

### PSHE Policy

This policy sets out the whole school expectations in contributing to an outstanding learning environment. It should be read in conjunction with the following policies.

Early Years Policy	Curriculum, Teaching and Learning Policy
eSafety Policy including Cyber safe	SEND Policy
Positive Behaviour Policy:	Safeguarding and Child protection Policy
Anti Bullying Policy	Activate Handbook

#### Dissemination, Monitoring and Evaluation of PSHE

Phase Leaders collect evidence for the monitoring and evaluation of the PSHE programme by means of lesson observations, monitoring lesson plans and gathering feedback from teachers in Phase Leader meetings and staff development meetings and from pupils during review sessions or group discussions. Any staff development needs will also be identified. RSE issues will be included in the induction programme for all new members of staff.

Parents/carers were given the opportunity to discuss the draft RSE policy at the parents' meetings with Phase Leaders and the teaching and non-teaching staff had the opportunity to discuss it at a staff training session. The policy is made available to teaching and non-teaching staff, community partners and any outside visitors who may deliver aspects of PSHE, via the school office.

All members of staff and Governors will receive a copy of this policy. Copies may be reviewed by parents. This policy will be reviewed, evaluated and updated as required and formally on an annual basis to assess its relevance and effectiveness.

Date of update	Updated (U) Reviewed (R) by	How was updated disseminated	Parents informed	Policy on website	Governor Approved
03/09/2016	S. Hughes (U)		No	No	
1/12/16	H. Gee (U)		Yes	No	
2/2/2017	H.Gee (U)	Staff briefing – CPD session	Yes	Yes	
Sep 2017	S. Hughes (U)				
Oct 17	H. Gee (R)	Staff briefing – teacher drive	Yes	Yes	
October 18	S. Hughes (R)	Staff briefing – teacher drive	Yes	Yes	
Nov 2019	H.Gee (U)	Staff briefing – teacher drive	Yes	Yes	
Nov 2020	H. Gee	Team – staff training/CPD session			
Oct 2021	H. Gee		Yes	Yes	

Summary of last updates
Weekly Health and Wellbeing sessions added in Year 6
Final updates RSE policy

## Introduction

All schools must provide a curriculum that is broadly based, balanced and meets the needs of all pupils. Under section 78 of the Education Act 2002 and the Academies Act 2010, a PSHE curriculum:

- promotes the spiritual, moral, cultural, mental and physical development of pupils at the school and of society
- prepares pupils at the school for the opportunities, responsibilities and experiences of later life
- As with all curriculum areas the PSHE curriculum will give due regard to The Equality Act 2010 and its three main aims.
- To eliminate unlawful discrimination, harassment, victimisation and any other conduct prohibited by the Act.
- To advance equality of opportunity between people who share protected characteristics and people who do not share it
- To foster good relations between people who share protected characteristic and people who do not share it.

The Relationships Education, Relationships and Sex Education and Health Education (England) Regulations 2019, made under sections 34 and 35 of the Children and Social Work Act 2017, make Relationships Education compulsory for all pupils receiving primary education and Relationships and Sex Education (RSE) compulsory for all pupils receiving secondary education. Whilst Health Education is not compulsory in independent schools, Personal, Social, Health and Economic Education (PSHE) continues to be compulsory in independent schools. Our PSHE curriculum covers all aspects of Relationships and Sex Education and Health Education in an age-appropriate way.

This policy is informed by existing DfE guidance on:

**Relationships Education, Relationships and Sex Education (RSE) and Health Education** (February 2019)

**Preventing and tackling bullying** (Preventing and tackling bullying: Advice for head teachers, staff and governing bodies, July 2013, updated 2017)

**Drug and Alcohol Education** (DfE and ACPO drug advice for schools: Advice for local authorities, Head Teachers, school staff and governing bodies, September 2012)

**Safeguarding** (Working Together to Safeguard Children: A guide to inter-agency working to safeguard and promote the welfare of children, March 2013 **Keeping Children Safe in Education, 2018**)

**Equality** (Equality Act 2010: Advice for school leaders, school staff, governing bodies and local authorities, revised June 2014). Public sector equality duty (PSED) (s.149 of the Equality Act).

**Respectful School Communities: Self Review and Signposting Tool**

**Behaviour and Discipline in Schools** (advice for schools, including advice for appropriate behaviour between pupils)

**SEND code of practice: 0 to 25 years** (statutory guidance)

**Alternative Provision** (statutory guidance)

**Mental Health and Behaviour in Schools** (advice for schools)

**Preventing and Tackling Bullying** (advice for schools, including advice on cyberbullying)

**Sexual violence and sexual harassment between children in schools** (advice for schools)

**The Equality and Human Rights Commission Advice and Guidance**

**Promoting Fundamental British Values as part of SMSC in schools**

**SMSC requirements for independent schools**

**National Citizen Service** guidance for school

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### Aims

We aim that our pupils learn to believe in themselves and others, show determination and perseverance in all that they do and take a pride in their achievements.

- To promote the spiritual, moral, cultural and social development (SMSC) of all learners at the school
- To promote the mental and physical development of all learners
- To prepare learners at the school for the opportunities, responsibilities and experiences of life after school
- To promote the fundamental British values in young lives, including democracy, understanding and following rules, individual liberty and a mutual respect and tolerances for others with different faiths and beliefs.

Through our provision:

- we enable pupils to develop their self-knowledge, self-esteem and self-confidence
- enable pupils to distinguish right from wrong and to respect the civil and criminal law of England
- encourage pupils to accept responsibility for their behaviour, show initiative, and to understand how they can contribute positively to the lives of those living and working in the locality of the school and to society more widely
- enable pupils to acquire a broad general knowledge of and respect for public institutions and services in England
- 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
- encourage respect for democracy and support for participation in the democratic processes, including respect for the basis on which the law is made and applied in England.

PSHE is a platform to promote safeguarding, not least through teaching pupils how to stay safe, how to keep themselves from harm and how to take responsibility for their own and others' safety. PSHE plays a crucial part in teaching children and young people to recognise dangers and harmful situations and to know the preventative actions they can take to keep themselves safe. Pupils are taught how to form and establish healthy relationships and how to deal with any issues that could cause them concern. Both pupils and parents are given information about how to keep safe online. In the Prep, we support our pupils as they begin to go through physical and emotional changes and are sympathetic towards the different cultural pressures that this stage of their lives may bring.

## **PSHE Core Themes**

The PSHE curriculum and aims are embedded throughout all aspect of school life and are reinforced through assemblies and form sessions. Pupils have opportunities to meet with outside visitors (Greater Manchester Fire and Rescue Service, RSPCA, local Church leaders, charity workers). A weekly session is dedicated to following a specific theme:

### **Health & Wellbeing**

- Know and understand what constitutes a healthy lifestyle.
- Develop a healthy, safe lifestyle with the ability to make appropriate risk assessments.
- Know how to maintain physical, mental and emotional health and wellbeing.
- Be aware of safety issues, including how to respond in an emergency.
- Know how to manage change, including puberty, transition and loss.
- Recognise when pressure threatens safety and well-being.

### **Relationships**

- Develop good relationships and respect the differences between members of the school and the wider community.
- Know how to recognise and manage emotions within a range of relationships including online relationships.
- Being safe and knowing how to recognise risky or negative relationships, including all forms of bullying, internet bullying, radicalisation and grooming; and know how to ask for help.
- Know how to respect equality and diversity in relationships.
- Mental Wellbeing
- Internet Safety and Harms
- Health and Prevention - physical health and fitness, healthy eating, facts and risks associated with drugs, alcohol and tobacco, basic first aid
- The Changing Adolescent Body

### **Living in the Wider World**

- Know the importance of responsible behaviours and actions.
- Understanding of Fundamental British Values.
- Recognise and manage risk
- Be responsible and independent members of the school community.
- Be positive and active members of a democratic society.
- Know about the importance of respecting and protecting the environment.
- Develop self-confidence and self-esteem and make informed safe choices regarding personal and social issues.
- Develop good relationships with other members of the school and the wider community.
- Know about where money comes from, keeping it safe and the importance of managing it effectively.
- Have a basic understanding of enterprise

### **Promoting British Values**

The list below describes the understanding and knowledge expected of pupils as a result of schools promoting fundamental British values

- 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 choose and hold other faiths and beliefs is protected in law

- an acceptance that other 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
- an understanding of the importance of identifying and combatting discrimination.

At Bowdon Prep School these values are reinforced regularly and in the following ways:

**Democracy:** Democracy is rife within the school. Pupils have the opportunity to have their voices heard through our Pupil Council and Pupil questionnaires, pupil leadership roles (pupils lead extra-curricular clubs). Our School Council members are voted in by their peers.

**The Rule of Law:** The importance of laws, whether they are those that govern the class, the school, or the country, is consistently reinforced throughout the school day, as well as through school assemblies. Pupils are taught the value and reasons behind laws; they govern and protect us, the responsibility this involves and the consequences when laws are broken. Visits from authorities such as the Police; Fire Service; Lifeguards etc. are regular parts of our calendar and help reinforce this message.

**Individual Liberty:** Within school, pupils are actively encouraged to make choices, knowing that they are in a safe and supportive environment. As a school we educate and provide boundaries for young pupils to make choices safely, through of provision of a safe environment and an empowering education. Pupils are encouraged to know, understand and exercise their rights and personal freedoms and are advised how to exercise these safely, for example through our eSafety and Cyber Safe and PSHE lessons. Whether it is through choice of challenge, of how they record work, of participation in our extra-curricular clubs and opportunities, pupils are given the freedom to make choices.

**Mutual Respect:** Part of our school ethos and behaviour policy revolves around Core Values such as 'Respect', and pupils have been part of discussions and assemblies related to what this means and how it is shown. Daily form time provides opportunities for open discussions. Posters around the school promote respect for others and this is reiterated through our school rules, as well as our behaviour policy.

**Tolerance of those of different Faiths and Beliefs:** This is achieved through enhancing pupils understanding of their place in a culturally diverse society. Assemblies (often led by pupils) and class discussions involving prejudices and prejudice-based bullying take place and are supported by learning in RE and PSHE. Members of different faiths or religions are encouraged to share their knowledge to enhance learning within classes and the school.

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

### **Spiritual Development**

Planned opportunities for spiritual development in all subjects can be seen across the school. Children are given opportunities to reflect upon the meaning of spiritual experiences. Examples of experiences commonly regarded as spiritual include:

- Curiosity and mystery
- Awe and wonder
- Connection and belonging
- Heightened self-awareness
- Prayer and worship
- Deep feelings of what is felt to be ultimately important
- A sense of security, well-being, worth and purposefulness

Pupils' spiritual development is shown by their:

- beliefs, religious or otherwise, which inform their perspective on life & their interest in & respect for different people's feelings & values
- sense of enjoyment and fascination in learning about themselves, others and the world around them, including the intangible
- use of imagination and creativity in their learning willingness to reflect on their experiences

At BPS we will develop a climate or ethos within which all pupils can grow and flourish, respect others and be respected; accommodating difference and respecting the integrity if individuals.

## **Moral Development**

Pupils' moral development is shown by their:

- ability to recognise the difference between right and wrong, and their readiness to apply this understanding in their own lives
- understanding of the consequences of their actions
- interest in investigating, and offering reasoned views about, moral and ethical issues

We believe that a morally aware pupil will develop a wide range of skills. These can include the following:

- Distinguish right from wrong, based on knowledge of the moral codes of their own and other cultures
- Develop an ability to think through the consequences of their own and others' actions
- Have an ability to make responsible and reasoned judgements
- Ensure a commitment to personal values
- Have respect for others' needs, interests and feelings, as well as their own
- Develop a desire to explore their own and others' views, and an understanding of the need to review and re-assess their values, codes and principles in the light of experience

At BPS we develop pupil moral development by:

- Providing a clear moral code as a basis for behaviour which is promoted consistently through all aspects of the school
- Promoting racial, religious and other forms of equality
- Giving pupils opportunities across the curriculum to explore and develop moral concepts and values – for example, personal rights and responsibilities, truth, justice, equality of opportunity, right and wrong
- Developing an open and safe learning environment in which pupils can express their views and practice moral decision making
- Rewarding expressions of moral insights and good behaviour
- Recognising and respecting the codes and morals of the different cultures represented in the school and wider community
- Encouraging pupils to take responsibility for their actions, for example, respect for property, care of the environment, and developing codes of behaviour, providing models of moral virtue through literature, humanities, sciences, arts and assemblies; reinforcing the school's values through images, posters, classroom displays, etc. and monitoring in simple ways, the success of what is provided

Teachers always discuss with their classes a code of conduct for the classroom based on the values held by the school. We teach the children to be aware of their own actions, take responsibility for their own bodies and encourage independence. We will help the children to identify their feelings and think these through so that they are expressed in behaviour that is socially acceptable. This is done through collective worship, social skills groups and SEAL/PSHE/Circle Time sessions. We are interested in the development of the whole child and will endeavour to raise their self-esteem through praise, stickers, Pupil of the Week awards and other means that highlight both academic and social achievements (see [Positive Behaviour Policy](#)).

## **Social Development**

Pupils' social development is shown by their:

- use of a range of social skills in different contexts, including working and socialising with pupils from different religious, ethnic and socioeconomic backgrounds
- willingness to participate in a variety of social settings, cooperating well with others and being able to resolve conflicts effectively
- interest in, and understanding of, the way communities and societies function at a variety of levels

We recognise that pupils who are becoming socially aware are likely to be developing the ability to:

- Adjust to a range of social contexts by appropriate and sensitive behaviour
- Relate well to other people's social skills and personal qualities

- Work successfully, as a member of a group or team
- Share views and opinions with others
- Resolve conflicts maturely and appropriately
- Reflect on their own contribution to society
- Show respect for people, living things, property and the environment
- Exercise responsibility
- Understand how societies function and are organised in structures such as the family, the school
- Understand the notion of interdependence in an increasingly complex society

BPS develops pupil social development by:

- Identifying and promoting the key values and principles on which school and community life is based
- Fostering a sense of community, with common, inclusive values
- Promoting racial, religious and other forms of equality
- Encouraging pupils to work co-operatively
- Encouraging pupils to recognise and respect social differences and similarities
- Providing positive experiences to reinforce our values as a school community – for example, through assemblies, team building activities, residential experiences, school productions
- Helping pupils develop personal qualities which are valued in a civilised society, for example, thoughtfulness, honesty, respect for difference, moral principles, independence, interdependence, self-respect and an awareness of others' needs
- Providing opportunities for engaging in the democratic process and participating in community life
- Providing opportunities for pupils to exercise leadership and responsibility
- Providing positive and effective links with the world of work and the wider community
- Monitoring in simple, pragmatic ways, the success of what is provided

## Cultural

Pupils' cultural development is shown by their:

- understanding and appreciation of the wide range of cultural influences that have shaped their own heritage
- willingness to participate in, and respond to, for example, artistic, musical, sporting, mathematical, technological, scientific and cultural opportunities
- interest in exploring, understanding of, and respect for cultural diversity and the extent to which they understand, accept, respect and celebrate diversity, as shown by their attitudes towards different religious, ethnic and socio-economic groups in the local, national and global communities

Children are made aware of the diversity of other cultures both within modern Britain and throughout the world. This is done through assemblies, music, drama, PE, art and many other curriculum areas. Pupils who are becoming culturally aware are likely to be developing some or all of the following characteristics:

- An ability to reflect on important questions of meaning and identity
- An interest in exploring the relationship between human beings and the environment

At BPS pupils' cultural development by:

- Extending pupils' knowledge and use of cultural imagery and language
- Encouraging them to think about special events in life and how they are celebrated
- Recognising and nurturing particular gifts and talents; providing opportunities for pupils to participate in literature, drama, music, art, crafts and other cultural events and encouraging pupils to reflect on their significance
- Reinforcing the school's cultural links through displays, posters, exhibitions, etc. As well as developing partnerships with outside agencies and individuals to extend pupils' cultural awareness, for example, theatre, museum and gallery visits
- Auditing the quality and nature of opportunities for pupils to extend their cultural development across the curriculum in collaboration with the subject leaders of PSHE, RE, MFL, School Council

## Spiritual Development

Pupils' spiritual development is shown by their:

- A sense of being in relationship with others and a growing understanding of what it means to belong to a community.
- An involvement with others in the wider world and an appreciation of difference and diversity.
- A willingness to explore Christian beliefs and values through a knowledge of Bible stories and Christian teaching in order that these might become a firm foundation for life.
- The ability to reflect upon experiences of awe, compassion, beauty etc
- The ability to realise that experiences of disappointment, failure and loss can be occasions for spiritual growth and development
- A capacity to value the natural world and a commitment to care for creation
- A willingness to explore the ultimate questions and mysteries of life.

At BPS pupils' cultural development by:

- In our school we seek to find ways in which all areas of the curriculum can contribute to children's spiritual development and to highlight opportunities for these in our planning.
- We seek to foster spiritual capacities, eg. imagination, insight and empathy.
- We allow children the opportunity to explore and express feelings and emotions.
- We provide opportunities for prayer including silence and stillness.
- We share feelings and experiences that foster hope and joy, reassurance and encouragement.
- We encourage children to develop relationships based on the Christian values of love, forgiveness and service to others.
- We enable children to make the links between biblical values the life of the school and the wider community.

Initiatives and activities promoting spiritual, moral, social and cultural development:

- Pre/After School Clubs
- Assemblies
- Charity Support
- Competitions
- Library resources and sessions
- Celebrating diversity
- Learning walks
- Themed days/weeks
- Trips and excursions
- School council involvement
- Pupil voice
- Leadership and enterprise

The term 'Pupil Voice' describes how pupils give their input to what happens within the school and classroom. Our desire is for pupils to know that their expertise, opinions and ideas are valued in all aspects of school life. Pupil Voice permeates all levels of our work together, from pupils participating in small group classroom conversations to pupils establishing procedures, events and contributing to the overarching ethos of the school.

## Wellbeing

In addition to weekly PSHE sessions, we take a whole school approach to Health and Wellbeing Education. Pupils in Year 6 will have an additional weekly wellbeing session led by the Year 6 tutors.

*'To achieve their potential, schoolchildren must participate fully in educational activities. To do this they must be healthy, attentive and emotionally secure.'* World Health Organisation (WHO), 2000. *'Health is the extent to which an individual or group is able, on one hand, to realise aspirations and satisfy needs and, on the other hand, to change or cope with the environment. Health is, therefore seen as a resource for everyday life, not an object of*



*living; it is a positive concept emphasising social and personal resources, as well as physical capabilities.' World Health Organisation (WHO), 2000*

Our schools aims to enable our children, staff and everyone working in partnership with the school to develop the knowledge and understanding, skills, capabilities and attributes necessary for mental, emotional, social and physical wellbeing now and in the future.

We believe that learning through health and wellbeing promotes confidence, independent thinking and positive attitudes and dispositions.

- **Physical Health** which explores the knowledge, skills and attitudes that are needed to understand physical factors in relation to our health.
- **Emotional Health** which explores the knowledge, skills and attitudes that are needed to understand emotions, feelings and relationships and how they affect us.
- **Social Health** which explores the interaction of the individual, the community and the environment in relation to health and safety.

Health Promoting Initiatives include:

- Children encouraged to drink water regularly
- Participation in Active Schools
- Wake Up and Work Out morning sessions
- Extensive extra-curricular PE programme
- Go Explore (Forest School)
- Improved playground equipment
- Improvements to school grounds
- Buddy system and peer mentors
- Walk to school initiatives
- Road Safety Officers
- Cycling Proficiency Training
- Information evenings for parents: Supporting child development, Internet safety
- Staff health and wellbeing – Social activities, Sporting activities
- Health and Beauty Evenings