

SWANBOURNE HOUSE

THE *Stowe*
GROUP



PSHE POLICY

Date	June 2023
Review Date	September 2024
Custodian	Assistant Head, Pastoral/PSHE Lead



2. To provide our pupils with an engaging, collaborative and progressive teaching and learning community based on mutual respect, an understanding of individual needs and the willingness to rise to challenge.
3. To ensure both day and boarding pupils are well prepared within the context of a character and values education for their next school and adult lives in a fast-moving and challenging globalised world.

Policy Statement

This policy applies to all members of our school community, including boarders and those in our school setting. Swanbourne House is fully committed to ensuring that the application of this Relationships and Sex Education (RSE) policy is non-discriminatory in line with the UK Equality Act (2010). Further details are available in the school's Equal Opportunity Policy document. Swanbourne House seeks to implement this policy through adherence to the procedures set out in the rest of this document. In line with our Provision of Information policy, this document is available to all interested parties on our website and on request from the PSHE lead and Careers Co-Ordinator and should be read in conjunction with the following documents:

- Safeguarding (Child Protection) Policy
- Relationships and Sex Education Policy(RE/RSE)
- Mental Health and Wellbeing Policy
- Anti-Bullying Policy
- Equal Opportunities Policy

This document is reviewed annually by the Assistant Head, Pastoral and the PSHE Lead or as events or legislation change requires.

INTRODUCTION

This document is a statement of the rationale, aims and objectives of the teaching of PSHE at Swanbourne House School. PSHE helps to give pupils the knowledge, skills and understanding they need to lead confident, healthy, independent lives and to become informed, active, responsible and positive members of a diverse multicultural society.

PSHE education provides a significant contribution to the schools' responsibility to:

- promote children and young people's wellbeing
- achieve the whole curriculum aims
- promote community cohesion
- provide careers education
- provide relationships and sex education

Legislation (Statutory Regulations and Guidelines)

Under the Education Act 2002, all schools must provide a balanced broadly-based curriculum which:

- Promotes the spiritual, moral, cultural, mental and physical development of pupils at the school and of society
- Prepares pupils at the school for opportunities, responsibilities and experiences of later life

The 2006 Education and Inspections Act placed a duty on Governing Bodies to:

- Promote the wellbeing of pupils at the school

Revised Department for Education statutory guidance states that all schools, including independent schools, must deliver:

- Relationships Education (Primary) and Relationships and Sex Education (Secondary).

The PSHE curriculum is spiral, so that topics can be re-visited again in later years. We treat Relationships and Sex Education as part of the wider PSHE curriculum. We support equal opportunities in education, seeing it as enabling and encouraging all our students to build self-esteem through discussion and activities in a safe environment. We are equipping them with decision-making skills irrespective of gender roles and stereotyping.

Roles and Responsibilities:

From September 2023 PSHE and RSE delivery in years 5-8 has been taught by the PSHE Lead in timetabled lessons. Pupils have an hour a week, and this protected time is vital to ensure a high standard of PSHE Education.

PSHE Curriculum delivered by Form Tutors in weekly timetabled lessons.

In Lower School it is taught every Friday for 30 minutes, during lesson 6. This is taught by the classroom teachers.

Teaching of PSHE

The curriculum is designed around active engagement in learning, rather than passively receiving information. Pupils will be given opportunities to consider and clarify their values and beliefs and to rehearse and develop enquiry and interpersonal skills.

EYFS – Year 2	Year 3 and 4	Year 5 & 8
Form Tutors	Form Tutors	PSHE Lead
<ul style="list-style-type: none"> -PSHE Curriculum delivered by Form Tutors in weekly timetabled lessons. -Assemblies and Chapel services addressing a range of PSHE issues - Through involvement in the life of the school and wider community 	<ul style="list-style-type: none"> - PSHE Curriculum delivered by Form Tutors in weekly timetabled lessons. - Assemblies and Chapel services addressing a range of PSHE issues - Through involvement in the life of the school and wider community - PSHE through pastoral care in the day school and the boarding house 	<ul style="list-style-type: none"> -PSHE Curriculum delivered by PSHE Lead in weekly timetabled lessons via a spiral programme - Weekly personal tutor periods addressing topical issues affecting young people - Assemblies and Chapel services addressing a range of PSHE issues - Through involvement in the life of the school and wider community

- PSHE through pastoral care in the day school and the boarding house		- PSHE through pastoral care in the day school and the boarding house.
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SAFE AND EFFECTIVE PRACTICE

PSHE often draws on pupils' real-life experiences. A safe and supportive learning environment will be created by establishing ground rules in each context for the delivery of subject material. Staff delivering PSHE will ensure the pupils, who indicate they may be at risk, get appropriate support by liaising with the appropriate pastoral team and adhering to the School's Child Protection and Safeguarding Policy.

TERMINOLOGY

Pupils will be taught the anatomically correct names for body parts, but slang and everyday terms used in social situations will be discussed; this will be part of the discussion about what is and what isn't acceptable language to be used. Ground rules are essential when discussing sensitive subject matter and staff will use strategies to enable pupils to feel comfortable to ask questions. If controversial questions are asked, the teacher will use professional judgement about how to answer them and pupils will be allowed to raise anonymous questions if preferred. We recognise that because of the nature of the subject, sensitive and controversial issues are likely to arise. These may include, for example, abortion, emerging gender identity, sexuality and sexual abuse. These are dealt with within the framework of the aims of the school. Any cause for concern will be dealt with in accordance with our pastoral systems and safeguarding arrangements.

EQUALITY AND DIVERSITY STATEMENT

Swanbourne House prides itself on providing equal opportunities for all of its staff and pupils regardless of religion, culture, gender, sexual orientation, marital status, race, ethnic origin, colour, age or disability, gender-reassignment, pregnancy or maternity status.

Staff and pupils are expected to treat each other with respect as individuals and will not tolerate prejudicial remarks of any sort. Examples of prejudicial remarks will be dealt with promptly and all forms of intolerance will be taken seriously.

Classroom practice and pedagogy will take into account pupils' age, ability, readiness and cultural background and pupils with SEND and will be adjusted to enable all students to access the learning. The school recognises that SEND students are more vulnerable to exploitation, bullying and other issues and our programme of study is designed with this in mind. We will use PSHE and RSE education as a way to address diversity issues and to ensure equality for all by addressing contextual issues identified through our pastoral system. PSHE and RSE delivery is designed to comply with the Equality Act 2010. Provisions within the Equality Act allow the School to take positive action, where it can be shown that it is proportionate, to deal with particular disadvantages affecting one group because of protected characteristics.

The Stowe Group believe that everyone should be treated equally. We want our community to be safe, caring and inclusive, without prejudice or discrimination of any kind. We believe that to be Change Makers we must have a culture of continuous improvement, striving always to be our best.

Guest speakers:

We sometimes use outside speakers to complement our teaching of this content, who are asked to work within the framework of the school's Relationship and Sex Education policy and adhere to the policy for Visiting Speakers. A teacher will be present throughout these lessons.

INTENDED OUTCOMES

As a result of our PSHE and RSE programme, pupils will:

- Develop the knowledge, skills and attributes they need to manage their lives now and in the future
- Learn to make responsible decisions e.g. about alcohol, drugs, relationships and future careers
- Learn to recognise and manage risk and take increasing responsibility for themselves and their actions
- Understand the importance of wellbeing and how to tackle issues that can affect their ability to learn and thrive
- Focus on the importance of building healthy and positive relationships
- Develop skills such as teamwork, communication and resilience
- Be encouraged to make positive contributions to their families, schools and communities
- Explore differences and learn to value diversity in all its forms
- Reflect on their own individual values and attitudes
- Identify and articulate feelings and emotions and manage difficult situations positively
- Learn about the world of work
- Learn to manage their money and finances effectively

CONFIDENTIALITY

Pupils will be made aware that some information cannot be held confidentially and will be informed that, if certain disclosures are made, the information may be disclosed to the Safeguarding team.

COUNSELLING SERVICES

Pupils are made aware of counselling and information services both in and out of school and offered appropriate support.

Appendix 1

SHS Foundation Planning: PSED and PSHE in the Early Years 2023 - 2024

Term	Reception Topics	Examples of PSHE themes through Topic learning
Michaelmas (Aut 1)	Starting School and All About Me	Talking about feelings relating to starting school. Talk about how we have changed since we were babies.
Michaelmas (Aut 2)	The Gingerbread Man and The Nativity	Same but different: celebrating our similarities and differences. Oral hygiene.
Lent (Spr 1)	Here Come the Dinosaurs	To learn about the school rules.
Lent (Spr 2)	Dear Zoo and The Train Ride	To learn about how people celebrate (different cultural events: Diwali and Christmas). Identify and respect differences between people.
Summer (Sum 1)	Lifecycles and Planting & Growing	Identify special people in their lives. Keeping our pants private. To know who looks after them and who to go to for support.
Summer (Sum 2)	Summer and We're Going on a Bear Hunt	How to manage conflicts within a friendship. Learning about how our behaviour. To learn about how other people celebrate (different cultural events: Chinese New Year). Healthy eating. How to look after ourselves: Sun safety. Transition: moving on to Year 1.

PSHE in the Early Years is taught through a variety of adult led and child-initiated and 'in the moment' interactions, discussions, circle times and activities. PSHE underpins the curriculum; the themes are represented through the Prime Areas of the EYFS curriculum framework.

The specific areas of learning are:

- **'Health and self-care'**

Children know the importance for good health of physical exercise, and a healthy diet, and talk about ways to keep healthy and safe. They manage their own basic hygiene and personal needs successfully, including dressing and going to the toilet independently.

- **'Making Relationships'**

Children play co-operatively, taking turns with others. They take account of one another's ideas about how to organise their activity. They show sensitivity to others' needs and feelings and form positive relationships with adults and other children.

- **'Managing Feelings and Behaviour'**

Children talk about how they and others show feelings, talk about their own and others' behaviour, and its consequences, and know that some behaviour is unacceptable. They work as part of a group or class, and understand and follow the rules. They adjust their behaviour to different situations, and take changes of routine in their stride.

Appendix 2

Yr 1	Living in the Wider World
Michaelmas 1	Star qualities I can think of star qualities I already have and those I would like to develop
	Positive Learners I can explain how a positive learning attitude can help me.
	Bright Futures I can talk about jobs and tell my friends what I'd like to be
	Jobs for All I can understand that it's a person's interests and skills that make them suited to doing a job.
	Going for Goals I can think about things I would like to achieve in the future.
	Looking Forward I can think about changes which might happen to me and consider how I feel about them.
	Health and Wellbeing
Michaelmas 2	Keeping Safe I know how to stay safe and who can help if I feel unsafe.
	Staying Safe at Home I know how to stay safe at home.
	Staying Safe Outside I know how to stay safe when I am out and about.
	Safe Secrets and Surprises I know what I can share and what I should keep private to keep myself and others safe.
	People who can Help I know who to go to if I need help.
	Health and Wellbeing
Lent 1	The Internet and Me I can talk about ways in which the Internet is useful.
	Online and Offline I know how to balance screen time with other activities and understand why this is important.
	Staying Safe Online I know how to stay safe online
Lent 2	Personal Information I can explain why we keep personal information private
	Communicating Online I know how to communicate online in ways that show kindness and respect
	True or False? I understand that not everything on the Internet is true.
Summer 1	Think Happy, Feel Happy I can understand how happy thoughts can make me feel good.
	It's Your Choice I can make good choices and consider the impact of my decisions.
	Go-Getters I can set myself goals and consider how to achieve them.
	Let it Out I can discuss my feelings and opinions with others and cope with difficult emotions.

	<p>Be Thankful <i>can discuss things I am thankful for and focus on what I do have, rather than what I don't have.</i></p> <p>Be Mindful <i>I can focus on what is happening now and how I am feeling.</i></p>
Summer 2	Relationships
	<p>Together Everyone Achieves More <i>I can talk about the teams I belong to</i></p>
	<p>Listening <i>I can be a good listener.</i></p>
	<p>Being Kind <i>I can explain how to be kind and why it is important.</i></p>
	<p>Bullying and Teasing <i>I can talk about unkind behaviour like teasing and bullying.</i></p>
	<p>Brilliant Brains <i>I can explain how to be a positive learner</i></p>

Yr 2	Relationships
Michaelmas 1	<p>Who are your VIPs? <i>I can talk about the very important people in my life and explain why they are special.</i></p>
	<p>Families <i>I can describe why families are important.</i></p>
	<p>Friends <i>I can describe what makes someone a good friend.</i></p>
	<p>Falling out <i>I can describe way to help resolve arguments and disagreements without being unkind</i></p>
	<p>Working Together <i>I can cooperate with others to achieve a task</i></p>
	<p>Showing You Care <i>I can describe how I can show my special people that I care about them and I understand why this is important</i></p>
Michaelmas 2	<p>Marvellous Me <i>I can talk about what makes me special</i></p>
	<p>Feelings <i>I can name some of the different feelings I have and can describe how they feel.</i></p>
	<p>Things I like <i>I can talk about things I like that make me feel happy.</i></p>
	<p>Uncomfortable Feelings <i>I can talk about the things that make me feel unhappy or cross and have ideas about what to do when I have these feelings.</i></p>
	<p>Changes <i>I can discuss how change and loss make me feel</i></p>
	Health and Wellbeing
Lent 1	<p>My Body, my business <i>to recognise that some things are private and the importance of respecting privacy; that parts of their body covered by underwear are private</i></p>

	<p>Happy, Healthy Food Understand foods that support good health and the risks of eating too much sugar</p> <p>Clean as a Whistle Understand simple hygiene routines that can stop germs from spreading</p>
	Living in the Wider World
Lent 2	<p>Environments to recognise the ways they are the same as, and different to, other people</p>
	<p>Resources Understand about things they can do to help look after their environment</p>
	<p>Planet Protectors Understand how people and other living things have different needs; about the responsibilities of caring for them</p>
Summer 1	<p>Money I can explain the different forms money comes in.</p>
	<p>Look After It I can explain how to keep money safe and why this is important.</p>
	Health and Wellbeing
	<p>Is it OK? I understand how to respect my own and other people's bodies.</p>
Summer 2	<p>Pink and Blue I understand that we are all different and different people like different things.</p>
	<p>Getting Older I can describe how I will change as I get older.</p>
	<p>Changes I can describe things that might change in a person's life and how it might make them feel</p>

Appendix 3- PSHE Policy SOW for KS2 and KS3 (NB, this does not include Religious Studies or Science)

	<i>Autumn 1</i>	<i>Autumn 2</i>	<i>Spring 1</i>	<i>Spring 2</i>	<i>Summer 1</i>	<i>Summer 2</i>
Year 3	<ul style="list-style-type: none"> Looking at what makes a family What is bullying 	<ul style="list-style-type: none"> Safe relationships including online Respectful behaviour 	<ul style="list-style-type: none"> Belonging to a community and our rights and responsibilities Using the internet 	<ul style="list-style-type: none"> Using the internet The world of work 	<ul style="list-style-type: none"> Physical health including looking at habits, diet and sleep 	<ul style="list-style-type: none"> Personal strengths Recognising risks and hazards
Year 4	<ul style="list-style-type: none"> Developing positive and safe relationships, including friendships 	<ul style="list-style-type: none"> Staying safe online Respecting ourselves and others 	<ul style="list-style-type: none"> What it means to belong to a community Understanding how Data is used/shared 	<ul style="list-style-type: none"> Online advertising The world of money 	<ul style="list-style-type: none"> Physical health including hygiene and oral health Online gaming 	<ul style="list-style-type: none"> Looking at online presence Keeping safe in the home
Year 5	<ul style="list-style-type: none"> Considering personal identity, discrimination, white privilege, and the impact of bullying 	<ul style="list-style-type: none"> Learn about the impact of extremism Consider risks and hazards Learn to keep safe online Basic First Aid 	<ul style="list-style-type: none"> Learning about mental health and what factors contribute to it, including how to manage challenges 	<ul style="list-style-type: none"> Learning about substance use and abuse and how to assess associated risks Physical health including sun and oral health 	<ul style="list-style-type: none"> Physical health including the impact of habits, diet, sleep and exercise Male and female puberty 	<ul style="list-style-type: none"> Careers project looking at career types and challenging career stereotypes
Year 6	<ul style="list-style-type: none"> Friendships including positive friendships, conflict resolution and listening skills 	<ul style="list-style-type: none"> Relationships, including online and managing conflict Anti-bullying campaign 	<ul style="list-style-type: none"> Digital wellbeing, including source reliability and health effects Self respect 	<ul style="list-style-type: none"> Assessing personal strengths, passions, mindsets and goal setting 	<ul style="list-style-type: none"> Male and female puberty Hygiene Human reproduction 	<ul style="list-style-type: none"> PSB Skills including communication and group work
Year 7	<ul style="list-style-type: none"> Digital wellbeing PSB: exam preparation and resilience training 	<ul style="list-style-type: none"> Relationships including family life, diversity, expectations and intimacy Smart with your smartphone 	<ul style="list-style-type: none"> Health education including good physical and mental health and the impact of diet, sleep Managing loss 	<ul style="list-style-type: none"> Substance use education, including how to manage peer pressure Challenging extremism 	<ul style="list-style-type: none"> Citizenship education PSB skills including online research and fake news 	<ul style="list-style-type: none"> Careers education looking at the world of work and employment rights
Year 8	<ul style="list-style-type: none"> Careers including stereotypes and financial understanding PSB: Harvard reference style 	<ul style="list-style-type: none"> Personal strengths, aspirations and goals Mental health attitudes, resilience, coping and mindfulness 	<ul style="list-style-type: none"> Relationships including friendships, peer pressure and restorative justice Exam preparation 	<ul style="list-style-type: none"> Relationships including the media, consent, and contraception 	<ul style="list-style-type: none"> Relationships including, Personal identity, gender and sexual orientation, discrimination and inclusion 	<ul style="list-style-type: none"> Looking forward, including personal strengths, goal setting, celebrating successes and managing change