



PART ONE:

SECTION C – PUPIL POLICIES

(2) Pastoral Policies

Reference:

- 1. The Education (Independent School Standards) (England) (Amendment) Regulations 2015**
- 2. The Equal Opportunities Policy**

C(2) 1 - PSHE / RE

Through the PSHE/RE programme, assemblies, tutor periods and enrichment activities, RGS Dodderhill will endeavour 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**”.

This Policy helps ensure every pupil develops in self-confidence, social and personal responsibility, spiritual awareness and self-discipline in accordance with the aims of the school. We encourage pupils to accept responsibility for their behaviour and to contribute positively to the local and wider community. Pupils are given regular opportunities to develop and express their own opinions about a range of issues, in a safe and supportive environment.

Personal, social and health education (PSHE) units cover those aspects of the curriculum that contribute to a child’s development that do not fit in to traditional subject boundaries. At RGS Dodderhill that includes topics such as: careers, study skills, the environment, communication skills, personal relationships, financial awareness, health and sex education (covered in our Sex Education policy) and e-safety. Each unit corresponds to one of the three core themes of PSHE and meet the requirements of section 2.5 of the National Curriculum Framework and section 78 of the Education Act 2002

Children in the EYFS cover PSHE through the prime area of Personal, Social and Emotional Development (PSED). Children are taught under the topic of:

- Making relationships
- Self Confidence & Self Awareness
- Managing Feelings and Behaviour

Core theme 1: Health and Wellbeing

In Key Stages 1 and 2, pupils should be taught:

- what is meant by a healthy lifestyle
- how to maintain physical, mental and emotional health and wellbeing
- how to manage risks to physical and emotional health and wellbeing
- ways of keeping physically and emotionally safe
- about managing change, including puberty, transition and loss
- how to make informed choices about health and wellbeing and to recognise sources of help with this
- how to respond in an emergency



- to identify different influences on health and wellbeing.

In Key Stages 3 and 4, pupils should be taught:

- how to manage transition
- how to maintain physical, mental and emotional health and wellbeing including sexual health
- about parenthood and the consequences of teenage pregnancy
- how to assess and manage risks to health and to stay, and keep others, safe
- how to identify and access help, advice and support
- how to make informed choices about health and wellbeing matters including drugs, alcohol and tobacco, maintaining a balanced diet, physical activity, emotional health and wellbeing and sexual health
- how to respond in an emergency including administering first aid
- the role and influence of the media on lifestyle.

Core theme 2: Relationships

In Key Stages 1 and 2, pupils should be taught:

- how to develop and maintain a variety of healthy relationships within a range of social/cultural contexts
- how to recognise and manage emotions within a range of relationships
- how to recognise risky or negative relationships including all forms of bullying and abuse
- how to respond to risky or negative relationships and ask for help
- how to respect equality and diversity in relationships.

In Key Stages 3 and 4, pupils should be taught:

- how to develop and maintain a variety of healthy relationships within a range of social/cultural contexts and to develop parenting skills
- how to recognise and manage emotions within a range of relationships
- how to deal with risky or negative relationships, including all forms of bullying and abuse, sexual and other violence and online encounters
- about the concept of consent in a variety of contexts (including in sexual relationships)
- about managing loss, including bereavement, separation and divorce
- to respect equality and be a productive member of a diverse community, with particular regard to the protected characteristics set out in the Equality Act 2010 and respect for others who choose to follow a lifestyle that they would not choose to follow
- how to identify and access appropriate advice and support.

Core theme 3: Living in the Wider World

In Key Stages 1 and 2 pupils should focus on 'economic wellbeing and being a responsible citizen' and be taught:

- about respect for the self and others and the importance of responsible behaviours and actions



- about rights and responsibilities as members of families, other groups and ultimately as citizens
- about different groups and communities
- to respect equality and to be a productive member of a diverse community
- about the importance of respecting and protecting the environment
- about where money comes from, keeping it safe and the importance of managing it effectively
- how money plays an important part in people's lives
- a basic understanding of enterprise.

In Key Stages 3 and 4 pupils should focus on 'economic wellbeing, careers and the world of work' and be taught:

- about rights and responsibilities as members of diverse communities, as active citizens and participants in the local and national economy
- to distinguish right from wrong and respect criminal and civil law in England.
- to develop mutual respect and tolerance of different cultural traditions
- how to make informed choices and be enterprising and ambitious
- how to develop employability, team working and leadership skills and develop flexibility and resilience
- about the economic and business environment
- how personal financial choices can affect oneself and others and about rights and responsibilities as consumers.

RE has an important part to play as part of a broad, balanced and coherent curriculum.

Units incorporated into our PSHE/ RE curriculum aim to: -

- provoke challenging questions about the meaning and purpose of life, beliefs, the self, issues of right and wrong, and what it means to be human.
- To develop pupils' knowledge and understanding of Christianity, other principal religions, and religious traditions.
- encourage pupils to explore their own beliefs (whether they are religious or non-religious), in the light of what they learn, as they examine issues of religious belief and faith and how these impact on personal, institutional and social ethics; and to express their responses. This also builds resilience to anti-democratic or extremist views
- enable pupils to build their sense of identity and belonging, which helps them flourish within their communities and as citizens in a diverse society
- teach pupils to develop respect for others, including people with different faiths and beliefs and to challenge prejudice
- prompt pupils to consider their responsibilities to themselves and to others, and to explore how they might contribute to their communities and to wider society.
- to encourage empathy, generosity and compassion.

DELIVERY

At RGS Dodderhill we have a varied approach to this, which includes:

- Class teachers in the Early Years and lower Prep school
- Form teachers in the weekly form period from Y4 onwards as appropriate



- Designated specialist staff in the weekly timetabled PSHE/RE session from Y4 – Y11.
- Assemblies, visiting speakers and 'breakout' days

E-SAFETY

All pupils will be taught about safe use of the internet and electronic devices at the appropriate time. This will form part of ICT lessons as well as PSHE lessons. These will include the use of the internet for grooming, abuse and radicalisation. These lessons may make use of the following resources: -

- The UK Safer Internet Centre (www.saferinternet.org.uk)
- CEOP's Thinkuknow website (www.thinkuknow.co.uk)
- The use of social media for online radicalisation (DfE resources)

Resources

Year 5 upwards, has a box and/or folder of resources dedicated to their specific curriculum. These include worksheets, lesson plans, activities and RE books

For senior year groups these are kept in the PSHE cupboard in the staffroom

Digital resources are stored on the Staff Shared area. Within the PSHE folder there are individual year group folders containing sub-folders with resources specific to each unit of work.

Useful addresses, sources of support and lesson plans/ideas

www.pshe-association.org.uk – lots of resources that can be downloaded and printed. Advice sheets for teaching sensitive subjects. Updates on legislation.

www.schoolwellbeing.co.uk – downloadable resources and lesson plans, web links to other useful websites, news. Also includes a PREVENT self-assessment toolkit for schools

www.twinkl.co.uk – Mostly junior level resources, but several could be used in KS3. You just need to join to access free resources.

www.bbc.co.uk/bitesize - a variety of video clips on a wide selection of themes – PSHE and RE

www.truetube.co.uk – a fantastic resource of mostly video clips, but, some lesson plans are also available. PSHE and RE themes covered