



# Yarrells School & Nursery

## PERSONAL, SOCIAL, HEALTH, CITIZENSHIP AND ECONOMIC EDUCATION (PSHCEE) POLICY

Policy Lead (Position (and Initials)): **Head of PSHCEE (TL)**

Date of Last Review: **September 2021**

Date of Next Review: **September 2022**

Yarrells is a happy school community, where children are encouraged to learn and achieve in all areas, within a safe, caring environment. We believe that every child has something valuable to contribute and that in our setting, guided by expert staff, we can find and nurture a child's gift, giving each one the confidence to tackle life's challenges with spirit and determination. We are proud to provide our pupils with many opportunities for leadership, responsibility and involvement in the life of the school. We aim to help each child to achieve his/her maximum potential and to socially mature in preparation for their next step on the academic ladder; and to have a varied, well-balanced and stimulating time at school, that they should enjoy.

Our school values the individuality of all of our children. We are committed to giving our children every reasonable opportunity to achieve the highest of standards. We offer a broad and balanced curriculum, and have high expectations for our pupils. The achievements, attitudes and well-being of all our children are important. YPS promotes children's individuality, irrespective of ethnicity, religion, attainment, age, disability, gender or background.

At YPS we resolve to 'Praise loudly and blame softly'. When there is occasion to deal with any issues or to discuss a need to improve behaviour, children respond well. We have a firm but fair response to discipline and once something is dealt with, we put it behind us and move on from that point. Children appreciate this and they know that when they are reprimanded we are working to be fair and reasonable and to promote a happy school. Children take pride in the fact that they attend a school with high expectations in all areas such as behaviour; uniform; relationships or work.

Within PSHCEE, we strive to build children's confidence, independence and sense of self-worth. We believe PSHCEE gives children the knowledge, skills and understanding that they need to stay healthy and safe, develop worthwhile relationships, respect differences, develop independence and responsibility, and make the most of their own abilities and recognise those of others.

In addition, we try to extend the children's understanding of life so that they can develop a greater awareness of community, its values and expectations, and develop into well-rounded, caring and responsible citizens in their school, local, regional and the global community.

We aim to support our children to excel, and to achieve this, our children need to recognise their own strengths and areas for development and should strive to improve on them. Through engagement with our pupils at Yarrells, we are constantly looking to improve our children's educational achievement and approach to learning and also to encourage them to be caring and compassionate members of the school and wider community.

## **At Yarrells, we aim to:**

- educate pupils intellectually, socially, morally, aesthetically, physically and spiritually
- give instruction in the basic skills, namely reading; numeracy; oracy; and literacy, by the most effective methods available to us
- encourage the development of all pupils, so that they will learn to take their place in society
- instil in pupils a sense of decency, commitment, self-reliance, responsibility, respect for others empathy and healthy self-esteem
- create an atmosphere that is relaxed but purposeful, and facilitate the achievement of these aims by forming the best possible relationships between teachers, children, parents and others involved
- help the pupils develop an understanding of their cultural heritage.

## **Values and precepts**

We want our pupils to achieve their full potential and to become good members of the community by embracing, with us all, the following precepts:

- to tell the truth;
- to help those who are weaker and less fortunate than ourselves;
- to take personal responsibility for all our actions;
- to develop self-discipline;
- to act considerately towards all living things;
- to respect the rights and property of others;

The values underlying these precepts are reflected also in school rules:

- to be polite and helpful towards adults, visitors and each other;
- to be kind and compassionate towards others, both at school and in the wider community;
- to work hard and try our best in everything we do;
- to respect and care for other people and their property;
- to respect and care for ourselves and our own property;
- to be proud of our school and to take care of it;
- to be honest and truthful;
- to move around the school sensibly;
- to listen well, avoid interrupting and take turns;
- to wear the school uniform neatly, correctly and with pride.

At Yarrells Preparatory School the Personal, Social, Health, Citizenship and Economic education (PSHCEE) and curriculum helps to give pupils the knowledge, skills and understanding they need to lead confident, healthy independent lives and to become informed, active, responsible and positive members of a diverse multicultural society. Pupils are encouraged to take part in a wide range of activities and experiences across and beyond the curriculum, contributing fully to the life of the school, the local community and the global community. They learn to recognise their own worth, work well with others and become increasingly responsible for their own learning. We endeavour to ensure that the children experience the process of democracy through participation in class management and via electing a School Council. We teach children both about their rights and their responsibilities towards each other and the environment.

While this policy is to do with children's PSHCEE it should be seen as working in conjunction with other important policies such as Behaviour; Anti-bullying; Safeguarding and Equality.

## **Aims**

- To provide pupils with the knowledge, understanding, attitudes, values and skills they need in order to reach their potential as individuals and within the local, regional, national and global community.
- To promote and teach, at a level appropriate for young children, the principles of democracy, equality and inclusion and the values of honesty, trust, justice, moral responsibility and respect for all; so that they can go on to form the effective, fulfilling relationships that are an essential part of life and learning.
- To encourage pupils to respect other people, even if they choose to follow a lifestyle that one would not choose to follow oneself.
- To raise the self-esteem of the whole-school community; both within and outside the classroom so that all staff realise their own self-worth and role within the Yarrells School.
- To teach pupils the skills necessary to manage their feelings, work effectively with others, communicate appropriately and make informed and reflective decisions.
- To provide all pupils with accurate information on health-related issues appropriate to their age, ability and experiences.
- To offer opportunities for all pupils to play an active role as citizens including taking responsibility for their own learning, for aspects of school life and working with and within the wider and global community.
- To encourage pupils to take part in a wide range of activities and experiences across and beyond the curriculum, contributing fully to the life of their school and communities. In doing so they learn to recognise their own worth, work well with others and become increasingly responsible for their own learning.
- To help pupils reflect on their experiences and understand how they are developing personally and socially, tackling many of the spiritual, moral, social and cultural issues that are part of growing up.

Teachers will work towards enabling pupils to achieve these aims by doing the following:

- To allow pupils to know themselves and how their strengths, weaknesses and interests relate to the world of work; learn about different careers and opportunities; obtain individual guidance; gain some work experience; and gain information about training, education and occupations beyond school. This must be done showing no bias or favouritism towards a particular education or work option.
- helping pupils to understand that their actions have causes and effects.
- aiding them to develop the ability to communicate and express their feelings appropriately.
- celebrating difference using examples of disabled, alternative lifestyles, same sex marriage through inspirational stories of individuals in different situations in assemblies.
- helping them to develop insights into the needs of others and to learn to respect the feelings of other people of their own and different ages.
- helping them to establish the ability to place themselves in another's situation
- encouraging them to recognise and respect similarities and differences and strengths and weaknesses of others.
- ensuring that they develop an understanding of the needs of people with disabilities and to view them positively.
- helping them to reconcile the needs of the individual with the needs of the community.
- helping them to learn to co-operate with others and thereby foster a sense of community and citizenship.
- encouraging them to develop a sense of fairness and moral responsibility and to recognise the importance of character traits such as honesty, selflessness and hard work.
- ensuring children understand the importance of resilience and being strong to ones values and the values of Britain in rule of law, individual liberty, mutual respect and tolerance of those with different faiths and beliefs

- helping to prepare pupils in the senior part of the school for their future as teenagers at senior schools facing the pressures of adolescent life.

### **Personal Development Objectives:**

An overview of these objectives are shown below, in reality these are broken into levelled steps to success, graded for Pre-Prep, Junior Prep and Year 5 and 6.

- ✓ To try new things
- ✓ To work hard
- ✓ To concentrate
- ✓ To push themselves
- ✓ To imagine
- ✓ To improve
- ✓ To understand others
- ✓ To not give up

These objectives will be displayed around school in child-friendly language on jigsaw pieces to focus teachers on the importance of these values.

### **Learning Attitudes**

Each classroom should have on display our learning attitudes which include:

- ✓ I kept trying
- ✓ I worked hard
- ✓ I concentrated
- ✓ I pushed myself
- ✓ I understood others
- ✓ Have you done your best?
- ✓ I tried to improve
- ✓ I tried new things
- ✓ I used my imagination

### **How PSHCEE is embedded at Yarrells**

PSHCEE is embedded in the day to day running of the school, through practice, policy, procedure and the ethos of the School. It is also specifically fostered through the pupils' personal development and opportunities to develop leadership; the way we develop children's health and welfare; the schools' involvement in the wider community and specifically timetabled lessons such as 'circle time', Anti-Bullying week, Safer Internet Week, Life Education workshops and the PSHCEE scheme of work.

### **Delivery**

The Jigsaw scheme has been adopted through the school as a useful resource for use within timetabled PSHCEE lessons. The delivery of PSHCEE is however, not confined to specific PSHCEE lessons but spans the whole curriculum and also influences all areas of school life. For this reason, the PSHCEE syllabus will be delivered in a variety of contexts and not merely through a single timetabled subject.

Within every subject across the curriculum there are opportunities to:

- ✓ To make choices sensibly
- ✓ work co-operatively with others
- ✓ put forward and justify points of view clearly
- ✓ listen to and try to understand the opinions of others

- ✓ find ways of improving your own or others' work around you

**Early Years** have timetabled 'circle times', however, PSHCEE topics are usually covered daily within other lessons as part of the Early Learning Goals.

**Year 1 & 2 pupils** have set PSHCEE lessons which may or may not include 'circle time'. In addition, in all Pre-Prep classes, PSHCEE related issues are dealt with on an ongoing basis, such as through addressing problems, reinforcing good behaviour, self-evaluation and praise etc.

**From Year 3 up to and including Year 6**, PSHCEE will be taught by class teachers in a designated weekly time slot; this will also include 'circle time'.

**Years 8**, PSHCEE will be taught partly as a subject in its own right although some of the aims and topics will be dealt with in other areas of the curriculum or within other areas of school life; for example, the impact of smoking will be discussed in Science lessons; aspects of personal relationships (e.g. bullying) in English or drama lessons; during study skills, children will be taught individual strategies to be effective and successful learners; while in certain topics such as drugs or sex education, they will learn about respecting their bodies and aspects of relationships. We are using the Jigsaw KS3 SOW as guidance for coverage during this age group and used alongside dragon's den and business and entrepreneurial education. Children will also benefit from lessons guiding them through the steps of understanding leadership and how to develop as leaders to integrate them into their roles within Year 7 and 8, this is delivered during Excelsis curriculum. We deliver the Excelsis award to children in Year 7 and 8 aiming to help them to develop leadership skills, management and other important life skills through activity-based learning. Included in this programme are visits to local Food Banks and local charities and designing and implementing ways of improving the school for yourselves and your peers. We also encourage children to raise money for environmentally aware organisations such as WWF.

Included in this programme is an element of careers guidance: developing in every young person the values, skills and behaviours they need to get on in life. All children should receive a rich provision of classroom and extra-curricular activities that develop a range of character attributes, such as resilience and grit, which underpin success in education and employment.

The guidance must help to encourage pupils to fulfil their potential. To this end, good careers education should enable pupils to 'know themselves' and how their strengths, weaknesses and interests relate to the world of work; learn about different careers and opportunities; obtain individual guidance; have some work experience; and gain information about training, education and occupations beyond school. Schools should consciously work to prevent all forms of stereotyping in the advice and guidance they provide to ensure that girls and boys from all backgrounds and diversity groups consider the widest possible range of careers, including those which are often portrayed as primarily for one or other of the sexes. Lots of this advice will be given during mentor sessions with a member of staff as well as in lessons.

**The Life Education** PSHCEE specialists deliver an individually tailored researched programme to Reception – Year 5 over a period of two full days and visit the school on an annual basis.

Through the effective teaching of PSHCEE this programme will to ensure children are motivated and equipped to:

- be effective and successful learners
- make and sustain friendships
- deal with and resolve conflict effectively and fairly
- solve problems with others or by themselves
- manage strong feelings such as frustration, anger and anxiety
- be able to promote calm and optimistic states that promote the achievement of goals
- recover from setbacks and persist in the face of difficulties
- work and play cooperatively

- compete fairly and win and lose with dignity and respect for competitors
- recognise and stand up for their rights and the rights of others
- understand and value the differences and commonalities between people, respecting the rights of others to have beliefs and values different from one's own.

*In discussing PSHCEE topics, staff must be aware that different pupils will approach issues from different contexts and reasonable care must be exercised to allow for this.*

PHSE lessons will cover a number of issues under the main headings of:

- ✓ self-awareness
  - ✓ managing feelings
  - ✓ motivation
  - ✓ empathy
  - ✓ social skills
  - ✓ developing and maintaining good relationships
  - ✓ bullying
  - ✓ healthy eating
  - ✓ making sensible choices regarding smoking drinking and drugs
  - ✓ organising schoolwork, homework and revision
- (See individual year groups' schemes of work for specific details.)

Some citizenship topics will also be covered in the senior part of the school though children will be aware of democratic processes and procedures through School Council and also through participating in a number of leadership opportunities including School Council and Eco-Action Team.

Throughout daily school life, all members of the school community encourage children to:

- ✓ respect the lives and property of others
- ✓ respect the different lifestyles, beliefs, opinions and ideas of others
- ✓ have a positive approach to people who have disabilities both within the school and in the wider community
- ✓ to appreciate democratic decision-making processes in group work, games and play
- ✓ develop a respect for rational discussion and non-violent ways of resolving differences of opinion
- ✓ have a concern and respect for other members of both the school and the outside community – those who are older, younger or their peers
- ✓ understand the importance of taking a pride in their appearance and taking care of their belongings, as well as respecting the belongings of others
- ✓ understand the importance of personal hygiene, good grooming and a healthy diet
- ✓ make sensible lifestyle choices regarding diet, smoking, drugs etc (age appropriate).

Non-Curricular Opportunities to approach PSHCEE Issues

- ✓ Registration and form periods – to resolve differences, examine issues and problems, with the form teacher as mediator and advisor or the Assistant Head Pastoral
- ✓ Assemblies including Monday and Friday awards assemblies – to develop self-esteem and respect for others specifically through the use of gold stars, tribe stars and commendations, and certificates for various sorts of achievements as well as the awarding of trophies at the end of term
- ✓ Encouragement of co-operative activities at playtime, particularly through the use of pupil “mediators” and buddies
- ✓ Inter school sports tournaments supported or run by older pupils.
- ✓ Monitoring of behaviour issues across the school with the aim of assessing changes triggers and needs to be addressed.

- ✓ Problem solving activities across the curriculum involving leading, listening and cooperating. We will also endeavour to use practical problem solving skills wherever possible.
- ✓ Eco initiatives encouraging stewardship of our school grounds and the wider world.
- ✓ School council initiatives and campaigns.
- ✓ Through leadership opportunities throughout the school children are encouraged to develop independence and understand the processes of change within a school.
- ✓ We endeavour to ensure that no stigma is attached to children with SEN and that learning support is seen as a normal and integral part of the school day. The outlook of staff and pupils is very positive and children are very supportive of each other.
- ✓ Developing in every young person the values, skills and behaviours they need to get on in life.
- ✓ All children should receive a rich provision of classroom and extra-curricular activities that develop a range of character attributes, such as resilience and grit, which underpin success in education and employment.
- ✓ Departmental and whole staff consultation when problems arise within groups of children or with an individual child.
- ✓ Election of school council representatives annually.
- ✓ Children's leadership opportunities including School Council, Eco-Action team and buddy system.
- ✓ Enrichment activities including Friday club and Forest Schools.
- ✓ Through the school's superb pastoral care, the school is often aware or made aware of family or circumstantial issues which are dealt with discretely and compassionately by staff and those responsible for pastoral care.
- ✓ The benefit of the buddy system adopted within Yarrells is twofold: it ensures the current children have the opportunity for responsibility, while the new children know that they have a fellow student they can turn to for support. The system helps promote friendship and support between peers fostering a sense of whole-school community. They also create friendships that enable both 'buddies' to bond more closely with their school, increasing the likelihood of more positive school behaviour for all pupils.

Through these processes the school will endeavour to:

- 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) ensure that principles are actively promoted which— enable pupils to develop their self-knowledge, self-esteem and self- confidence;
- c) enable pupils to distinguish right from wrong and to respect the civil and criminal law of England;
- d) 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;
- e) enable pupils to acquire a broad general knowledge of and respect for public institutions and services in England;
- f) further tolerance and harmony between different cultural traditions by enabling pupils to acquire an appreciation of and respect for their own and other cultures;
- g) encourage respect for other people, paying particular regard to the protected characteristics set out in the 2010 Act; and
- h) 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;

### **Relationship and Sex Education Policy**

We believe that RSE should be taught in a context which stresses the correct values of love, understanding and respect for others.

The Policy explains the aims of RSE within PSHCEE and helps to ensure that the whole school community (parents, staff, governors and pupils) have a shared understanding of this area of the curriculum.

### **Our Vision**

Through a caring and positive environment, we provide the opportunity for every child to reach their full potential. We embrace Christian values and ensure all children are ready for their next steps.

### **Rationale**

We have based our school's Relationships and Sex Education and Health Policy on the new DfE draft guidance document 'Relationships Education, Relationships and Sex Education, and Health Education in England' February 2019.

The document states:

*'Today's children and young people are growing up in an increasingly complex world and living their lives seamlessly including online. This presents many positive and exciting opportunities, but also challenges and risks. In this environment, children and young people need to know how to be safe and healthy, and how to manage their academic, personal and social lives in a positive way.'*

This policy document is available on the school website to all parents/carers. It should be read in conjunction with the school's Safeguarding, Anti-bullying and Confidentiality policies as well as the new DfE Keeping Children Safe in Education guidance (2019).

### **Aims**

Through RSE we teach pupils to understand:

- the physical development of their bodies as they grow into adults;
- respect for their own bodies;
- the importance of family life;
- moral questions;
- how to express, share and question beliefs and prejudices;
- relationship issues;
- respect for the views of other people;
- self-esteem and self-awareness;
- skills to help pupils form and maintain positive relationships.

### **Context**

We teach relationship and sex education in the context of the school's aims and values and in the belief that RSE is:

- taught in the context of positive, loving relationships;
- part of social, personal, spiritual and moral education;
- about teaching pupils to have respect for their own bodies;
- about pupils learning about their responsibilities to others;
- about learning to build positive relationships with others, involving trust and respect;
- about pupils learning the importance of self-control.

### **Healthy Schools**

On matters of Health Education, we:

- consult with parents and carers on matters of health education policy;
- train our staff to teach about sex and relationships;
- listen to the views of the pupils in our school;

- encourage children to talk about their emotions and that mental well-being is part of everyday life;
- ensure our children understand that it is common for people to experience mental ill-health;
- ensure our children are aware of internet safety and keeping information private;
- look positively at local initiatives that support us in providing sex and relationships education.

### **Equal Opportunities**

All pupils have access to the RSE curriculum regardless of race, gender, religion, social background, sexual orientation or gender assignment, culture or disability. (Equality Act 2010). The SENDCo will liaise as appropriate with teachers to ensure any identified children with special educational needs and/or disabilities have full accessibility to lessons (Send Code of Practice 2014).

### **Organisation**

At Yarrells School, we deliver RSE through a whole-school approach: in PSCHE lessons (including the Jigsaw whole school scheme), Science and Religious Education and also within whole school worship. PSHCEE is delivered by class teachers, the Leadership Team, support staff and outside visitors when appropriate (i.e. school nurse).

RSE links to all themes within the Jigsaw programme but especially 'Being Me in My World'; Relationships' and 'Changing Me'. Whilst the majority of RSE is delivered in mixed groupings, at times single sex teaching opportunities are offered in Year 5-8. Children are given a safe environment to share their thoughts and questions. Prior and during any RSE sessions, children will be given the opportunity to raise any personal concerns or questions. Children will complete pupil questionnaires linked to the teaching of RSE/Health education within school.

### **The Role of Parents**

The school is aware that the primary role in pupils' sex and relationship education lies with parents and carers. We wish to build a positive and supporting relationship with parents/carers of children through mutual understanding, trust and co-operation. In promoting this objective, we:

- inform parents about the school's sex and relationship education policy and practice;
- inform parents of the curriculum prior to the sessions being delivered;
- answer any questions that parents may have about the sex and relationship education of their child;
- take seriously any issue that parents raise with teachers or governors about this policy or the arrangements for sex and relationship education in the school.

### **Rights to Withdraw**

The Government has consulted on the decision to make health education compulsory in all state funded schools and relationships education compulsory in all primary schools. Relationships and sex education will be compulsory in secondary schools. Primary schools are required to cover the objectives outlined in the science national curriculum. Any additional content will be discussed with parents prior to delivery to parents of children in the relevant year groups.

New parents will be informed of the additional content of the RSE programme and any changes to this will be communicated to all parents before being taught.

Parents have the right to withdraw their child from the sex and relationship education programme that we teach in our primary school that is above and beyond the science objectives to be covered from the national curriculum.

If a parent wishes their child to be withdrawn from relationship and sex education lessons, they should discuss this with the PSHCEE lead/ Assistant Head Pastoral/ Headteacher and make it clear which aspects of the programme above and beyond the science national curriculum that they do not wish their child to participate in. The school will always comply with the wishes of parents/carers in this matter.

### **Role of the Governors and Headteacher**

It is the responsibility of the Headteacher to ensure that parents are informed about the Sex and Relationships Education policy and that the policy is implemented effectively by staff. It is also the Headteacher's responsibility to ensure that appropriate staff members are given training so that the policy is implemented effectively. This responsibility may, in turn, be delegated to a co-ordinator of PSCHEE/SRE within the school.

The Headteacher and/or PSCHEE/SRE co-ordinator liaises with external agencies regarding the school's Sex and Relationships Education programme and ensures that all adults who work with pupils are aware of the school's policy and that they work within this framework.

The Headteacher, in liaison with the PSCHEE/SRE co-ordinator, monitors the policy and the Headteacher reports to Governors about school, local and national developments. The Governing Body has overall responsibility for the effective review and implementation of the SRE Policy.

### **Role of the Class Teachers**

The Headteacher, in liaison with the PSCHEE/SRE co-ordinator, is responsible for overseeing that the class teachers keep parents fully informed about the SRE programme in their year group(s), including any visits/talks from outside agencies, such as the school nurse. This may be through the year group's Curriculum Map, letters, newsletters, website/APP, permission slips and invitation to meetings; for example, to review resources. Parents are welcome to discuss the content of the SRE programme with their child's teacher by booking an appointment through the school office.

### **The Role of Other Members of the Community**

We encourage other members of the community to work with us to provide advice and support to the pupils with regard to health education, especially members of the Local Health Authority (e.g. the school nurse and other health professionals, Child line and the Safer Schools Community Team).

### **Confidentiality and Safeguarding**

Yarrells School is committed to safeguarding and promoting all pupils' welfare. Should questions, comments or pupils' responses give rise for concern, or if Child Protection issues are raised, then the school's Safeguarding Procedures and Policy will be followed in line with the new DfE Keeping Children Safe in Education guidance (2019).

### **Monitoring and Review**

Yarrells School gives serious consideration to comments from parents about the RSE programme and makes a record of all comments.

### **Coordination of the PSHCEE Programme**

Currently, PSHCEE is coordinated by Tom Lewis, through support from subject leaders; SEND/Pastoral staff; the Senior Leadership Team and the Head.