



**Sunninghill**  
PREP SCHOOL DORCHESTER

**Personal, Social, Health, Economic (PSHE)  
and  
Relationship and Sex Education  
Policy**

# Contents

Mission and aim.....	3
Aim of the PSHE policy.....	3
Objectives/Pupil learning intentions.....	3
What is PSHE and RSE Education?.....	4
Definition of Relationships and Sex Education.....	4
The importance of celebrating diversity within PSHE and RSE.....	5
Equalities.....	5
Who delivers the PSHE and RSE Curriculum?.....	6
Curriculum Design - PSHE and RSE – Subject Content.....	6
PSHE and RSE– Parents and Partnerships.....	7
Relationship & Sex Education – Right to Withdraw.....	8
Safe and Effective Practice - Confidentiality & Safeguarding – Keeping Children Safe.....	8
Teaching Sensitive and Controversial Issues.....	9
Assessment, Monitoring & Reporting.....	9
PSHE and RSE Education – Where to find information.....	9
Drug and Alcohol Education.....	10
Dissemination.....	10

DRAFT

## **Mission and aim**

The mission of Sunninghill Prep School is to provide an outstanding, individualised and holistic education in a stimulating learning environment that prepares all its pupils for a happy and fulfilling life.

Our aim is to inspire each and every individual to have the opportunity to discover what they are good at and be given the opportunity to excel so that success becomes infectious.

## **Aim of the PSHE policy**

To provide pupils with the knowledge, understanding, attitudes, values and skills they need in order to reach their potential as individuals and within the community. Pupils are encouraged to take part in a wide range of activities and experiences across and beyond the curriculum, contributing fully to the life of their school and communities. In doing so they learn to recognise their own worth, work well with others and become increasingly responsible for their own learning. They reflect on their experiences and understand how they are developing personally and socially, tackling many of the spiritual, moral, social and cultural issues that are part of growing up. They learn to understand and respect our common humanity; diversity and differences so that they can go on to form the effective, fulfilling relationships that are an essential part of life and learning.

## **Objectives/Pupil learning intentions**

The PSHE curriculum will support the pupil's personal development including the development of the skills, attitudes, values and behaviour, which enable pupils to:

- Have a sense of purpose
- Value self and others
- Form relationships
- Make and act on informed decisions
- Communicate effectively
- Work with others
- Respond to challenge
- Be an active partner in their own learning
- Be active citizens within the local community
- Explore issues related to living in a democratic society
- Become healthy and fulfilled individuals

As part of this vision, we aim to deliver a high-quality Personal, Social, Health and Economic Education (PSHE) and Relationship and Sex Education (RSE) curriculum in which we convey accurate, relevant and age-appropriate information to pupils to support their personal development.

We very strongly believe that the education we provide should reflect both the universal needs shared by all pupils as well as the specific needs of individual pupils in our particular school. As such, the RSE strand of our PSHE curriculum has been carefully considered and

will be reviewed regularly so that it is inclusive and meets the needs of each child, including those with special educational needs or disabilities (SEND).

This will ensure that our children can achieve their full potential and will leave our school prepared for the demands of society in their future. Relationships Education will support pupils in their understanding of healthy friendships, families and relationships with children and adults.

### **What is PSHE and RSE Education?**

Personal, Social, Health and Economic Education (PSHE) is a subject in which pupils are taught skills and subject knowledge which will help to support them in their own lives, relationships and communities. Relationships and Sex Education is a statutory component of the curriculum in schools (from September 2020). Relationships Education involves learning about many strands including: family relationships; friendships and relationships with peers and adults; healthy and unhealthy relationships; staying safe; the characteristics of positive relationships; relationships online and the emotional, social and physical aspects of growing up. Health Education covers healthy lifestyles, first aid, mental health, hygiene and puberty.

The official guidance for Relationships, Sex Education and Health Education from the Department for Education can be found here:

<https://www.gov.uk/government/publications/relationships-education-relationships-and-sex-education-rse-and-health-education>

We also believe that a complete PSHE and RSE curriculum is important to ensure that pupils have a well-rounded and rich curriculum covering a range of life skills as well as financial education and social education, learning about being part of a community and about social issues which affect their local area, nation and the whole world.

A high-quality PSHE curriculum makes a large contribution to providing personal development for all pupils.

### **Definition of Relationships and Sex Education**

‘RSE is lifelong learning process of acquiring information, developing skills and forming positive beliefs and attitudes about sex, sexuality, relationships and feelings’ (Sex Education Forum, 1999).

"The right to education includes the right to sexual education, which is both a human right in itself and an indispensable means of realising other human rights, such as the right to health, the right to information and sexual and reproductive rights."

Report to the UN General Assembly - July 2010 | Item 69, paragraph 18

Effective RSE can make a significant contribution to the development of the personal skills needed by pupils if they are to establish and maintain relationships. It also enables children and young people to make responsible and informed decisions about their health and well-

being. RSE makes an important contribution to health and well-being by supporting children and young people's ability to learn, achieve and flourish.

It has three main elements:

- **attitudes and values** – learning the importance of values and individual conscience and moral considerations; – learning the value of family life, marriage, and stable and loving relationships for the nurture of children; – learning the value of respect, love and care; – exploring, considering and understanding moral dilemmas; and – developing critical thinking as part of decision-making.
- **personal and social skills** – learning to manage emotions and relationships confidently and sensitively; – developing self-respect and empathy for others; – learning to make choices based on an understanding of difference and with an absence of prejudice; – developing an appreciation of the consequences of choices made; – managing conflict; and – learning how to recognise and avoid exploitation and abuse.
- **knowledge and understanding** – learning and understanding physical development at appropriate stages; – understanding human sexuality, reproduction, sexual health, emotions and relationships; – learning about contraception and the range of local and national sexual health advice, contraception and support services; – learning the reasons for delaying sexual activity, and the benefits to be gained from such delay; and – the avoidance of unplanned pregnancy.

### **The importance of celebrating diversity within PSHE and RSE**

We strive to promote equality through all aspects of our RSE and PSHE teaching. As such, our curriculum promotes tolerance and acceptance.

Just as we encourage Sunninghill children to celebrate their many different talents, strengths and aspirations, we also aim to celebrate diversity of cultures, traditions and religions. As an extension of this, pupils are taught about diversity in family structures and relationships, in line with British Values (see 'The Equality Act – 2010'; 'The Marriage Act – 2013'), including diverse families and same-sex parents. This ensures that every one of our pupils has the chance to develop the self-esteem and confidence they deserve in order to grow into understanding, accepting and respectful adults. We also fully support the notion that children should be taught about different families and relationships in modern Britain.

### **Equalities**

The Equality Act 2010 covers the way the curriculum is delivered and we ensure that issues are taught in a way that does not subject pupils to discrimination. We have a duty under the Equality Act to ensure that teaching is accessible to all children and young people, including those who are lesbian, gay, bisexual and transgender (LGBT). Inclusive RSE will foster good relations between pupils, tackle all types of prejudice – including homophobia – and promote understanding and respect. The Department for Education have produced advice on The Equality Act 2010 and schools (DfE 2014b).

Schools have a legal duty to promote equality (Equality Act 2010) and to combat bullying (Education Act, 2006) (which includes homophobic, sexist, sexual and transphobic bullying) and Section 4.2 of the national curriculum (2014) states “Teachers should take account of their duties under equal opportunities legislation that covers race, disability, sex, religion or belief, sexual orientation, pregnancy and maternity, and gender reassignment.”

### **Who delivers the PSHE and RSE Curriculum?**

Relationships Education lessons will be mainly taught by tutors in the Junior Prep and by the Well-being/PSHE co-ordinator in the Senior Prep (5-8). All children will receive a double lesson (1 hour approx) each week. Clear parameters will be established in class and special consideration will always be given when teaching particularly sensitive material ensuring that classes create their own ground rules. Staff will be fully aware of the children in their class and of any sensitivities which might need to be acknowledged when delivering particular units. It is planned that the PSHE coordinator will ensure that feedback on the curriculum, from staff, parents and pupils will inform curriculum design and policies where appropriate. The Head teacher will also assist the PSHE coordinator to facilitate PSHE and RSE training and CPD where needed.

The PSHE coordinator will monitor progression in the subject, observing lessons and reviewing feedback from teachers to help to develop the curriculum content and to ensure that the necessary resources are in place. They will also be responsible for reviewing and updating the policy with the Deputy Head (Pastoral). The PSHE coordinator will ensure that there is a clear progression of skills and content across the PSHE curriculum.

The PSHE curriculum is also delivered through assemblies, circle time, visiting speakers and out of school visits.

### **Curriculum Design - PSHE and RSE – Subject Content**

Our school is following the **Collins My Life** curriculum up to Year 6. This is a complete PSHE and RSE programme which has been designed to cover the statutory content and wider aspects of the PSHE curriculum such as economic education and living in the wider world.

We aim to make PSHE Education lessons engaging, interesting and fun through a variety of teaching methods and interactive activities. These include role-play; the use of learning partners and small group work; whole-class teaching; enquiry tasks; research activities; independent learning and discussion groups; use of appropriate film clips, books and websites; matching games; problem-solving and challenge activities. These approaches are designed to develop key skills such as empathy and the ability to articulate ideas clearly and to listen to and engage with other points of view.

Using the My Life programme will help the school to sequence PSHE and RSE learning into age-appropriate units which show progression from Year 1 to Year 6.

In Years 7 and 8 we have chosen to use the **Dimensions Curriculum**. This provides a comprehensive PSHE Education scheme of work, which includes creative lesson plans that can be easily integrated into everyday teaching. It uses the PSHE Association’s three core themes to cover the key concepts and skills that underpin PSHE Education. By selecting a modern scheme of work we aim to better fulfil our statutory responsibility to support pupils’

spiritual, moral, cultural, mental and physical development and prepare them for the opportunities, responsibilities and experiences of life.

These three underlying core themes, within which there will be broad overlap and flexibility are:-

1. Health and Wellbeing
2. Relationships
3. Living in the Wider World

3D PSHE will help pupils 'develop and demonstrate skills and attitudes that will allow them to participate fully in and contribute positively to life in modern Britain'.

As part of the children's Science Curriculum children will also be learning aspects of the PSHE and RSE curriculum such as animals, including humans, have offspring that grow into adults. They are also introduced to the concepts of reproduction and growth (but not how reproduction occurs). The Relationship strand of our PSHE Curriculum supports this learning. We are committed to ensuring that the children receive factually accurate biological information about their bodies. With this in mind, we begin to teach children some of the correct anatomical terminology for the parts of a human body in Key Stage 1.

In science, children are also taught about the life cycles of humans and animals, including reproduction. They also learn about the changes that happen in humans from birth to old age. This includes learning what happens in puberty. Recent government guidance strongly suggests that 'All children, including those who develop earlier than the average, need to know about puberty before they experience the onset of physical changes.' We support this statement and believe that children are ready to receive honest, open and factual education about relationships and growing up in this year group. As part of the Relationships curriculum, children will learn accurate information about puberty, their changing bodies and how to look after them. This will always be done in a safe and secure environment with their teacher.

There are close links to the ICT/computing curriculum, which teaches about online safety. It is vital for RSE to teach that the internet and social media are important resources for learning and information, and a great opportunity to build social networks, as well as teaching about the risks and how to stay safe online.

There are also relevant learning opportunities in other subjects, such as religious education, about the law and the views of religious and secular groups on different issues. Parents will have access to the curriculum and resources used via the website and parents will be kept informed of any changes or updates to the curriculum. They will be informed in advance of the introduction of sensitive topics so they have a chance to discuss these with their children if they wish.

### **PSHE and RSE- Parents and Partnerships**

At Sunninghill School we believe clarity is essential and welcome any discussion with parents and carers which will inform conversations at home about 'Relationships'.

We endeavour to have a strong partnership with parents and will always aim to be transparent in communicating what is being taught and when. We believe that together we

can address misconceptions children may have gained about these topics from the media or from their peers. Children are naturally curious about their bodies, other people and the world around them. By answering questions and teaching them the correct scientific vocabulary, we can help them understand their bodies, keep themselves safe, develop their understanding of their feelings and the feelings of other people, and learn how to be responsible and accountable members of the community and world. In order to enhance our PSHE provision, we will welcome external speakers into school to share their expertise if necessary or appropriate. These may include health promotion specialists, school nurses, and community police and fire officers. Any booking of external speakers will adhere to the 'Visitors' Policy.

By doing this we hope that we will empower both adults and children to feel confident and comfortable asking questions or initiating dialogue about the many important aspects of PSHE and RSE that will affect our children's lives so fundamentally – both now and in the future.

If any parent has any queries or concerns about the subject content or delivery of any aspect of PSHE or RSE, then they should speak to the Deputy Head (Pastoral) or the PSHE Coordinator who will be able to provide more specific information on curriculum and resources that are used in the PSHE or RSE Curriculum.

### **Relationship & Sex Education – Right to Withdraw**

Relationships Education is statutory for all children. This means that parents cannot withdraw their child from these lessons. However, parents are able to request that their child is withdrawn from lessons about Sex Education taught as part of Relationships Education, which are not statutory objectives covered in the science national curriculum.

### **Safe and Effective Practice - Confidentiality & Safeguarding – Keeping Children Safe**

At Sunninghill, we aim to foster and maintain a safe environment within which all pupils feel able to ask questions and discuss issues openly (although no pupil or teacher will have to answer personal questions or be forced to take part in discussions.) For any child wishing to discuss something confidential relating to content of the lesson, an opportunity will be given.

All classes will have access to a class 'question box' for PSHE/RSE which gives children the option of writing down their questions and receiving an answer that is not provided in front of the whole class. Distancing techniques are employed so children are able to discuss fictional characters and scenarios, rather than discussing their own lives and experiences. In line with the school's Policy for Safeguarding and Child Protection, we are committed to safeguarding and promoting the welfare (both physical and emotional) of every pupil. We implement a whole-school preventative approach to managing safeguarding concerns, ensuring that the wellbeing of pupils is at the forefront of all action taken.

Ground rules are agreed within PSHE and RSE for each class. This ensures a safe environment for group discussion and exploring delicate topics. Information given, and the views expressed by the pupils, will be treated in confidence where possible. However, pupils will be informed that 100% confidentiality cannot be assured. If any child makes a disclosure of a safeguarding issue – as with all such instances – the teacher will inform the Designated



Safeguarding Lead (DSL) in accordance with the school's policy on Safeguarding and Child Protection.

### **Teaching Sensitive and Controversial Issues**

Sensitive and controversial issues are certain to arise in learning from real-life experience. Teachers will be prepared to handle personal issues arising from the work, to deal sensitively with, and to follow up appropriately, disclosures made in a group or individual setting. Issues that we address that are likely to be sensitive and controversial because they have a political, social or personal impact or deal with values and beliefs include: family lifestyles and values, physical and medical issues, financial issues, bullying and bereavement.

Teachers will take all reasonable, practical steps to ensure that, where political or controversial issues are brought to pupils' attention, they are offered a balanced presentation of opposing views. Teachers will adopt strategies that seek to avoid bias on their part and will teach pupils how to recognise bias and evaluate evidence. Teachers will seek to establish a classroom climate in which all pupils are free from any fear of expressing reasonable points of view that contradict those held either by their class teachers or their peers.

### **Assessment, Monitoring & Reporting**

Assessment and self-assessment are a vital part of learning in PSHE and RSE and each lesson gives an opportunity for assessment.

Some examples include:

- journal entries
- baseline and post-unit assessments
- drama and role play assessment
- team and group project assessments.

To support their independence, children are given many opportunities to reflect on and evaluate their learning through self-assessment. This valuable life skill is reinforced and embedded across the curriculum through the scheme of work and resources used.

Pupil voice is also important. We encourage our children to express opinions on how and where they would like their learning to go and we take these into account when planning and teaching units from the curriculum. Their comments help us to assess and monitor their progress. Listening and responding to the views of our pupils ensures that our policy and curriculum is responsive and meet the needs of all our learners from year to year. Parents will also be invited to share their feedback on all aspects of the PSHE and RSE curriculum throughout the year and this will be reviewed and responded to.

Comments on children's learning and progress in PSHE and RSE as part of their learning in PSHE is reported to parents at parent evenings and in end of term written reports for Years 5-8.

### **PSHE and RSE Education – Where to find information**

Our inclusive My Life and 3D Dimensions PSHE and RSE curriculum form a core part of

our PSHE and RSE teaching and covers the statutory elements of RSE and a fuller, richer PSHE curriculum as well.

The PSHE curriculum should be read in conjunction with the following:

- Safeguarding and Child Protection Policy
- SMSC Policy
- Behaviour Policy
- Anti-bullying Policy
- SEND Policy
- Teaching and Learning Policy
- Equal Opportunities Policy
- E- Safety Policy
- Mental health and Well-Being Policy
- Science curriculum

### **Drug and Alcohol Education**

Definition of 'Drugs':

This policy uses the definition that a drug is: 'A substance people take to change the way they feel, think or behave' (United Nations Office on Drugs and Crime). The term 'Drugs' includes

- All illegal drugs
- All legal drugs including alcohol, tobacco and volatile substances which can be inhaled
- All over-the-counter and prescription medicines

Effective Drug and Alcohol Education can make a significant contribution to the development of the personal skills needed by pupils as they grow up. It also enables young people to make responsible and informed decisions about their health and well-being.

### **Dissemination**

This policy is available on our school website.