



HOE BRIDGE SCHOOL

PSHE, Citizenship and Sex Education Policy

Policy Statement

Hoe Bridge School is a warm and welcoming community. We believe in the entitlement of young people to knowledge, facts and information about issues that affect their lives and wellbeing. PSHE is a key part of a well-rounded education which prepares pupils for their lives both in and after Hoe Bridge. As a school it is our duty to promote wellbeing and in line with our vision and aims our PSHE programme aims to ensure pupils are happy. All pupils therefore follow a structured PSHE programme which progresses as they move through the school.

PSHE is a key way in which pupils can develop their self-knowledge and can learn to be positive about their gifts and abilities and develop their self-esteem and self-confidence. This is addressed in age appropriate ways as pupils move through the school. Using a structured programme which complements the curriculum and the school's ethos, the PSHE programme aims to actively promote the fundamental British values of democracy, the rule of law, individual liberty, and mutual respect and tolerance of those with different faiths and beliefs. A focus on carefully chosen topics helps pupils become responsible citizens, take steps to avoid and resist racism and also have the confidence to take risks and cope with adversity.

The PSHE programme aims to ensure that principles are actively promoted which enable pupils to:

- develop their self-knowledge, self-esteem and self-confidence
- have a healthy respect for the law, to distinguish from right and wrong and respect civil and criminal law
- accept responsibility for their behavior, show initiative and understand how they can contribute positively to the lives of those living and working in the locality in which the school is situated and to society more widely
- learn about the country they live in and gain a broad general knowledge of public institutions and services in England
- be tolerant individuals who respect and appreciate their own and other cultures and appreciate cultural diversity in a way that promotes tolerance and harmony between different cultural traditions, and to avoid and resist racism
- encourage respect for other people, to be inclusive in behavior and attitude
- encourage respect for democracy and support for participation in the democratic process, including respect for the basis on which law is made and applied in England.

The scope of PSHE at Hoe Bridge School is wide ranging and will always respond to topics and events. The aim is to tailor it to the needs of the pupils, provide flexibility to ensure topical issues are raised and discussed and to encourage pupils to question and think about the lives they live. PSHE is one key way in which the principles of spiritual, moral, social and cultural development the pupils is addressed in line with Hoe Bridge's heritage of the principles of respect, service and compassion.

At Hoe Bridge it is important that all staff ensure that the promotion of partisan political views is precluded

in the teaching of any subject in the school. Where political issues are brought to the attention of pupils during the school day or during an event organised by the school, Hoe Bridge endeavours to ensure pupils are offered a balanced presentation of opposing views.

Parents are informed of the PSHE and Citizenship programme and are also invited to regular Pastoral Evenings with outside speakers to discuss important pastoral issues.

This policy applies to all sections of the school, including the EYFS setting. Hoe Bridge School seeks to implement this policy through adherence to the procedures set out in the rest of this document. Hoe Bridge School is fully committed to ensuring that the application of this policy is non-discriminatory in line with the UK Equality Act (2010). Further details are available in the school's Equal Opportunity Policy document.

This document is available to all interested parties, including parents and parents of prospective pupils, on the school's website and on request from the School Office. It should be read in conjunction with the following documents:

- Equal Opportunities Policy
- Anti Bullying Policy
- Safeguarding Policy
- Rewards and Sanctions Policy
- PSHE Schemes of Work

This document is reviewed annually by the Assistant Head (Pastoral), or as events or legislation change requires. The next scheduled date for review is March 2018.

The Programme Content

Excellence in PSHE

In Pre-Prep this is celebrated by awarding Courtesy badges, the Friendship plate and the cup for Good Character. Health posters made by the children are displayed throughout the school and children are encouraged to be part of the Friendship Team and to take responsibility for some aspects of school life in class and in school.

In Prep this is rewarded by the awarding of gains certificates for good behaviour and the biggest winners are celebrated in weekly assemblies. Form Representatives from each class for the School Council are voted on the basis of attitude and behaviour to their positions and their ability to put over the whole class's concerns. Class monitors are nominated on an ad-hoc basis by certain teachers to be responsible for an aspect of the class logistics, e.g. materials dispensing and collection. All year 8 pupils are promoted to prefects doing duties to support staff and younger pupils within the school. At the beginning of October in year 8 Senior Prefects are elected by a democratic vote by their own peer group and the teaching staff - this reflects the respect that they have earned within the school. Pupils embrace the need for responsible voting as the Head and Deputy have a casting vote.

Strategies for teaching

PSHE is taught by

- The Heads
- All class teachers
- Classroom assistants
- Visitors

PSHE is taught on a daily basis during morning assembly, circle time, story time and role play. Lunch and playtimes are valuable times for children to learn and acquire the knowledge and attitudes for developing life skills.

Much of the teaching of PSHE is done incidentally by the staff being role models and setting an example to the children and by addressing situations as they arise within the school day or the wider world. Children are encouraged to acquire skills and develop positive attitudes during their learning.

Skills include being able to

- develop positive relationships
- appreciate others, their needs and their contributions
- share and take turns
- express feelings
- understand and control emotions
- show self-discipline
- develop strategies for dealing with a variety of situations

Attitudes include

- having self esteem
- showing respect
- showing tolerance
- showing appreciation of others, beliefs, cultures

Pre-Prep

In the Foundation Stage the children move towards achieving the Early Learning Goals for Personal, Social and Emotional development. Pre-Prep lessons may be timetabled but are more likely to evolve out of another lesson or as a result of an event in the classroom, playground or the wider world. There are many opportunities for exploring PSHE in other areas of the curriculum and lessons may be linked to science, topic work, history, geography, RE or English.

All children and parents are issued annually with the Pre-Prep Code of Conduct and the eight Golden Rules are displayed in school and discussed regularly in class and in assembly.

In Prep

PSHE is taught by form teachers and form periods are timetabled. There is a clear scheme of work formulated term by term for each year group but teachers may be flexible as the need arises.

Extra-curricular

There are numerous extra-curricular opportunities for the children in the school to enhance their PSHE education.

Charities

Every year both parts of the school suggest some charities that might be suitable for support; the aims and activities of the charities are explained and promoted during a whole school assembly by the year seven and eight pupils. Each child is given a token by which they vote for the charity of their choice and the winning charity is the one that is supported for the academic year. The children choose a national/local charity and then an international charity.

Fundraising for these charities takes place on designated Charity Days each term. The Prep school and Pre-Prep school come together for a whole school walk and then return to their respective sites for further activities. In the past these activities have included: dodgeball competitions, cake sales, handmade bracelet sales, beat the goalie competitions, apple bobbing, paper airplane flying, sponsored fancy dress cross country runs – to name but a very few.

A major fundraising event is the Summer Fair held on a Saturday in the last days of the Summer Term. Here the children devise stalls and run them, with some parental assistance, for two hours. There are between twenty and thirty stalls every year.

Leaver's Course

Every summer term, after exams, the year eight pupils have a course designed and planned by the Deputy Head. On this course they have the opportunity to experience links with a local disability charity, visit and take part in some exercises with the Fire Brigade, are drilled and challenged by the Royal Marines, take part in a diving experience and visit the local Magistrate courts to see how the law of the land is applied in practice. The whole course is aimed at broadening their experience of the wider world before their transition to senior schools.

Sex and relationship education

In the Pre-Prep the children learn about and discuss Life Cycles and Family Relationships.

In Prep pupils learn about physical, moral and emotional development including an understanding of the importance of marriage, family life, stable and loving relationships, respect, love and care. Sex, sexuality and sexual health are taught appropriately however sexual orientation and sexual activity are not promoted.

These three main elements are emphasised

- attitudes and values
- personal and social skills
- knowledge and understanding

The children will develop confidence in talking, listening and thinking about feelings and relationships. They will be able to name parts of the body and describe how their bodies work. They can protect themselves and ask for help and support. They are prepared for puberty.

(NC Science Key Stage II and III cover the points to be found in the science curriculum document)

Parents have the right to withdraw their children from all or part of the sex and relationship education provided at the school, except for those parts included in the National Curriculum. The DfE can offer school a standard pack of information for parents who withdraw their children.

If a teacher receives information about a child protection issue, the teacher should refer the case to the DCPO for the school - Matron, Headmaster, Head of Pre-Prep.

Planning the PSHE curriculum

In Prep

The progression of PSHE follows the Schemes of Work for each term on a week by week format and these show the topics to be covered and addressed.

Assemblies each Wednesday and Friday follow a general PSHE theme and are conducted by the Headmaster, Head of Pastoral Care and other members of staff.

In Pre-Prep

The programme from the Primary National Strategy for Social and Emotional Aspects of Learning (SEAL) is followed. This is divided into seven themes spread over three terms and taught from Foundation Stage to Year 2. In the Nursery and Reception the Foundation Stage Early Learning Goals form the progression of PSHE teaching. PSHE lessons are linked to the topic of work for the term and include the teaching of different celebrations. Assemblies are planned on a termly basis and the weekly themes are published on the term plan. Follow up discussion work from assembly can be used in class.

Assessment

In Prep

Assessment is not overt as each class is overseen, monitored and assessed on a daily basis by the form teacher. Progress in this area is reported to parents by the form teacher on an intervention and prevention basis only if and when necessary, but more generally during Parent's evenings. Reports are written by the

headmaster and form teachers for each child as a summary of their academic and Personal, Social and Emotional development.

In Pre-Prep

Assessment is ongoing throughout Nursery and Reception as the children achieve the Early Learning Goals. Progress in the development of skills and attitudes is monitored by observation throughout the Pre-Prep and is reported to parents on their school reports and at Parents' Evenings. Annual Nursery reports make reference to the child's Personal, Social and Emotional development and at the end of the twice yearly reports for Reception to Year 2 a comment on the child's Personal/Social skills is included. Nursery and Reception celebrate the children's personal achievements from home by asking the parents to tell them about their star moments. The children bring the stars to school to share with the class.

Resources

In Prep

All teachers have PSHE manuals and photo-copiable pupil worksheets. In addition the Head of Department keeps extensive resources for the teaching of the subject including the SEAL resources.

In Pre-Prep resources held in the staffroom include:

- Hopscotch
- Quality Circle Time Jenny Mosely
- QCA PSHE at Key Stages 1-4
- The Foundation Stage
- Excellence and Enjoyment: social and emotional aspects of learning
- SEAL resources

The Hoe Bridge Way

The Hoe Bridge Way is our Code of Conduct for all. It is discussed and promoted in assembly and PSHE lessons.

In Pre-Prep the children are taught to follow the Hoe Bridge Way:

- We work hard to be our best selves
- We listen
- We look after property
- We are honest
- We are kind and helpful
- We are calm and gentle
- We share
- We say sorry and move on

In Prep the children are taught to follow the Hoe Bridge Way:

We are Gentle

We don't hurt others

We are kind and helpful

We don't hurt anyone's feelings

We are honest

We don't cover up the truth

We work hard

We don't waste our own or others' time

We look after property

We don't waste or damage things