

## RYDES HILL PREPARATORY SCHOOL & NURSERY

### P44 (ISI 2D) – PERSONAL, SOCIAL, HEALTH, CITIZENSHIP AND ECONOMIC EDUCATION POLICY (PSHCE) (INCLUDES EYFS)



**RYDES HILL**  
PREPARATORY SCHOOL & NURSERY

#### MISSION STATEMENT

- ❖ Rydes Hill Preparatory School and Nursery is a Catholic School where children learn how to live in loving relationship with God and each other.
- ❖ Christian virtues of love and justice, faith and courage, hope and perseverance are fostered.
- ❖ Pupils and staff comprise individuals of different faiths and beliefs but the Rydes Hill community aspires to unity within the life of the School based on shared moral values.
- ❖ The importance placed on the development of individual talents is at the heart of what School stands for and all are encouraged and challenged to be the best they can be.

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## Revision History

Revision	Paragraph Number	Revision
July 2011		Original
July 2012		Update
July 2013		Update
August 2014		Update
August 2015		Update
May 2016		Update
August 2017		Update
May 2018		Update
June 2019		Update
November 2019		Substantially updated to reflect new Statutory Requirements of PSHCE and Rydes Hill Curriculum Map
November 2020	Paragraph 4 Paragraph 10 Paragraph 12	Change para on British Values to Government wording Reference to Nursery curriculum RSE & parental rights

## Abbreviations, Acronyms and Definitions

Abbreviation / Acronym	Definition
EAL	English as an Additional Language
EPR	Education for Personal Relationships
EYFS	Early Years Foundation Setting
SEAL	Social and Emotional Aspects of Learning
SEND	Special Educational Needs and Disabilities

## **Aim / Objective / Statement of Intent / Philosophy**

1. At Rydes Hill the teaching of PSHCE forms part of our wider focus on the Gospel Values and our ethos as a Catholic Primary School. This philosophy is embedded in a range of cross curricular activities and in dedicated weekly PSHCE lessons.
2. Pupils are encouraged to take part in a wide range of activities and experiences across and beyond the curriculum, contributing fully to the life of the school and communities. In doing so they recognise their own worth, work well with others and become increasingly responsible for their own development, health and learning. They reflect on their experiences and those of others and understand how they are developing personally, physically and socially, tackling many of the spiritual, moral, cultural, social, mental and physical issues that are part of growing up, to prepare them for the opportunities, responsibilities, dangers and experiences of adult life.
3. They learn how to become global citizens for a sustainable world. To value and respect our humanity, community, diversity and differences so that they can go on to form effective, fulfilling relationships that are an essential part of life and learning.

## **Aims**

4. The Rydes Hill Preparatory School PSHCE curriculum aims:-
  - To follow the moral teaching of the Catholic Church
  - To appreciate diversity and value the belief systems of non-Catholics
  - To provide pupils with the knowledge, understanding, attitudes, values and skills they need in order to reach their potential as individuals and within the community
  - To promote a comfortable, caring and safe environment which will foster confidence and engender respect amongst pupils and teachers
  - To prepare children for the challenges they will face in their formative years
  - To provide a framework in which to provide information to help children protect themselves from online and physical danger
  - To promote democracy, the rule of law, individual liberty, mutual respect for and tolerance of those with different faiths and beliefs, and for those without faith

## Objectives

5. The objectives of the Rydes Hill Preparatory School PSHCE curriculum are:-
- To acknowledge the sensitivity of this area of development
  - To give accurate and relevant information
  - To promote self-knowledge, self-respect and self esteem
  - To enable young people to make informed choices
  - To encourage personal responsibility in relationships
  - To facilitate the development and acceptance of a personal moral code
  - To take account of differing perspectives in a culturally diverse society
  - To recognise the need for equality of opportunity
  - To answer the children's questions sensitively, openly, accurately and honestly
  - To make explicit the partnership with the community and, in particular, with parents as the first educators of their children

## Teaching and Learning

6. PSHCE is planned progressively and taught over five strands; Relationships, Health and Well Being, Living in the Wider World, RSE and Social Responsibility. It is taught cross curricular and in conjunction with Forest School as well as in discrete weekly PSHCE lessons. Valuing achievement, rewarding good behaviour and special personal achievement is rewarded and recognised in Friday Achievement assembly. Off-site educational visits are arranged for each year group. The residential experiences for older pupils in the Preparatory Department are extremely important for their personal, social and emotional development before they move on to their Senior School.

## Procedure

7. We will, through the context of Relationships, Health and Wellbeing, Living in the Wider World, Relationships and Sex Education and Social Responsibility, teach pupils about:

### Relationships

- How to develop and maintain a variety of healthy relationships, within a range of social/cultural contexts;
- How to recognise and manage emotions within a range of relationships;
- How to recognise risky or negative relationships including all forms of bullying and

- abuse;
- How to respond to risky or negative relationships and ask for help;

### Health and Wellbeing

- what is meant by a healthy lifestyle;
- how to maintain physical, mental and emotional health and wellbeing;
- how to manage risks to physical and emotional health and wellbeing;
- ways of keeping physically and emotionally safe;
- about managing change, including puberty, transition and loss;
- how to make informed choices about health and wellbeing and to recognise sources of help with this;
- how to respond in an emergency;
- to identify different influences on health and well-being;

### Living in the Wider World

- about respect for self and others and the importance of responsible behaviours and actions;
- about rights and responsibilities as members of families, other groups and ultimately as citizens;
- about different groups and communities;
- to respect equality and to be a productive member of a diverse community;
- about the importance of respecting and protecting the environment;
- about where money comes from, keeping it safe and the importance of managing it effectively;
- how money plays an important part in people's lives;
- a basic understanding of enterprise;

### RSE (Relationships and Sex Education taught from A Journey in Love)

8. Pupils will be taught about each area which is allocated across the different year groups and explored physically, socially, emotionally, intellectually and spiritually.
  - Love – Wonder of God's Love
  - Uniqueness – God loves each of us in our uniqueness
  - Family – We meet God's love in our family
  - Community – We meet God's love in the community
  - Love – How we live in love
  - Differences – God loves us in our differences
  - Changing and Developing – God loves me in changing and development

- Creating Life – The wonder of God’s love in creating new life

### Social Responsibility (ESR)

9. Pupils will be taught:

- Ethical thinking
- Ecosystems
- Biodiversity
- Climate Change
- Finite Planet
- Water Scarcity

10. In Nursery and Kindergarten PSHCE is taught through the EYFS seven areas of learning and in particular through Personal, Social and Emotional Development, Physical Development and Understanding the World.

11. British Values are taught through Living in the Wider World as part of learning how to be a respectful and responsible British Citizen.

12. RSE takes place across the School from Nursery to Form One. Form One have separate lessons covering sexual relationships. Parents are informed about this and planning is shared with them. Parents continue to have the right to withdraw their children from Sex Education except in those elements which are required by the National Curriculum Science orders. (See RSE Policy C21 for further details).

### **Equal Opportunities**

13. The School is committed to equal treatment for all, regardless of an individual’s race, sex, disability, religion or belief, sexual orientation, gender reassignment, pregnancy or maternity.

14. All activities should be of interest and relevance of children irrespective of gender or race.

15. Instruction and guidance will be given at appropriate levels taking into consideration pupils with SEND or EAL.

### **Monitoring and Evaluation**

16. The PSHCE co-ordinator will monitor delivery of the programme through learning walks, discussions with staff, observations of lessons and collect evidence of work to ensure consistent and coherent curriculum provision.

17. Evaluation of programme’s effectiveness will focus on:

- Pupil and teacher evaluation of the content and learning process
- Sharing and reviewing experiences at whole staff meetings
- Assessment of the children's learning objectives. What do I know now?
- Question and answer sessions with pupils to see what they have retained from their previous lessons

## Links with other policies

18. We recognise the clear links between this policy and those clearly relating such as:-

Academic Policy 04 – English  
 Academic Policy 15 – Physical Education  
 Academic Policy 17 – Religious Education  
 Academic Policy 20 – Science  
 Academic Policy 21 – Relationship & Sex Education (RSE)  
 School Policy P01 – Anti-Bullying  
 School Policy P03 – Pupil's Use of ICT, mobile phones and other electronic devices  
 School Policy P04 – Safeguarding  
 School Policy P09 – Taking, Storing and Using Images of Pupils and Staff  
 School Policy P50 – Online Safety

## Resources

19. Classes have appropriate PSHCE books that they can dip into along with their own research and tools from up-to-date resources from the internet. (Folens PSHCE in Action, Hamilton online, PlanBee online)
20. ICT and Library may be useful for additional material.
21. Bishop's Curriculum Map (See Appendix A)
22. Rydes Hill PSHCE Curriculum Map (See Appendix B)
23. Forest School Handbook, learning and resources linked whenever possible.

## Staff Training and Support

24. Opportunities are provided for staff to identify individual training needs.
25. Staff feedback on the new Rydes Hill PSHCE Curriculum map continues to inform our planning and teaching of PSHCE. Evaluation of children's learning is closely monitored and assessed through key questions, observations and outcomes.



26. Details of Rydes Hill Scheme of Work for PSHCE can be found in Appendix B.

### **Appendix B – Rydes Hill Curriculum Map**

Found in Company, PSHCE

### **Appendix C – RSE and Health Education Statutory Guide**

<https://www.gov.uk/government/publications/relationships-education-relationships-and-sex-education-rse-and-health-education>

### **Appendix D – Promoting Fundamental British Values as part of SMSC in School**

[https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment\\_data/file/380595/SMSC\\_Guidance\\_Maintained\\_Schools.pdf](https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/380595/SMSC_Guidance_Maintained_Schools.pdf)