

# Abbey Gate College



## (2d) PERSONAL, SOCIAL, HEALTH and ECONOMIC EDUCATION (PSHEE) AND SEX AND RELATIONSHIP EDUCATION POLICY (SRE) Whole School (INCLUDING EYFS)

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Next Review: September 2021 (ES/CT/HNM)

Authorised and approved on behalf of the Board of Governors by:

**Anrew Grime - Chair of Governors**

This policy should be read in conjunction with the PSHEE / RSE Handbook.

### Introduction

This policy covers the College's approach to the teaching of Personal Social, Health and Economic Education (PSHEE), which includes the statutory elements of RSE, as an important and necessary part of all pupils' education. Throughout the whole College we provide a vital foundation for the personal development of young people in preparing them for adult life. PSHEE Education is important in combating the social exclusion and disaffection of any student, with the capacity to equip all young people with the skills and attitudes needed to react positively to the pressures of modern life. The guidelines consist of a framework for personal, social health and economic education for Key Stages 1, 2, 3,4 and Sixth Form. Together with the promotion of a tolerant and diverse culture, students develop knowledge, skills and understanding in the following areas:

- developing confidence and responsibility and making the most of their abilities
- developing a healthy, safer lifestyle
- developing good relationships and respecting people, their differences, and their lifestyle choice.
- developing an understanding of the fundamental British values of democracy, the rule of law, individual liberty, and mutual respect and tolerance of those with different faiths and beliefs.

### 1. Aims

**The aim for PSHEE education is to:**

Support the College's overarching aims and objectives to promote the spiritual, moral, cultural, mental and physical development of pupils to provide them with life-skills. These opportunities are also embedded within the curriculum as well as in Form

Times, Assemblies, and broader experiences beyond the curriculum. The PSHEE programme is developed to:

- Facilitate the pupil's personal growth and development through his/her own active participation.
- Develop skills and attributes such as resilience, self-esteem, self-knowledge, self-confidence, risk management, team working and critical thinking to promote good mental well-being.
- Help the individual move towards being a self determining adult, able to make decisions, set goals and adapt to change and be able to develop their confidence and self awareness.
- Help the individual acquire important social and coping skills in thinking, feeling, decision making, communication and action.
- Reinforce the idea of making positive choices with the topics of alcohol, drugs, smoking, sex and relationship education, career education and guidance.
- Understand and enhance their spiritual, moral, cultural, physical and mental development.
- Have an understanding of human reproduction and a clear awareness about the need for healthy lifestyle choices.
- Appreciate the importance of stable, caring and loving relationships in promoting mental and emotional health.
- Ensure the active promotion of fundamental British values (FBV).
- Assist and enable pupils to distinguish right from wrong and to respect the civil and criminal law of the UK;
- Encourage pupils to accept responsibility for their behaviour, show initiative and understand how they can contribute positively to the lives of those living and working in the locality in which the school is situated and to society more widely;
- Enable pupils to acquire a broad general knowledge of and respect for public institutions and services in the UK.
- Further tolerance and harmony between different cultural traditions by enabling pupils to acquire an appreciation of and respect for their own and other cultures;
- Encourage respect for other people, paying particular regard to the protected characteristics set out in the 2010 Act; and
- Encourage respect for democracy and support for participation in the democratic process, including respect for the basis on which the law is made and applied in the UK.

Teaching will take into account the ability, age, readiness and cultural backgrounds of all pupils and those with English as a second language to ensure that all can fully access the PSHEE education provision.

## **2. Curriculum Provision & Promoting FBVs**

PSHEE Education is delivered through three overlapping linked 'Core Themes'. The Core Themes are:

- Health and Wellbeing
- Relationships
- Living in the Wider World, Economic Wellbeing, Careers and the World of Work

Throughout the programme it is recognised that PSHEE development includes, but is by no means limited to, promoting the values which underlie public life in the United Kingdom, as also in very many other countries, as outlined in documents issued by the Department for Education in Autumn 2014 about ‘fundamental British values’.

British values underlying public life have been summarised as ‘including democracy, the rule of law, individual liberty and mutual respect, and tolerance of those with different faiths and beliefs’. It is important that pupils should appreciate that such values are not unique to the UK but on the contrary are at the basis of the Universal Declaration of Human Rights and are respected in a very wide range of countries throughout the world.

The scheme of work acknowledges that:

- *Values underlying public life are broadly the same in all democratic countries*
- *Each country has its own history and context*
- *All pupils need a sense of belonging, respecting identity, individual loyalties and affiliations, and experience.*
- *Negative and demeaning stereotypes must be challenged*
- *Values are frequently controversial; open-mindedness and critical thinking are required to clarify thought*
- *Understandings of ‘Britishness’ should be inclusive*

This programme aims to foster exploration and discussion of Britishness in an inclusive way, which embraces diversity and acknowledges the multiple ways of connecting with British society.

#### **a) Programme of Study for Health and Wellbeing**

Pupils are taught:

- how to maintain balanced and good physical, mental and emotional health and wellbeing including sexual health
- about parenthood and the consequences of teenage pregnancy
- how to assess and manage risks to health and to stay, and keep others, safe
- how to identify and access help, advice and support
- how to make informed choices about health and wellbeing matters including drugs, alcohol and tobacco; maintaining a balanced diet; physical activity; emotional health and wellbeing and sexual health
- how to respond in an emergency including administering first aid
- the role and influence of the media on lifestyle.

#### **b) Programme of Study for Relationships**

Pupils are taught:

- how to develop and maintain a variety of healthy relationships within a range of social/cultural contexts and to develop parenting skills
- how to recognise and manage emotions within a range of relationships

- how to deal with risky or negative relationships including all forms of bullying (including the distinct challenges posed by online bullying) and abuse, sexual and other violence and online encounters
- about the concept of consent in a variety of contexts (including in sexual relationships) and be able to relate this to UK law and British Values.
- about managing loss including bereavement, separation and divorce
- to respect equality and be a productive member of a diverse community
- to encourage respect for other people even if they choose to follow a lifestyle that one would not choose to follow oneself
- how to identify and access appropriate advice and support
- the legal framework for marriage and equality for same sex couples under the Marriage (Same Sex Couples) Act 2013
- the importance of e-safety to enable them to remain both safe and legal within and beyond the classroom.

### **c) Programme of Study for Living in the Wider World, Economic Wellbeing, Careers, and the World of Work**

Pupils are taught:

- about rights and responsibilities as members of diverse communities, as active citizens and participants in the local and national economy
- how to make informed choices and be enterprising and ambitious
- how to develop employability, team working and leadership skills and develop flexibility and resilience
- about the economic and business environment
- how personal financial choices can affect oneself and others and about rights and responsibilities as consumers.

### **3. Roles and Responsibilities**

- a) **At the Infant and Junior School** - Assistant Head of Infant and Junior School
- b) **At Senior School - KS3 and KS4** - The PSHEE Co-ordinator
- c) **At Senior School - Sixth Form** - Deputy Head Sixth Form

**In each of the key stages above, the identified staff are responsible for:**

- to ensure that the PSHEE is at the heart of the school curriculum ensuring that British Values are fundamental to our teaching and learning
- the overall planning, implementation and review of the programme
- ensuring that teachers are aware of, and are responding to, local guidelines and national policy statements in relation of PSHEE.
- organising the delivery of PSHEE is through a team of dedicated teachers and specialist outside agencies
- Identify training needs for staff for the delivery of the programme

- ensuring that a variety of teaching approaches will be used to give students relevant information, to enable issues to be explored, and to acquire appropriate skills - see teaching methods and learning approaches

Confidentiality is important when discussing social and emotional topics, therefore if some students find areas of the work challenging and distressing for a number of reasons the Tutor may find it necessary to refer to the Safeguarding Policy and/or the Designated Safeguarding Lead (DSL).

#### **b) The Head of Pastoral:**

Review of policy and implementation.

#### **c) All staff are required to teach within the College's aims.**

PSHEE is an integral part of the whole curriculum, and is not just a separate subject. Individual teachers are responsible for their own class organisation and teaching style in relation to PSHEE whilst ensuring that these complement and reflect the overall aims and ethos of the school.

**Please refer to Appendix 2 for 'Overview Of Subject Content'.**

### **4. Curriculum Provision**

**The following points must be considered when planning lessons:-**

- What do the pupils already know - this can vary greatly from individual to individual therefore even the basic information must be covered.
- What more do they need to know - this will depend on the age group being taught, their knowledge of the issue and their ability/readiness to discuss the issue in greater depth.
- What are the best strategies to demonstrate the topic and to encourage the pupils to discuss, consider and understand the topic.

At the Infant and Junior School, the Outdoor Learning Programme is intrinsic to our PSHEE provision, as well as class based learning, and form time activities with the form tutor. SMSC - Spiritual, Moral, Social and Cultural - and aspects of PSHEE are also taught in assemblies throughout the year. This combination of teaching aid children in developing real, practical knowledge and understanding of all aspects of PSHEE and SMSC.

In KS3, pupils in Years 7, 8 and 9 have one lesson of PSHEE per week. In addition, sessions are delivered on 'Wellbeing Day' and we also have guest speakers on site to deliver specific topics throughout the year. Pupils are taken off timetable to accommodate the guest speakers. In KS4, pupils are taken off timetable to receive specific PSHEE sessions - often delivered by guest speakers. In form times each week the form tutor also leads a programme of study using 'Teen Health Guide' material and supported by the PSHEE Coordinator.

Throughout all Key Stages topics related to PSHEE are covered in a variety of lessons - see Schemes of Work for SMSC including Cross Curriculum links.

In Sixth Form, students in Lower Sixth have two lessons a week. All Sixth Formers have a programme for Form Time.

It is hoped that throughout the College pupils will continue to build on their experiences learnt in the previous Key Stages and continue to develop with maturity and a greater understanding of the world we live in.

## **5. Assessment**

There is no formal assessment however evaluation is carried out by:

- Observations of pupils or groups of pupils when on a task.
- Child led outcomes in a variety of forms (written, photographic, artistic).
- Outcomes are reviewed against the curriculum.
- Evaluation of the schemes of work.

## **6. Parental and Community Involvement**

Parents are informed as appropriate at the Infant and Junior School when topics relate to sex education, drugs, alcohol and smoking are explored. Parents who feel that the subject matter is inappropriate for their child will have the opportunity to discuss this with the school and an alternative for these lessons will be found if necessary. Following government guidelines, all junior school pupils must receive Relationships education. Parents are not allowed to withdraw junior school pupils from Relationships education.

At the Senior School, a letter is sent home to all parents to outline the purpose and content of PSHEE at Abbey Gate College. Parents are also invited to view the PSHEE handbook and other relevant documents on the school website or VLE (Virtual Learning Environment). They may contact the PSHEE Coordinator to discuss the curriculum at anytime. Should parents wish to withdraw their child from the Sex Education aspects of the PSHEE curriculum they will be asked to follow the relevant procedures in line with school policy for withdrawal to initiate the process.

Parents are an essential asset to the school. Parents are able to discuss the PSHEE curriculums by contacting the Head Of PSHEE at school, at Parents' Evenings, and randomly selected parents are asked for their views periodically on relevant documentation as and when appropriate. Establishing and maintaining positive working relationships are important to ensuring the curriculum appropriately meets the needs of our school community.

We also have links with the community and work closely with the local church in Aldford and we involve outside agencies as much as possible to deliver specialised aspects of the curriculum particularly during events such as: Wellbeing Day, Personal Safety Day and E-Safety initiatives.

## **7. Curriculum content in EYFS (Early Years Foundation Stage)**

In EYFS, the prime areas of PSHEE are planned into daily teaching and takes different formats depending on topic and events. The named practitioner for

Behaviour and Pastoral Care is the EYFS Coordinator. The Head of AGC Infant and Junior School takes overall responsibility for EYFS.

Personal, social and emotional supports children's development by helping them to interact effectively and develop positive attitudes to themselves and others. However, this does not happen in isolation and relies on influential adults such as parents and teachers providing them with positive feedback and modelling appropriate behaviour.

In the EYFS, PS&ED (Personal, Social and Emotional Development) is broken down into three aspects:

- Self-confidence and self-awareness
- Managing feelings and behaviour
- Making relationships

### Self-confidence and self-awareness

This aspect is about how children come to develop confidence in who they are and what they can do and in expressing their own ideas. Our teaching and provision of support in this area helps the child feel valued and special and gives them a sense of self-worth. This in turn leads to them being confident with others and knowing when they need support from other people.

### Managing Feelings and Behaviour

This aspect is about how children can understand their own feelings and other people's feelings, and how they learn to manage their feelings. It also links to how they learn and can follow simple rules which operate in different places such as school and at home. Children are supported by all staff to help them to understand these complex and often challenging areas.

### Making relationships

This aspect is about how children learn to get along with other children and with adults; how they can see something from somebody else's point of view and take that into account when they play and work with other children. It is also significant in developing friendships. At AGC Infant and Junior School we ensure role models are observed in every aspect of school life, both male and female and of different ages. This includes older pupils. These role models demonstrate how to positively interact with others; how to be kind and to understand why people behave in certain ways - such as saying sorry for hurting another person's feelings and understanding why an apology is necessary.

Due to the flexible nature of EYFS teaching, the teacher will seize any potential possibility to address PS&ED throughout the day. This is not always reflected in planning as it can be spontaneous but it is recorded in the pupils' Learning Journeys and tracking documents. Success in these areas is evident in pupil behaviour, attitude and ever developing social skills.

Pupil progress and understanding in this area is tracked through daily observations which are measured against ELG (Early Learning Goals) as well as being recorded in Learning Journeys and in half termly tracking.

EYFS attend weekly assemblies to celebrate achievement. They take part in whole school charitable fund raising events, thematic workshops with other year groups and exploit many opportunities to become part of the whole school community and the wider community.

## **APPENDIX**

### **1. GLOSSARY OF TERMINOLOGY**

<u>ABBREVIATION</u>	<u>FULL TITLE</u>
PSHEE	Personal, Social, Health and Economic Education
EYFS	Early Years Foundation Stage
KS1	Key Stage 1 - Age 5-7
KS2	Key Stage 2 - Age 7-11
KS3	Key Stage 3 - Age 11-14
KS4	Key Stage 4 - Age 14 - 16
Sixth Form	Age 16+
FBV	Fundamental British Values
DSL	Designated Safeguarding Lead
SMSC	Spiritual, Moral, Social and Cultural
PS&ED	Personal, Social and Emotional Development
ELG	Early Learning Goals



## **2. Overview Of Subject Content**

### **Mental Health And Emotional Wellbeing.**

Developing good mental health; self-esteem and resilience; dealing with stress; coping with change and loss; challenging stigma; recognising unhealthy coping behaviours, e.g. self-harm and eating disorders; how to get support or support a friend.

### **Healthy And Unhealthy Relationships.**

Expectations of a partner; readiness for sex; consent; recognising positive, healthy relationships; recognising exploitation and manipulation; abuse; sharing explicit images; impact of pornography\*; online relationships; gender and sexual orientation.

\*Research shows that many young people are being exposed to pornography, often accidentally when it appears via adverts or pop-ups whilst using the internet. To try to reduce the harm of young people being exposed to pornography we try to highlight the pitfalls of it within relationships and concentrate on developing the understanding of positive aspects of healthy relationships including how to establish, generate and foster respect.

### **Money.**

Money, savings and debt; gambling; ethical choices about how we spend our money; consumer rights; financial risk.

### **Careers And Aspirations.**

Exploring different careers; goal setting; developing employability skills; enterprise projects, e.g. setting up your own business; preparing CVs and job interviews.

### **Physical Health.**

Puberty; drug education - including alcohol and smoking; healthy food choices and exercise; maintaining a balanced lifestyle; managing risks to health.

### **Personal Safety And Risk Management.**

Online safety; first aid; recognising and responding to risks in different situations; developing independence; travel safety.

### **Media Influence.**

Body image; influence of social media on attitudes and decisions; being a critical consumer of information; fake news; propaganda; stereotypes; finding reliable sources.

### **Friendships And Anti-bullying.**

Making and maintaining friendships; conflict resolution; peer pressure and influence; recognising and responding to all types of bullying including online; managing change and transition, e.g. to new school / leaving school.

### **Diversity And Prejudice.**

Celebrating diversity; developing mutual respect; challenging prejudice and discrimination including racism, sexism, homophobia, biphobia and transphobia; human rights; British values; tackling extremism.

### **Sexual Health.**

Maintaining sexual health; types and purposes of contraception; negotiating contraceptive use; STIs; choices following an unplanned pregnancy; changing fertility and conception options; how to access sexual health services.