



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

### 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), governors, the Proprietor and volunteers working in the school.

### Related Documents:

- Anti-Bullying Policy
- Careers Education & Guidance Policy
- Curriculum, Teaching and Learning Policy
- Equality & Diversity Policy
- Learning Differences Policy
- Online Safety Policy
- Relationships and Sex Education Policy
- Safeguarding Policy;
- Statement of Ethos & Aims

### Availability

This policy is made available to parents, staff and pupils in the following ways: via the school website, within the Parent Policies Folder in the Reception area, and on request a copy may be obtained from the school office.

### Monitoring and Review

- This policy is subject to continuous monitoring, refinement and audit by the Principal, with a formal review every year.

Signed:

Amy Cavilla  
Principal  
September 2024

## **Introduction**

PSHEE in our school encompasses all areas designed to promote children's personal, social, health and economic development and, in this policy, the term PSHE is used to refer to taught PSHEE lessons in the allocated curriculum time, cross-curricular elements, form time sessions and workshops, assemblies and relationship and sex education lessons.

Our programme 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 behaviours. 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 can affect 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 finances. It aims to provide them with knowledge and tools to improve their economic wellbeing and the ability to deal with the financial decisions they must make in the future. We also aim to provide our pupils with information about careers, career paths and the skills that could help them to pursue their future endeavours.

## **Aims**

Radnor House Twickenham 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 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 continuously breaking down the boundaries and distances between its different cultures and beliefs. Universities and employers increasingly seek young people who are more rounded, have good interpersonal skills and an understanding of the needs of those around them.

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

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

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

Through our PSHE 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 importance 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 this country; 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 that 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 Twickenham, 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 and House Ambassadors;
- by the talks given by our many visitors to the school;
- 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
- the Duke of Edinburgh Award Scheme and the Dukes Young Leaders Award;
- Debating Society, where pupils discuss and debate topics concerning the world in which we live;
- a variety of trips and excursions available to pupils;
- a programme of outside speakers on a variety of topics.

As part of our Behaviour Policy and our Anti-Bullying Policy, the 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.

### **Spiritual, Moral, Social and Cultural Development (SMSC)**

At Radnor House Twickenham, 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, while 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 encouraged to distinguish right from wrong and to act consistently according to their beliefs and with a view to the consequences of their own and others' actions. In addition, the school:

- 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 the school 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 wellbeing 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;
- 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 is reflective of the school's four core values: courage, excellence, perseverance 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 and monitoring.

We provide positive experiences through planned and coherent opportunities in the curriculum, co-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 curriculum and co-curricular programme, and through 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 academic enrichment, teachers provide additional opportunities for pupils to take responsibility, develop leadership skills, think creatively and use their talents for the good of the class or the wider community, as well as providing a broad selection of external speakers to talk about a range of subjects.

### **Teaching and Assessment**

Assessment in PSHEE curriculum lessons is recognised as being different to many other subjects and there is no formal assessment in PSHEE. The predominant focus in PSHE is on discussion and emphasis is placed on self-assessment, review of group work and class discussion. Written work, where necessary, can be evaluated, usually by peer-assessment or self-assessment using the online platform, Wellio. 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 are used to record pupils' work in PSHEE, for example written, oral, photographic and artistic. Where appropriate, parents are informed of any follow up discussions they might like to have with their children. PSHE is included in the school reporting process, providing parents with feedback on how they are progressing and engaging during the year.

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.

### **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, which are sometimes run directly by pupils. For example, mock elections and referendums run to coincide with real ones, and 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, British Values and current affairs 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.

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 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 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 is 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 works 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 also work with local partners, families and communities in our efforts to 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 ensure that the learner is offered mentoring. Additionally, in such instances our school seeks external support from the Local Authority and/or local partnership structures working to prevent extremism.

We promote the values of democracy, the rule of law, individual liberty, mutual respect and tolerance for those with different faiths and beliefs. We 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 our most fundamental responsibility to keep our children safe and prepare them for life in modern multi-cultural Britain and globally.

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

### **Relationships and Sex Education**

The Relationships Education, Relationships and Sex Education and Health Education (England) Regulations 2019 make Relationships Education compulsory for all pupils receiving primary education, and Relationships and Sex Education (RSE) compulsory for all pupils receiving secondary education.

At Radnor House Twickenham, we understand the importance of educating pupils about relationships, sex and their health, for them to make responsible and well-informed decisions in their lives. Following the guidelines set out in the DfE document July 2020: *Relationships Education, Relationships and Sex Education (RSE) and Health Education*, the school is committed to delivering the specified topics to each pupil in their relevant key stages.

For further information about the relationships and sex education curriculum, please refer to the school's Relationships and Sex Education Policy, which outlines the specific content of the education within these areas. In line with the DfE, the school defines the RSE programme as: 'Learning about physical, moral and emotional development; 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 health.'

Sex education is delivered by a specialist to individual form groups. 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 are ensured throughout the school by following detailed plans that have a clear progression and build on previously learned 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 the school. There are particularly strong links with the science curriculum as well as literacy, geography, RS, history, drama and art.



## Time Allocation & Staffing

In all areas of the school, the Form Tutor delivers PSHEE. 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	PSHE Assemblies
School's atmosphere/ethos	PSHE curriculum lessons
School's appearance	Input across the curriculum
School rules	Pastoral care system
Influence of home	Discipline system
Influence of media	Reward system
Role model of staff	Assemblies
Recreational activities	Form Time
Co-curricular activities	Games programme
Field trips	House System
Organisation and curriculum	Counsellors

The delivery of PSHEE illustrates how diverse the delivery of moral, spiritual, 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 PSHE programme. The programme of study for PSHEE is based on SEAL and National Curriculum guidelines.

## Equal Opportunities

All activities are 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 are elected by their peers at the start of each academic year. The School Council makes a valued contribution to the culture and practices at the school which, when agreed, everyone is expected to follow.

## Resources

The vast majority of resources have been collated and developed by the Head of PSHE and the Pastoral Team and saved on One-Drive and Microsoft Teams in the relevant PSHEE folders. Some resources have been created and developed by the online platform, Wellio.

## Confidentiality

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 are 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 procedures should be followed carefully.