



# ALDRO

## SMSC, PSHE and RSHE

### Policy 2d

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## **SMSC**

### **Introduction**

The context of our SMSC policy lies in Christian values of the school.

The school takes an active approach in the development of spiritual, moral, social and cultural aspects of our pupils' education. The policy is reinforced by many of our other policies, particularly those concerned with behaviour, equal opportunities, personal social and health education, citizenship and sex and relationships.

This policy includes our policy on PSHE that delivers much of the SMSC aims and objectives.

### **Statement of Policy**

The school is committed to offering pupils the opportunities to:

- identify, reflect on and explore experiences and distinguish between right and wrong;
- discuss moral issues develop and talk about their own attitudes and values;
- take responsibility for their own decisions;
- develop an understanding of social responsibilities and citizenship;
- celebrate a diversity of cultures.

SMSC is 'infused' within the day-to-day operation of the school and expectations are adjusted for the age and ability of pupils including those with SEND.

Aspects of SMSC are delivered through virtually all parts of the curriculum, although some subjects and activities are likely to be most relevant than others – most notably PSHE.

The school aims to create an ethos that fosters the spiritual, moral, social and cultural development of all pupils. SMSC is developed through:

- The whole curriculum;
- Health and social care;
- Extra-curricular activities;
- Assemblies, Chapel Services, School Council;
- Form tutors;
- Charity initiatives;
- The School Code of Conduct and Behaviour Policy.

### **Definitions**

The following definitions are used within the context of this policy: -

**Spiritual development.** Pupils' spiritual development involves the growth of their sense of self, their unique potential, their understanding of their strengths and weaknesses and their will to achieve. As their curiosity about themselves and their place in the world increases, they try to answer for themselves some of life's fundamental questions as well as exploring issues of faith. They develop the knowledge, skills, understanding, qualities and attitudes they need to foster their own inner lives and non-material wellbeing, Religious Education and collective worship can be a major vehicle for the delivery of spiritual matters. The spirituality we promote is Christian in nature.

Planned opportunities for spiritual development in all subjects can be seen across the school. Pupils are given opportunities to reflect upon the meaning of spiritual experiences. Examples of experiences commonly regarded as spiritual include:

- curiosity and mystery
- awe and wonder
- connection and belonging
- heightened self-awareness
- prayer and worship
- deep feelings of what is felt to be ultimately important
- a sense of security, well-being, worth and purposefulness

These can occur during any part of the school day, e.g. when listening to music, discussing the care needed for animals, exercising empathy or creativity, how we live, contemplating the future, etc.

Moral development. This can be defined as personal development relating to human behaviour, especially the distinction between good and bad, right and wrong.

Social development. This can be defined as a personal development concerned with living in a community rather than alone, with a particular reference to British values. It is important that pupils are given clear guidance as to what is not acceptable behaviour, so that they can develop a moral code of their own that is socially acceptable.

Cultural development. This can be defined as personal development concerned with the total of inherited ideas, beliefs, values and knowledge which constitute the shared basis for social action.

### **Ethos**

The ethos of our school is such that all people who enter our community, whether staff, pupil, parent or visitor, are valued as individuals in their own right. They should set, and be entitled to expect from others, good standards of behaviour, marked by respect and responsibility.

The role model standards will be set by the Headmaster and practised by all staff in order to set an effective example for our pupils. However, we must recognise that the pupils' development will be affected by many factors other than those which the school itself provides. These include:

- Maturity
- Personality
- Family
- Peer group
- Ethnicity
- Cultural background
- The moral, spiritual and cultural climate of our society and of the communities to which they belong.

Through Religious Studies education, pupils will be introduced to a broad spectrum of beliefs. They will be encouraged to value other people's opinions and develop a questioning mind across a wide area of the curriculum.

### **Organisation & Planning**

The PSHE programme is central to the delivery of SMSC. It provides the means of addressing emotional literacy both through the ethos and quality of life in the school as a whole. In planning lessons, teachers are aware of the need to plan for opportunities in spirituality and reflection as well as for thinking skills and the key skills.

## **Spiritual Development**

The school supports the process of acquiring positive personal beliefs and values as:

- active basis for personal and social behaviour
- consideration of the meaning and purpose of human existence
- seeking of answers to questions about the universe

The primary aim is to underline the spiritual concerns of humanity (e.g. matters of life and death, the purpose of life, choices in life, etc.) and give them the opportunity to reflect on pertinent moral and spiritual themes.

Spiritual development is experienced largely through Religious Studies, PSHE, Form/Tutor Periods, Assemblies and Chapel. Lessons within these forums contribute to the moral and social development of our young people, developing consideration for others, an appreciation of human rights and responsibilities and a concern for justice in society. Also, they develop in pupils a respect for the practices of different religious faiths and a sympathetic understanding of their underlying values and concerns. It should develop tolerance for the variety of beliefs and the customs of the citizens of our world.

It is expected that wider opportunities exist in the school's curriculum that enable pupils by discussion, to think about religion and appreciate the variety of faiths by using art, drama, music, languages, science and technology as well as humanities to heighten awareness of the spiritual dimension in our lives creating tasks which question pupils and enable them to work out their own position on issues, both moral and religious.

## **Moral Development**

Encourages pupils to develop fundamental precepts about behaviour and the reasons for their behaviour. It helps pupils to develop the skills and confidence to make decisions, gives pupils the confidence to listen to and respect the thinking of answers to questions about the universe. The school values permeate the life of the school in all experiences and interactions.

The aims of curriculum work can be summarised as follows:

- to stimulate pupils into giving expression to their own moral beliefs and understanding
- to challenge them into trying to justify their beliefs and understanding, with reasons
- to enable them to share with others their reflections,
- to listen to others
- to resolve their disagreements
- to facilitate the extending and generating of their moral reflections beyond their own immediate experience to national and international issues

The role of the teacher has the following elements:

- being alert to the moral dimensions of issues which are raised to pupils, or by the syllabus of the world of work, context and having the confidence to explore them
- the creation of materials and the setting up of activities and tasks for pupils, either alone or in groups
- putting questions into the discussion which challenge the positions pupils take and help them to think more deeply

Key moral issues are:

- understanding right and wrong
- self-respect and integrity making right choices
- doing the right thing
- managing conflict
- telling the truth
- the importance of trust and confidentiality
- friendship and loyalty to particular groups
- personal judgement laws and their justification, civil rights and duties, democracy and laws
- the ethic of work
- human rights

### **Social Development**

Through social development pupils acquire the skills and personal qualities necessary for individuals to live and function effectively in society. This requires an understanding of society in all aspects, its structures and principles and life as a citizen, parent or worker in a community.

Pupils are encouraged to identify themselves as members of the community. This involves an increasing awareness of their own identity as individuals and a need to work with the feelings and wishes of others. Both the formal curriculum and co-curricular activities promote teamwork and cooperation.

The development of social skills is monitored informally, through pastoral interactions. Supportive measures are available where they may be needed in respect of Form Tutors, Pastoral Leaders, Matrons and a school counsellor.

There is a planned programme of PSHE education, which aims to develop student awareness of moral issues as well as fostering a sense of responsibility and community values. All pupils are monitored by staff, both individually as well as in groups, in order that their full potential is reached. Records are kept of positive achievement and effort. Concerns are regularly monitored and prompt action is taken when required.

Codes of conduct and expected standards of behaviour are discussed with pupils by staff, and if necessary, other senior staff. Individuals are encouraged to participate in enrichment and extension activities outside of the normal school timetable.

Effective communications are maintained between the school and parents to ensure pupils maximise their potential. Formal parental contact is made during reports, parents' evenings, and information evenings. A lot more contact is made through telephone calls, emails and meetings in school with individual members of staff.

In any aspect of the curriculum, external speakers are used to expose the pupils to a variety of viewpoints and opinions. The emphasis is to allow pupils to take responsibility for their own actions and provide them with a solid base of information on which to build the kind of self-confidence and self-control expected from our pupils.

## **Cultural Development**

Pupils should be made aware of the diversity of other cultures both within modern Britain and throughout the world. This can be done through Music, PE, Art, PSHE and many other curriculum areas. When pupils first come into school a lot of time is spent in learning to co-operate. This continues through the whole school. We also value the family from which the children come and our strong links with parents encourage the pupil to see that we are working in co-operation with their parents. By starting with a pupil's own culture and recognising our own traditions it is hoped that as they are introduced to other beliefs and cultures each pupil will respect and value them. This is particularly prevalent in our Boarding House with our overSHEas boarders.

Through cultural development pupils gain an understanding of those beliefs, values, customs, knowledge and skills that bond together to form cultures. Cultural Development is closely related to, and integrates, certain aspects of spiritual, moral and social development. The school reinforces the values and customs of British society as a whole and celebrates diversity and multi-culturalism. The cultural influences of home, community and religion are explored in order to extend the pupils' awareness and breadth of understanding. This is achieved through the formal curriculum, through extra-curricular activities and the value placed overtly on the pupils' own cultural interests and achievements and the way in which they enrich their experiences of all aspects of culture.

The School seeks to provide an education, which not only develops and strengthens pupils' current awareness, but also allows them to develop new cultural insights by:

- avoiding cultural bias;
- promoting an appreciation of cultural diversity.

Pupils should be able to:

- know about their own culture and society and value their own cultural identity;
- be aware of, and celebrate, cultural diversity;
- understand the interdependence of groups within society;
- know about societies and cultures other than their own;
- be aware of the principal ways in which different people interpret the world;
- cultural developments within the curriculum.

The school seeks to enhance the cultural development of pupils by way of:

- the formal curriculum;
- co-curricular activities;
- incorporating pupils' own home influences into discussions.

## **PSHE**

### **Introduction**

Personal Social Health and Economic Education (PSHE) is a planned, developmental programme of learning designed to help learners develop the knowledge, understanding and skills they need to manage their lives, now and in the future. It deals with real life issues which affect children and young people, their families and their communities, and engages with the social, emotional and economic realities of their lives, experiences and attitudes. PSHE is provided through timetabled lessons as well as opportunities provided by the Form Tutors, other curriculum subjects and experiences, as outlined in the PSHE Scheme of Work.

This PSHE curriculum reflects the school's aim and ethos. It pays particular regard to the protected characteristics set out in the 2010 Equality Act. Education. (These are: age, disability, gender reassignment, marriage or civil partnership, pregnancy and maternity, race, religion or belief, sex and sexual orientation.)

The implementation and coordination of the policy is closely aligned with the SMSC component, reflecting the main aims of the school and providing a coordinating framework for related policies and practice such as Relationships, Sex and Health Education (RSHE) and the Behaviour Policy.

### **Aims & Objectives**

The aim of the PSHE programme at Aldro is to help the pupils acquire the knowledge, understanding and skills they need to manage their lives now and in the future. As part of a whole-school approach, the PSHE education programme develops the qualities and attributes pupils need to thrive as individuals and as a member of a local and global community.

The Aldro PSHE/SMSC programme aims:

- To equip the pupils with the knowledge, understanding, skills and strategies to live healthy, safe, productive and balanced lives;
- To encourage pupils to be enterprising and support them in making effective and positive transitions and learning choices;
- To help pupils to become reflective and to clarify their own values, beliefs and attitudes and to critically reflect on the values, beliefs and attitudes around them;
- To help build pupils' self-knowledge, self-confidence, resilience and self-esteem and to identify and manage risk so that pupils feel confident in making informed choices and to be able to understand what influences their decisions;
- To help pupils to recognise, accept and shape their identities and to understand and accept difference and change;
- To help pupils to understand and manage their emotions and to communicate constructively in a range of settings;
- To help pupils develop empathy and maintain positive relationships and to help develop the essential skills needed for future employability and to enjoy and manage their lives
- To help pupils to understand the difference between right and wrong, and respect the need for rules and the civil and criminal law of England;
- To encourage pupils to accept responsibility for their actions, to show initiative and to understand how they can positively contribute to both the school and the wider community;
- To enable pupils to have an understanding of, to acquire a broad general knowledge of and respect the public institutions and services of the United Kingdom;



- To develop tolerance and harmony between different cultural traditions and by enabling pupils to acquire an appreciation of and respect for their own (with a focus on British values) and other cultures;
- To help pupils to understand and develop respect for a democratic society and the processes that it involves;
- To encourage respect for other people; paying particular regard to the protected characteristics set out in the Equality Act 2010 (age, disability, gender reassignment, marriage and civil partnership, pregnancy and maternity, race, religion or belief, sex, sexual orientation).

### **Teaching and Learning**

The underlying purpose of PSHE is to promote pupils' personal and social development through providing specific opportunities and experiences which have particular qualities. These include the opportunity to participate in a range of groups, to relate to others in a supportive atmosphere, to try out new roles and responsibilities and to develop relationships.

Teachers will choose the method most appropriate to meet the objectives of the lesson. The methodologies which support this learning are grounded in active learning techniques to enable information to be imparted, skills to be developed and values and attitudes to be explored.

A variety of teaching and learning styles in lessons in order to meet the needs of all our pupils. These include:

- High order questioning skills
- Setting ground rules
- Problem solving
- Working independently, in groups and pairs
- Use of scenarios and case studies
- Understanding another point of view
- Working with feelings and imagination
- Reflection, review and evaluation
- Drama, including aspects such as role play and performance

Teachers will encourage pupils to engage in a variety of learning styles both independently, in pairs and in groups. When dealing with sensitive issues, it is important to consider beforehand the appropriateness of insisting on a response to allow for privacy. In addition, as part of their planning, teachers must ensure that they are fully aware of their pupils' individual circumstances.

## **Promoting Fundamental British Values**

Fundamental British Values at Aldro actively promote democracy, the rule of law, individual liberty, and mutual respect for and tolerance of those with different faiths and beliefs and of those without faith. Aldro is required to meet the requirements of section 78 of the Education Act 2002, in our provision of SMSC.

Actively promoting the values means challenging opinions or behaviours in school that are contrary to Fundamental British Values. Attempts to promote systems that undermine Fundamental British Values would be completely at odds with our duty to provide SMSC. Discriminatory or extremist opinions or behaviours would be challenged as a matter of routine.

The Teachers' Standards expect teachers to uphold public trust in the profession and maintain high standards of ethics and behaviour, within and outside school. This includes not undermining Fundamental British Values.

Aldro precludes the promotion of partisan political views in the teaching of any subject in the school. The school takes such steps as are reasonably practicable to ensure that where political issues are brought to the attention of pupils they are offered a balanced presentation of opposing views. This includes while they are in attendance at the school, while they are taking part in co-curricular activities which are provided or organised by or on behalf of the school or in the promotion of the school. As a matter of course, when visitors present, on any topic/activity, to the pupils, and a 'Risk Assessment for Visiting Speakers' form, will be completed by the adult organising the visit. The staff involved, and particularly the Headmaster, liaise initially with the visitor themselves to discuss the content of the presentation/activity, as well as speaking to previous recipients of it if deemed necessary. This is particularly pertinent with regards to visiting preachers for Chapel services. All members of staff are aware of this requirement and the need to be vigilant for all possible signs of extremism.

A summary of how we actively promote British Values at Aldro can be found at Annex A.

## **RSHE (Relationships, Sex and Health Education)**

### **Definition**

Relationships, Sex and Health Education (RSHE) is lifelong learning about physical, moral and emotional development. It is about the understanding of the importance of marriage for family life, stable and loving relationships, respect, love and care. It is also about the teaching of sex, sexuality, and sexual health. Aldro aims to meet the needs of all our pupils through this programme of education. Young people, whatever their developing sexuality, need to feel that sex and relationships education is relevant to them and sensitive to their needs.

It has three main elements:

#### *Attitudes and values*

- learning the importance of values, individual conscience and moral considerations;
- learning the value of family life, marriage, and stable and loving relationships;
- 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 for both boys and girls;
- understanding human sexuality, reproduction, sexual health, emotions and relationships.

The 1996 Education Act consolidates all relevant previous legislation and states that all primary schools must provide an up to date policy that describes the content and organisation of RSHE provided outside the National Curriculum Science Order.

The DfE Sex and Relationship Education Guidance (2000) supports this legislation and recommends that all primary schools should have a sex and relationship education programme tailored to the age and physical and emotional maturity of the children. From September 2020, every pupil in England will be guaranteed a PSHE education that covers health education and relationships education in Forms 3-6 and relationships and sex education in Forms 7-8: an education that fully prepares every child for life's challenges and opportunities.

The Relationships Education, Relationships and Sex Education and Health Education (England) Regulations 2019, made under Sections 34 and 35 of the Children and Social Work Act 2017, make Relationships Education compulsory for all pupils receiving primary education and Relationships and Sex Education (RSHE) compulsory for all pupils receiving secondary education. They also make Health Education compulsory in all schools except independent schools. PSHE continues to be compulsory in independent schools.

### **Right to Withdraw**

Following discussion with the school, parents/ carers have the right to withdraw pupils from the 'Sex' element of RSHE teaching but they do NOT have the right to withdraw them from Relationships, Health Education or any other part of PSHE. There is no right to withdraw pupils from Science lessons, which include elements of sex education such as puberty and reproduction.

In order to give parents information about the content of our PSHE, SMSC and RSHE Curriculum, this policy is provided on the school website and curriculum maps are sent out to parents, outlining the content of PSHE and Science lessons. The Head of PSHE presents the PSHE, RSHE and Health Education programme to all parents at the Year Ahead Meetings every September and sends a letter to parents with further details about the programme, at the appropriate time. (see Appendix)

### **Aims and Objectives**

This policy is a working document which provides guidance and information on all aspects of RSHE in the school for staff, parents/carers and governors. To be accessible to all of these groups the document is available on request and is on the school website.

### **Moral and Values Framework**

The RSHE programme at Aldro reflects the school ethos and demonstrates and encourages the following values:

- a. Respect for self;
- b. Respect for others;
- c. Responsibility for their own actions;
- d. Responsibility for their family, friends, schools and wider community.

### **Equal Opportunities Statement**

The school is committed to the provision of RSHE to all of its pupils. Our programme aims to respond to the diversity of children's cultures, faiths and family backgrounds. Equal time and provision will be allocated for all groups but there may be occasions where pupils with Special Educational Needs are given extra support from the Learning Support staff.

### **Content**

Pupils learn to express their opinions about relationships and bullying and to listen to and support others, including respecting other people's viewpoints and beliefs.

They learn to recognise their own worth, identify positive things about themselves and try to balance the stresses in life in order to promote their own mental health and wellbeing and that of others. Life processes are discussed, including the physical changes that take place at puberty, why they happen and how to manage them.

### **Organisation**

The RSHE elements of the school curriculum in Science are mandatory for all pupils within the school. These cover anatomy, puberty, biological aspects of sexual reproduction, and the use of hormones to control and promote fertility.

Other elements of Personal, Social and Health Education (PSHE) – including RSHE – are non-statutory, and it is the decision of the school as to its inclusion of these areas in our programme. RSHE should not be delivered in isolation but firmly embedded in all curriculum areas, including PSHE. At Aldro the main content is delivered in PSHE lessons. Occasionally, appropriate and suitably experienced and/or knowledgeable visitors from outside school may be invited to contribute to the delivery of RSHE in

school. Whilst biological facts are taught as part of the Science curriculum, parents are entitled to withdraw their child from further discussions during the PSHE programme.

### **Confidentiality**

As a general rule a child's confidentiality is maintained by the teacher or member of staff concerned. If this person believes that the child is at risk or in danger, she/he talks to the Designated Safeguarding Lead (TR) who may confer with the Headmaster before any decision is made.

The child concerned will be informed that confidentiality is being breached and reasons why. The child will be supported by the teacher throughout the process.

### **Child Protection**

The school has a separate Child Protection and Safeguarding Policy. Effective RSHE may bring about disclosures of safeguarding issues and staff should be aware of the procedures for reporting their concerns.

### **Controversial and Sensitive Issues**

Staff are aware that views around RSHE related issues are varied. However, while personal views are respected, all RSHE issues are taught without bias. Topics are presented using a variety of views and beliefs so that pupils are able to form their own, informed opinions but also respect others who may have different opinions.

### **Dealing with Questions**

Both formal and informal RSHE arising from pupils' questions are answered according to the age and maturity of the pupil concerned. Questions do not have to be answered directly and can be addressed individually later. The school believes that individual teachers must use their skill and discretion in this area and refer to the Designated Safeguarding Lead (TR) if they are concerned.

### **Sexual Identity and Sexual Orientation**

Aldro believes that RSHE should meet the needs of all pupils, regardless of their developing sexuality and be able to deal honestly and sensitively with sexual orientation and gender reassignment, answer appropriate questions and offer support. Bullying is dealt with strongly yet sensitively. The school liaises with parents on this issue to reassure them of the content and context.

### **Dissemination**

The PSHE, SMSC and RSHE policy is shared with staff on the staff drive and is available to parents, on the school's website and on request.

### **Assessing and Monitoring**

Staff, pupil and parental views, including concerns, are considered alongside evaluation of the PSHE programme. The RSHE policy is to be reviewed each year and appropriate amendments to be made where needed.

## **Health Education**

The aim of teaching pupils about physical health and mental wellbeing is to give them the information that they need to make good decisions about their own health and wellbeing. It should enable them to recognise what is normal and what is an issue in themselves and others and when issues arise, know how to seek support as early as possible from appropriate sources. Physical health and mental wellbeing are interlinked, and it is important that pupils understand that good physical health contributes to good mental wellbeing and vice versa.

### **Content**

Pupils are taught about the benefits and importance of daily exercise, good nutrition, sleep, hobbies, participation in the community, rationing time spent online, online safety, talking about feelings, basic first aid, self-care, personal hygiene, healthy eating, legal and illegal substances and the early signs of physical illness. Pupils are taught the key facts about puberty, the changing adolescent body, about menstrual wellbeing, the physical and emotional changes which take place in males and females, and the implications for emotional and physical health.

## Annex A – Actively promoting British Values at Aldro

### Actively Promoting Fundamental British Values

In 2011, the government defined British Values as **democracy, the rule of law, individual liberty, mutual respect for and tolerance of those with different faiths and beliefs and of those without faith**. We actively promote these values through our own school values, curriculum and enrichment activities.

Value	How We Promote It
<p><b>Democracy</b></p> <p><b>Links to Aldro's Values:</b>  <u>Kindness and Respect</u> – in what pupils do and say. Realizing the importance of respecting the opinions, judgements, decisions and abilities of everyone.</p> <p><u>Respect</u> – showing courtesy and good manners to all members of the school and the wider community.</p> <p><u>Humility</u> – to understand that everyone plays their part in society. Everyone is to be respected, with particular regard to the protected characteristics listed in the Equality Act 2010.</p> <p><u>Integrity</u> – in being honest and having strong moral principles.</p> <p><u>Service</u> – through pupils understanding the responsibility that comes with representing the views of others.</p> <p><b>UN CRC Article 12:</b> Children have the right to say what they think should happen, when adults are making decisions that affect them, and to have their opinions taken into account.</p>	<ul style="list-style-type: none"> <li>• We have an elected School Council. This is an opportunity for all pupils to learn about democracy and the electoral process.</li> <li>• Pupils have the opportunity to take part in mock elections and referendums.</li> <li>• Democracy is promoted through PSHE lessons, the Global Citizenship and Debating enrichment activities and through assemblies.</li> <li>• Opportunity to visit the Houses of Parliament.</li> <li>• The beginnings of democracy are taught through historical research of the Ancient Greek civilisation.</li> </ul>
<p><b>The Rule of Law</b></p> <p><b>Links to Aldro's Values:</b>  <u>Kindness and Respect</u> – in what pupils do and say. Realizing the importance of respecting the opinions, judgements, decisions and abilities of everyone.</p> <p><u>Integrity</u> – in being honest and having strong moral principles.</p> <p><u>Humility</u> – to understand that everyone plays their part in society. Everyone is to be</p>	<ul style="list-style-type: none"> <li>• We have high expectations about pupil conduct and this is reflected in our Behaviour Policy. There are squad mark rewards for exhibiting good and caring behaviour and consistent demonstration of our values is recognised through Headmaster's Commendation awards.</li> <li>• Through our school assemblies, chapels, Physical Education and Sport, PSHE lessons, as well as by every member of staff, pupils</li> </ul>

<p>respected, with particular regard to the protected characteristics listed in the Equality Act 2010.</p> <p><u>Service</u> – to understand that those who represent, protect and serve us deserve our respect and service in return.</p> <p><b>UN CRC Article 19:</b> Governments should ensure that children are properly cared for, and protect them from violence, abuse and neglect by their parents, or anyone else who looks after them.</p>	<p>are taught the importance of respecting others as well as how to earn trust and are supported to develop a strong sense of morality; knowing right from wrong and doing the right thing even when it is difficult.</p> <ul style="list-style-type: none"> <li>• Through PSHE lesson, the Global Citizenship and Debating enrichment activities and additionally, through events such as Justice Week, pupils have the opportunity to understand the importance of laws and how laws are made.</li> <li>• Pupils demonstrate zero tolerance for bullying and pupils have an understanding of the law and the Equality Act 2010.</li> </ul>
<p><b>Individual liberty</b></p> <p><b>Links to Aldro's Values:</b>  <u>Kindness and Respect</u> – in what pupils do and say. Realizing the importance of respecting the opinions, judgements, decisions and abilities of everyone.</p> <p><u>Integrity</u> – in being honest and having strong moral principles, showing zero tolerance for bullying.</p> <p><u>Humility</u> – to understand that everyone plays their part in society. Everyone is to be respected, with particular regard to the protected characteristics listed in the Equality Act 2010.</p> <p><u>Service</u> – to understand that those who represent, protect and serve us deserve our respect and service in return.</p> <p><b>UN CRC Article 31:</b> All children have a right to relax and play, and to join in a wide range of activities.</p> <p><b>UN CRC Article 15:</b> Children have the right to meet together and to join groups and organisations, as long as this does not stop other people from enjoying their rights.</p>	<ul style="list-style-type: none"> <li>• Through Aldro's values and the Careers programme, which sits within the PSHE programme, pupils are taught about personal responsibility, choices, ambition and aspiration. They are encouraged to take opportunities to follow their interests in art, music, sport and to experience new things through our co-curricular and enrichment activities.</li> <li>• Pupils are taught how to keep themselves safe, including staying safe online. Pupils are taught how to look after their physical health and mental wellbeing, within ICT lessons, assemblies, PSHE lessons and by visiting speakers.</li> <li>• Through PSHE and the Global Citizenship activity, pupils understand and explore the contribution that they can make to the world.</li> <li>• We encourage volunteerism in and out of school. This includes the opportunity for pupils to raise money for local and national charities.</li> <li>• Through PSHE and the Global Citizenship and Debating enrichment activities, pupils understand the concept of freedom of speech.</li> </ul>



<p><b>Mutual respect</b></p> <p><b>Links to Aldro's Values:</b>  <u>Kindness and Respect</u> – in what pupils do and say. Realizing the importance of respecting the opinions, judgements, decisions and abilities of everyone.</p> <p><u>Integrity</u> – in being honest and having strong moral principles, showing zero tolerance for bullying.</p> <p><u>Humility</u> – to understand that everyone plays their part in society. Everyone is to be respected, with particular regard to the protected characteristics listed in the Equality Act 2010.</p> <p><u>Service</u> – to understand that those who represent, protect and serve us deserve our respect and service in return.</p> <p><b>UN CRC Article 2:</b> The Convention applies to everyone whatever their race, religion, abilities, whatever they think or say and whatever type of family they come from.</p> <p><b>UN CRC Article 30:</b> Children have a right to learn and use the language and customs of their families, whether these are shared by the majority of people in the country or not.</p>	<ul style="list-style-type: none"> <li>• We have high expectations about pupil conduct, and this is reflected in our Behaviour Policy. There are squad mark rewards for exhibiting good and caring behaviour and consistent demonstration of our values is recognised through Headmaster's Commendation awards.</li> <li>• Through Aldro's values, assemblies, Physical Education and Sport, debating, the PSHE programme and by all teachers, children are taught to respect each other, to be cooperative and collaborative, to be supportive and to be respectful of others.</li> <li>• Pupils demonstrate zero tolerance for bullying and pupils demonstrate an understanding of the law and the Equality Act 2010.</li> <li>• Pupils participate in community outreach projects, such as litter picking, visiting and writing letters and cards to the residents of a local Care Home, donating to a local Food Bank, as well as contributing to hampers of food and gifts for the residents of a local Day Care Centre.</li> <li>• Through PSHE lessons and the school's links with Starfish Malawi pupils understand the importance of respecting those whose experience differs from their own.</li> </ul>
<p><b>Mutual respect and tolerance for those with different faiths and beliefs and of those without faith.</b></p> <p><b>Links to Aldro's Values:</b>  <u>Kindness and Respect</u> – in what pupils do and say. Realizing the importance of respecting the opinions, judgements, decisions and abilities of everyone.</p> <p><u>Integrity</u> – in being honest and having strong moral principles, showing zero tolerance for bullying.</p> <p><u>Humility</u> – to understand that everyone plays their part in society. Everyone is to be</p>	<ul style="list-style-type: none"> <li>• We have high expectations about pupil conduct and this is reflected in our Behaviour Policy. There are squad mark rewards for exhibiting good and caring behaviour and consistent demonstration of our values is recognised through Headmaster's Commendation awards.</li> <li>• Tolerance of different faiths and beliefs is promoted through Religious Education. Pupils learn about different religions, their beliefs, places of worship and festivals.</li> <li>• Pupils have the opportunity to visit places of worship.</li> </ul>

respected, with particular regard to the protected characteristics listed in the Equality Act 2010.

Service – to understand that those who represent, protect and serve us deserve our respect and service in return.

**UN CRC Article 14:** Children have the right to think and believe what they want, and to practise their religion, as long as they are not stopping other people from enjoying their rights. Parents should guide their children on these matters.

- Pupils have the opportunity to learn from each other, about the different faiths and beliefs they hold.
- Pupils have the opportunity to read a range of newspaper articles, children's magazines and watch children's television news reports to inform them about international and national events which concern faith and belief.

## PSHE Scheme of Work Incorporating RSHE and Health Education

### Programme of Study

The programme of study is based on three core themes within which there will be broad overlap and flexibility:

- **Christmas Term – Health and Wellbeing**
- **Spring Term - Relationships**
- **Summer Term – Living in the Wider World**

These three overlapping and linking Core Themes, expressed as areas of core knowledge, understanding, language, skills and strategies, and taught in accordance with pupils' readiness, are appropriate across all Key Stages and build upon Early Years Foundation Stage and Key stage 1 Learning from previous schools. It is important to recognise that many decisions about both health and lifestyle are made in a social context or are influenced by the attitudes, values and beliefs of significant others.

Overarching Concepts
<ol style="list-style-type: none"><li><b>1. Identity</b> (their personal qualities, attitudes, skills, attributes and achievements and what influences these)</li><li><b>2. Relationships</b> (including different types and in different settings)</li><li><b>3. A healthy</b> (including physically, emotionally and socially) <b>balanced lifestyle</b> (including within relationships, work-life, exercise and rest, spending and saving and diet)</li><li><b>4. Risk</b> (identification, assessment and how to manage risk rather than simply the avoidance of risk for self and others) and <b>safety</b> (including behaviour and strategies to employ in different settings)</li><li><b>5. Diversity</b> and <b>equality</b> (in all its forms)</li><li><b>6. Rights</b> (including the notion of universal human rights), <b>responsibilities</b> (including fairness and justice) and <b>consent</b> (in different contexts)</li><li><b>7. Change</b> (as something to be managed) and <b>resilience</b> (the skills, strategies and 'inner resources' we can draw on when faced with challenging change or circumstance)</li><li><b>8. Power</b> (how it is used and encountered in a variety of contexts including persuasion, bullying, negotiation and 'win-win' outcomes)</li><li><b>9. Career</b> (including enterprise, employability and economic understanding)</li></ol>

PSHE education prepares pupils for both their future and present day lives. It is essential that pupils have the opportunity to recognise and reflect on how learning is relevant to them and can be applied to their own lives. PSHE education has a rich body of knowledge, taught through topics. Learners need to 'know about...', 'know how to...' and also 'be able to...'. The chosen topics for the Aldro PSHE curriculum provide a context to progressively expand and enrich overarching concepts and transferable skills, as set out on the next page

PSHE education makes a significant contribution to the development of a wide range of essential skills:

<b>Essential Skills</b>		
The <b><u>intrapersonal skills</u></b> required for self-management	The <b><u>interpersonal skills</u></b> required for positive relationships in a wide variety of settings	Skills of <b><u>enquiry</u></b>
1. Critical, constructive self-reflection ( <i>including being aware of own needs, motivations and learning, strengths and next steps for development, how we are influenced by our perception of peers' behaviour</i> ) 2. Learning from experience to seek out and make use of constructive feedback 3. Setting challenging personal goals ( <i>including developing strategies to achieve them and knowing when to change them</i> ) 4. Making decisions ( <i>including knowing when to be flexible</i> ) 5. Recognising some of the common ways our brains can 'trick us' or 'trap us' in unhelpful thinking ( <i>including generalisation, distortion of events, deletion of information, misconceptions or misperceptions about the behaviour of peers</i> ) 6. Resilience ( <i>including self-motivation, adaptability, constructively managing change including setbacks and stress</i> ) 7. Self-regulation ( <i>including managing strong emotions e.g. negativity and impulse</i> ) 8. Recognising and managing the need for peer approval 9. Self-organisation ( <i>including time management</i> )	1. Active listening 2. Empathy 3. Communication ( <i>non-verbal and verbal including assertiveness and recognising how this differs from aggressive and passive behaviour; being able to present and communicate ideas, arguments and thoughts effectively</i> ) 4. Team working ( <i>including agreeing clear and challenging outcomes, facilitation, co-operation, networking and the ability to provide, receive and respond to, constructive feedback and take on different roles; the ability to recognise and learn from others' experience</i> ) 5. Negotiation ( <i>including flexibility, self-advocacy and compromise</i> ) 6. Recognising and utilising strategies for managing pressure, persuasion and coercion 7. Responding to the need for positive affirmation for self and others	1. Formulating questions 2. Gathering and using data ( <i>including assessing the validity and reliability of sources of data and using a variety of sources</i> ) 3. Analysis ( <i>including separating fact from opinion</i> ) 4. Planning and deciding 5. Recalling and applying knowledge creatively and in novel situations 6. Drawing and defending conclusions using evidence and not just assertion 7. Identification, assessment ( <i>including prediction</i> ) and management of risk 8. Evaluating social norms 9. Reviewing progress against objectives

Our world is rapidly changing and whilst the content of PSHE is vitally important, it can quickly date and we cannot predict the challenges, opportunities and responsibilities pupils may face in their future. It is the overarching concepts and essential skills that will enable pupils to manage the challenges, opportunities and responsibilities they will face now and in their future.

## **PSHE – Curriculum**

### **Christmas Term – Health and Wellbeing**

#### **Form 3**

Celebrating achievements.
Personal Strengths and areas for development. (careers)
Exploring and managing feelings.
Rules for health and safety including staying safe online.
Healthy lifestyles.
How and where to get help and people who help us. (careers)

#### **Form 4**

Healthy friendships.
Choices and their consequences.
Loss and grief.
Risk, danger and hazard.
Techniques to resist pressure.
Physical health and mental wellbeing and staying safe online.
Dental hygiene, germs and how to stay well.

#### **Form 5**

Independence and increased responsibility.
Healthy choices – physical health and mental wellbeing.
Goal setting and having high aspirations. (careers)
Personal safety and staying safe online.
Unhelpful pressure and influences on behaviour.
Alcohol - rules and laws.

#### **Form 6**

How the media and peer pressure can influence choices.
Healthy choices – physical health and mental wellbeing.
Managing risk, staying safe online and key skills for an emergency.
Ways of setting and achieving personal goals. (careers)
Conflicting emotions, managing setbacks and building resilience.
Puberty – managing changes in boys and girls.

#### **Form 7**

Recognise personal strengths and how this affects self-confidence and self-esteem.
Characteristics of physical health and mental wellbeing and strategies for managing them.
Importance of taking increased responsibility for personal hygiene.
Benefits of physical activity and importance of sleep.
Recognise and manage what influences their choices.
Staying safe online.

#### **Form 8**

Identity is affected by a range of factors, including media and positive sense of self. (careers)
Understand risk within the concept of personal safety – accident prevention and staying safe online.
Legal and illegal substances and consequences of their misuse.
The importance of physical health and mental wellbeing.

## **Spring Term - Relationships**

### **Form 3**

Healthy friendships.
Families and people who care for us.
Differences and similarities between people.
Trust, confidentiality and feeling safe.
Working collaboratively.
Solving dispute and conflicts.

### **Form 4**

Managing, maintaining and repairing different types of relationships.
Appropriate responses to a wide range of feelings in others.
Develop and maintain healthy relationships.
Acceptable and unacceptable physical contact.
How our actions can affect ourselves and others.

### **Form 5**

Positive, healthy relationships.
Different types of relationships.
Communicating respectfully.
Trust – keeping something confidential or secret.
Challenging stereotypes and discrimination.

### **Form 6**

Different types of families and relationships.
Importance of shared goals and reliance on others.
Discrimination, bullying and its effect on others.
Stereotypes – diversity and equality, protected characteristics.
Negotiation and compromise.

### **Form 7**

Qualities and behaviours in a wide variety of positive relationships.
Develop and rehearse the skills of teamwork, objective setting, outcome planning, cooperation, negotiation, managing setback and compromise.
Further develop communication skills of active listening, offering and receiving constructive feedback and assertiveness.
Relationships can cause strong feelings and emotions.
Features of positive and stable relationships and those of unhealthy relationships.
Knowing where to get help.
Managing social influence and strategies to manage peer pressure.

### **Form 8**

Different types of relationships and the importance of respect.
Difference between sex, gender identity and sexual orientation and learning terminology.
Recognise the portrayal and impact of sex in the media and social media.
Understand what the expectations might be of having a boyfriend or girlfriend.
To recognise peer pressure and have strategies to manage it.
Staying safe online.
Knowing where to get help.

## **Summer Term – Living in the Wider World**

### **Form 3**

To research, discuss and debate topical issues, problems and events and offer their recommendations to appropriate people.
Why and how rules and laws that protect themselves and others are made enforced.
Why different rules are needed in different situations.
To understand that everyone has human rights.
Rights and responsibilities.
Economic wellbeing – spending, saving and giving.

### **Form 4**

To research, discuss and debate topical issues, problems and events and offer their recommendations to appropriate people.
To realise the consequences of anti-social and aggressive behaviours such as bullying and discrimination of individuals and communities.
To learn that there are different kinds of responsibilities, rights and duties at home, school, in the community and in the environment.
To resolve differences by looking at alternatives, seeing and respecting others' points of view, making decisions and explaining choices.
Managing money.

### **Form 5**

To appreciate the range of national, regional, religious and ethnic identities in the United Kingdom.
To think about the lives of people living in other places, and people with different values and customs.
About the role money plays in theirs and others' lives.
How to manage their money.
Challenging career stereotypes. (careers)
Puberty introduction.

### **Form 6**

To understand that resources can be allocated in different ways and that these economic choices affect individuals, communities and the sustainability of the environment.
To learn about enterprise and the skills that make someone 'enterprising'.
Media literacy - to explore and critique how the media present information. To understand how data is shared. Choosing age appropriate TV, games and online content.
Puberty – managing changes in boys and girls.
To understand sexual intimacy as part of a healthy mental and physical relationship.

### **Form 7**

To recognise, clarify and if necessary, challenge their own core values and how their values influence their choices.
The similarities, differences and diversity among people of different race, culture, ability, disability, sex, gender identity, age and sexual orientation and the impact of stereotyping, prejudice, bullying, discrimination on individuals and communities (particularly with reference to the protected characteristics as defined in the Equality Act 2010) and that everyone is unique and equal.
Challenging stereotypes.
Healthy and positive relationships including intimate relationships, managing strong feelings, the concepts of respect and consent and the law.
To learn about the primacy of human rights and how to safely access sources of support for themselves or their peers if they have concerns or fears about those rights being undermined or ignored. To learn about the potential tensions between human rights, British law and cultural and religious expectation and practices.
Developing enterprise skills, the world of work and young people's employment rights. (careers)

**Form 8**

To identify their own strengths, interests, skills and qualities as part of the personal review and planning process, including their value to future employability. (careers)
Different types of work, including employment, self-employment and voluntary work – that everyone has a ‘career’. Routes into careers, progression in careers. (careers)
To learn about different work roles and career pathways, including clarifying their own early aspirations (careers).
Online presence (careers).
To assess and manage risk in relation to financial decisions that young people might make.
Puberty and sexual health.
To understand sexual intimacy as part of a healthy, legal, mental and physical relationship, which includes mutual respect, consent, loyalty, trust, shared interests, outlook and friendship.
To understand that there are legal rights and responsibilities regarding equality (particularly with reference to the protected characteristics as defined in the Equality Act 2010) and that everyone is unique and equal Challenging stereotypes.
First aid, personal and travel safety.
To celebrate successes, moving onto new schools and managing change.



**Calendar of special days/weeks which are marked annually in the PSHE Department**

February	Children's Mental Health Week
February	Safer Internet Day
March	Justice Week
May	Mental Health Awareness Week
October	World Mental Health Day
November	Anti-Bullying Week and Odd Socks Day



## PSHE Programme

Mrs Lucy McSweeney



### RSE – Relationships and Sex Education and Health Education

- Form 6
  - Science - Human reproduction
  - PSHE - Relationships and puberty
- Form 8 – RSE (delivered as part of the PSHE programme)
  - Science - Pregnancy
  - PSHE – Relationships and puberty
    - physical and emotional changes in puberty
    - age of consent
    - respect and equality within age appropriate healthy emotional and physical relationships
    - sexual orientation
    - gender reassignment
    - staying safe online



### RSE – Relationships and Sex Education and Health Education

- Health Education is compulsory for all pupils from Years R-11
- Relationships education is compulsory for all pupils from Years R1-6
- Relationships and Sex Education (RSE) is compulsory for all pupils from Years 7-11
- “The DfE continues to recommend that all primary schools should have a sex education programme tailored to the age and the physical and emotional maturity of the pupils. It should ensure that pupils are prepared for the changes that adolescence brings.” (Statutory Guidance 2019)

## Letter to F8 Parents

Dear Parents and Carers

As a part of your son's education at Aldro, we promote personal wellbeing and development through a comprehensive PSHE education programme. This is the curriculum subject that gives young people the knowledge, understanding, attitudes and practical skills to live safe, healthy, productive lives and meet their full potential.

I am writing to let you know that either on Wednesday 24<sup>th</sup> June or Thursday 25<sup>th</sup> June your son's class will be taking part in an hour-long lesson which will focus on the relationships and sex education (RSHE) aspect of this programme. This will include teaching about: understanding healthy relationships, including friendships and intimate relationships; growing and changing, including the physical and emotional changes of puberty; personal hygiene; changing feelings; becoming more independent; keeping safe and consent; developing self-esteem and confidence. Pupils will also have opportunities to ask questions that help prepare them for relationships of all kinds in the modern world.

If you have any questions about our RSHE, please do not hesitate to contact me.

Yours sincerely,

Lucy McSweeney  
Head of PSHE