



PSHE POLICY

Committee Responsible: School Life Sub-Committee (CL)

Reviewed by: Assistant Head (Pastoral) and
Head of Junior School

Adopted by Committee: March 2020

Last reviewed: March 2023

Date of next review: March 2026

1. Introduction and scope

1.1 This policy covers Sibford School’s approach to Personal, Social, Health and Education (referred to as PSHE throughout this policy) which promotes the spiritual, moral, social, emotional and cultural (SMSEC) development of our pupils.

It is produced by the Assistant Head (Pastoral) in consultation with Head of Junior School and Heads of Key Stages (PSHE subject leaders), and in consultation with the School Committee who retain responsibility for safeguarding and welfare throughout this policy and ensuring that the pupils’ spiritual, moral, social and cultural needs are met.

This is a whole school policy, covering the Early Years Foundation Stage, the Junior and Senior Schools including boarding.

1.2 Parents, carers and guardians will be able to access this policy on the school’s website, or in hard copy format if requested.

1.3 The school’s PSHE provision dovetails into the pupils’ respective curriculums and compliments their learning and way of life within the school community.

2. Whole school values

2.1 This policy has been informed by the Quaker testimonies and our school’s overarching vision to engender the Quaker ethos that is as much about nurturing the spirit as it is about outstanding academic success.

2.2 The values which underpin our vision and this policy are the Quaker values of Simplicity, Peace, Integrity, Community, Equality, Stewardship (SPICES). These values will be actively embraced and promoted through our PSHE programme.

2.3 The PSHE programme also promotes the fundamental British values of democracy, the rule of law, individual liberty, and mutual respect and tolerance of those with different faiths and beliefs.

It is integral to bringing the Quaker values to life and ensuring they are relevant to the lives of our pupils both now and in their lives after school.

3. Creating a safe and supportive environment

3.1 In order to deliver a PSHE programme which works within pupils’ real-life experiences, we create a safe and supportive learning environment by explicitly establishing agreed ground rules of respect, openness, confidence (to share) and kindness, whereby the teachers who lead the sessions facilitate a safe and supportive environment for learning. We aim to ensure that pupils know that their opinions and questions are valued and respected.

3.2 Where we believe that pupils may be vulnerable and at risk of significant harm or present a risk of significant harm to others, staff will adhere to Sibford School’s Safeguarding (Child Protection) Policy and procedures which are contained within the policy.

Vulnerable students are closely monitored, and all efforts are made, wherever possible in delivery and content, to ensure that children with specific issues (of which we are aware) are treated sensitively when the subject matter may affect them personally.

3.3 In accordance with the government’s Prevent Duty, PSHE is one of the ways used to build pupils’ resilience to radicalisation – by promoting fundamental British values and enabling them to challenge extremist views.

4. Equality and diversity

4.1 Sibford School is committed to safeguarding and promoting the welfare of our pupils, welcoming pupils from all ethnic groups, backgrounds and creeds whilst balancing human rights and freedoms with the lawful needs and rules of the school community and the rights and freedoms of others.

4.2 Whilst Sibford School welcomes pupils from all faiths or none, the school expects all its pupils to attend Meetings for Worship, which are fundamental to its ethos.

4.3 Sibford School is active in its responsibilities under the Equality Act 2010 and has an Equal Opportunities Policy (Pupils) in place. The school endeavours to make reasonable adjustments on a case-by-case basis, having evaluated the nature of the need.

4.4 We promote the needs and interests of all pupils, irrespective of their race, colour, religion or belief, national, ethnic or social origin, gender, gender reassignment, sexual orientation, pregnancy or maternity, disability or special educational needs by actively exploring and celebrating peoples’ differences.

The delivery of PSHE will take into account the ability, age, readiness, and cultural background of our pupils and those with English as a second language to ensure that all can fully access the PSHE programme and is therefore central to reducing the risk of bullying.

4.5 We seek to raise pupils’ awareness of local, national and international political issues and views in a non-partisan way and without actively encouraging support of any particular political viewpoint in order to prevent political indoctrination. This will be done through the delivery of a balanced curriculum which promotes the respect of the rights and views of others.

5. Aims and objectives

PSHE education is a school subject which, combined with a broad and balanced curriculum, enables pupils to develop the knowledge, skills and attributes they need to keep themselves healthy and safe, and prepare for life and work in modern Britain. Our PSHE provision is a values driven programme, which aims to provide pupils with the knowledge, values and skills they need for spiritual, moral, social, emotional and cultural development. This links to our wider curriculum, whole school values and Quaker values.

The curriculum is dynamic and allows us to deliver content that is relevant to current local, national and international issues as they arise as well as provision delivered in line with programmes of study.

6. Intended outcomes

The learning outcomes of our programme will be that the pupils will:

6.01 Explore, embrace and take ownership of the school’s Quaker values.

6.02 Develop the knowledge, skills and attributes they need to manage many of the critical opportunities, challenges and responsibilities young people will face as they grow up and in adulthood.

6.03 Develop pupils' awareness of how to stay safe and healthy.

6.04 Build self-esteem, resilience and empathy.

6.05 Build upon prior skills and knowledge.

6.06 Develop the confidence to ask questions, challenge information and express their views and opinions.

6.07 Be able to form relationships, communicate and work with others.

6.08 Understand they have a right to feel valued and respected.

6.09 Respect others irrespective of their race, colour, religion or belief, national, ethnic or social origin, gender, gender reassignment, sexual orientation, pregnancy or maternity, disability or special educational needs.

6.10 Be provided with the opportunity to make real decisions and understand they should take responsibility for their decisions and actions and contribute to the lives of others.

6.11 Have the skills to develop as an independent and emotionally resilient individual.

6.12 Have an understanding of how to manage their finances responsibly.

6.13 Understand and promote, where possible, the fundamental British values of democracy, the rule of law, individual liberty, and mutual respect and tolerance of those with different faiths and beliefs.

6.14 Have an understanding of local, national and international political issues and views.

6.15 Have a strong moral sense of what is right and wrong both legally and ethically (and consequently what is contrary to the law of England).

6.16 Acquire a broad general knowledge of, and respect for, public institutions and services in England; and have access to information about events in Britain and the wider World.

7. Key principles and teaching methodology

7.1 The core themes of health and wellbeing, relationships and living in the wider world (economic wellbeing, careers and the world of work) are covered in the school's PSHE provision.

For the Senior School an outline of each year group's PSHE programme of study is available on the school's intranet, Firefly. The programme of study is continuously reviewed to take into account the statutory guidance on health education and RSE (Relationships and Sex Education) which has been mandatory in all schools since September 2020. An overview of the Junior School PSHE framework, including RSE, can be found on the Junior School section of Firefly.

7.2 In the Senior School, PSHE is delivered in a discrete lesson on a weekly basis through a range of teaching methods, including group work, discussions and debates, pupil-led projects and

presentations and guest speakers. Aspects of the programme of study are also delivered through weekly Key Stage meetings.

7.3 In the Junior School, PSHE is delivered in discrete lessons, but is also reinforced regularly through other means such as Meeting for Worship. Further detail can be found in the overview referenced above.

8. Responsibility for teaching PSHE

8.1 In the Senior School each year group's PSHE programme is produced, reviewed and coordinated by the respective Head of Key Stage and delivered by tutors to their tutor groups. Our School Nurse contributes to the delivery of RSE by offering individual support and guidance. The PSHE programme has been aligned so that the whole Senior School deliver key themes at specific times throughout the year.

8.2 The Senior School programme is the responsibility of the Heads of Key Stage. The Head of Junior School has responsibility for ensuring the programme is suitable for the age and stage of the children in the Junior School.

9. How parents and carers are involved

We are committed to working with parents and carers. We offer support to parents and carers by providing access to the PSHE programmes for each year group. We strive to keep parents informed of current issues, websites and regularly update parents through newsletters / Pastoral twitter page /parent forums and letters home.

10. Guest speakers

Heads of Key Stages may organise guest speakers to deliver a talk, presentation or workshop session as part of their PSHE education programme to enhance the delivery of PSHE. Staff who organise guest speakers must complete a risk assessment for visiting speakers and follow the school's safeguarding (child protection) procedure for visitors in order to assess and limit the risk of harm or radicalisation of pupils in accordance with the Prevent Duty.

11. Legal framework

This PSHE policy has been written taking into account the following statutory (mandatory), and non-statutory guidance:

- Equality Act 2010
- National Minimum Standards for Boarding Schools (2014)
- DfE Statutory Guidance on 'Relationships Education, Relationships and Sex Education (RSE) and Health Education (2021)
- Careers guidance and access for education and training providers – DOE 2018
- 'Keeping Children Safe in Education' (2022)
- 'Working together to Safeguard Children' 2018 (updated Feb 2019)

- The Prevent Duty Guidance for England and Wales
- Sexting in Schools (January 2017)
- EYFS Framework

12. Links to other school policies

This policy supports/compliments the following policies and should be read in conjunction with them:

Behaviour

Community Equality

E-Safety

Health and Safety

LGBTQ+

Medical Policy (including First Aid) and the Medical Procedures document

Relationship and Sex Education

Safeguarding (Child Protection)

Social Respect

This policy will be reviewed every three years by the Assistant Head Pastoral and the Head of Junior School.