



OLD BUCKENHAM HALL

PSHCE

Personal, Social, Health and Citizenship Education Policy

OBHP57

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Date of issue: Dec 20

Date of Review: Dec 21

Policy for Personal, Social, Health and Citizenship Education

This Policy applies to all parts of the School, including the EYFS.

The importance of personal, social, health and citizenship education

The importance of personal, social, health and citizenship education Personal, Social, Health and Citizenship Education (PSHCE) and help to give pupils the knowledge, skills and understanding they need to lead confident, healthy, independent lives and to become informed, active responsible citizens.

Pupils at Old Buckenham Hall are encouraged to take part in a wide range of activities and experiences across and beyond the curriculum. In doing so they learn to recognise their own work, work well with others and become increasingly more independent and responsible for their own learning. The School promotes principles through PHSCE which:

- Enables pupils to develop their self-knowledge, self-esteem and self-confidence
- Enables pupils to distinguish right from wrong and to respect the law
- Encourages pupils to accept responsibility for their behaviour, show initiative and understand how they can contribute to community life
- Provides pupils with a broad general knowledge of public institutions and services in England Assists pupils to acquire an appreciation of and respect for their own and other

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cultures in a way that promotes tolerance and harmony between different cultural traditions.

Activities encourage children to develop their understanding of:

1. **Identity** (their personal qualities, attitudes, skills, attributes and achievements and what influences these; understanding and maintaining boundaries around their personal privacy, including online)
2. **Relationships** (including different types and in different settings, including online)
3. **A healthy** (including physically, emotionally and socially), **balanced lifestyle** (including within relationships, work-life, exercise and rest, spending and saving and lifestyle choices)
4. **Risk** (identification, assessment and how to manage risk, rather than simply the avoidance of risk for self and others) and **safety** (including behaviour and strategies to employ in different settings, including online in an increasingly connected world)
5. **Diversity** and **equality** (in all its forms, with due regard to the protected characteristics set out in the Equality Act 2010)
6. **Rights** (including the notion of universal human rights), **responsibilities** (including fairness and justice) and consent (in different contexts)
7. **Change** (as something to be managed) and **resilience** (the skills, strategies and 'inner resources' we can draw on when faced with challenging change or circumstance)
8. **Power** (how it is used and encountered in a variety of contexts including online; how it manifests through behaviours including bullying, persuasion, coercion and how it can be challenged or managed through negotiation and 'win-win' outcomes)
9. **Career** (including enterprise, employability and economic understanding)

Statutory Relationship Education and Sex Education Statement

The delivery of relationship education is statutory as of January 1st 2021 for primary age pupils (up to and including year 6). It is our goal to teach the fundamental building blocks and

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characteristics of positive relationships, with particular reference to friendships, family relationships and relationships with other peers and adults.

The delivery of Relationship and Sex education is statutory as of January 1st 2021 for secondary age pupils (year 7 and above). It is our goal to support the work of parents and carers as the primary educators for children and compliment and reinforce the key messages around intimate relationships and sex as well as building on the core messages of the education up to the end of year 6.

Health Education Statement

The delivery of the new Health Education guidance as laid out in the Relationships Education, Relationships and Sex Education (RSE) and Health Education statutory guidance document 2020 is not statutory for Independent schools; however, the programme of study we offer includes the same core aims for equipping our young people with the necessary skills and knowledge to make informed decisions regarding their health and wellbeing.

British Values Statement

The Department for Education states that there is a need:

“To create and enforce a clear and rigorous expectation on all schools to promote 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 Department for Education defines British Values as follows:

- Respect for democracy and support or participation in the democratic process
- Respect for the basis on which the law is made and applies in England
- Support for equality of opportunity for all
- Support and respect for the liberties of all within the law
- Respect for and tolerance of different faiths and religious and other beliefs

Our school reflects British values in all that we do. We aim to nurture our children on their journey through life so they can grow into safe, caring, democratic, responsible and tolerant adults who make a positive difference to British society and to the world. We encourage our children to understand that they are unique, special and to be creative, open-minded and independent individuals, respectful of themselves and of others in our school, our local

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community and the wider world. At OBH we value the diversity of backgrounds of all pupils, families and wider school community and are privileged to have pupils from many countries, cultures and faiths across the world.

At OBH, we actively promote British values in the following ways:

Democracy

- All children are encouraged to express their views when discussing topics during PSHCE, assemblies and form time, and also to make meaningful contributions to decisions about school on matters that directly involve pupils.
- Children in all years also have the opportunity to have their voices heard formally through the School Council. Each form has 1 member on the School Council
- The principle of democracy is explored in the curriculum as well as during assemblies and special days.

Rule of Law

- Our school follows 'The OBH Way', a set of rules which are integral to our learning and ethos every day (as stated in our Behaviour and Sanctions Policy)
- School rules and expectations are clear, fair and regularly discussed in the classroom.
- Pupils are always helped to distinguish right from wrong, in the classroom, during assemblies and on the playground.
- Pupils are encouraged to respect the law and OBH enjoys visits from the Police, Fire Service, Ambulance, etc. to help reinforce this message
- The Behaviour and Anti-Bullying policies set out zero tolerance for any form of bullying, aggression which extends to pupils, staff and parents and carers.

Individual Liberty

- Within school, pupils are actively encouraged, and given the freedom to make choices, knowing that they are in a safe and supportive environment for example by signing up for extra-curricular clubs.
- Pupils are supported to develop their self-knowledge, self-esteem and self-confidence.
- Pupils are encouraged to take responsibility for their behaviour and our pastoral support reinforces the importance of making the right choices.
- 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 PSHE lessons.

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- Vulnerable pupils are protected and stereotypes challenged. A strong anti-bullying culture is embedded in the school and any form of bullying is challenged and addressed.

Mutual Respect and Tolerance of Those with Different Faiths and Beliefs

- Respect is one of the core values of our school. The pupils know and understand that it is expected that respect is shown to everyone, adults and children
- Pupils are helped to acquire an understanding of, and respect for, their own and other cultures and ways of life through the PSHCE and RS curriculum
- Through the PSHCE and RE curriculums pupils are encouraged to discuss and respect differences between people, such as differences of faith, ethnicity, disability, gender.
- Assemblies and discussions involving prejudices and prejudiced-based bullying are followed and supported by learning in RS and PSHCE.
- We offer a curriculum in which cultures, customs and religions are studied, learnt and discussed. These curriculum topics offer children the chance to reflect on our core values and British values.

The development of PSHCE falls into three core themes.

Core Theme 1: Health and Wellbeing

This core theme focuses on:

1. what is meant by a healthy lifestyle
2. how to maintain physical, mental and emotional health and wellbeing
3. how to manage risks to physical and emotional health and wellbeing
4. ways of keeping physically and emotionally safe
5. about managing change, including puberty, transition and loss
6. how to make informed choices about health and wellbeing and to recognise sources of help with this
7. how to respond in an emergency
8. to identify different influences on health and wellbeing

Core Theme 2: Relationships

This core theme focuses on:

1. how to develop and maintain a variety of healthy relationships, within a range of social/cultural contexts
2. how to recognise and manage emotions within a range of relationships

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3. how to recognise risky or negative relationships including all forms of bullying and abuse
4. how to respond to risky or negative relationships and ask for help
5. how to respect equality and diversity in relationships

Core Theme 3: Living in the Wider World

This core theme focuses on:

1. about respect for self and others and the importance of responsible behaviours and actions
2. about rights and responsibilities as members of families, other groups and ultimately as citizens
3. about different groups and communities
4. to respect diversity and equality and how to be a productive member of a diverse community
5. about the importance of respecting and protecting the environment
6. about where money comes from, keeping it safe and the importance of managing it effectively
7. the part that money plays in people's lives
8. a basic understanding of enterprise

Cross Curricular links and the broad and balanced curriculum

Relationship Education, Relationship and Sex Education and Health Education are not taught in isolation. The following are a few examples of how these core topics are incorporated in to the wider curriculum.

- Wellbeing is taught through PE and Games sessions as well as Old Buckenham Explorers
- Mindfulness is used in classroom teaching across the school
- The human body and reproduction systems are covered within the science curriculum as well as PSHE lessons as Sex education
- School assemblies will often include discussions around core health and wellbeing topics
- TPR (Theology, Philosophy and Religion) lessons cover a broad range of belief systems and cultural studies.

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It is our intention to include these elements across the curriculum to offer the pupils a greater understanding of their relevance to everyday life.

Monitoring and Evaluation

The Head of PSHCE has responsibility for the implementation and monitoring of the PSHE provision at OBH. PSHCE and pupil wellbeing falls under the remit of the Senior Deputy Head. Governance oversight is established through the Pastoral and Education committees.

There are several tools available for the monitoring and evaluation of the programme including pupil self-assessment forms, lesson observations, pupil and parent wellbeing questionnaires and the school council. The PSHCE programme is not examined in the same way as other academic subjects, its effectiveness is determined through the ongoing assessment of pupil wellbeing and feedback from the pupils.

Formal feedback from the pupils is gathered twice in the academic year, firstly in the Michaelmas term and secondly in the Summer term. The information from these questionnaires helps the SMT to guide time and resources to the required areas of the school to improve wellbeing which is then supported through the PSHE programme as required. Informal feedback occurs weekly through form discussions, lesson observations and in class pupil self-assessment. The school council also offers a source of information for identifying and resolving areas of need.

Religious Character and Belief

Our school understands the importance of different faiths and community groups in the teaching of these elements. In OBH this is delivered through multiple sources including PSHE, TPR and English.

Equality and Accessibility

This school complies with its duties under the Equality Act 2010. This policy should be read in conjunction with OBHP14 Equality & Diversity Policy.

SEND

It is crucial that RE, RSE and HE, as statutory curriculum areas, are accessible by all pupils. As a result, we have undertaken the following to ensure accessibility:

This policy should be read in conjunction with OBHP27 SEN Policy and OBHP50 Provision for pupils with particular religious, dietary, language or cultural needs policy.

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Right to withdraw

Parents and carers are the primary teachers of these crucial areas and so as a school we work closely in partnership with them and the wider community.

The Headmaster will automatically grant a request to withdraw a pupil from any sex education delivered up to and including Year 6 unless as part of the science curriculum. If a pupil has been granted withdrawal, then meaningful alternative education will be provided by the school. The Headmaster will not give automatic permission to withdraw from sex education in years 7 and 8 in either Science or PSHCE as this is a statutory part of the pupil's education.

Parents do not have any rights to withdraw from any other element of relationship of health education throughout all year groups as this education is statutory. Further information regarding parental rights to withdraw can be found at www.gov.uk.

Programme for PSHCE

PSHE Association Membership

1Decision membership

The majority of the curriculum is delivered through PSHCE sessions delivered by form tutors and specialist staff within the school and through special visits by professionals.

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