WOODBRIDGE SCHOOL

PSHCEE Policy (including contributions to RSHE and SMSC) – Whole School (including EYFS)

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1. Whole School Policy Statement

This policy applies to the EYFS, prep and senior school. The policy reflects the School's aim and ethos; and encourages respect for other people, paying particular regard to the protected characteristics set out in the 2010 Act. [ISSR 2 (2) (d) (i) and (ii)]

PSHCEE education reflects the following aims of the School.

- Pursue excellence in everything we do
- Nurture and celebrate individual character
- Uphold kindness, always
- Participate as a community, for the community

Curriculum plans in both the Prep and Senior Schools will encourage respect for other people and particularly those with protected characteristics as listed in section 4 of the Equality Act 2010: a. Age b. Disability c. Gender reassignment d. Marriage and civil partnership e. Pregnancy and maternity f. Race g. Religion or belief. Every protected characteristic will not be addressed in every year group but will be related to the age of pupils and issues as they arise.

The PHSCEE programme will contribute to the provision of relationship education at the Prep School and relationship and sex education at the Senior School. See separate RSHE statement of policy.

In addition, the PHSCEE programme will contribute to the active development of the spiritual, moral, social and cultural (SMSC) development of pupils and the active promotion of the fundamental British values of democracy, the rule of law, individual liberty, and mutual respect and tolerance of those with different faiths and beliefs.

[Curriculum plans/programmes of study which reference RSHE, SMSC …are available at the end of this document]

2. Background

Today's young people live in an extremely complex world. They have access to incredible opportunities and a wealth of information and opinions. At the same time they are faced with a plethora of challenges and risks. As they navigate this multifarious environment our pupils have the right to learn, and see examples set by adults, how to stay safe, how to remain mentally and physically healthy, and how to form positive relationships (including, ultimately, intimate ones) with those around them. They should learn how to conduct their personal and social lives to the benefit of themselves, their peers and their communities, and become good citizens. They should be taught to behave in a financially responsible fashion, develop a sense of social justice, and a spiritual, moral, social and cultural (SMSC) awareness, grounded in the fundamental British values of democracy, individual liberty, respect and tolerance, and the rule of law. The aims, and objectives below, relate to both the physical *and* the online world. Woodbridge School is committed to achieving outstanding outcomes for its pupils by informing, supporting and guiding them in the pursuit of these aims, and by complementing, reinforcing and building upon what pupils learn at home.

In addition to the statutory aims of PHSCEE education above, the following are specific objectives.

Pre-prep School (Reception, Years 1 and 2)

- develop self-esteem, confidence, independence and responsibility, and make the most of their abilities;
- play an active role as a member of the School;
- develop a healthy lifestyle and keep themselves and others safe;
- develop effective and fulfilling relationships and learn to respect the differences between people;
- develop social skills such as sharing, taking turns, playing, helping others and resolving conflicts;
- develop their feelings, views and needs and to show respect to others;
- through learning about and understanding the fundamental British values.

Prep School (Years 3 to 6)

- be provided with a broad and balanced curriculum for PSHCEE, which promotes the British values of democracy, the rule of law, individual liberty, mutual respect and tolerance of those with different faiths and beliefs.
- develop confidence and responsibility, making the most of their abilities, preparing to play an active role as citizens.
- be taught content on Relationships Education – including families and people who care, caring friendships, respectful relationships, online relationships, being safe.
- be taught content on Health Education – including mental wellbeing, internet safety and harms, physical health and fitness, healthy eating, facts and risks associated with drugs, alcohol and tobacco, health and prevention, basic first aid and the changing adolescent body.

Senior School (Year 7- Year 13)[1]

1. *Physical and Mental Health*
   i. promotes healthy physical and mental well-being (e.g. outdoor activity, sleep, diet etc.), and helps pupils to better navigate challenges to this (e.g. alcohol, drugs, cigarettes).
   ii. encourages self-esteem and self-confidence, supports pupils in learning how to manage risk, make sensible, informed decisions, recognise, articulate and address concerns for themselves (or on behalf of others), including seeking further advice and support if necessary.
2. *High Quality Relationships (contribution to RSE)*
   i. promotes positive relationships with families, friends, and sexual partners, encourages the treatment of others with tolerance and respect, and fosters kindness, compassion and mutual understanding.

3. *Knowing Right from Wrong*
   i. better enables pupils to distinguish right from wrong, and to take responsibility for their behaviour.
   ii. introduces the justice system, how our laws are shaped and enforced, and increases awareness of rights and responsibilities, and understanding of and respect for the rule of law.
4. *Mutual respect and tolerance*
   i. promotes (and expects) respect and tolerance for those with different identities, choices, beliefs, cultures and traditions, with specific reference to race, gender, LGBTQ+, and mental abilities, and other protected characteristics.
   ii. encourages pupils to challenge injustice, intolerance, inequality and discrimination.
5. *Civic Rights and Responsibilities*
   i. encourages a desire, or duty, to interact with, and contribute to, community life.
   ii. encourages an awareness of public institutions and services in the UK, of the need to stay abreast of current affairs, and to recognise and promote Fundamental British Values (FBVs).
   iii. promotes the concepts of social justice, human rights, community cohesion and global interdependence.
6. *Government and Politics*
   i. enlightens pupils in how the UK is governed, how one participates politically, encourages critical engagement with political questions, and recognises the importance of democracy and individual liberty.

7. *Finances*
   i. encourages respect for the value of money, relating this to the individuals' need for sound personal financing, understanding some basics of the tax system, and also of government expenditure.
   ii. encourages an awareness of wealth inequality domestically and globally.

3. Review process including Compliance and Monitoring arrangements

Effective implementation of this policy is checked by the Deputy Head Pastoral, Head of Wellbeing and Director of Studies at the Prep School and Head of EYFS, through interviews with pupils, observations of lessons, and other documentation including schemes of work, safeguarding, behaviour and bullying records. Checks will be made against the regulations laid down in ISSR 2 (curriculum); 5 (SMSC) and the learning and development requirements of the EYFS. Effective implementation of RSHE policy will be undertaken separately. The above will report to a sub-committee of the School Committee annually.

This policy will be subject to a thorough review process including consideration at the *Education Committee on* a 2 yearly basis. This will ensure that practice across the whole school is in line with *this* policy, the Complaints procedure and with current guidance and legislation.

4. Procedure 1a: Pre-Prep School (Reception, Years 1 & 2)

Teaching and learning

In the Pre-Prep PSHCEE lessons are delivered through Circle Time. All participants have a chance to voice their opinions on an equal footing and children learn to listen to and respect the views of others. Circle Time affords the opportunity for the teacher and class to communicate with each other about issues which promote self-esteem and positive behaviour. An emphasis is placed on active learning by including the children in discussions, investigations and role play activities. In EYFS, as part of the ongoing formative assessment, teachers observe the children and are responsive to their next steps. Activities or talking is planned to address these to support progression.

We encourage awareness of and involvement in charitable events and involve children in activities where they are given the chance to become active members of the School community, eg the planning of a School Assembly. We organise classes in such a way that pupils are able to participate in discussion to resolve conflicts or set agreed classroom rules of behaviour. We offer children the opportunity to hear visiting speakers whom we invite into the School to talk about their role in creating a positive and supportive local community.

Curriculum planning and cross-curriculum links

Resources endorsed by the PSHE Association are used to support the teaching of weekly PSHCEE sessions. Each class has a weekly timetabled PSHCEE lesson. Some of the time PSHCEE is introduced through other subjects e.g. in the science topic 'Healthy Living'. As there is some overlap between the scheme of work for Religious Studies and the aims of PSHCEE, we address certain personal, social and health issues through our Religious Studies lessons.

Curriculum planning is in three phases (long, medium and short term plans). Long term plans give details of the proposed areas each class will look at each term. The subject lead devises these plans in conjunction with class teachers. Medium and Short term plans are based on the Long term plans but also take into account any issues relevant to a specific class or group of children e.g. playground issues. We recognise the importance dealing with these issues when the time arises and allow for flexibility within our planning in order to give time to address these issues.

PSHCEE and Inclusion

In the Pre-Prep we recognise that children have different knowledge and experience and we aim to provide suitable learning opportunities for all children. We achieve this by:

- setting suitable learning challenges. This may involve leaving some tasks open-ended, grouping children by ability or in groups to encourage questioning and further discussion, using teaching assistants to support or extend the work/discussions of specific groups;
- responding to pupils' diverse learning needs. When planning, we aim to take into account the different experiences, interests and strengths of the children as we recognise that this will influence the way in which they learn;
- overcoming potential barriers to learning and assessment. We strive to meet the needs of those children with special educational needs, those with special gifts or talents and those with English as an additional language. When progress falls significantly outside the expected range, the child may have special educational needs. We look at a range of areas such as classroom organisation, teaching materials, teaching style, differentiation – so that we can take some additional or different action to enable the child to learn more effectively. This ensures that our teaching is matched to the child's needs.

Assessment and Recording

Most PSHCEE lessons are discussion-based or involve practical activities. Posters, lists and pictures created during PSHCEE lessons may be displayed. Photographic evidence of activities may also be used to record children's work and achievements. Teachers assess children in PSHCEE by observing pupils during lessons. We have clear expectations of what the pupils will know, understand and be able to do at the end of Key Stage 1. Assessment should offer the children the opportunity to reflect on their own progress. Within the EYFS, children are assessed through the EYFS Profile which includes personal, social and emotional development as a Prime Area. This responsive, ongoing assessment aids the teacher's understanding of children's progress throughout PSED.

Reports to parents on children's personal, social and emotional progress are given five times a year; twice verbally during pupil progress meetings with parents/guardians and three times as part of the termly Form Teacher's summary report.

Monitoring and review

The subject lead is responsible for monitoring the teaching of PSHCEE across the School, attending courses appropriate to the subject and informing other members of staff of any current developments within the subject. The subject lead for PSHCEE observes lessons throughout the School on a regular basis and photographs any displays. Meetings take place with the PSHCEE lead at the Senior School.

Resources

We keep resources for PSHCEE in the library and use a range of appropriate websites. We have additional resources on the shelves in the library. The PSHCEE lead holds a selection of reference materials for teaching sensitive issues.

Health and Safety

The health and safety of adults and pupils during PSHCEE lessons is the responsibility of the member of staff teaching the lesson. In line with the School's health and safety policy, children are instructed in the safe use of any equipment being used. Children working outside the classroom will do so in small groups or pairs and will be supervised appropriately.

5. Procedure 1b: Prep School (Years 3, 4, 5 & 6)

We actively promote British Values in the following ways:-

Democracy

Democracy is embedded within the life of the school. Pupils have the opportunity to have their opinions heard in School Council meetings and Pupil Questionnaires. The School Council meets regularly and each pupil representative is voted in by their class. Classes also review the School rules during PSHCEE Lessons in the Michaelmas term.

The Rule of Law

The importance of laws, whether those that govern the class, school or country, are consistently reinforced at the Prep. Pupils are taught two main rules: be kind and try your best. The children are taught the reasons and values behind rules and laws: that they govern and protect us, the responsibilities this involves and the consequences when they are broken.

Individual Liberty

At the Prep, children are actively encouraged to make choices, within a supportive and safe environment. As a school we educate and provide clear boundaries for the children to make safe choices, through the provision of a safe environment and an empowering education. Pupils are encouraged to know, understand and exercise their rights and personal freedoms and advised how to exercise these safely, for example through our PSHCEE lessons and systems of pastoral support.

Mutual Respect

Mutual respect is inherent within the school ethos. All children are encouraged to treat others as they would wish to be treated and children are taught that their behaviours have an effect on their own rights and those of others.

Tolerance of those of Different Faiths and Beliefs

This is achieved through enhancing pupil's understanding of their place in a culturally diverse society and by giving them opportunities to learn about and experience such diversity. Religious Studies lessons and PSHCEE lessons reinforce messages of tolerance and respect for others and assemblies support the core message of accepting difference and demonstrating kindness. Members of different faiths or religions are encouraged to share their knowledge to enhance learning within the class and the school.

Teaching and Learning (including cross curricular links, Spiritual Moral Social and Cultural Values and mindfulness)

PSHCEE is allocated one lesson per week in all year groups across the Prep – Key Stage 2 in addition to Form Time when required.

When teaching any aspect of PSHCEE, the approaches to teaching and learning and the methodology used are as important as the content. Both whole class discussion and responding to incidents as they arise are valid opportunities for addressing PSHCEE issues, but skills, attitudes and behaviour will be developed more effectively if a variety of strategies are used. Active learning techniques enable learning to take place not only in the area of knowledge and understanding, but also in the areas of skills, attitudes and behaviours. For instance, by only listening to the teacher talking about how to maintain friendships or by reading about it, the child may not gain knowledge and understanding. In order also to develop their skills in this area, they need to practise them through participating in role-play, for example. Activities and opportunities to reflect on, process and evaluate their learning also need to be included. Many personal and social skills can also be developed through other areas of the curriculum in the following ways:

- RS – learning about values and beliefs and considering issues of morality and existence.
- Science – teaching and learning about health, drugs and medicines.
- Maths – aspects of financial capability.
- Art – learning to respect differences and similarities between people through investigating work of artists and craftspeople from various cultures.
- Music – cooperation with others when playing or singing.
- English – speaking and listening.
- Drama - cooperating with others.
- School performances.
- School assemblies.

The children are encouraged to discuss and examine values and beliefs and, through the appreciation of differences between individuals and wider communities, are given the opportunity to develop reflection and empathy.

This aspect of the curriculum is reinforced through school assemblies that follow a weekly theme.

A Mindfulness programme is delivered throughout the Prep and every week in assembly we practise together. The Mindfulness in Schools Project curriculum is taught in Year 3 and then revisited during PSHCEE lessons in Years 4, 5 and 6 to consolidate the learning.

Curriculum Planning

From September 2021, we will deliver the PSHE Association PSHE Primary Personal Development Programme.

PSHCEE and Inclusion

All children are given access to the PSHCEE curriculum regardless of ability, gender, and racial, religious or cultural background. Individual class teachers are responsible for differentiating work within the lesson.

Assessment and Recording

There is no formal assessment made in PSHCEE. However, teacher assessment should be active and participatory helping children to recognise the progress they are making in developing skills and taking part, as well as in their knowledge and understanding. Opportunities need to be created within class for individuals and groups to be acknowledged, recognised, noticed and praised. Pupils should learn how to reflect on their experiences, ask questions, make judgements and where appropriate set personal targets. School staff and pupils should be involved in monitoring and assessing learning.

Reports to parents on children's personal, social and emotional progress are given five times a year; twice verbally during pupil progress meetings with parents/guardians and three times as part of the termly form teacher's summary report.

Each class has a large scrapbook to record material discussed during PSHCEE lessons and any relevant, significant pieces of information relating to the current topic.

Resources

The PSHCEE Coordinator has direct access to the PSHE Association learning resources that we deliver, where government updates and relevant updates for teachers are shared.

Resources for PSHCEE are available to teaching staff on the Prep School network.

Health and Safety

The health and safety of adults and pupils during PSHCEE lessons is the responsibility of the member of staff teaching that lesson and teachers will need to undertake specific risk assessments if necessary. Children are instructed in the safe use of any equipment used in lessons.

Statutory Requirements and Government Guidance

Woodbridge School Prep's procedures for PSHCEE is based on the National Curriculum 2014 and the Government Guidelines 2020 (including RSHE/RHE). This document has been drawn

up by the Head of PSHCEE and has the full agreement of the teaching staff. The implementation of this document is the responsibility of all teaching staff delivering the PSHCEE curriculum.

6. Procedure 2: Senior School (Year 7- Year 13)[2]

Learning Objectives in PSHCEE

The PSHCEE curriculum (complemented by other curriculum areas and aspects of school life) at Woodbridge School is designed to encourage cognitive engagement, impart knowledge, develop skills, attributes, values and personal qualities, and provide greater understanding in a range of topic areas. The school is committed to teaching a PSHCEE curriculum which covers the objectives set out in the policy statement.

It is important to note that this policy is informed by our School's ethos and values. Ours is a community built on kindness and is one in which the quality of relationships is given the highest priority, and where pupils, parents and staff work together for the benefit of each other and the wider community.

PSHCEE and RSHE contributes to the development of pupils into happy, confident, caring, resilient young people, encouraged to become independent, able to thrive, negotiate risk, and make good life choices.

Creating a Safe and Supportive Learning Environment

Because PSHCEE works within pupils' real life experiences, it is essential to establish a safe learning environment. In Years 7-11 clear lesson rules are established that help pupils to express and explore their ideas, knowledge and feelings while showing respect for others. Class rules ensure pupils understand that what they say in the lesson shouldn't be discussed with other pupils outside the lesson. It is made clear that, for safeguarding reasons, there are some things that can't be kept confidential pupils are made aware that safeguarding protocols must operate in school.

These lesson rules[3] are as follows:

1. ***Openness***: We will be open and honest, but not discuss directly our own or others' personal/private lives. We will discuss general situations as examples but will not use names or descriptions which could identify anyone. We will not put anyone 'on the spot'.

[2]Woodbridge Senior School PSHCE (including RSE) policy is built upon the templates set out by the PSHE Association entitled i. *Creating a PSHE education policy for your school* (September 2018) https://www.pshe-association.org.uk/system/files/Writing%20PSHE%20Policy%202018_0.pdf and ii. Writing your school's relationships and sex education (RSE) policy (September 2018) https://www.pshe-association.org.uk/system/files/2018%20-Writing%20your%20school%E2%80%99s%20relationships%20and%20sex%20education%20%28RSE%29%20policy_0.pdf

[3] Taken from Public Health England – *Rise above: Guidance on Learning in a Safe Environment*

2. ***Keep the conversation in the room***: We feel safe discussing issues within this space, and we know that our teacher will not repeat what is said in the classroom unless they are concerned we are at risk, in which case they will follow the school's safeguarding policy.
3. ***Non-judgmental approach***: It is okay for us to disagree with another person's point of view but we will not judge, make fun of, or put anybody down. We may 'challenge the opinion, not the person'.
4. ***Right to pass***: Taking part is important. However, we have the right to pass on answering a question or participating in an activity.
5. ***Make no assumptions***: We will not make assumptions about people's values, attitudes, behaviours, life experiences or feelings.
6. ***Listen to others***: We will listen to the other person's point of view just as we expect to be listened to.
7. ***Using appropriate language***: We will use the correct terms for the things we will be discussing rather than slang terms, acknowledging these can be offensive or inappropriate. If we are not sure what the correct term is, we will ask our teacher.
8. ***Asking questions***: We know that there are no stupid questions. We do not ask questions to deliberately try to embarrass anyone else.
9. ***Seeking help and advice***: If we need further help or advice, we know how and where to seek it confidentially, both in school and in the community. We will encourage friends to seek help if we think they need it.

In all years we will ensure that where pupils indicate that they may be vulnerable and at risk, they will get appropriate support. PSHCEE teachers will approach the Designated Safeguarding Lead immediately.

As the safety of our pupils is our primary concern this approach is informed by the school's Safeguarding (including Child Protection and EYFS) Policy.

In Years 7-11 PSHCEE teachers, and in Years 12-13 the Sixth Form leadership team, are made aware of common 'adverse childhood experiences' (such as family breakdown, bereavement and exposure to domestic violence), and when and how these may be affecting any of their pupils, and so may be influencing how they experience these subjects.

Entitlement, Accessibility and Equality

Woodbridge School promotes the needs and interests of all pupils in fully accessing the curriculum, irrespective of gender, race, sexual orientation, culture, ability or personal circumstance.

PSHCEE is a central part of the curriculum, is given the requisite respect and prominence by senior and middle leaders, tutors and class teachers. PSHCEE is not a peripheral subject, and this is an outlook encouraged throughout the school.

Lessons are designed to inform and pupils are expected to engage in a cognitive process, including thinking deeply, however, PSHCEE is not intended to be academically rigorous in the sense that examined subjects might be. This should enable pupils of all ability to access the material in question with minimal differentiation, nevertheless class teachers will take account of all SEND requirements that individual pupils may have to ensure that this is the case.

Teaching and Learning Methodology

Pupils will undoubtedly bring differing levels of knowledge and understanding to the issues explored through PSHCEE. We are mindful of the fact that we should make no assumptions about how much, or how little, our pupils may already know – each class could contain the innocent or unaware, the more worldly and experienced, or, perhaps, the thoroughly misinformed.

Woodbridge School approaches this in both an educational and supportive sense. We are fully aware that it would be rare for any adolescent, either at Woodbridge or elsewhere, not to be put under some kind of pressure at some stage during their teenage years.

Conscious that attempts to scare or shock young people into making healthy choices are unlikely to work for a large number of pupils, a more nuanced approach is taken. Whilst Woodbridge School is committed to making absolutely clear the potentially negative consequences of certain lifestyle choices, it is important to remain broadly positive in tone. For example, young people frequently overestimate how often their peers take part in risky behaviours and feel that they are the 'odd ones out' if they don't do the same. It is important that they are reassured that the majority of young people actually make good, healthy lifestyle choices.

Teaching aims to enable pupils in making connections between the learning they receive in PSHCEE and their current and future 'real life' experiences. The skill of critical reflection is therefore at the heart of learning in PSHCEE.

Lessons are taught through a variety of methods, designed to impart knowledge and share ideas. Resources are examined in advance to ensure impartiality[4] and (as much as is realistically possible) accuracy. In Years 7-11 most resources are drawn from highly-regarded sources, for example the PSHE Association, Childline, Mind, BBC Bitesize (and the BBC in general), Rise Above etc. Knowledge is commonly imparted using articles, PowerPoint slides, video clips, quizzes, and the De Meza (ISBN: 978147180847) textbook. Private research, for example via laptops, BYOD etc. will be limited and pupils will be

[4] Inevitably some articles may include opinions. These may be deliberately included to make pupils aware of, and discuss, alternative viewpoints. The inclusion of these is only ever designed to enable the fulfilment of the aims and objectives outlined at the beginning of this policy. In any case such opinions will always form part of a wider picture that balances the argument, and never as context free, stand-alone positions.

monitored, for example to ensure that only certain websites (e.g. Childline) are used. A central feature of most lessons in Years 7-11 is discussion; this will take place in both small groups and with the whole class. Lessons for Years 12 and 13 are made up largely by specialist speakers, the majority of whom are external. In most cases these are delivered on a lecture format interspersed with interactive elements.

Curriculum Time and Scheduling

Years 7-11

In Years 7-11 Woodbridge School pupils receive one period (55 minutes) of formal PSHCEE teaching as part of their fortnightly timetable. Each year group is taught at exactly the same time to enable outside specialists to deliver sessions.

The PSHCEE education provision is planned, in consultation with the Deputy Head Pastoral, to ensure that topics are taught at the most age-appropriate time.

In addition a 'Healthy Minds' course is delivered to all Years 7-11 on a half-termly basis. Each session is delivered to whole year groups in the 20 minute slot usually allocated to tutor time.

Years 12 and 13

In Year 12, PSHCEE sessions are conducted on a weekly basis with the whole year group. In Year 13, these sessions are once a fortnight. The sessions are planned by the Head of the Sixth Form, using past schedules and are fine-tuned by current events, e.g. the adding of BLM talks, LGBTQ+ talks etc. Consultation with the Deputy Head Pastoral will ensure these are current to issues being tackled within the school and within the country/world as a whole.

All

Our provision is further enriched by more informal discussions in tutor time. These usually take a more topical, current affairs approach and primarily, but not exclusively, focus on the citizenship aspects of the PSHCEE curriculum.

The delivery of PSHCEE is made still more varied with the delivery of ad hoc lectures and debates e.g. *The Equality Illusion*, which may be led by staff or students.
Talks are also given to pupils as the need arises, as we endeavour to respond to a national, local or school issue e.g. sexting, BLM etc.

Assessment

There is no formal assessment of progress in PSHCEE. It goes without saying, however, that there remains the expectation that pupils will engage fully in PSHCEE and treat the subject as seriously as they would any other. For Years 7-11 teaching staff will make occasional notes in their mark-books to inform a PSHCEE report written in the usual reporting round for each year group. This will comment upon the interest in, engagement with, maturity

displayed and understanding of the topics examined. The learning objectives set out above should be considered and may well be referred to. This "assessment" is not related to any other areas of the curriculum, for example literacy. In Years 12-13 the emphasis is upon self-assessment. Students are expected to complete a form which encourages them to reflect upon what they have been learning over the term (see Appendix E below).

Responsibility for Teaching

PSHCEE for Years 7-11 in Woodbridge Senior School is led by Mr N E Smith as head of PSHCEE.

PSHCEE for Years 12-13 in Woodbridge Senior School is led by Mrs I Brown, head of Sixth Form.

Years 7-11 PSHCEE is delivered primarily by non-subject specialists drawn from the pool of teaching staff. These staff receive an internal information and training session at the start of the academic year but are in no way expected to be experts in the material. Staff will approach lessons with the same professionalism as they would their academic subject(s), familiarising themselves with the lesson plans and subject material prior to each lesson in order to ensure they are confident in its effective delivery. Support is always available from the Head of PSHCEE.

Both the Deputy Head Pastoral and the Head of PSHCEE will drop in on lessons from time to time.

In Years 7-11 a number of external specialists are brought into school to lead sessions with pupils. This currently covers safe sex and STIs, drugs x2, body image (touching on eating disorders), and 'the racial experience'. Testimonials and checks (as far as can be reasonably expected) are carried out with regard to these speakers via the Head's office. The usual PSHCEE class teachers will always be present when external speakers are delivering sessions.

In Years 12 and 13 a revolving schedule of largely external specialist talks are held covering mental health, drugs, the law, finances, further and higher education, study techniques, careers – CVs/Unifrog, driving, tolerance (race, sexuality), cyber safety, soft skills, citizenship and so on. At least two members of the Sixth Form team and the head of PSHCEE are in every session with the Deputy Head Pastoral able to come to some sessions.
The 7-11 'Healthy Minds' course is delivered by the head of PSHCEE.

Confidentiality and Disclosures

Due to the nature of PSHCEE, pupils may seek advice or support on a specific personal issue. Any such conversation should always be recorded and passed on to the pastoral leader (Head of Lower School / House/ Sixth Form). Usual protocols apply e.g. the personal views of the member of staff should not be shared. Teachers cannot offer confidentiality and

it is important that pupils are aware of this. The approach teachers take to any matter disclosed by a pupil will be dictated by their training in safeguarding (and the accompanying policy - Safeguarding (including Child Protection and EYFS) Policy), and the easy reference flowchart that works alongside it. If there is even the slightest doubt about whether a pupil requires support or not, whether they are in any difficulty or danger, the teacher must pass their concerns *immediately* to the DSL.

On a more "day-to-day" level it is important that pupils feel able to ask any questions, that these questions are valued, and their views taken seriously. Teaching staff should aim to answer questions as accurately and honestly as possible in most instances, however they should always give due consideration to prior learning, age and readiness, and any personal or contextual circumstances they may be aware of. If necessary teachers should ask a pupil to wait for an answer to give them time to consult with the head of PSHCEE, DSL, tutor, Head of Lower School/House/Sixth Form, or the school's leadership team if they feel this appropriate or necessary.

RSHE through PSHCEE[5]

Woodbridge School has welcomed the higher profile (and the statutory requirement) of Relationships and Sex Education. The School has always recognised the need to embrace the challenge of steering our pupils towards a happy and successful adult life. The School sees the provision of high quality, evidence-based, and age-appropriate teaching of RSE as playing a hugely important role in enabling them to make informed decisions about their wellbeing, health and relationships, and to build their self-efficacy, especially when making the right decisions in the face of risks and challenges, particularly in the extremely complex situations and contexts presented in the modern world.

Woodbridge School's approach to RSE has been to make it a fully integrated, indeed central, part of the PSHCEE programme. Like all aspects of the PSHCEE course we endeavour to make RSE inclusive and meet the needs of all our pupils. We understand, and take extremely seriously, the duty we have to each and every pupil in pursuing the objectives outlined at the beginning of this policy.

Please see separate RSE policy.

[5] The creation of the RSE part of the PSHCEE policy has been informed primarily by the DfE guidance (February 2019): https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/781150/Draft_guidance_Relationships_Education__Relationships_and_Sex_Education__RSE__and_Health_Education2.pdf and the PSHCE Association advice on policy creation: : https://www.pshe-association.org.uk/system/files/2018%20-Writing%20your%20school%E2%80%99s%20relationships%20and%20sex%20education%20%28RSE%29%20policy_0.pdf

SMSC and Fundamental British Values through PSHCEE[6]

At Woodbridge School our strategic approach to embedding SMSC and FBVs has seen (as the 'C' in the title implies) the teaching of 'citizenship' as a fully integrated part of our PSHCEE programme. The citizenship aspects of the PSHCEE course aim to make all of our pupils valuable and rounded members of society who treat others with respect and tolerance, regardless of background. This includes a desire, and recognition of our duty, "… *to 'actively 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…*" as we actively pursue high "*standards [in the] spiritual, moral, social and cultural development of pupils", in order,* for example, "*to strengthen the barriers to extremism".*[7]

SMSC permeates the teaching of a wide range of subjects, tutoring, assemblies, 'Student Council', various clubs and societies, and ad-hoc events such as mock elections.

More details on SMSC and FBVs are available on request.

Curriculum Content

The Woodbridge School PSHCEE curriculum was built largely around the PSHE Association's 'Programme of Study' and the key topics, concepts and skills it encourages. This ensures compliance with the statutory requirements and best practice drawn from UK.Gov guidance on RSE and SMSC.

The Woodbridge School PSHCEE curriculum was constructed to take account of what is taught in other curriculum areas e.g. civil rights, genocide, safe use of social media etc. in history, RS, junior science, ICT and other subjects. This has proven essential in freeing curriculum time to cover the full range of PSHCEE topics. At times PSHCEE lessons may reinforce, complement, or develop topics that are looked at in other subjects, however the majority of the material is 'new' to pupils. Some topics are already taught in sufficient depth (e.g. democracy and autocracy in Year 9 history) that it is largely unnecessary to create duplication in the PSHCEE programme of study. This approach has been informed by regular audits of provision.

The PSHCEE programmes of study for Years 7-11 PSHCE, Years 12-13 PSHCE and Years 7-11 'Healthy Minds' can be read in Appendix D.

Parents, Carers, Reviewing Policy, Policy Availability

PSHCEE is most effective when the approaches taken at school and at home complement one another. As such we are keen to work with parents and carers. We recognise that

[6] *This part of the PSHCEE policy has been shaped in large part by the expectations set out in the DfE guidance published in November 2014 (*https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/380595/SMSC_Guidance_Maintained_Schools.pdf and https://www.gov.uk/government/news/guidance-on-promoting-british-values-in-schools-published *).*

[7] https://www.gov.uk/government/news/guidance-on-promoting-british-values-in-schools-published

there are a wide variety of views on how, what and when PSHCEE topics should be taught, and welcome hearing these. However we hope the relationship is one of trust and that parents respect the decisions we have reached. The policy and course content has to be dictated primarily by our statutory obligations - unsurprisingly these sit well with the needs of our students.

In developing and reviewing both the PSHCEE policy and the PSHCEE programme of study the school has used a questionnaire and covering letter to invite and encourage the opinions of parents and carers. In addition a follow-up, 'thank you', letter has served the purpose of drawing attention to the policy.

Appendix C provides links to several key websites, those that have most heavily been drawn upon to inform and create the resources used in the PSHCEE programme. These can be explored further by parents and contain information and ideas that should encourage discussion with their children.

On occasion, parents may also be invited to a number of 'Raising Teenagers' evening sessions where external speakers are invited to discuss appropriate issues e.g. Elevate and Drive Safe.

The PSHCEE policy is available on the Woodbridge School website – 'About' – 'Policies'.

The Right to Withdraw from sex education

Parents have the right to request that their child be withdrawn from some or all of sex education delivered as part of statutory RSE. Before granting any such request parents or carers will need to discuss it with the Head. This is to ensure that the parents or carers wishes are understood and to clarify the nature and purpose of the curriculum. A record of this will be kept with the Deputy Head Pastoral.

Statutory Requirements and Government Guidance

Woodbridge School is committed to fulfilling all statutory requirements and aspires to best practice. As such this policy has been steered by the government guidance for RSE and SMSC, the ISI guidance, and the PSHE Association advice for creating both PSHCEE and RSE policies. Links to these can all be found in the appendixes below.

As stated by the DfE in their '*Relationships education, relationships and sex education (RSE) and health education guidance*', Woodbridge School has met the (pre-Covid) expectation that, *"The new curriculum will be compulsory from September 2020."*

Context, Rationale and Creation

Woodbridge Senior School PSHCEE (including RSE and the elements of SMSC) policy is built upon the templates set out by the PSHE Association entitled:

i. *Creating a PSHE education policy for your school* (September 2018) https://www.pshe-association.org.uk/system/files/Writing%20PSHE%20Policy%202018_0.pdf
ii. Writing your school's relationships and sex education (RSE) policy (September 2018) https://www.pshe-association.org.uk/system/files/2018%20-Writing%20your%20school%E2%80%99s%20relationships%20and%20sex%20education%20%28RSE%29%20policy_0.pdf

This policy was produced by the Head of PSHCEE in consultation with the Head of Sixth Form, the Deputy Head Pastoral (also DSL) and the Head.

All policies, methodology, course content etc. have been decided, discussed with the Deputy Head Pastoral and the Head.

This PSHCEE policy complements and is, in turn, complemented by other school policies such as those on 'Alcohol, Smoking and Drugs', 'Anti-Bullying', 'Equal Opportunities', 'Online Safety', 'Safeguarding Policy and Procedures', and 'Special Educational Needs and Disability Policy'.

APPENDIX A

Links to key documents and policies that have informed the creation of the Woodbridge School Senior PSHCEE Procedures

RSE

1. Relationships Education, Relationships and Sex Education (RSE) and Health Education. Statutory guidance for governing bodies, proprietors, head teachers, principals, senior leadership teams, teachers - February 2019 https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/908013/Relationships_Education__Relationships_and_Sex_Education__RSE__and_Health_Education.pdf

2. Physical health and mental wellbeing (Primary and secondary). Statutory guidance July 2020 https://www.gov.uk/government/publications/relationships-education-relationships-and-sex-education-rse-and-health-education/physical-health-and-mental-wellbeing-primary-and-secondary

3. Writing your school's relationships and sex education (RSE) policy - September 2018 https://www.pshe-association.org.uk/curriculum-and-resources/resources/writing-your-rse-policy-guidance-pshe-association

4. Sex and relationships education (SRE) for the 21st century (Advice from the PSHE Association) https://www.pshe-association.org.uk/system/files/SRE%20for%20the%2021st%20Century%20-%20FINAL.pdf.pdf

PSHE

5. Creating a PSHE education policy for your school - September 2018 https://www.pshe-association.org.uk/curriculum-and-resources/resources/creating-pshe-education-policy-your-school

SMSC

6. Promoting fundamental British values as part of SMSC in schools Departmental advice for maintained schools – November 2014 https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/380595/SMSC_Guidance_Maintained_Schools.pdf
7. The Independent School Standards Guidance for independent schools - April 2019 https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/800615/Independent_School_Standards-_Guidance_070519.pdf

GENERAL

8. Equality Act 2010: Guidancehttps://www.gov.uk/guidance/equality-act-2010-guidance

APPENDIX B

Links to Sections 34 of the Children and Social Work Act 2017

- Link to Sections 34 of the Children and Social Work Act 2017.

https://www.legislation.gov.uk/ukpga/2017/16/section/34/enacted

- Link to Sections 35 of the Children and Social Work Act 2017.

https://www.legislation.gov.uk/ukpga/2017/16/section/35/enacted

APPENDIX C

Websites for parents wishing to increase their understanding of PSHCEE topics or to use in discussion with their children

BBC Advice:
https://www.bbc.co.uk/programmes/p0215sqv

- Support, advice and information on a broad range of topics. Coverage is broad, ranging from bullying to body image, social media to sexual relationships.

BBC Bitesize:
https://www.bbc.co.uk/bitesize/subjects/z7f3cdm

- Advice and information shared through a variety of educational video clips. Coverage is broad, ranging from careers to confidence, puberty to peer-pressure.

Bullying UK:
https://www.bullying.co.uk/

- Support, advice, and information on a range of topics beyond the confines of bullying, including, for example, pregnancy, communicating with teenagers, divorce and much more.

Childline:
https://www.childline.org.uk/

- Support, advice, and information on a vast array of PSHCEE topics titled: bullying, abuse, safety and the law, you and your body, your feelings, friends, relationships and sex, home and families, school, college and work.

Frank:
https://www.talktofrank.com/

- Support, advice, and information on a vast array of topics related to all kinds of substance consumption and abuse – legal and illegal drugs, alcohol and tobacco.

Mind:
https://www.mind.org.uk/

- Support, advice, and information upon a vast array of topics related to mental health.

Oxfam
https://www.oxfam.org.uk/

- Information on a range of topics from hunger, climate change, health and education and women's rights.

School Wellbeing
https://www.schoolwellbeing.co.uk/

- Information and resources on a range of topics such as healthy eating, being active, mental health etc. Also useful as a central hub with links to specialist sites.

Young Citizens
https://www.youngcitizens.org/
- Outlines what citizenship means in a school context.

Young Minds:
https://youngminds.org.uk/
- Support, advice, and information upon a wide variety of topics related to mental health.

APPENDIX D

YEARS 7-11 PSHCEE PROGRAMME OF STUDY

PERSONAL, SOCIAL, HEALTH, CITIZENSHIP, ECONOMIC EDUCATION PROGRAMME OF STUDY						
	YEAR 7	**YEAR 8**	**YEAR 9**	**YEAR 10**	**YEAR 11**	**APPROX. DELIVERY DATE#**
1	Responsible and safe social media 1	First Aid, the emergency services, accident prevention	Healthy diet and lifestyle inc. smoking 1	Attitudes towards women	Careers	FIRST HALF OF MICHAELMAS TERM
2	Tolerance, inclusion valuing others 1	Peer pressure and assertiveness	Healthy diet and lifestyle inc. smoking 2	Ladism, pack mentality, porn and the moral compass	Inappropriate relationships: harassment	
3	Rules, responsibilities and obligations	Bullying	Healthy diet and lifestyle inc. smoking 3	Careers	Pregnancy and parenting (inc. abortion)	
4	Right and wrong	Tolerance, inclusion valuing others 2	Safe social media 2	Managing risk, learning to say no, gambling	Sex and the law 1	SECOND HALF OF MICHAELMAS TERM
5	Your values, British values	Self-esteem and body image 1	Safe social media 3 (inc. grooming)	Loss - bereavement	Sex and the law 2	
6	Working together - collaborating	Self-esteem and body image 2: External speaker (SET)	Sexting and sex law – the basics	Loss – other losses e.g. when relationships breakdown	Sexual health - esp. STIs: External Speaker (T Higgins Trust)	
7	Being self-sufficient: Looking after yourself and your property	Alcohol	Sexual health and contraception 1	The Racial Experience: External speaker (SET)	Personal finance - budgeting	FIRST HALF OF LENT TERM

8	Honesty and integrity	Alcohol – dealing with problems and emergencies	Sexual health 2: External speaker (Sal Roberts)	Radicalisation and hate crime: identifying and challenging	Income, expenditure, tax and wealth inequality 1	
9	Etiquette: meeting, greeting and eating	Modern families, family values	Drugs 1	Marriage, civil partnerships etc.	Income, expenditure, tax and wealth inequality 2 inc. public expenditure	
10	Friendships	Relationships, commitment and marriage	Drugs 2: External speaker (Darren Gold)	Drugs 3: External speaker (DRED UK)	Local government	SECOND HALF OF LENT TERM
11	Personal hygiene	Relationship pressure and abuse	Relationships: Having a boyfriend/girlfriend	Crime, police and the judicial system	Community, Volunteering and Civic Duty 1	
12	Study skills*	Study skills*	Study skills*	The rule of law	Community, Volunteering and Civic Duty 2	FIRST HALF OF TRINITY TERM
13	Litter	UK racial diversity	Sex and relationships in the media	Freedom of speech	Community, Volunteering and Civic Duty 3	
14	Waste	Gender equality	Sexuality and gender identity	Migration and UK citizenship	Holidays with friends (inc. festivals)	
15	Your health and safety – fire, sun, water, hydration, a safe summer	Human rights	Mindfulness (Mr Garvie)	Respect, modesty, dignity, privacy		SECOND HALF OF TRINITY TERM
16	Getting help, getting support	Your reputation	Careers	Gangs, weapons, county lines		

In the teaching of each of the above topics discussion will not be confined to one broad learning objective. For example in discussing sexual health, 'Health, Safety and Wellbeing', 'RSE' *and* 'Character Education' will all be touched upon. For convenience of reference the key below helps explain what can be considered the primary focus in each session: **Blue:** Health, Safety and Wellbeing **Green:** Living in the Wider World **Red:** RSE: Relationships and Sex Education

Purple: Character Education **Yellow:** The study skills session is not part of the PSHCEE provision but will be delivered during the PSHCEE slot.

The timing is approximate - we adjust to account for bank holidays, term dates, school trips etc.

SIXTH FORM PSHCEE

This is an overview of topics that are presented. Timings vary each year. Some subjects are presented on several occasions (e.g. citizenship which covers a variety of topics) and some weeks are not timetabled due to exams/testing weeks/study leave.

	Year 12	Year 13
1	Organisation and study habits	UCAS/ further/higher education
2	Tolerance – BLM and racism	Citizenship
3	Drive Safe	Mental health – addiction drugs/gambling
4	Mental health - self-esteem	Finances
5	Unifrog	Revising for exams
6	Citizenship	Tolerance - racism
7	Mental health - body image	Mental health – self harm
8	Finances	Risks and consequences
9	Mental health – overview and help	Binge drinking
10	Time management	
11	Consent and sexual relationships	
12	Avoid crime and punishment	
13	Tolerance - LGBTQ+	
14	Apprenticeships, universities	

16	Grief encounter	
17	Mental health – stress/anxiety	
18	Drugs – the low down	
19	CVs/interview techniques	
20	Higher education, UCAS	
21	British values – what do they mean?	
22	Career snapshots	
23	Presentation skills	
24	Addiction and drugs/gambling	
25	Environment	
26	Gap years	
27	Digital media	
28	Pornography	
29	Bullying	
30	Sexual health	

As with the lower years, in the teaching of each of the above topics discussion will not be confined to one broad learning objective. For example in discussing sexual health, 'Health, Safety and Wellbeing', 'RSE' *and* 'Character Education' will all be touched upon. For convenience of reference the key below helps explain what can be considered the primary focus in each session: **Blue:** Health, Safety and Wellbeing **Green:** Living in the Wider World **Red:** RSE: Relationships and Sex Education **Purple:** Character Education **Yellow:** The study skills session is not part of the PSHCEE provision but will be delivered during the PSHCEE slot.

YEARS 7-11 'HEALTHY MINDS' COURSE

HEALTHY MINDS					
YEAR 7	**YEAR 8**	**YEAR 9**	**YEAR 10**	**YEAR 11**	**APPROX. DELIVERY DATE#**
Transitions	Learning from failure	What is mental well-being: some science?	How does your brain work?	Stress	Sept/Oct
Supportive relationships	Bullies and the mind	Online pressures 1	Uniqueness - comfortable in my own skin	Anxiety	Nov/Dec
Recognising your strengths	Self-esteem and pressure to be …	Online pressures 2	Sleep	Depression	Jan/Feb
Dealing with criticism	Emotional management 1	Screen time	Ingestion - drink, drugs, food and mood	Community - contributing and sharing	Feb/Mar
Daily wellbeing	Resilience 1	Getting help	The outdoors: engaging with the nature	Workloads, organisation, breaks, exams	April/May
Noise	Resilience 2	Kindness and empathy	Being active	Noticing, learning, contemplating	June/July

The timing is approximate - we adjust to account for bank holidays, term dates, school trips etc.

APPENDIX E

Sample evaluation form for Sixth form

Name_____

Would you recommend the talks this term? Please circle Yes No

Do you think they were time well spent? Please circle Yes No

Things you have learned from the talks

_____
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Which talk did you get the most from and why?

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Appendix F - Woodbridge School Prep - PSHCEE Long Term Plan

Updated September 2020

Year A (2020-2021)	Michaelmas 1	Michaelmas 2	Lent 1	Lent 2	Trinity 1	Trinity 2
Years 3 & 4	**Beginning and Belonging –** *1-Making the classroom safe* *2- Building relationships* *3 – Coping with new situations* *4 – Sources of support* **First Aid** - Emergencies and Calling for Help	**Family and friends-** *1-Developing friendship skills* *2-Valuing difference* *3- Families and other special people* *4- Getting support* **Anti-bullying –** *1-Defining bullying* *2-Causes & types* *3- How bullying affects us* *4- Responding to bullying* *5- Supporting others* *6- Creating safe environments* **First Aid** - Emergencies and Calling for Help	**Working together-** *1-Recognising and developing strengths and skills* *2-Developing communication skills* *3-Developing group work skills* *4-Applying communication and group work skills* *5-Evaluation and feedback skills* **Financial Capability-** *1-Financial understanding* *2-Financial responsibility and feelings about money* *3- Financial competence* **First Aid** - Basic Life Support	**Relationships Education-** **Yr3-** *1-Body knowledge* *2-Body functions and changes* *3-Body image awareness* *4-Personal hygiene* *5-Illness/disease prevention* **Yr4-** *1-Human lifecycle* *2-Growing up* *3-Personal responsibilities* *4-Parents, carers and families* **First Aid** - Basic Life Support	**Managing Risk-** *1-Risky situations* *2-Reactions to risk* *3-Strategies in risky situations* *4-Receiving and giving help* **Safety Contexts-** *1-Safety contexts* *2-Preventing accidents* **First Aid** - Bleeding	**Healthy Lifestyles-** *1-A balanced, healthy lifestyle* *2-Physical activity* *3-Healthy eating* *4-Dental Hygiene* *5-Making healthy choices* **First Aid** - Bleeding
Years 5 & 6	**Beginning and Belonging –** *1-Making the classroom safe* *2-Building relationships* *3-Coping with new situations* *4-Sources of support*	**Family and friends-** *1-Networks of special people* *2-Understanding and valuing difference* *3-Coping with relationships* *4-Giving and receiving support*	**Working together-** *1-Recognising /developing strengths and skills* *2-Developing communication skills* *3-Developing group work skills* *4-Influences on decision making*	**Growing Up -** *1-Body knowledge* *2-Body functions & changes* *3-Body image awareness* *4- Personal hygiene* *6-Illness/disease prevention*	**Managing Risk-** *1-Risky situations* *2-Reactions to risk* *3-Strategies in risky situations* *4-Receiving and giving help*	**Healthy Lifestyles-** *1-Healthy living* *2-Healthy eating* *3-Energy balance* *4-Physical activity*

	First Aid - Emergencies & Calling for Help	**Anti-bullying-** *1-Defining bullying* *2-Causes and types of bullying* *3-How bullying affects us* *4-Supporting others* *5-Cyberbullying* *6-Creating safe Environments* **First Aid** - Emergencies & Calling for Help	*5-Developing strengths & skills in group work* *6-Developing perseverance* *7-Evaluation & feedback skills* **Financial Capability-** *1-Financial understanding* *2-Financial responsibility and feelings about money* *3- Financial competence* **First Aid** - Basic Life Support	**Yr6-** *1-Human lifecycle* *2-Growing up* *3-Personal responsibilities* *4-Parents, carers and families* **First Aid** - Basic Life Support	**Safety Contexts-** *1-Safety contexts* *2-Preventing accidents* **First Aid** - Bleeding	*5-Influences, choices and taking responsibility* **First Aid** - Bleeding

Year B(2021 2022)	**Michaelmas 1**	**Michaelmas 2**	**Lent 1**	**Lent 2**	**Trinity 1**	**Trinity 2**
Years 3 & 4	**Rights, Rules and Responsibilities-** *1-Rights and responsibilities* *2-Understanding and developing rules* *3-Democracy and decision making*	**My Emotions-** *1-Understanding and managing feelings* *2-Understanding and managing the impact of feelings* *3-Concentrating on one emotion* *4-Getting support* *5-Impact of feelings on actions* *6-Calming and relaxing* *7-Being assertive* *8-Problem-solving* **Anti-bullying-** *1-Defining bullying* *2-Causes & types* *3- How bullying affects us* *4- Responding to bullying*	**Diversity and Communities-** *1-Exploring my identity* *2-Valuing difference* *3-Exploring my community* *4-What is the media?* *5-Caring for the environment, animals and plants*	**Drug Education-** *1-Drug types and effects* *2-Medicines* *3-Other substances* *4-Risks, influences and support*	**Personal Safety-** *1-Identifying trusted adults* *2-Using our senses* *3-Safety rules* *4-Bodies* *5-Touches* *6-Secrets* *7-Assessing risk* *8-Assertiveness* *9- What, when, who and how to tell*	**Managing Change-** *1-Managing change* *2-Recognising emotions in loss and change situations* *3- Coping with loss and change* *4-Planning for change*

	First Aid - Emergencies & Calling for Help	*5- Supporting others* *6- Creating safe environments* **First Aid** - Emergencies and Calling for Help	**First Aid** - Basic Life Support	**First Aid** - Basic Life Support	**First Aid** - Bleeding	**First Aid** - Bleeding
Years 5 & 6	**Rights, Rules and Responsibilities-** *1-Rights and responsibilities* *2-Understanding and developing rules* *3-Democracy and decision making* **First Aid** - Emergencies and Calling for Help	**My Emotions-** *1-Understanding and managing feelings -impact* *2-Individual emotions – boredom, worry, stress* *3- Problem solving* *4-Getting support* *5-Building confidence, assertiveness* **Anti-bullying-** *1-Defining bullying* *2-Causes and types of bullying* *3-How bullying affects us* *4-Supporting others* *5-Cyberbullying* *6-Creating safe environments* **First Aid** -Emergencies & Calling for Help	**Diversity and Communities-** *1-Exploring my identity* *2-Valuing difference* *3-Exploring my community* *4-What is the media?* *5-Caring for the environment, animals and plants* **First Aid** - Basic Life Support	**Drug Education-** *1-Drug types and effects* *2-Medicines* *3-Other substances* *4-Risks, influences and support* **First Aid** - Basic Life Support	**Personal Safety-** *1-Identifying trusted adults* *2-Using our senses* *3-Safety rules* *4-Bodies* *5-Touches* *6-Secrets* *7-Assessing risk* *8-Assertiveness* *9- What, when, who and how to tell* **First Aid** - Bleeding	**Managing Change-** *1-Identifying changes* *2-Coping with emotions in loss and change situations* *3-Ways to manage change* **First Aid** - Bleeding

Appendix G - Pre-Prep Long Term Plans – Personal, Social, Health Citizenship and Economic Education 2020 - 21

The long term plans are based around three core themes of Health and Wellbeing, Relationships & Living in the Wider World (PSHE Association 2014).

The medium and short term plans will be based on the long term plans but will also take into account any issues relevant to a specific class or group of children e.g. playground issues or social issues arising from topic work e.g. poverty in Africa. We recognise the importance of dealing with these issues as they arise and flexibility within our planning allows for this.

Bubble Time - once a term all classes will have a Circle Time session devoted to the following learning objectives: *to recognise the people who look after them, to know who to go to if they are worried and how to attract their attention, to recognise the difference between telling tales and reporting genuine problems, to know that they can request Bubble Time with a member of staff at any time of the day.* Bubble Time is used as a one-to-one listening system. It provides a time for the pupil to talk with a member of staff about matters that they don't wish to share with the whole class. If a member of staff puts up a Bubble Time sign next to their discussion, the class knows not to interrupt.

Newsround – Year 2 have a weekly Newsround session promoting SMSC development through weekly discussions on a local, national or international news topic. Children learn to listen to and respect one another's points of view.

Fundraising – Throughout the year there will be whole school fundraising opportunities for charities such as Children in Need & Sport Relief. Through videos, discussion and interactive content in assemblies and PSHCE lessons, children will gain an understanding of who the charities help and where their money will go. Focusing on social, moral and cultural development, children will be encouraged to plan and run their own fundraising activities. *Learning Objectives:* to learn about different groups and communities, to understand that some people are not as lucky as they are, to recognise their role as global citizens, to respect equality and be a productive member of a diverse community, to be enterprising and understand that their actions can make a positive difference to other people's lives.

PN – parent notification by Clarion Call (parents to be sent information and links to useful websites)

	Reception	**Year 1**	**Year 2**
Michaelmas 1	**Living in the Wider World PN** **The Golden Rules** (see appendix 1). *Learning Objectives:* Pupils help to construct and agree to follow the Golden Rules and understand how these rules help them. *Resources:* Golden Rules poster, Jenny Mosley's Golden Rules Series. **Relationships PN** **Keeping Safe** *Learning Objectives:* To know how to recognise and respond to risky or negative relationships.	**Living in the Wider World PN** **The Golden Rules** (see appendix 1). *Learning Objectives:* Pupils help to construct and agree to follow the Golden Rules and understand how these rules help them. *Resources:* Golden Rules poster, Jenny Mosley's Golden Rules Series. **Relationships PN** **Keeping Safe** *Learning Objectives:* To know how to recognise and respond to risky or negative relationships.	**Living in the Wider World PN** **The Golden Rules** (see appendix 1). *Learning Objectives:* Pupils help to construct and agree to follow the Golden Rules and understand how these rules help them. *Resources:* Golden Rules poster, Jenny Mosley's Golden Rules Series. **Relationships PN** **Keeping Safe** *Learning Objectives:* To know how to recognise and respond to risky or negative relationships.

	Resources: NSPCC Underwear Rule. http://www.nspcc.org.uk/preventing-abuse/keeping-children-safe/underwear-rule/ **Relationships** **Family networks.** *Learning Objectives:* To identify their special	*Resources:* NSPCC Underwear Rule. http://www.nspcc.org.uk/preventing-abuse/keeping-children-safe/underwear-rule/	*Resources:* NSPCC Underwear Rule. http://www.nspcc.org.uk/preventing-abuse/keeping-children-safe/underwear-rule/ Feeling Happy Feeling Safe – A Safety Guide for Young Children by Michele Elliott
	Reception	**Year 1**	**Year 2**
	people, what makes them special and how special people should care for one another. **Health & Wellbeing** **Growing Up** *Learning Objectives:* to learn about the process of growing from young to old and how people's needs change.		
Michaelmas 2 Children in Need	**Health & Wellbeing** **Bedtime.** *Learning Objectives:* To recognise bedtime rituals and the importance of and how to maintain personal hygiene. *Resources:* products bag (toothpaste, soap, shampoo, toothbrush), Georgie Grub https://www.youtube.com/watch?v=nxcHmpjKvs4 **Relationships** **Friendships.** *Learning Objectives:* To learn the importance of helping and sharing and the impact it has on friendships. To learn to listen to others and play and work cooperatively (including strategies to resolve simple arguments through negotiation). *Resources:* Salt & Pepper puppets.	**Relationships** **Myself and Others.** *Learning Objectives:* to know the importance of valuing oneself, to identify and respect differences and similarities between people, to recognise that everyone is different, to think about the process of growing from young to old and what makes me, me. *Resources:* What Makes Me, Me? http://www.bbc.co.uk/programmes/p015lztg **Choices.** *Learning Objectives:* To recognise how their behaviour affects other people, to take responsibility for their own behaviour, to recognise what is fair and unfair, kind and unkind, and what is right and wrong, to recognise that some choices will be right and some will be wrong, to listen to others and play and work cooperatively (including strategies to resolve simple arguments through negotiation).	**Relationships** **Friendships.** *Learning Objectives:* to understand what friendship means, to know strategies to resolve simple arguments and misunderstandings through negotiation. *Resources:* BBC Bitesize: Best Friends Talk About Their Friendship http://www.bbc.co.uk/education/clips/zfd4d2p Friendship bench. **Health & Wellbeing PN** **Keeping Safe - e-safety:** *Learning Objectives:* To be able to understand the importance of asking for help from an adult when on the internet *Resources:* Kidsmart - The Adventures of Smartie the Penguin. http://www.kidsmart.org.uk/teachers/ks1/

		Resources: Why Should I be Good? http://www.bbc.co.uk/education/clips/zcvnvcw What's Fair? http://www.bbc.co.uk/programmes/p015lqk2 Am I Always Responsible for my Actions? http://www.bbc.co.uk/programmes/p015lqnd	
Lent 1	**Relationships** **Bullying** *Learning Objectives:* to know that people's bodies and feelings can be hurt, to know there are different types of bullying and teasing and that these are unacceptable, to recognise when people are being unkind to them or others, how to respond, who to tell and what to say.	**Relationships** **Bullying** *Learning Objectives:* to know there are different types of bullying and teasing and that these are wrong and unacceptable, to recognise when people are being unkind to them or others, how to respond, who to tell and what to say.	**Relationships** **Bullying** *Learning Objectives:* to know there are different types of bullying and teasing and that these are wrong and unacceptable, to recognise when people are being unkind to them or others, how to respond, who to tell and what to say, to learn how to resist teasing or bullying, if they
	Reception	**Year 1**	**Year 2**
			experience or witness it, whom to go to and how to get help. *Resources:* Feeling Happy Feeling Safe – A Safety
	Health & Wellbeing **Wizard and Wizadora Wonderful** *Learning Objectives:* To think about themselves and recognise they are special, to understand that everyone is different and to respect those differences, to recognise and celebrate their strengths and set simple but challenging goals, to learn from their experiences.	**Health & Wellbeing PN** **Keeping Safe – road safety:** *Learning Objectives:* To explore the three main road safety themes. To start to learn the Green Cross Code. *Resources:* THINK! Education http://think.direct.gov.uk/education/early-years-and-primary/ 3 core themes: Know the Road, Stop, Look and Listen, Car Clever (activities 1)	Guide for Young Children by Michele Elliott. BBC Bitesize, From Bully to Best Friend http://www.bbc.co.uk/education/clips/z3hpb9q **Health & Wellbeing PN** **Keeping Safe – road safety:** *Learning Objectives:* To explore the three main road safety themes. To know the Green Cross Code. To understand the reasons for always using good road safety behaviour. *Resources:* THINK! Education http://think.direct.gov.uk/education/early-years-and-primary/ 3 core themes: Know the Road, Stop, Look and Listen, Car Clever (activities 2,3,4 & extension)

			Tales of the Road: http://talesoftheroad.direct.gov.uk/
Lent 2 Sport Relief / Red Nose Day	**Relationships** **Feelings** *Learning Objectives: To* communicate feelings to others, to recognise how others show feelings and how to respond, to recognise good and not so good feelings, to develop a vocabulary to describe their feelings to others and simple strategies for managing feelings. *Resources:* feelings masks **Living in the Wider World PN** **Heroes & Heroines** *Learning Objectives:* to know that there are people who help to keep us safe in the community, to know what the emergency services are and what they do, to understand what an emergency is, to know how to respond in an emergency. *Resources:* visit from community police officer	**Relationships** **Friendships** *Learning Objectives:* to understand what friendship means, to know strategies to resolve simple arguments and misunderstandings through negotiation. *Resources:* BBC Bitesize - What is a friend http://www.bbc.co.uk/education/clips/zyth34j – Friendship code http://www.bbc.co.uk/education/clips/zyw9wmn Friendship bench.	**Health & Wellbeing** **Healthy Me.** *Learning Objectives:* to know what constitutes a healthy lifestyle including benefits of physical activity, balanced diet and emotional health, to understand the importance of personal hygiene, to know how disease spreads and how to minimise risk of infection, to know that household products, including medicines, can be harmful if not used properly, to learn about growing and changing and opportunities and responsibilities that increasing independence may bring (CC link to 'Healthy Me' topic in **science)**. **Health & Wellbeing** **My Body.** *Learning Objectives:* To name the main parts of the body including external genitalia, to describe differences between males and females, *Resources:* BBC Bitesize – What are the Parts of the Human Body? http://www.bbc.co.uk/guides/zqhbr82
	Reception	**Year 1**	**Year 2**
Trinity 1	**Living in the Wider World** **Sharing and caring** *Learning Objectives:* to know that people and other living things have needs and that they have responsibilities to meet them.	**Living in the Wider World** **Communities.** *Learning Objectives:* to recognise that they belong to various groups and communities (family, school, religious), to learn about equality and to recognise and respect other cultures and	**Living in the Wider World** **Our World** *Learning Objectives:* To know what improves and harms their local, natural and built environments and about some of the ways people look after them, to understand the importance of recycling and to learn how

		communities, to know that there are different types of family,	materials can be reused and recycled and waste reduced, to explore access to water in different parts of the world and recognise it as a precious commodity. *Resources:* Eco-Schools http://www.eco-schools.org.uk/freeresources/lessonideas/5-7years Who Owns the Sky? http://www.bbc.co.uk/programmes/p015ltpz
Trinity 2	**Health & Wellbeing** **All About Me** *Learning Objectives:* to recognise what they like and dislike, to know how to make real and informed choices that improve their physical and emotional health, to recognise that choices can have good and not so good consequences. *Resources:* Folens All About Me **Health & Wellbeing** **Healthy Me** *Learning Objectives: to know* what constitutes a healthy lifestyle including benefits of physical activity, healthy diet and sleep.	**Health & Wellbeing** **My Body.** *Learning Objectives:* To name the main parts of the body and talk about similarities and differences between boys and girls, understand that some people can have fixed ideas about what boys and girls can do. *Resources:* BBC Bitesize – What are the Parts of the Human Body? http://www.bbc.co.uk/guides/zqhbr82 **Relationships** **Contact** *Learning Objectives:* to judge what kind of physical contact is acceptable, comfortable, unacceptable, uncomfortable and how to respond (including who to tell and how to tell them). *Resources:* Feeling Happy Feeling Safe – A Safety Guide for Young Children by Michele Elliott	**Living in the Wider World** **Money** *Learning Objectives:* To understand where money comes from. To understand the concepts of spending and saving. To learn about the role money plays in their lives, how to keep it safe and choices about spending money and what influences those choices. **Health & Wellbeing** **Safer Strangers, Safer Buildings** *Learning Objectives:* to recognise that they share a responsibility for keeping themselves and others safe, to know that some strangers are nice and some are not and may hurt children, to know what to do if they get lost. *Resources:* Netmums – Dealing with strangers http://www.netmums.com/lifestyle/house-and-home/essential-safety-for-kids/essential-safety-for-kids-stranger-danger Safer strangers, safer buildings code http://www.childseyemedia.com/safer_strangers_code.html Feeling Happy Feeling Safe – A Safety Guide for Young Children by Michele Elliott

Appendix G (i): Pre-Prep Golden Rules

We are gentle	We are honest	We look after property
We are kind and helpful	We work hard	We listen to people