

PRHSE Policy

This policy applies all pupils in the school, including in the EYFS
It pays due regard to any policies and procedures in the Safeguarding Policy



Skippers Hill Manor Preparatory School

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David Leggett - Deputy Head

1. Introduction

This policy has been developed in line with new developments and legislation. Citizenship and Religious Education are incorporated into the syllabus, as are the aspects introduced at Key Stage 3 which include economic well-being and financial capability.

It promotes the fundamental British values of democracy, the rule of law, individual liberty, and mutual respect and tolerance of those with different faiths and beliefs. The school actively encourages respect for other people, paying particular regard to the protected characteristics set out in the 2010 Equality Act.

In line with KCSIE (Sept 2018) it recognises the importance of keeping safe, recognising unacceptable behaviour and building resilience to the risks of radicalisation. During the programme due regard is paid to specific matters including FGM, mental health (including eating disorders), body image issues, self-harm and children missing education.

School Aims:

At Skippers, each pupil will:

- Participate and achieve in all aspects of school life, becoming a well-rounded and confident individual
- Become an effective learner who takes pride in their achievements, facing and overcoming challenge
- Develop courage and independence, demonstrating ownership of their learning and the school
- Be healthy, happy and know how to stay safe
- Be inclusive, tolerant and fair-minded, valuing the importance of relationships with others

2. Aims and Objectives

PRHSE should help pupils to lead confident, healthy and responsible lives as individuals and members of society. As part of a broad and balanced curriculum, the PRHSE provision at the school sets out:

- to help pupils live healthily and safely and deal with the spiritual, moral, social, economic and cultural issues they face as they approach adulthood
- to enable pupils to distinguish right from wrong and to respect English civil and criminal law; Through weekly topics students are given the skills and tools to identify what is right and wrong and to understand how the law plays an important part in civil society.
- to reflect on their experiences and how they are developing and enable them to develop their self-esteem, self-knowledge and self-confidence
- to understand and manage responsibly a wider range of relationships as they mature
- to provide effective support & advice for all pupils by the monitoring of their academic progress, personal development, behaviour & attendance.
- to develop pupils' well-being and self-esteem, encouraging belief in their ability to succeed

- to enable them to take responsibility for their learning and future choice of courses and career
- to prepare pupils effectively for future life, enabling them to develop a range of character attributes which underpin future success in education
- to 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 school locality and to society more widely
- to encourage pupils to respect the fundamental British values of democracy, the rule of the law, individual liberty and mutual respect and tolerance of those with different faiths and beliefs and to avoid and challenge racism.
- to understand about their own and other religions and cultures in a way that promotes tolerance and harmony between different cultural traditions
- provide pupils with a broad knowledge and respect of public institutions and services in England; to understand that citizens can influence decision-making through the democratic process
- to ensure that risk assessment & health & safety procedures are adequate for the protection of children & to promote their health & well being
- to have effective measures for promoting discipline & good behaviour & eliminate oppressive behaviour including all forms of harassment & bullying
- to liaise effectively with parents regarding the aspects of development of their children

3. PSHE and Citizenship Curriculum Planning

3.1. Lessons are regularly dedicated to PRHSE, as well as forming part of the wider curriculum. Form Tutors are provided with resources and a scheme of work to plan from. These are based on the Vote for Schools and Every Child Matters guidelines. PSHE and citizenship topics are addressed in the teaching of other subjects and weekly, through assembly topics. We deliver some parts of the PRHSE and citizenship curriculum through our science lessons and external speakers and workshops.

3.2. We also develop PRHSE and citizenship through various activities and whole-school events. We offer residential visits in Key Stage 2 and Key Stage 3 to outdoor adventure activity centres and to France, where there is a particular focus on developing pupils' self-esteem and giving them opportunities to take responsibility, to develop leadership skills and positive group work.

3.3. Mock elections and the study of communities overseas, as well as issues of human rights are woven through the Prep School curriculum.

4. Foundation stage

At the Foundation Stage topics are built on a cross curricular basis. (This also applies at Key Stage 1 but supplemented by a discrete lesson once a week. From years 3 -8, topics are covered as a discrete subject in addition to relevant topics being addressed in other subjects) This is further supplemented by tutorial periods, assemblies, visits and visitors.

This is mainly covered via PSED (Personal, Social and Emotional Development) and UW (Understanding the World), but due to the cross-curricular nature of the EY curriculum, the children

do not always have distinct learning sessions for these "subjects". Instead, the school ensures that pupils have every opportunity to develop and make progress towards meeting or exceeding the expected level of development. The expected levels of development (Early Learning Goals) relevant to the EY equivalent of PRHSE are as follows:

ELG06 PSED - Self-confidence and self-awareness: Children are confident to try new activities, and to say why they like some activities more than others. They are confident to speak in a familiar group, will talk about their ideas, and will choose the resources they need for their chosen activities. They say when they do or do not need help.

ELG07 PSED - Managing feelings and behaviour: Children talk about how they and others show feelings, talk about their own and others' behaviour, and its consequences, and know that some behaviour is unacceptable. They work as part of a group or class, and understand and follow rules. They adjust their behaviour to different situations, and take changes of routine in their stride.

ELG08 PSED - Making relationships: Children play cooperatively, taking turns with others. They take account of one another's ideas about how to organise their activity. They show sensitivity to others' needs and feelings, and form positive relationships with adults and other children.

ELG13 UW - People and communities: Children talk about past and present events in their own lives and in the lives of family members. They know that other children do not always enjoy the same things, and are sensitive to this. They know about similarities and differences between themselves and others, and among families, communities and traditions.

5. Key stage 1, 2 and 3: The Votes for Schools Programme

VotesforSchools provides weekly curriculum content for teachers to deliver SMSC (including British values), Prevent and Pupil Voice, PRHSE and Citizenship. Debating a weekly Vote Topic provides the opportunity for discussion of topical, sometimes controversial, issues. It allows pupils to live and experience British values in an engaging way.

The Vote for Schools programme provides:

- (a) A learning programme or a curriculum that have suitable breadth, depth and relevance so that they meet all of the statutory requirements, as well as the needs and interests of children, learners and employers, nationally and in the local community
- (b) Actively promote equality and diversity, tackle bullying and discrimination and narrow any gaps in achievement between different groups of children and learners
- (c) Actively promote British values
 - Make sure that safeguarding arrangements to protect children, young people and learners meet all statutory and other government requirements, promote their welfare and prevent radicalisation and extremism
- (d) Equality of opportunity and recognition of diversity are promoted through teaching and learning
 - Where relevant, English, mathematics and other skills necessary to function as an economically active member of British society and globally are promoted through teaching and learning
- (e) Understanding of how to keep themselves safe from relevant risks such as abuse, sexual exploitation and extremism, including when using the internet and social media

- Personal development, so that they are well prepared to respect others and contribute to wider society and life in Britain

AT KEY STAGE 1 and 2 We aim to:

- (a) Develop confidence and responsibility and help them make the most of their abilities
- (b) Prepare to play an active role as citizens
- (c) Develop a healthy, safer lifestyle
- (d) Develop good relationships and respect the differences between people
- (e) During the key stage, pupils should be taught the Knowledge, skills and understanding through opportunities to:
- (f) Learn about religion

Key Stage 1

Pupils learn about themselves as developing individuals and as members of their communities, building on their own experiences and on the early learning goals for personal, social and emotional development. They learn the basic rules and skills for keeping themselves healthy and safe and for behaving well. They have opportunities to show they can take some responsibility for themselves and their environment. They begin to learn about their own and other people's feelings and become aware of the views, needs and rights of other children and older people. As members of a class and school community, they learn social skills such as how to share, take turns, play, help others, resolve simple arguments and resist bullying. They begin to take an active part in the life of their school and its neighborhood.

Pupils ask relevant questions and develop a sense of wonder about the world, using their imaginations. They talk about what is important to them and others, valuing themselves, reflecting on their own feelings and experiences and developing a sense of belonging.

AT KEY STAGE 2

Pupils learn about themselves as growing and changing individuals with their own experiences and ideas, and as members of their communities. They become more mature, independent and self-confident. They learn about the wider world and the interdependence of communities within it. They develop their sense of social justice and moral responsibility and begin to understand that their own choices and behaviour can affect local, national or global issues and political and social institutions. They learn how to take part more fully in school and community activities. As they begin to develop into young adults, they face the changes of puberty and transfer to secondary school with support and encouragement from their school. They learn how to make more confident and informed choices about their health and environment; to take more responsibility, individually and as a group, for their own learning; and to resist bullying.

At Key Stage 3

Pupils build on pupils own experiences and on work at Key Stages 1 and 2 and complements citizenship in the curriculum, which covers public policy dilemmas related to health, law and family. Sex and Relationship and Drugs and Alcohol Education are also incorporated in this.

AT KEY STAGE 3 we aim to cover:

- A. Personal well-being
- B. Personal identities
- C. Healthy lifestyles
- D. Risk
- E. Relationships
- F. Diversity
- G. Practices and ways of life
- H. Expressing meaning
- I. Identity, diversity and belonging
- J. Meaning, purpose and truth
- K. Values and commitments

STRATEGIES FOR TEACHING AND LEARNING

The national curriculum statutory inclusion statement describes a school's responsibility to provide a curriculum that meets the specific needs of individuals and groups of pupils. The statement sets out three principles that are essential to developing an inclusive curriculum:

- setting suitable learning challenges;
- responding to pupils' diverse learning needs;
- overcoming potential barriers to learning and assessment for individuals and groups of pupils.

PRHSE and citizenship provide an essential context for developing the attitudes, values, knowledge, skills and understanding pupils need for learning in and contributing to inclusive environments, both in school and out in the wider community. This includes:

- enabling teachers and pupils to respond to the diverse learning needs of the learners (eg gender issues, special educational needs, different abilities and disabilities);
- providing a curriculum context for pupils to learn to recognise stereotypes, bullying and racial harassment situations so that they can develop skills to challenge these behaviours and to resolve any conflicts that may arise;
- making use of the range of social and cultural backgrounds within the school and its wider community;
- encouraging research into the demographic profiles of the various communities that make up modern UK society, whether or not the school has a diverse community;
- providing a context for all pupils, whatever their race or ethnicity.
- encouraging staff and pupils to work together to overcome barriers to learning;
- promoting the involvement and participation of all pupils;
- helping the development of positive relationships with local, national and global communities.

Approaches to teaching and learning in PRHSE and citizenship should promote the active involvement of the pupils. It is not enough for pupils to know about PRHSE and citizenship issues; they need to participate in them. This is especially true when pupils are exploring issues, attitudes and values relating to diversity and racism.

Fundamental to PRHSE and citizenship is the need to discuss sensitive, controversial and challenging social and moral issues, and to make sense of them in the context of pupils' own life experiences. The learning environment should allow for:

- discussing views that may be contrary to their own;
- giving and receiving relevant suggestions and criticism;
- promoting appreciation, courtesy, concern, respect, responsibility and understanding.

When exploring issues relating to diversity of race, religion and culture, there should be:

- a range of teaching strategies: these are needed to provide the necessary breadth of effective learning opportunities. They will include an emphasis on active learning, enquiry, discussion and participation in PRHSE and citizenship activities. Use should be made of visits and visitors, media sources and real school and community activities;
- a combination of approaches to curriculum provision: allocated curriculum time for PRSHE and citizenship should be complemented by teaching the subject through other curriculum areas and through whole-school activities and events;
- intended learning outcomes: these must be developmental and sequential to ensure continuity and progression as topics/themes are revisited throughout the key stages;
- relevance to the planned provision: any PRHSE and citizenship teaching should address the needs (immediate and future) and interests of pupils in the context of their social, moral, cultural, political and economic environment. This contributes towards pupils developing positive attitudes to teaching, school and society in general;
- access and inclusion: all pupils should have opportunities to participate in the activities and experiences on offer at the school, including subjects on the timetable and extra-curricular activities.

Note that the teaching of any subject in the school must preclude the promotion of partisan political views and the school must take steps as are reasonably practicable to ensure that where political issues are brought to the attention of pupils they are offered a balanced presentation of opposing views —

1. while they are in attendance at the school;
2. while they are taking part in extra-curricular activities which are provided or organised by or on behalf of the school; or
3. in the promotion at the school, including through the distribution of promotional material, of extra-curricular activities taking place at the school or elsewhere;

There are opportunities throughout the programme for the promotion of fundamental British values

The following guidance takes account of information provided by Ofsted and DfE in relation to the Marriage (Same Sex Couples) Act 2013 but highlights principles that are equally applicable to other issues. There is no curriculum requirement on independent schools to teach about marriage but when they do so they must ensure that what they teach accords with the Independent School Standards, including on pupils' Spiritual, Moral, Social and Cultural development.

A balanced curriculum is one that, amongst other things, reflects the nature of the world we live in. If marriage were to be discussed in lessons, we would expect teachers to reflect the fact that marriage for same sex couples is part of the law of this country, but there is no requirement on them to endorse it.

There is nothing in the Equal Marriage Act that inhibits the rights of teachers or schools to express religious or philosophical views about marriage in lessons. Article 9 of the European Convention on Human Rights guarantees freedom of thought, conscience and religion, and religion or belief is a

protected characteristic under the Equality Act 2010. However, teachers and schools must ensure their conduct recognises their responsibilities under those duties to others. Teachers are expected to respect the rights of others and to respect those with different beliefs; expressing a view in an unprofessional way that involved singling out pupils on grounds of sexuality, or presenting extreme views without balance on a topic such as marriage for same sex couples, would be considered inappropriate.

Strategies we use:

- A programme of Assemblies & Religious worship, both collective and as smaller groups in order to address a variety of issues, details of which can be seen in Assembly Diaries.
- A Behaviour Policy, the principles of which are consistently applied & continually reinforced.
- By discussing & addressing various topics & issues through a timetabled programme for PRHSE throughout the school.
- By providing cross - curricular links for PRHSE issues such as sex, drugs, diet & health education in Science.
- By promoting fundamental British values in PRHSE sessions and through cross curricular links and assemblies
- Giving children positions of responsibility as they develop throughout the school, such as sports captains, librarians, table monitors, Form representatives, House Captains, Prefects, Eco Warriors.
- Encouraging children to take part in the wide range of extra curricular activities that are available.
- Through the role of the Form Tutor who will develop a personal knowledge of each child in their class by monitoring their progress & achievements, by helping children select work for their personal profile folders, by helping children set their own targets & by discussing problems as they arise with both individuals & as a group.
- By providing children with opportunities where they can celebrate their successes by displaying their work & giving them the opportunity to perform, such as in Sports matches, Productions, Concerts & Assemblies.
- Through appropriate S.E.N. procedures, including catering for any with SEND and the more able
- Through policies for First Aid, Sex Education, Health & Safety, Child Protection & Bullying.
- By providing a wide range of Extra Curricular activities.
- By the use of visiting speakers
- By providing a nutritious meal during the day.
- The school pays due regard to the DfE guidance on Mental Health and Behaviour in Schools (March 2015), especially the references to eating disorders and we have developed strategies for monitoring what children eat in school. For example teachers sit with pupils at lunch and so can monitor what children are eating. Any eating concerns are discussed at pastoral meetings.
- Through supporting various charities, including an ongoing sponsorship of children in a Ugandan school.

Equal Opportunities and Safeguarding:

The curriculum is designed to ensure equal opportunities for all learners, regardless of ability, gender, ethnicity, religion or disability. As a non-selective school, we do operate a Learning Support Policy and a policy for gifted and talented pupils to ensure the needs of all learners are met. Within

our curriculum, we build in opportunities for our pupils to understand safeguarding issues which may affect them and to ensure they feel safe and supported. This PRHSE curriculum affords opportunities to be responsive to arising issues.

When using external speakers and visitors to the school, staff are expected to carry out a background check where possible (e.g. internet search) as part of our duties within the Prevent Strategy.