



DORSET HOUSE SCHOOL

PSHEE Policy

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Appendix 1: Long Term Plans Pre-Prep 1 to Year 3

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Approved by: Governors' Academic Committee



1. POLICY STATEMENT

As part of a rounded curriculum, Dorset House School is committed to an extensive programme of Personal, Social, Health and Economic Education for pupils throughout their time at the school.

Under the **Education Act 2002/Academies Act 2010** all schools must provide a balanced and broadly-based curriculum which:

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

Under the **Children Act 2004 and Education Act 2006**, we also have a responsibility to promote pupil wellbeing and pupil safeguarding and community cohesion. There should be particular attention paid to help children reduce risk which includes the safe use of electronic equipment and access to the internet. **Ofsted guidance (July 2014)** states that:

'...the responsibilities placed on governing bodies and proprietors include making sure that children are taught about how to keep themselves safe'

The DfE published a new National Curriculum in September 2014. Whilst PSHEE education remains a non-statutory subject, section 2.5 of the National Curriculum framework document states that:

'All schools should make provision for personal, social, health and economic education (PSHEE), drawing on good practice.'

Along with the National Curriculum framework, the DfE also published a guidance document on PSHEE education, which states that the subject is:

'An important and necessary part of all pupils' education'

It goes on to note that:

'Schools should seek to use PSHEE education to build, where appropriate, on the statutory content already outlined in the national curriculum, the basic school curriculum and in statutory guidance on: drug education, financial education, sex and relationship education (SRE) and the importance of physical activity and diet for a healthy lifestyle.'

Equality Act (2010) – to encourage respect for other people, with particular regard to the 'protected characteristics' under the Act: age, disability, gender reassignment, marriage and civil partnership, pregnancy and maternity, race, sex, religion and belief, sexual orientation.

'Keeping Children Safe in Education' (DfE September 2019) – *'Governing bodies and proprietors should ensure that children are taught about safeguarding, including online safety. Schools should consider this as part of providing a broad and balanced curriculum. This may include covering*



relevant issues through Sex and Relationship Education, and/or, through Personal, Social, Health and Economic (PSHEE) education’.

Careers Guidance and Inspiration for Schools (DfE April 2014) – career advice must be given to pupils in Year 7 and 8. It must be presented in an impartial way, enable pupils to make informed choices, to ‘know themselves’, and learn about different careers and opportunities

Non-Statutory DfE advice Preventing and Tackling Bullying (2013) – to ensure that the school explores this topic through PSHEE; it should also include cyber-bullying and online safety

Spiritual, Moral, Social and Cultural (SMSC) Development of Pupils:

Part 2, Schedule 1 of the Education (ISC) (England) Regulations 2010 Amendment Regulations 2014

These changes, ‘rather than encouraging respect for values, independent school proprietors are now required to ‘actively promote’ them as seen in the principles set out in paragraph 5 (b) of the standard’.

Standard 5 (b) states:

- (a) actively 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;*
- (b) ensures that principles are actively promoted which—*
 - (i) enable pupils to develop their self-knowledge, self-esteem and self-confidence;*
 - (ii) enable pupils to distinguish right from wrong and to respect the civil and criminal law of England;*
 - (iii) 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;*
 - (iv) enable pupils to acquire a broad general knowledge of and respect for public institutions and services in England;*
 - (v) further tolerance and harmony between different cultural traditions by enabling pupils to acquire an appreciation of and respect for their own and other cultures;*
 - (vi) encourage respect for other people, paying particular regard to the protected characteristics set out in the Equality Act 2010(2); and*
 - (vii) 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 England;*
- (c) precludes the promotion of partisan political views in the teaching of any subject in the school;*
- (d) takes such steps as are reasonably practicable to ensure that where political issues are brought to the attention of pupils;*
 - (i) while they are in attendance at the school;*



- (ii) *while they are taking part in extra-curricular activities which are provided or organised by or on behalf of the school;*
- (iii) *in the promotion at the school, including through the distribution of promotional material, of extra-curricular activities taking place at the school or elsewhere; they are offered a balanced presentation of opposing views.”.*

Boarding:

It is important that all boarders at Dorset House receive the topics below as part of the PSHEE provision at the school.

National Minimum Standards – 3.1

B310 – discussion concerning health care especially *‘health education in areas like smoking, alcohol, drug misuse, and sex education, as appropriate to boarders’ ages’*

National Minimum Standards – 10.4

‘Boarders have access to information about events in the world outside the school...’

B354 states that *‘PSHEE courses may involve an element of current affairs, involvement in community service and charitable fund raising’*

National Minimum Standards – 12.1 and 16

Promoting positive behaviour and relationships i.e. discussion concerning bullying as well as promoting equal opportunities i.e. gender, race, religion etc

2. AIMS AND OBJECTIVES

Pupils will be given opportunities to:

- Develop independence, confidence and self-worth. As a school we aim for every child to appreciate their uniqueness and value as an individual and the important role they each play within the life of the school and the wider world.
- Explore the concept of ‘Britishness’ e.g. Democracy, The Rule of Law, individual liberty, mutual respect and tolerance of those of different faiths and beliefs. The list below describes the understanding and knowledge expected of pupils:
 - a. *An understanding of how citizens can influence decision-making through the democratic process;*
 - b. *An appreciation that living under the rule of law protects individual citizens and is essential for their well-being and safety;*
 - c. *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;*
 - d. *An understanding that the freedom to hold other faiths and beliefs is protected in law;*



- e. *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;*
- f. *An understanding of the importance of identifying and combatting discrimination.*

- Consider and discuss the Dorset House Code of Conduct
- Feel supported through difficult situations both in school and in their personal lives. All members of staff will try to equip children with the skills needed to deal with life's challenges seeking outside support where necessary.
- Enjoy positive relationships with peers, having respect for children who may be different from themselves but showing willingness to work and collaborate with all children regardless of race, ability, gender or social background.
- Develop their understanding of a healthy, safer lifestyle and use this knowledge to make informed decisions and choices in the present and in the future.
- Become a responsible citizen who knows they can make a difference to others around them and further afield through fund raising and work within the local community.
- PSHE Association has identified three sets of 'essential skills' that pupils should understand and will be covered in the whole curriculum not just PSHE lessons:

Intrapersonal skills for self-management

1. *Self-reflection*
2. *Learning from experience and making use of constructive feedback*
3. *Setting challenging personal goals*
4. *Making decisions and developing flexibility*
5. *Recognising our brains can 'trick us' or 'trap us': e.g. generalisation, distortion of events, misperceptions about the behaviour of peers*
6. *Resilience: e.g. self-motivation, adaptability, managing setbacks and stress*
7. *Self-regulation: e.g. manage strong emotions*
8. *Recognising and managing the need for peer approval*
9. *Organisation, especially time management*

Interpersonal skills for positive relationships in various settings

1. *Active listening*
2. *Empathy*
3. *Communication: e.g. body language, assertiveness, presentation skills*
4. *Team building*
5. *Negotiation, including flexibility and compromise*
6. *Identify and use strategies for managing pressure*
7. *Responding to the need for positive affirmation for self and others*



Skills of enquiry

- 1. Formulating questions*
- 2. Gathering and using data – variety of sources*
- 3. Assess validity and reliability of sources*
- 4. Analysis*
- 5. Planning and deciding*
- 6. Recalling and applying knowledge creatively and in new contexts*
- 7. Compose and defend conclusions using evidence*
- 8. Identification, assessment (including prediction) and management of risk*
- 9. Evaluating social norms and other phenomena*
- 10. Reviewing progress against objectives*

3. ORGANISATION

All pupils have a timetabled lesson for PSHEE each week, led by the class teacher or qualified member of staff. Year 8 also undertake a Post-CE programme that is largely PSHEE-based, after their final exams in June. By its nature, much of the PSHEE curriculum is taught and encouraged discreetly. Form teachers and other members of staff have the responsibility of teaching children positive social, emotional and spiritual skills through:

- Implementing the school's procedures for pastoral care, guidance and support.
- Responding to class/individual needs and issues, providing sessions to promote pupils' personal and social development.
- Handling issues outside the classroom in a calm manner which encourages the children to reflect on their own behaviour. This will involve providing support and ideas in relation to solving problems independently.
- Modelling good practice in attitude, commitment and work ethic.

4. KEY STAFF

PSHEE Co-ordinator – Headmaster (Matt Thomas)

Form Teachers

Mr Keane – Head of Science:

Miss Oland - Head of Girls' Games

Karl Hopwood, an external provider, delivers a talk on e-safety, cyber bullying, social media and online safety issues to all pupils, staff and parents on an annual basis.



5. SEX AND RELATIONSHIP EDUCATION (SRE)

This PSHEE policy should be read in conjunction with Dorset House School's RSE and Health Education Policy and Mental Health Policy.

Although Dorset House has always included elements of relationships and sex education within the PSHEE programme, the law (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) now requires all pupils receiving primary education to be taught about Relationships Education and those in secondary education to be taught Relationships and Sex Education (RSE).

As per section 3.1 of NMS for Boarding, issues such as Sex Education together with smoking and alcohol and drug misuse are discussed during PSHEE lessons.

The purpose of SRE is to provide knowledge and understanding of how the body changes during puberty and the processes of human reproduction, within the context of relationships based on love and respect. It should develop understanding and attitudes which will help pupils to form relationships in a responsible and healthy manner and to appreciate the value of a stable family life, including the responsibilities of parenthood and marriage. Guidance from the DfE can be found on the DfE website in the document, '*Sex and Relationship Education Guidance*'.

The programme will cover:

- Love, Marriage and Relationships
- Puberty
- Menstruation
- Personal Hygiene
- Reproduction

Key Stage 1 - would include laying foundations of understanding about growth and change and respect for one another

Key Stage 2 - preparation for the changes of puberty

Key Stage 3 - a more comprehensive body of knowledge and understanding about sexual health

Cross-Curricular support for SRE

Science will teach about conception and contraception, where appropriate. PSHEE education will explore what lifestyle choices young people may wish to make, and having made those choices what language, strategies and skills they need to stay healthy and safe.

There may also be relevant learning in other subjects such as Religious Education in relation to the law of the land and the views of religious and secular groups on matters such as abortion and same-sex relationships.



As part of SRE it is important that pupils recognise ways they could put themselves at risk through the use of technology. ICT lessons can include risks to their emotional and physical wellbeing and safety and their personal reputation. It is important to explore the risks: the law as it pertains to the sharing and downloading of images and information; safe ways of sharing personal information; social networking; online dating and sharing images.

- For 11+ it is an exam requirement that the main stages of the Human life cycle are covered.
- For 13+ it is a requirement that the principal changes which occur at adolescence are taught. This includes the human reproductive system, the menstrual cycle, fertilisation, role of the placenta in growth and birth. This is covered well in the Galore Park ISEB Science Prep book.

We also use the BBC Sex Education Video produced for schools which is divided into three sections covering:

- Growing—Puberty
- Someone new-Birth
- Life Begins

Year 5-8 Girls on Puberty/Personal Hygiene/Menstruation:

Miss Oland, Head of Girls' Games, teaches Years 5 – 8 with regard to Puberty/Personal Hygiene/Menstruation.

6. TEACHING AND LEARNING

It is recognised that pupils learn best in this area by active learning methods. These will be encouraged at all times. Active teaching approaches will be used including e.g. Circle Time, games, role play and discussions will be used. The over-use of worksheets will be discouraged. Pupils will be given opportunities to rehearse the skills and attitudes that they need for life in the safe environment of the classroom. At all times, the emphasis will be on the development of positive self-esteem

A range of activities outside the classroom include:

- Assemblies – including 'Splash' Pre-Prep assemblies
- Visits to places of interest
- Extra-curricular activities
- Outdoor pursuits and team building across the school
- School Council
- Fund-raising and charity work
- Interaction with members of the local community, visiting speakers and professionals

7. RESOURCES



- National Curriculum
- Child Exploitation and Online Protection Centre
- Social and Emotional Aspects of Learning (SEAL)
- PSHE Answers by J Foster
- Citizenship/PSHE by Folens
- Good Thinking (Citizenship and Moral Responsibility) by Huddleston/Rowe
- Cross Curricular Themes by Evans
- Developing Citizenship
- Your Life – A whole-school solution for Citizenship and PSHE
- <http://www.lcp.co.uk/primary-school/citizenship>
- <http://resources.woodlands-junior.kent.sch.uk/teacher/re.html#phse>

8. COMMUNITY INVOLVEMENT

There are strong links with both the local church in Bury and with St Nicholas' in Arundel and this provides opportunities for pupils' spiritual development.

9. INCLUSION AND EQUAL OPPORTUNITIES

The school will work to ensure that all pupils, including those with SEND and A,G&T, are provided with appropriate support in their personal and social development.

In order to achieve this, teachers will work to:

- Set suitable learning challenges
- Respond to pupils' diverse learning needs
- Overcome potential barriers to learning and assessment for individuals and groups of pupils
- Provide additional opportunities to take responsibility, develop leadership skills, think creatively and use their talents for the good of the class or the wider community.

It is the responsibility of all staff to ensure that all pupils, irrespective of gender, ability, race and social circumstance are supported in their personal and social development.

10. ASSESSMENT

A range of assessment methods may be used: brainstorming, pupil discussion, portfolios of work. Folders or exercise books are used at the discretion of form teachers.

11. PARENTAL INVOLVEMENT

The school aims to involve parents closely in promoting Personal, Social, Health and Economic Education by:



- Providing information about Sex and Relationship Education.
- Providing an annual meeting to discuss Social Media using an external speaker

Legislation states that *'parents have the right to withdraw their children from any and every aspect of sex education that is not taught as part of the statutory curriculum'*.

A clarion call email is sent to all relevant parents about the content of the SRE and they can withdraw their child from that lesson.

12. STAFF DEVELOPMENT AND MENTORING

The PSHEE co-ordinator provides training for staff and offers advice on further Inset needs. The use of PSHEE co-ordinators and Matrons, from local senior schools, to deliver PSHEE topics has taken place on staff Inset days.

The Headmaster provides support for teachers and will lead the evaluation of Personal, Social, Health and Economic Education by discussion with teachers and pupils in which the strengths and weaknesses in the subject are evaluated, and areas for further improvement are indicated.