

<b>PSHE Policy</b>	
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## Policy statement

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### Aims

The PSHE at our school is embedded within the school’s curriculum, the Trust Method and our values, aims and ethos. We believe that each individual has the potential to shape their own future through experiencing meaningful relationships with universe, earth and people.

We value inclusive learning and living activities that integrate practical activity, thinking and our emotions.

We value mutual respect and we strive to understand all people's differences and uniqueness.

We value the capacity for re-imagination present in all people, towards positive change and development.

We value openness, goodwill, tolerance and treating individuals with dignity and respect. We provide pupils and students with holistic learning by role modelling positive relationships in the fields of arts, crafts, commerce, agriculture, nutrition, living skills and the environment.

By immersing pupils/students within the productive aspect of our curriculum, pupils/students learn to care for their own well-being and development and overcome their barriers to learning. This is so pupils/students learn to recognise their capabilities and positively contribute to society, which is continuously celebrated through cultural events and arts festivals for staff, students and the wider community.

Inspired by Aonghus Gordon using the insights of Rudolf Steiner, John Ruskin and William Morris, Ruskin Mill Trust works with hand, head, heart and place to provide pupils/students with the tools to transform material and in doing so transform themselves. In this way pupils/students come to recognise themselves and others, they develop self and social awareness and are empowered to achieve and make positive contributions to society at large, giving back in a self-directed, productive and enjoyable way.

This policy covers our school's approach to Personal, Social, Health and Economic Education. PSHE is embedded within our curriculum and method. Our curriculum aims to give pupils/students the knowledge, skills and understanding they need to lead confident, healthy and independent lives. It aims to help them in overcoming barriers and developing personally and socially, it tackles many of the moral, social and cultural issues that affect children and young people today. Our land and craft-based curriculum equips pupils/students with a sound understanding of risk and with the knowledge and skills necessary to make safe and informed decisions. We use PSHE to build, where appropriate, on the statutory content already outlined in the National Curriculum and the ISS, and in statutory guidance on drug education, financial education, relationship and sex education (RSE) and the importance of physical activity and diet for a healthy lifestyle.

### **Statutory requirements**

PSHE is a non-statutory subject. However, there are aspects of it we are required to teach.

For Primary aged children:

- We must teach relationships education under the [Children and Social Work Act 2017](#), in line with the terms set out in [statutory guidance](#)
- We must teach health education under the same statutory guidance

For Secondary aged children:

- We must teach relationships and sex education (RSE) under the [Children and Social Work Act 2017](#), in line with the terms set out in [statutory guidance](#)
- We must teach health education under the same statutory guidance

### **Content and delivery**

#### **What we teach**

We are required to cover the content for relationships and sex education, and health education, as set out in the statutory guidance and RSE Policy.

Please refer to our relationships and sex education policy for details about what we teach, and how we decide on what to teach, in this subject. This Policy can be found on the school website and a hard copy is also available from the school office.

For other aspects of PSHE, including health education, see the RSE Policy and attached yearly planning cycle (Appendix 1)

### How we teach it

RSE and SMSC are an important part of PSHE education

PSHE is taught as a spiral programme which is the recurrence of themes throughout the years. With each delivery of the theme, the level of demand increases and learning is progressively deepened. The PSHE curriculum consists of discrete timetabled lessons and is embedded through the land and animal curriculum, festivals and celebrations for example caring for animals and plants and caring for ourselves, developing self esteem and confidence through creating items of beauty and service.

There are visits from external agencies and speakers such as the Fire Service, Police and other organisations and charities. Pupils and students' personal, social and emotional development is also encouraged by our school ethos, where all are valued and positive relationships are important and role modelled.

A safe and secure school environment is created which is conducive to learning. Ensuring that all pupils/students have a voice and are listened too.

We strive to create a curriculum which ensures the present and future wellbeing of pupils/students and has relevance in meeting their learning needs and also in response to local and national statistics.

Our curriculum aims to support pupils/students to understand change, to overcome barriers and to build self-esteem and confidence so that they are able to lead healthy, safe, responsible and fulfilled lives.

Our learning objectives, fulfilled through the engagement of pupils/students in active learning opportunities, enable pupils/students to recognise and manage risk, take increasing responsibility for themselves, their choices and behaviours and make positive contributions to their homes, the school and communities.

Our PSHE programme promotes and reflects our values and our method. Pupils and Students learn to recognise, develop and communicate their qualities, skills and attitudes. Pupils and students accumulate knowledge, confidence and self-esteem in order to realise their true potential. As they explore similarities and differences between people and discuss social and moral dilemmas, they learn to deal with challenges and accommodate diversity in all its forms.

The world is full of complex and sometimes conflicting values. Personal well-being helps pupils/students explore this complexity and reflect on and clarify their own values and attitudes. Opportunities are given to identify and articulate feelings and emotions, learn to manage new or difficult situations positively and form and maintain effective relationships with a wide range of people.

Personal wellbeing makes a major contribution to the promotion of personal development.

Education for economic well-being and financial capability aims to equip pupils/students with the knowledge, skills and attributes to make the most of changing opportunities in learning and work.

Through learning and experiences inside and outside school through the land and craft curriculum, and through the social enterprise opportunities embedded within the curriculum, pupils and students begin to understand the nature of the world. They develop as questioning and informed consumers and learn to manage their money and finances effectively.

All pupils/students within the school receive and are taught by a team of teachers and tutors, who, are also their form tutors, to allow for them to build positive relationships and feel comfortable in the conversations they are having.

The purpose of each lesson is made clear and linked to every day real life situations and the land and craft curriculum. Appropriate learning experiences are planned and meet the needs of all the pupils/students in the class. Learning experiences draw on pupils/student's own experiences and individual

profiles, existing knowledge and understanding and provide a range of opportunities for pupils/students to learn, practice and demonstrate skills, attitudes and knowledge and understanding.

The teacher will support to embed an environment of respect and collaboration so that pupils/students feel confident in discussing sensitive issues. Staff routinely remind students of the protocols in place for confidentiality. If a disclosure is made, the teacher must act in accordance to the School Safeguarding Policies.

There are guidelines for staff on confidentiality and handling sensitive and controversial issues. Where a member of staff is concerned that a child protection issue is arising it is his/her responsibility to follow the School's policy in this matter.

All staff have received training on Safeguarding the Prevent Duty and understand their responsibility to prevent extremism and radicalization.

### **External Speakers and Outside Agencies**

The school leads the programme but outside visitors have a role. There is a school protocol for involving outside visitors. We believe that external speakers can usefully supplement learning. We will ensure the external agencies and contributors' input is part of a planned programme which consolidates and grows prior learning. All visitors follow the Safeguarding policies in place when visiting the School. Classes or groups are always supervised by a member of the teaching staff.

### **Celebration of achievement- assessment, recording and reporting**

The school provides a weekly gathering during the school day, in which pupils and students may experience PSHE, FBV and spiritual, moral, social and cultural aspects of their ongoing learning whilst at the school and home.

The school is a community in which the curriculum is devised in collaboration with the natural world (Field 1 and 3). We encourage whenever possible our pupils and students to contribute to our assemblies their own craft work and artistic expression so that their growing sense of self ('self-generated conscious action') may be formed within the ongoing context of RMT which emphasises healthy relationships with 'Universe, Earth and People.'

Many of our pupils and students have compromised experiences of their selves within the structure of time. Our weekly assemblies attempt to connect them practically, visually, artistically and kinesthetically within the wider flow of time beyond the daily timetable, that in time helps them to develop a more grounded sense of identity within their own biography.

This means consciously connecting with the seasonal year through festivals and include exploring the narratives of Christianity, Buddhism, Islam, Hinduism and humanism and other traditions. We also celebrate Festivals which are inspired by the rich tradition of seasonal gatherings as developed by Rudolf Steiner inspired learning environments.

We seek to engage with the content of this rich tradition and bring it into our modern context suitable for the needs of the pupils and students. Our Assemblies will happen in the outdoor environment wherever possible so that the seasonal changes are experienced as a community and a narrative of those changes are built into the content of the Assembly.

Our Assemblies are divided into Autumn 1, Autumn 2, Spring 1, Spring 2, Summer 1, Summer 2, Each term a theme is set which includes British Values, Safeguarding and PSHE. Our Assemblies are always related to our curriculum themes which extend into our homes. The seasonal tables in the classroom and home help anchor the experience of the Festivals in the everyday environment, and visually represent our connection to the great seasonal cycles and the changing year.

Each week is themed around how we foster positive relationships and the assembly is based around these themes. Each term will include a variety of festivals corresponding to the major religions and other aspects which relate to British values, including celebrations of pupils/student's own cultural

religious beliefs and heritage. Birthdays are celebrated within the Residential home and the pupils/student's classroom, not during the Assemblies.

As with any learning process assessment of pupils/students' personal, social and emotional development is important. It provides information which indicates pupils/students' progress and achievement and informs the development of the programme. Pupils/ Students do not pass or fail within PSHE but have the opportunity to reflect on their own learning and personal experiences and set personal goals and agree strategies to reach them.

There are opportunities to record learning and progress in different ways. Celebration of achievement contributes to building pupils and students self-esteem, developing a sense of community and belonging, helps create a positive atmosphere in the school and develops pupils/student's sense of pride.

The schools Food and Nutrition Policy and Seed to Table Curriculum offers opportunities to celebrate the seasons, understand the importance of nutrition on their wellbeing and celebrate the care that they have given to the land.

### **Student Voice**

Students learn about many of the FBVs through participating in democratic processes and having their voice heard to contribute to the development of the school, often through the structure of Student Council. This forum through which students contribute to the larger life of the school also offers unique opportunities for exploring other areas of PSHE.

### **Roles and responsibilities**

The **Board of Trustees** will hold the provision leader to account for the implementation of this policy. The Trustees has delegated the approval of this policy to the Director of Schools and School Provision Leaders

The **Provision Leader** is responsible for ensuring that PSHE is taught consistently across the school.

### **Staff**

Staff are responsible for:

- Delivering PSHE in a sensitive way
- Modelling positive attitudes to PSHE
- Monitoring progress
- Responding to the needs of individual pupils and students
- Role modelling positive relationships
- Create a safe and trusting environment

**Pupils/ Students** are supported in engaging in all aspects of the curriculum and in treating others with respect and sensitivity.

### **Monitoring arrangements**

The delivery of PSHE is monitored by the provision leader and senior leaders of the school through:

Planned scrutinise

Learning walks

Book Monitoring

Reporting to the Trustees

This policy will be reviewed every two years.

### **Equality and diversity**

We promote the needs and interests of all pupils/students, irrespective of gender, culture, ability or aptitude by creating an inclusive, safe learning environment. Teaching will take into account the ability, age-readiness and cultural background of pupils and students in order that all can access the PSHE curriculum.

We will use our curriculum and PSHE education as a vehicle to address diversity and equality for all.

### **Confidentiality**

The aim of this part of the policy is to set out the School's position on confidentiality so that it meets the requirements of:

- the Data Protection Act
- the Children's Act
- the Independent Schools Standard
- Child Protection

### **Links with other policies**

This policy links to the following policies and procedures:

- Behaviour Policy
- Safeguarding Policy
- RSE Policy
- SMSC Policy
- Curriculum Policy
- Trust Vision and Ethos
- Food and Nutrition Policy
- Assemblies and Festivals Policies

## Appendix 1

### Yearly planning cycle

Sunfield Children's Home and School

The purpose of the yearly planning cycle is to enable the Sunfield community to work together to develop joint plans for delivering a broad range of learning for all of our children and young people. The yearly plan sits on top of the individual learning plan in order to connect individual and community learning and development.

This yearly plan consists of termly themes drawn from British Values, PSHE, and Safeguarding, which are then broken down into weekly themes linked to assemblies. Each term has a week dedicated to any emerging safeguarding themes that might arise either from external trends or internal reporting. Themes culminate in termly festivals, with weekly planning being linked to contributing to the festival, which is a celebration of the achievement of each individual and of the community.

The themes are delivered both in the education and care setting through weekly planning and keyworker sessions and are aligned with the larger developmental needs of each individual. The student council plays an important role in ensuring that the voices of the students are heard in the planning of the delivery of the themes.

In addition to the termly and weekly themes, Sunfield also plans education and care activities in relation to the changing of the seasons. This planning links the activities of the individual to their surroundings and experience of the seasons.

Autumn 1		
British values	Safeguarding	PSHE
Democracy	Feeling and being safe	Being me in my world
Week 1	Who do I trust?	
Week 2	Where do I feel safe?	
Week 3	How can I make my voice heard?	
Week 4	What are the values of our community?	
Week 5	How do we work together?	
Week 6	Safeguarding theme	
Week 7	Reflection and next term planning	
Festival: Michaelmas		

Autumn 2		
British values	Safeguarding	PSHE
Tolerance and mutual respect	Prevent	Celebrating differences
Week 1	Who am I?	
Week 2	What makes a good friend?	
Week 3	What is kindness?	
Week 4	How are we different?	
Week 5	How are we the same?	
Week 6	Safeguarding theme	
Week 7	Reflection and next term planning	
Festival: Advent spiral		

Spring 1		
British values	Safeguarding	PSHE
Individual liberty	Making choices	Dreams and goals
Week 1	When do I make choices?	
Week 2	Who helps me to make good choices?	
Week 3	What do I want? What do I like?	
Week 4	Who/what do I want to be?	
Week 5	Safeguarding theme	
Week 6	Reflection and next term planning	
Festival: Candlemas		

Spring 2		
British values	Safeguarding	PSHE
Individual freedom	The law and me	Healthy me

Week 1	How do rules keep us safe?
Week 2	What are healthy food choices?
Week 3	Why is sleep important?
Week 4	Why we exercise?
Week 5	Safeguarding theme
Week 6	Reflection and next term planning
Festival: Easter	

Summer 1		
<b>British values</b>	<b>Safeguarding</b>	<b>PSHE</b>
Contributing to the community	Keeping safe in the community	Relationships
Week 1	Who is my family?	
Week 2	Who are our friends?	
Week 3	Who keeps us safe?	
Week 4	How do I contribute?	
Week 5	Safeguarding theme	
Week 6	Reflection and next term planning	
Festival: Ascension		

Summer 2		
<b>British values</b>	<b>Safeguarding</b>	<b>PSHE</b>
Me, Britain, and the world	Embracing change	Changing me
Week 1	How have I grown?	
Week 2	What can I do now?	
Week 3	What is my next step?	
Week 4	How can I continue to communicate?	

Week 5	Safeguarding theme
Week 6	Reflection and reviewing the year
Festival: St. Johns	