



## **Personal, Social, Health and Economic Education Policy Policy**

Signed by

Mrs. Sally Judd

Acting Head

14<sup>th</sup> Jan 2018

To be reviewed August 2018

At Riddlesworth Hall we believe that self-esteem, self-confidence, resilience and maintaining positive relationships are the keys to enjoying a happy and fulfilling life.

Our PHSEE Curriculum expressly delivers our School promise and ethos.

- To inspire all pupils with the ambition to achieve their highest academic standards.
- To nurture and support all pupils on a journey of self-development, providing excellent care and guidance whilst encouraging independence, inner confidence and mutual respect.
- To offer the opportunity for all to be inspired with passion and determination and to participate fully in the wider life of the School.
- To employ staff who love working with children and who demand excellence from themselves and their pupils, acting as dynamic and inspirational role models.
- To work in partnership with our Parents to ensure that every child's time at Riddlesworth Hall is happy and enriching, preparing them fully for the life they choose.

Consequently Riddlesworth Hall pupils' personal and social, development is at the core of our educational policy and PSHEE is taught as a part of every lesson in order that our whole School approach effectively maintains and enhances our pupils' wellbeing enables our pupils to make informed choices and empowers them to take responsibility for their actions.

Our objective is that Riddlesworth Hall pupils will gain life skills throughout their time at School such as:

- The ability to make informed choices about their emotional and physical health and wellbeing and the knowledge of how to keep themselves safe.
- The confidence to make the most of their abilities and to celebrate those of others.
- The ability to manage risk, resist pressure, make safer choices and seek help if necessary.
- The ability to communicate effectively with their peers and those around them understanding the implications and impact of discriminatory and derogatory language (racist, homophobic or disability discriminatory language in particular)
- The ability and skills to maintain worthwhile, fulfilling and supportive relationships.
- The compassion, tolerance and understanding to respect the differences between people of different cultures, faiths and beliefs. This includes the protected characteristics under the Equality Act 2010 (age, disability, gender reassignment, marriage and civil partnerships, pregnancy and maternity, race, religion and belief, sex, sex orientation)
- The confidence to develop their independence and take responsibility for their choices.
- The knowledge and strength to play an active role as members of a democratic society with an additional focus on diversity, mutual respect and managing debate of contentious issues.
- An understanding of British values which includes democracy, the rule of law, mutual respect, tolerance and individual liberty.
- The knowledge of the difference between the overriding law of the land and religious law.
- The ability to be an effective member of their community at School and in the local and wider world.
- The development of their critical thinking and decision making skills.
- A knowledge and understanding of the skills sets required for a wide range of careers.
- A knowledge and understanding of economics and economic wellbeing, including how expertise functions.

### **AIMS**

We aim to foster an attitude of care in our pupils, not just for themselves but for the whole community, and working in partnership with our Parents, we hope to achieve this in the classroom, in our School and in the wider world. Riddlesworth Hall children work with staff to develop their own ideas for a happy environment rooted within British Values of democracy and they are encouraged to develop their skills of enquiry and analysis, particularly when dealing with controversial issues, before making informal and balanced decisions.

Although we already have an effective and supportive pastoral system in place within our School, our PHSEE programme is also used to reinforce and explore pastoral care issues in a group environment.

Safeguarding issues are raised through the curriculum and reinforced in form time. Outside speakers and Theatre groups from public and national organisations may be invited into School to present a balanced view and to dispel misconceptions which may lead to prejudice and discrimination. Encouraging a pupil culture of respect and tolerance for all faiths, races and cultures is of paramount importance at Riddlesworth Hall.

## **TEACHING**

In the EYFS, Pre-Prep and Prep School PSHEE is taught in form groups by the Form teacher as they are placed to provide the most effective and sensitive delivery of the topics. Form teachers are provided with long and medium term plans for the PHSEE programme. Form teachers, then deliver the topics as they see fit to support and enhance cross-curricular learning and to address specific issues within their form/class. Themes are taught through age appropriate materials and the course has been designed to develop effective life skills and to give our pupils an appreciation of their role and responsibilities as both U.K. and global citizens. The themes for study may also be used in assemblies, Friday Church and other lessons.

Lesson delivery, which complies with Part 2 of the teachers' standards on personal and professional conduct, utilises a variety of teaching and learning styles. Work may be written, oral or activity based. Written work is maintained in PSHEE topic books and marking follows the Riddlesworth marking policy. Form teachers keep records of lessons taught.

In 1 Alpha and 2 Alpha, Form Teachers deliver a Curriculum exploring personal, social, economic and careers issues using a variety of teaching and learning styles including the use of specific thinking skills. Written work is maintained in PSHEE exercise books and marking follows the Riddlesworth marking policy. Pupils are encouraged to challenge preconceptions and view events from a variety of perspectives before making informal decisions. Pupils are also encouraged to explore their options so that they may begin to think for themselves and to understand that they have informed choices to make every day and that their choices have consequences.

Ultimately, at Riddlesworth, our objective is to foster a positive 'can do' mentality enabling our pupils to take responsibility for themselves and their learning in order that they may meet responsibilities that come their way at School and beyond.

### **The Education (Independent School Standards) (England) regulations 2010 in force from January 2013.**

Improving the spiritual, moral, social and cultural (SMSC) development of pupils: supplementary information departmental advice for Independent School, academies and free Schools in force from November 2014.

[www.gov.uk/government/publications/improving-the-smsc-development-of-pupils-in-independentschools](http://www.gov.uk/government/publications/improving-the-smsc-development-of-pupils-in-independentschools)

#### **Other School Policy links:**

Curriculum, Teaching and Learning, Behaviour Management, Safeguarding / Child Protection, Anti-bullying, E-safety, Relationship & Sex Education

Updated with reference to the new guidelines

- New Prevent Duty Guidance: School specific Advice effective July 2015
- New Ofsted Guidance to Inspectors effective September 2015
- New keeping children safe guidance effective July 2015