holds ‘drop-down days’, when pupils are off-timetable and attend different activities and sessions on a particular subject ie communication, where “everything we do sends a message”.

As part of our Behaviour Policy, our school believes that all children and adults have the right to live in a supportive, caring environment in which pupils feel safe and free from bullying and harassment that may include cyber-bullying and prejudice-based bullying related to special educational need, sexual orientation, sex, race, religion and belief, gender reassignment or disability (as defined in the Equality Act 2010), and the use of discriminatory language. Bullying can occur through several types of anti-social behaviour.

Spiritual, Moral, Social and Cultural Development (SMSC)

At Radnor House Sevenoaks, we plan and provide effectively in order to develop pupils' spiritual, moral, social and cultural awareness. Pupils of all faiths and belief systems are encouraged to strive for academic excellence and a spirit of open and shared enquiry, whilst developing their individual potential and qualities of character so they can make a positive contribution to the world. SMSC is integral to all aspects of our curriculum and pervades the whole of our teaching and learning, the ethos and life of our school, and PSHEE and Religious Education also make a strong contribution. Pupils are led towards distinguishing right from wrong and towards acting consistently with their beliefs and with a view to the consequences of their own and others' actions. In addition, Radnor House Sevenoaks:

- Leads pupils towards becoming confident and positive contributors to their community and effective users of its services and facilities according to their maturity;
- Enables pupils to gain insights into the origins and practices of their own cultures and into those of the wider community;
- Takes steps to ensure that pupils appreciate racial and cultural diversity and avoid and resist racism; and
- Ensures that pupils are able to understand and respond to risk, for example risks associated with extremism, new technology, substance misuse, knives and gangs, personal relationships and personal safety.

Through observing our responsibilities to promote SMSC within PSHEE and other curriculum areas, our aims are to help pupils to:

- Develop self-esteem and confidence;
- Understand what is right and wrong in their school life and life outside school;
- Accept responsibility for their behaviour, show initiative and contribute to the school, as well as local and wider communities;
- Take part in a range of activities requiring social skills, develop leadership skills, take on and discharge efficiently roles and responsibilities, offer help and learn to be reliable;
- Acquire knowledge;
- Reflect on beliefs, values and more profound aspects of human experience, use their imagination and creativity, and develop curiosity in their learning;
- Understand and appreciate the range of different cultures in British society and develop the skills and attitudes to enable them to take a full and active part in it;
- Develop respect towards diversity in relation to, for example: gender, race, religion and belief, culture, sexual orientation, and disability;
- Acquire a broad general knowledge of public institutions and services in England;
- Respond positively to a range of artistic, sporting and other cultural opportunities provided by the school including, for example, an appreciation of theatre, music and literature; and
- Overcome barriers to their learning.

Therefore the understanding and knowledge expected of the pupils at Radnor House Sevenoaks as an outcome of our positive approach to SMSC includes:

- An understanding of how citizens can influence decision-making through the democratic process;
- An appreciation that living under the rule of law protects individual citizens and is essential for their well-being and safety;
- An understanding that there is a separation of power between the executive and the judiciary, and that while some public bodies such as the police and the army can be held to account through Parliament, others such as the courts maintain independence;
- An understanding that the freedom to hold other faiths and beliefs is protected in law;
- An acceptance that people having different faiths or beliefs to oneself (or having none) should be accepted and tolerated, and should not be the cause of prejudicial or discriminatory behaviour; and
- An understanding of the importance of identifying and combating discrimination. Advice about how to avoid discriminating unlawfully is available from the website of the Equality and Human Rights Commission.

Objectives

Our objectives are to:

- Teach children the **facts** concerning their growth and development as individuals;
- Help children to understand **concepts** such as tolerance, respect and liberty and equality;
- Enable children to acquire **skills** relating to personal safety, discussion and decision making which are vital to their well-being and their interaction with others;

Radnor House Sevenoaks is committed to safeguarding and promoting the welfare of children and young people, and expects all staff and volunteers to share this commitment. It is our aim that all pupils achieve their very best

- Encourage children to develop informed opinions and **attitudes** for themselves about a range of personal, social and moral issues;
- Nurture in children a particular set of **values**; and
- Give children the **courage** to challenge stereotypes based on race, sex, disability and faith and to judge all people fairly and equally.

The PSHEE curriculum at Radnor House Sevenoaks is reflective of the school's four core values; **excellence, perseverance, courage and respect**. We consider how children may be taught about safeguarding, including online, in PSHEE and other areas of the curriculum. We help children to adjust their behaviours in order to reduce risks and build resilience, including to radicalisation, with particular attention to the safe use of electronic equipment and the internet. In accordance with the *Prevent* guidance our school endeavours to ensure that children are safe from terrorist and extremist material when accessing the internet through school systems and to establish appropriate levels of filtering.

We provide positive experiences through planned and coherent opportunities in the curriculum, extra-curricular activities and through interactions with teachers and other adults for our pupils. Our range of artistic, sporting and other cultural opportunities is available to pupils through the curricular and co-curricular programme, and their participation in these opportunities. We deliver our PSHEE to help our pupils acquire values and skills to enable them to develop independence and choose their path in life. We aim for our pupils to understand and appreciate the range of different cultures and faiths in modern democratic Britain. We provide a range of quality opportunities for pupils to take on responsibility in school and make a positive contribution to the school, local and wider communities.

PSHEE and Inclusion

We teach PSHEE to all children, regardless of their ability. Our teachers provide learning opportunities matched to the individual needs of children with learning difficulties. When teaching PSHEE, teachers take into account the SEND list and its details of pupil needs and suitable approaches, some of which may be directly related to PSHEE targets. For EPP children, teachers will provide additional opportunities to take responsibility, develop leadership skills, think creatively and use their talents for the good of the class or the wider community.

Teaching and Assessment

Assessment in PSHEE curriculum lessons is recognised as being different than in many other subjects. There is no formal assessment in PSHEE. Emphasis is placed on self-assessment, review of group work, class discussion and written work which, where necessary, can be evaluated and assessed. Marking, where necessary, should be with the pupil present so that their thoughts can be explained and explored with sensitive interchange, as necessary, to foster positive relationships. Various methods will be used to record pupils' work in PSHEE e.g. written, oral, photographic, artistic. Pupils also complete half-termly pupil-reflection forms to evaluate their learning in PSHEE curriculum lessons. Where appropriate, parents will be informed of any follow up discussions they might like to have with their children. More serious concerns can be brought up at a staff meeting where, if relevant, the appropriate action will be taken and monitored.

Circle Time can be useful for finding out about the ideas and values each pupil possesses. Here, staff pose questions the children can discuss; looking at pictures or books can also aid the understanding of the chosen topic. Circle time can involve whole class or smaller groups depending on the subject and the children's abilities.

Assemblies are also effective when introducing themes which will later be used as a tool for discussion, enabling children to consider their arguments' validity. One way to assess learning during Circle Time and Assembly is by using observation. Assessing by documenting discussions or ideas using video or annotated drawings can capture pupils' comprehension.

Role-play & Drama offers a natural medium through which children can experience, explore and present ideas. Pupils can play out situations discussing possible outcomes and how the results may differ depending on the choices of others. Assessing Drama may involve the use of peer or self-evaluation. This allows pupils to know where they are in their learning, understand what they need to do to improve and how to achieve this.

Promoting British Values and Institutions and the Rule of Law

School Ethos

The values and attitudes promoted by the staff influence the behaviour and attitudes within the school. The quality of relationships and the atmosphere within the school reflect an appreciation of their shared values.

How Radnor House Sevenoaks actively promotes fundamental British Values

We provide positive experiences through planned and coherent opportunities in the curriculum (such as learning how democracy and the law works in Britain), through co-curricular activities (sometimes run directly by pupils). For example, mock elections and referendums run to coincide with real ones (e.g., Scottish Independence, Europe and General Elections), provide pupils with the opportunity to learn how to argue and defend points of view and engage with democracy. We plan our PSHEE programme through lessons, workshops, form times, assemblies and 'circle time' to help our pupils acquire values and skills to enable them to develop independence and choose their path in life. Both Prep and Senior schools have a weekly British Value focus to help support awareness of current affairs, relationships and skills.

We promote tolerance and community cohesion in the widest sense, by helping young people to gain an understanding of different lifestyles and cultures which make up our wider community. Tolerance, respect and harmony between different cultural traditions and non-discrimination against protected characteristics are encouraged and pupils are enabled to acquire an appreciation of, and respect for, their own and other cultures. We also ensure that principles are actively promoted which enable pupils to develop their self-knowledge, self-esteem and self-confidence. Pupils are enabled to acquire a broad general knowledge of, and respect for, public institutions and services in England.

We aim for our pupils to understand and appreciate the range of different cultures and faiths in modern democratic Britain and enable pupils to distinguish right from wrong and to respect the civil and criminal law of England. Pupils are also encouraged to understand and have respect for the value of democracy and support for participation and decision making in the democratic processes, including respect for the basis on which the law is made and applied in England.

Preventing Extremism and Radicalisation

We will all strive to eradicate the myths and assumptions that can lead to some children becoming alienated and disempowered. We ensure that all of our support and approaches will help our children build resilience to extremism and give them a positive sense of identity through the development of critical thinking skills. We develop strategies and staff training to ensure that all of our staff are equipped to recognise extremism and radicalisation and are skilled and confident enough to challenge it. We are flexible enough to adapt our teaching approaches as appropriate and address specific issues so as to become even more relevant to the current issues of extremism and radicalisation. In doing so we follow the three broad categories of:

- making a connection with children through positive engagement and a learner centred approach;
- facilitating a safe space for dialogue; and
- equipping our children with the appropriate skills, knowledge, understanding and awareness for resilience.

Therefore, this approach will be embedded within the ethos of our school so that children know and understand what safe and acceptable behaviour is in the context of extremism and radicalisation. This will work in conjunction with our school's approach to the spiritual, moral, social and cultural development of children.

Our goal is to build mutual respect and understanding and to promote the use of dialogue not violence as a form of conflict resolution. We will achieve this by using an approach that includes:

- Open discussion and debate;
- Work on anti-violence and a restorative approach to conflict resolution;
- Targeted programmes on extremism in PSHEE.

We ensure our school understands and embraces our local context and values in challenging extremist views and to assist in the broadening of our pupils' experiences and horizons. We help support children who may be vulnerable to such influences as part of our wider safeguarding responsibilities and where we believe a learner is being directly affected by extremist materials or influences we will ensure that that learner is offered mentoring. Additionally, in such instances our school will seek external support from the Local Authority and/or local partnership structures working to prevent extremism.

At Radnor House Sevenoaks we promote the values of democracy, the rule of law, individual liberty, mutual respect and tolerance for those with different faiths and beliefs. We will teach and encourage children to respect one another and to

respect and tolerate difference, especially those of a different faith or no faith. It is indeed our most fundamental responsibility to keep our children safe and prepare them for life in modern multi-cultural Britain and globally.

Our school will refer pupils identified as being at risk of radicalisation to either Channel or Children’s Social Care. We will normally consult parents but consent is not required for a referral.

Sex and Relationships Education

In the Senior school Sex Education is delivered by the Head of Student Support and Science teaching staff to individual form groups. Specialist speakers may be brought in to support specific topics. In the Prep school, a specialist teacher delivers the talk on puberty to Years 5 and 6. Relationship education is covered across all aspects of PSHEE delivery, including but not limited to Sex Education lessons, for all year groups.

Continuity and Progression

Continuity and progression is ensured throughout Radnor House Sevenoaks by following detailed plans which have a clear progression. The plans build on previously learnt skills, knowledge and values.

Cross Curricular Links

PSHEE permeates the whole curriculum and allows many opportunities for developing links with the core and foundation subjects throughout Radnor House Sevenoaks. There are particularly strong links with the Science curriculum as well as with literacy, Geography, RE, History, Maths, Business Studies, Politics, PE, Drama and Art.

Time Allocation & Staffing

In the Prep School, PSHEE is delivered by the Class Teacher. In the Lower and Middle Schools and Sixth Form, PSHEE is delivered as part of the curriculum. The curriculum that is delivered during these slots is only a small part of the physical, spiritual and moral teaching which the children receive.

Generally	Specifically
School’s values	PSHEE curriculum lessons
School’s atmosphere/ethos	Input across the curriculum
School’s appearance	Pastoral care system
School rules	Discipline system
Influence of home	Reward system
Influence of media	Assemblies
Role model of staff	Form period
Recreational activities	Games programme
Extra-curricular activities	House System
Field trips	Counsellor
Organisation and curriculum	

The delivery of PSHEE illustrates how diverse the delivery of spiritual, moral, social and cultural issues is for the pupils. What goes on in the lessons and what the pupils take away from these sessions is based on the level of teaching given. The teaching level is a significant determining factor in the success of the PSHEE programme. The programme of study for PSHEE is based on PSHE Association and National Curriculum guidelines.

Equal Opportunities

All activities will be planned in a way that encourages full and active participation by all pupils, irrespective of academic ability, gender, differences in culture or background.

School Council

School Council representatives will be elected by their peers at the start of each academic year. The School Council will make a valued contribution to the culture and practices at Radnor House Sevenoaks which, when agreed, everyone is expected to follow.

Resources

The vast majority of resources have been collated and developed by the Prep and Senior PSHEE Co-ordinators and pastoral team and saved on the staff drive in the relevant PSHEE folders.

Confidentiality Policy

PSHEE and Form Teachers are advised to establish ground rules for lessons where sensitive issues may arise. Some of the PSHEE topics can produce personal responses. However, the school asks staff to make it clear to pupils that they cannot offer unconditional confidentiality. They are to be reassured however that staff will maintain an approach which is for the best long term interest of the pupil. The pupils are told that:

- teachers cannot offer unconditional confidentiality;
- pupils' best interests will be maintained;
- if confidentiality has to be broken, pupils will be informed first and then supported as appropriate; and
- it is a good idea to talk to parents but, failing that, pupils need to know that there are alternative sources of confidential help, for example, a counsellor, GP or local young person's advice centre.

Concerns arising from PSHEE lessons – Safeguarding

Teachers are also directed to the school's Safeguarding Policy. If there is any concern with regard to abuse, the school's child protection procedure should be followed carefully.