

PERSONAL, SOCIAL, HEALTH AND ECONOMIC EDUCATION AND CITIZENSHIP (PSHEE).
INCLUDING: CAREERS EDUCATION, SMSC AND FUNDAMENTAL BRITISH VALUES, RELATIONSHIP AND SEX
EDUCATION.

Reviewed and approved	Elizabeth George
	January 2025
Next Review Date	January 2026
Scope	EYFS, Pre Prep and Prep School

This policy must be read in conjunction with:

- Safeguarding Policy 4.15
- Anti bullying Policy
- Positive Mental Health Policy
- Online Safety Policy
- Rewards, Behaviour, Discipline and Exclusion Policy
- The Equality Act 2010

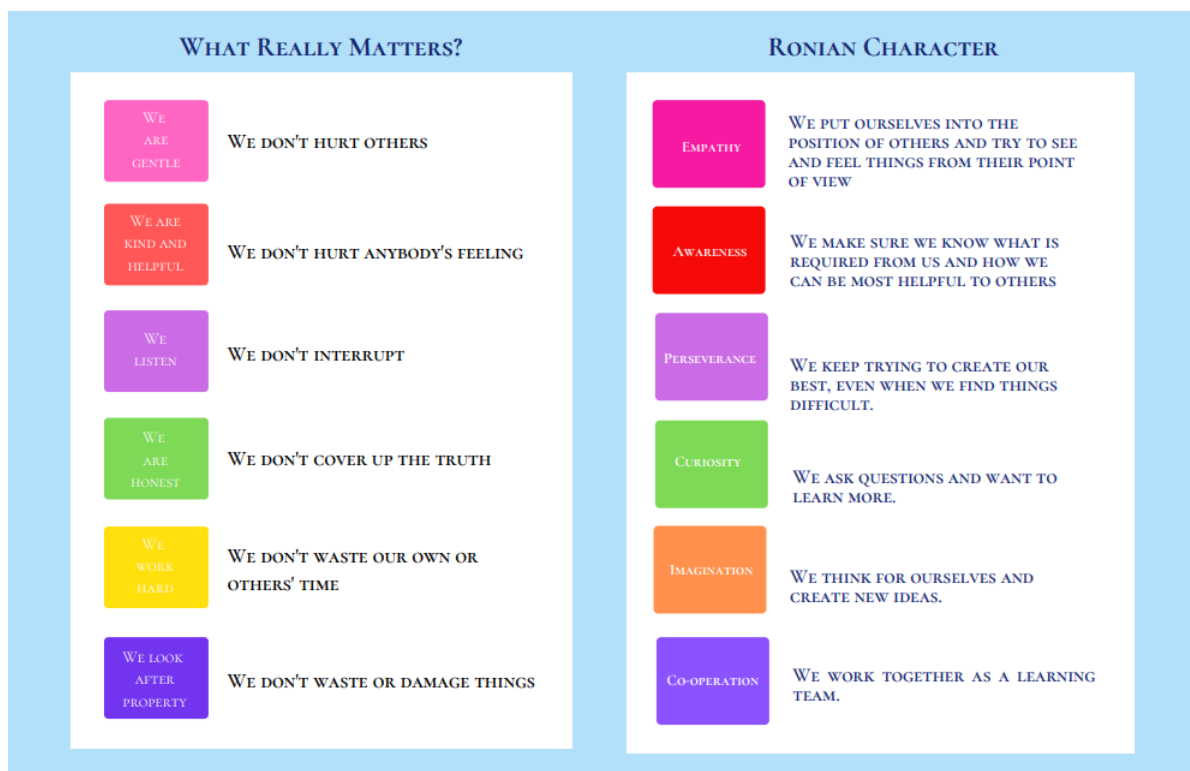
AIMS OF SAINT RONAN'S

AIMS

- TO PROVIDE THE CHILDREN WITH AN EXCELLENT ALL-ROUND EDUCATION, WITH A SUITABLE RANGE OF CURRICULAR AND EXTRA-CURRICULAR OPPORTUNITIES.
- TO PROVIDE INSPIRING TEACHING, WHICH PROMOTES BOTH LEARNING AND ACHIEVEMENT.
- TO ENCOURAGE THE CHILDREN'S SPIRITUAL, MORAL, SOCIAL AND CULTURAL DEVELOPMENT.
- TO PROVIDE EFFECTIVE PASTORAL SUPPORT AND GUIDANCE.
- TO MAINTAIN A CONSTRUCTIVE RELATIONSHIP WITH PARENTS AND CARERS.
- TO 'MIND THE MAGIC'.

WHAT REALLY MATTERS AND OUR RONIAN CHARACTERISTICS:

At Saint Ronan's we do not have a complex set of rules, rather we follow the Ronian values which inform our approach to all we do



AIMS OF THIS POLICY

The DfE and PSHEE Association recognise that PSHEE is fundamentally important in schools.

The PSHE Association describe PSHEE as : a *“planned, developmental programme of learning through which children and young people acquire the knowledge, understanding and skills they need to demonstrate the intelligent behaviours needed to manage their lives now and in the future and make the most of opportunities presented to them. It needs to be part of a **whole school approach** to develop the qualities and attributes pupils need to thrive as individuals, family members and members of society.*

PSHEE :

- Helps to provide the strategies skills, knowledge and understanding required to live healthy, safe, productive, capable, responsible and balanced lives.
- It encourages young people to be enterprising and supports them in making effective transitions, positive learning and career choices and in achieving economic wellbeing as well as teaching them to care about the wider world and the environment.
- It prepares them for working and the wider world.
- It provides opportunities for children and young people to reflect on and clarify their own values and attitudes and explore the complex and sometimes conflicting range of values and attitudes they encounter now and in the future.

- PSHEE education contributes to personal development by helping pupils to build their confidence, resilience and self-esteem, and to identify and manage risk, accept and shape their identities, to understand and accommodate difference and change, to manage emotions and to communicate constructively in a variety of settings.

Saint Ronan's supports the **whole school** approach to PSHEE and thus it encompasses several strands which are outlined in this Policy.

PSHEE as a curriculum subject, PSHEE in the wider curriculum, Careers Education within PSHEE, the integration of SMSC, the core values of being a "Ronian" and the promotion of Fundamental British Values, the understanding of protected characteristics, Relationships and Sex Education RSE and our approach to Pastoral care.

PSHEE as a curriculum subject:

PSHEE Timetabling and Staffing:

ISI (Independent Schools Inspectorate) regulatory requirements state that PSHEE does not have to be provided as a named subject, provided there is a written and effective plan implemented in a broad and appropriate way. However, Ofsted suggests that PSHEE education programmes are most effective when delivered as specific lessons with separate curriculum time. We have taken both views into account to create a programme which is both flexible in responding to PSHEE. Relationships and Sexual Education (RSE) has been a mandatory part of the PSHEE curriculum from September 2020. Whilst delivered as part of the PSHEE programme, RSE has a separate policy.

Early Years Foundation Stage

PSHEE teaching and learning reflects the schools aims and ethos and incorporates Early Years Foundation Stage (EYFS) 2021 framework for Personal, Social and Emotional Development (PSED). PSED is constantly developing during child-initiated play (CIP) so we observe children and deal with issues in the context of their play as and when they arise. Staff use the information from their observations to inform their choice of circle time discussions which are based on the children's own life experiences.

Circle time brings together staff and children in an enjoyable atmosphere of co-operation and trust.

Key Stage One

PSHEE teaching and learning reflects the schools aims and ethos and incorporates the outcomes of Every Child Matters. The strong family ethos fostered within the school offers the ideal opportunity to investigate issues as they arise and become a concern to individuals and groups of children.

Accordingly there is no rigid order to the teaching and learning and staff plan suited to the needs of their class. Staff use stories as a starting point for circle time discussions. Circle time brings together staff and children in an enjoyable atmosphere of co-operation and trust.

Prep School

Organisation:

- Prep School PSHEE sessions occur once each half term, including one devoted to RSE.
- 6 topics covered in total – one in each half term with progression from one year group to the next.
- The topics are delivered by tutors (+1), who may also be accompanied by a guest speaker where applicable.
- Delivered in tutor groups, by year group, or single gender groups depending on the topic area and the best mode of delivery.

Staffing is an “all hands-on deck” approach. This includes all staff; tutors and other teaching staff, as well as the school nurse, matron, TA’s etc. The tutor leads the session, but is also teamed up with another member of staff (who does not have a form). Where possible a gender balance is provided with a male/female pairing. Staff are from varied backgrounds and experiences and bring different skill to the table to provide the children with an engaging, interesting and thought-provoking learning experience.

The strong family ethos fostered within the school offers the ideal opportunity to investigate issues as they arise and become a concern to individuals and groups of children. Teaching and Learning has been organised into 6 themes. One to be delivered each half term;

- **Self-Awareness** - Developing pupils’ self-knowledge and their ability to understand situations, to manage their feelings and to handle their relationships.
- **Society and relationships** - Developing pupils understanding of friendships, family relationships, prejudice and stereotyping, cultural differences, and relationships with the modern technological world.
- **Health Education** - Developing pupils’ knowledge on how to stay safe, lead healthy lifestyles and remain physically healthy. See below for the Relationships and Sex Education Policy.
- **Environmental Education** - Developing pupils’ behaviour and self-confidence to be able to make decisions and support the community and environment.
- **Citizenship** - Developing an understanding of the work of central and local government, and how to live in, and contribute to the wider community.
- **Economic and Industrial Understanding** - Developing an understanding of aspects of business, commerce and consumer affairs. This includes Careers Education for Years 7 and 8.

PSHEE in the wider curriculum:

Subject area	Exemplar Learning points
Maths and Sciences	Provide a foundation for understanding the World
English and Drama	Communicating ideas and emotions to one another
Reading	Acquisition of knowledge and the chance to develop culturally, emotionally, intellectually, socially and spiritually
Computing links deeply with Mathematics, Science, and DT	Provide insights into both natural and artificial systems. The future needs digitally literate pupils who can programme and grasp computational thinking and creativity to understand and change the world.
Geography	Providing knowledge about diverse places, people , resources and natural and human environments
History	Should equip pupils to develop perspective and judgment, helping them to understand the complexity of people’s lives, the process of change, the diversity of societies and relationships between different groups, as well as the identity and the challenges of their time.
French and Latin	Learning a foreign language widens our world , allowing opportunities to know cultures and peoples.
Music and Art, Design and Engineering	Engage and inspire pupils and so increase their self-confidence, creativity, critical engagement and sense of achievement

PE	Engage and inspire pupils to success and excel in competitive sport and physically demanding activities. It should provide opportunities for pupils to become physically confident in a way which supports their health and fitness and provide opportunities to compete to support their values of fairness and respect.
RE and Chapel	Community worship and thanksgiving, learning about community and citizenship help young people understand what being part of a community means and about the varied institutions that support communities locally and nationally. They need to recognise the role of voluntary, community and pressure groups to appreciate the range of cultures, religions and customs throughout the UK and the World.

Each subject should be able to explain ways in which their own subject contributes to the philosophy embodied in PSHEE.

Assessment, Monitoring, Differentiation- see below.

Careers Education in Years 7 & 8

We recognise, that alongside providing children with a broad all round education from which our pupils may develop into successful collaborative members of the workforce, children need to understand how they can contribute to their own happiness and the health of the Nation by an understanding of the skills they may need for employment, knowing themselves and also appreciating the career paths that may be open to them.

“There is no prior period of change that remotely resembles what humanity is about to experience” Al Gore, The Future.

Saint Ronan’s children are encouraged to push their technical and creative knowledge and ambition throughout their schooling. Fundamental to this is our commitment to STEM and the opportunities this provides for futureproofing Ronians.

These Ronians are likely to be working in jobs that don’t yet exist, in organisations that are not yet trading, in markets that are not invented, delivering products and services they don’t know they need, using skills and knowledge they don’t know exist, relying on technologies that haven’t been invented and working with people they may never meet.

At Saint Ronan’s therefore, whilst appreciating the palate of traditional jobs that are currently available, we want our children to appreciate that **their** world will be very different and their careers opportunities constantly evolving. They need to know themselves, commit to continuous improvement in their own skills and be ambitious and creative.

In Year 7, we ask children to study themselves more deeply and identify what skills and characteristics they recognise in themselves, what interests they have, what employers are likely to value and what jobs they might like to do and why.

In Year 8, we ask the children to study the latest thoughts about future careers that might be available to them (i.e. Human Parts Designer/rewilder) and to study more deeply what jobs these might involve,

what skills might be needed and what sort of world they might be entering into on leaving school/university.

Relationships and Sex Education

The DfE published Statutory Guidance about how Relationships and Sex Education (SRE) should be implemented across all Schools in England by September 2020. Wide ranging research has shown that children want information about changes and situations they will experience before they happen, and the Government believes that a structured programme within school will increase the probability of this being achieved.

WHY TEACH RELATIONSHIPS EDUCATION AND RELATIONSHIPS AND SEX EDUCATION?

- It prepares children for the physical and emotional changes that will take place at puberty
- It helps develop positive attitudes, values and self-esteem and challenges negative attitudes and prejudices.
- It helps make sense of misinformation in the media and from peers
- It provides an opportunity to talk about feelings and relationships
- It promotes the skills necessary for effective communication and loving, caring, respectful and happy relationships.
- It protects children from sexual exploitation and inappropriate online content
- It is a statutory part of the science curriculum covering the biological aspects of RSE
- It provides pupils the knowledge they need to recognise and to report abuse, including emotional, physical and sexual abuse.

VALUES PROMOTED THROUGH RELATIONSHIPS EDUCATION RELATIONSHIPS AND SEX EDUCATION

Our programme promotes

- Respect for self and others
- Commitment, trust and love within relationships
- Respect for rights and responsibilities in relationships, including consent, sexual harassment and sexual violence.
- Understanding diversity regarding religion, gender, culture and sexual orientation
- Working to reduce intolerance and discrimination based on sexual orientation, disability, ethnicity, religion, and gender
- Acceptance of difference and diversity
- Promoting gender equality, challenge gender stereotypes and inequality and promotes equality in relationships
- Valuing family life and stable, loving and committed relationships, including marriage (both heterosexual and homosexual) and civil partnerships, for bringing up children

CONTENT AND ORGANISATION OF THE PROGRAMME

Where is Relationships Education and Relationships and Sex Education taught?

Relationships Education and Relationships and Sex Education will be taught through a planned programme in PSHEE as well as in science.

The content, found in the department's scheme of work, for each year group covers knowledge, skills and attitudes and is appropriate to the age and maturity of pupils and progresses from one year to another, building on what has been learnt in previous years.

Whilst Relationships Education already existed in PSHEE, the new guidance required the School to go further, yet still remain rooted in the PSHEE programme and still be supported by the whole school's ethos.

Whilst Sex Education is not compulsory, the Guidance expects that by Year 6 the children will know about Puberty and also how a baby is conceived and born. The Guidance for Secondary level Sex Education clearly goes into much more detail, however, the current CE syllabus covers several key areas;

Year 7 Hygiene, STDs: HIV and Aids only. Barrier method of contraception.

Year 8 Human reproduction

All reproductive organs and functions taught. Puberty, all the emotional and physical changes. Ovulation, menstruation, Fertilization, Sex (just the mechanics not relationships), labour and birth.

Sexual Education (as opposed to Science Lessons and Relationship Education) is something parents can excuse their children from.

The following areas will be covered during these classes:

Year 3 - Appropriate and inappropriate physical touch. Pants are private (NSPCC)

Year 4 - Understanding the differences between male and female bodies using agreed words.

Year 5 - Puberty. Male and female bodies changes. Menstruation (including the practicalities of this happening at School) and other puberty changes, including the importance of hygiene and mood changes.

Year 6- Conception to birth (the basic birds and bees)

Year 7 - Consent in relationships, what is is and what it is not, and the legal framework.

Year 8 - Sexual Orientation and Gender Identity. Sexual content online, including pornography. Challenging gender stereotypes.

SRE lessons covering Conception and Puberty will be carried out in separate male/female classes. The other topics will be carried out with mixed gender groups. Staff will be confidential, sensitive, clear and respectful in the delivery of topics. In addition, we will ensure that there are mechanisms for children to ask questions discretely and anonymously, and ensure the children know who to speak to if they need additional clarification or support.

Who teaches Relationships Education and Relationships and Sex Education?

Relationships Education and Relationships and Sex Education will be taught by the class teacher in most cases, but sex and conception will be taught by the Science Department staff, with help from other staff as appropriate.

How is Relationships Education and Relationships and Sex Education taught?

- Pupils are taught, for the most part, in mixed groups to ensure that boys and girls learn the same information. However, the School will split groups up according to what is felt to be the most appropriate grouping at the time for the content covered.

Follow-up sessions outside of the curriculum are sometimes arranged for groups or individuals, as necessary.

- Teachers set a group agreement or ground rules with pupils to ensure that an atmosphere is created where pupils feel able to ask questions, discuss concerns, talk about feelings and relationships, but do not discuss or ask private information of each other or the teacher.

- We answer questions honestly and sensitively, appropriate to the age and maturity of the pupils. Some questions may not be answered immediately if further advice of consultation is needed

- Some questions may be more appropriately answered on a one-to-one basis, rather than with the whole class.

- Resources, such as DVDs and leaflets are chosen to ensure that they are appropriate to the age and maturity of pupils. They take into account equality of opportunity through their use of language, cultural attitudes, family make-up and images, including body image, avoiding stereotyping, racism and sexism.

- A variety of teaching methods are used that enable pupils to participate and reflect on their learning, role play, quizzes, pair and small group work, mixing groups so that pupils work with a range of peers.

We also use case studies, stories and role plays to help de-personalise discussions and help pupils gain confidence to talk and listen to each other.

- The Relationships Education and Relationships and Sex Education policy reflects our Equality and Diversity Policy and the school ensures that the teaching programme is an inclusive one and is appropriate and relevant to all pupils, including those with SEN and disabilities. Teachers ensure that the content, approach and use of inclusive language reflect the diversity of the school community, and help all pupils feel valued and included, regardless of their gender, ability, disability, experiences and family background.

- Where needed, work is differentiated to meet the needs of pupils and specialist resources may be used to respond to their individual needs. In some cases pupils have individual support or work in small groups with a teaching assistant.

- Teachers do not discuss details of their personal relationships with pupils.

- Teachers are sensitive to the issues of different types of relationships. Promoting inclusion and reducing discrimination are part of Relationships Education and Relationships and Sex Education throughout the school and reflects our equality policy.

When teaching about relationships and families we also include same sex relationships.

The teaching programme in Year 5, 6, 7 and 8 will include specific understanding of different types of relationships, including lesbian, gay and bisexual relationships.

- Homophobic and transphobic references and homophobic and transphobic actions and bullying are not tolerated in school and are challenged and dealt with as part of our commitment to promoting inclusion, gender equality and preventing bullying.
- Teaching about different families is part of the programme and we aim to reflect the broad range of experiences amongst pupils and ensure all pupils feel their family is valued, such as: single parent families; recently divorced parents; parents who are married, parents who are not married, parents who have non-monogamous relationships; lesbian, gay or bisexual parents; children living between two homes; in foster homes; in residential homes and living with relations other than biological parents. We will emphasise the importance of strong and supportive relationships, including marriage (both heterosexual and homosexual) and civil partnerships, for family life and bringing up children.

CONFIDENTIALITY, SAFEGUARDING AND CHILD PROTECTION

Although Relationships Education and Relationships and Sex Education is not about personal disclosures and personal issues, it is possible that a pupil may disclose personal information. Staff understand that they cannot promise pupils absolute confidentiality, and pupils know this too as in line with Keeping Children Safe in Education, DfE, September 2024.

TRAINING STAFF TO DELIVER RELATIONSHIPS EDUCATION AND RELATIONSHIPS AND SEX EDUCATION

It is important that the programme is taught by teachers that are knowledgeable, skilled and confident. We ensure that teachers are trained to teach Relationships Education and Relationships and Sex Education.

Training could include:

- What to teach and when
- Leading discussions about attitudes and values
- Information updates
- Practising a variety of teaching methods
- Facilitating group discussions
 - Answering questions
- Managing sensitive and controversial issues

WORKING WITH PARENTS / CARERS AND CHILD WITHDRAWAL PROCEDURES

We place the utmost importance on sharing responsibility with parents and carers for their children's education. We do our best to find out about any religious or cultural views which may affect the Relationships Education and Relationships and Sex Education curriculum and will try to balance parental views with our commitment to comprehensive Relationships Education and Relationships and Sex Education, as well as equality.

We will take every opportunity to inform and involve parents and carers by:

- Writing to parents each year giving them the content of the Relationships Education and Relationships and Sex Education teaching programme
- Contacting all parents who have previously expressed a preference for withdrawal from RSE to ensure that their preference is still accurate.
- Making the policy available on the school's website
- Discussing individual concerns and helping parents and carers support the needs of their children

Parents/carers have the right to request that their child be withdrawn from some or all of sex education delivered as part of statutory Relationships and Sex Education (Key Stage 3). Before granting any such request, the Head will discuss the request with parents, and, as appropriate, with the child to ensure that their wishes are understood and to clarify the nature and purpose of the curriculum. Except in exceptional circumstances the school will respect the parent's request to withdraw the child. The School will document this process. There is no right to withdraw from Relationships Education

RELATIONSHIPS EDUCATION AND RELATIONSHIPS AND SEX EDUCATION KEY CONTACTS

PSHEE Head of Department – Ms Elizabeth George

Designated Safeguarding Lead: Ms Elizabeth George and Mrs Andrea Bright

Social, Moral, Spiritual and Cultural (SMSC)

Schools are not required to have a separate SMSC Policy, as like PSHEE it can be developed through all parts of the Curriculum by being infused within the day-to-day operation of Saint Ronan's e.g. in its behaviours and ethos.

Saint Ronan's is committed to:

- a. To *actively* promote the fundamental British values of democracy, the rule of law, individual liberty and mutual respect and tolerance of those with different faith and beliefs.
- b. We actively promote principles to:
 - Enable pupils to develop their self- knowledge, self-esteem and self confidence
 - To enable pupils to distinguish right from wrong and to respect the civil and criminal law of England
 - To encourage pupils to accept responsibility for their behaviour, show initiative and understand how they can contribute positively to the lives of those living and working in the locality in which the school is situated and to society more widely
 - Enable pupils to acquire a board general knowledge of and respect for public institutions and services in England
 - Further tolerance and harmony between cultural traditions by enabling pupils to acquire an appreciation of and respect for their own and other cultures
 - To encourage respect for other people. paying regards to the protected characteristics of the 2010 Equality Act, namely: *age, disability, gender reassignment, race, religion or belief, sex, sexual orientation, marriage and civil partnership, and pregnancy and maternity*
 - Encourage respect for democracy and support for participation in the democratic process including respect for the basis on which the law is made and applied in England.

We expect our children to understand and know the following (DfE Guidance 2019):

- An understanding of how citizens can influence decision making through the democratic process
- An appreciation that living under the rule of law protects individual citizens and is essential for their well-being and safety

- An understanding that there is a separation of power between the executive and the judiciary and that while some public bodies such as the police and the army can be held to account through parliament, others such as the courts maintain independence
- An understanding that the freedom to hold other faiths and beliefs is protected by law
- An acceptance that people having different faiths or beliefs to oneself (including those who leave their faith or have no faith) should be accepted and respected, and should not be the cause of prejudicial and discriminatory behaviour.

Our core values

As illustrated above, Saint Ronan's has established a programme of core "Ronian" qualities which can be seen as part of our approach to PSHEE, SMSC and the Fundamental British Values.

- Resilience
- Curiosity
- Empathy
- Perseverance
- Imagination
- Awareness
- Co operation

Pastoral care:

At all times principles of fairness should underpin our pastoral care and can be seen in our Pastoral Care and Anti Bullying policies.

The Delivery of PSHEE, Careers Education, RSE, SMSC, FBVs, Core values and Pastoral Care

Aside from curriculum time, we use several vehicles to ensure that the children at Saint Ronan's embed the values they learn from PSHEE, SMSC, FBVs, Ronian values and our pastoral approach:

- Assemblies- including HM, themed, House and Pastoral Year Group assemblies.
- Tutor periods
- Chapel Services
- Talks and outside speakers in Friday Evening gatherings
- Talks and outside speakers at other times (i.e. E safety, Parenting skills)
- Trips out
- Cross curricular week
- Additional club activities, such as STEM, Robotics and Computing.
- School Council
- Mindfulness and "Phew! It's Friday"
- Debating and Model United Nations
- Fund raising
- Community activities (Carol Service/ Harvest gifts/Grandparents Tea/ Charity days/Associations with local primaries)
- The Adoption of a Ronian value each term (e.g. empathy)
- Peer voting by secret ballot for the Head of School and prefectural body

- Behaviour management and Rewards and punishments which reflect our core values.
- AS tracking and consequent action plans.

Differentiation for SEND and Gifted children and those on the Safeguarding Register.

Throughout their school career children will be at different levels of maturity, will have varied life experiences and a range of attitudes and feelings and abilities. Lessons should be planned to allow their perceptions to be articulated, with all contributions being valued and respected. Sensitivities re personal life stories, SEND needs or safeguarding issues must be born in mind. In relation to some sensitive issues, such as sex and relationship education or drug education, the teacher needs to ensure that the teaching point is conveyed in language that is accessible and appropriate to the children.

ASSESSMENT:

It is important that PSHEE and RSE work is evaluated and assessed by Form Tutors because we must be able to:

- monitor our provision;
- give us and pupils (and parents) feedback about their progress and how their learning might be improved;
- improve learning and increase pupils' motivation;
- help pupils to reflect on and identify what they have learnt.

However, formal assessment/marking in PSHEE is not undertaken as in other subjects.

Evidence of learning comes from:

- improved attitude and behaviour in class and around the School;
- increased awareness of courtesy, trustworthiness and respect
- increasing ability to form constructive relationships with one another, teachers and other adults;
- increasing understanding of the impact the individual makes on others;
- increasing respect for the differences between people, particularly their feelings, values and beliefs;
- an increasing ability to show initiative and take responsibility.
- Scrutiny of evaluation forms provided in the Prep School for each topic.

Role of the Head of PSHEE/RSE

- Lead policy development and implementation.
- Plan and lead staff training as appropriate
- Advise and support colleagues delivering the programme
- Liaise with the Head of SMSC and the Pastoral Care team
- Implement the new Sexual Education Guidance
- Draw up key stage subject plans in the Prep School and liaise with the Head of the Pre Prep for EYFS and KS1 plans.
- Provide resources for year groups and individual teacher's plans.
- Develop in depth knowledge of their subject and keep up to date with developments.
- Arrange for relevant advice and information from courses to be disseminated
- Assess progression and attainment throughout the school

- Manage resources.
- Liaise with the Deputy Head Pastoral and the Head of the Pre Prep regarding the implementation of this policy.

Policy Responsibility: EG

Approved by : SMT

For review by January 2025

