



HEADINGTON

PREPARATORY SCHOOL • OXFORD

PSHE Education Policy incorporating the RSE Policy (Prep School)

Approved by Education Committee:	2 November 2023
Reviewed by:	PSHE Subject Leader
Date of last Review:	September 2023
Next Review Date:	In line with legislative updates

This policy can be found on the School website and is available to parents on request

Overview

Headington School believes that Personal, Social, Health, Economic (PSHE) and Personal, Social and Emotional Development (PSED) education is an intrinsic part of the development and education of the pupils in our School. The programme we deliver seeks to equip pupils with a sound understanding of the risks, opportunities and challenges that exist in today's world, as well as providing them with the knowledge and skills necessary to make safe, healthy and informed decisions in the future. We want our pupils to explore their values and belief systems as individuals, and as members of the Headington and global communities, and to be able to develop fundamental life skills underpinned by the values of tolerance, authenticity and inclusivity. Relationships and Sex Education (RSE) is an important and integral part of PSHE education. Taken together our overall programme also makes a significant contribution to pupils' spiritual, moral, social and cultural (SMSC) development.

Relationships and Sex Education (RSE) is about the emotional, social, cultural and physical development of pupils, and involves learning about growing up, body changes, reproduction and the physical aspects of personal relationships. It is also about encouraging self-awareness, self-esteem and a sense of moral responsibility as well as the development of social and communication skills essential for making informed decisions about our own health and wellbeing, feeling good about ourselves and making and maintaining positive relationships including online. All RSE teaching is sensitive and age appropriate in approach and content. Lesbian, Gay, Bisexual and Transgender (LGBT) content is not delivered as a standalone unit or lesson, but is integrated into relevant parts of the wider RSE curriculum.

The Department for Education (2019) define RSE in the following way:

"The aim of RSE is to give young people the information they need to help them develop healthy, nurturing relationships of all kinds, not just intimate relationships. It should enable them to know what a healthy relationship looks like and what makes a good friend, a good colleague and a successful marriage or other type of committed relationship. It should also cover contraception, developing intimate relationships and resisting pressure to have sex (and not applying pressure). It should teach what is acceptable and unacceptable behaviour in relationships."

We are mindful of this definition in the development of our policy and practice.

This policy has been written by Prep School staff. Parents have the opportunity to respond to it as it is developed and reviewed; their comments will be considered. The School listens to the views of the pupils as this strengthens the policy, ensuring that it meets the needs of all pupils.

The PSHE/PSED subject leader, along with the Head, are responsible for monitoring and evaluating the implementation of the PSHE/PSED and RSE policy and scheme of work. Monitoring may include work sampling, looking at planning, discussions with pupils and lesson walk-throughs/observations. The PSHE/PSED Subject Leader will work with the Deputy Head Pastoral, Deputy Head Teaching and Learning and the Head to evaluate pupil outcomes relating to PSHE/PSED and RSE. The Independent Schools Inspectorate's pupils' personal development outcomes will be used as a measurement tool.

The aim of this policy document is to communicate clearly to staff, parents, visitors and pupils the manner in which PSHE/PSED and RSE will be delivered at Headington.

Background

PSHE/PSED and RSE education at Headington is a planned, age-appropriate, developmental programme of learning through which our pupils acquire the knowledge, understanding and skills they need to manage their lives now and in the future. As part of a whole-school approach, PSHE/PSED and RSE education at Headington develop the qualities and attributes pupils need to thrive as individuals, family members and members of society. We hope to inform, empower and equip pupils so they can make informed choices and navigate their present and future emotional lives and loving relationships with self-knowledge, integrity and respect for both themselves and other people.

The PSHE/PSED and RSE education programmes make a significant contribution to pupils' spiritual, moral, social and cultural (SMSC) development, their behaviour and safety and the school's statutory responsibility to promote pupils' wellbeing. In addition, the learning provided through a comprehensive RSE and PSHE education provision is an essential contributor to our ability to safeguard pupils.

PSHE/PSED and RSE education equip pupils with the knowledge, understanding, skills and strategies required to live healthy, safe, productive, capable, responsible and balanced lives. Through PSHE/PSED education we encourage them to be enterprising, creative and collaborative and support them in making effective transitions, positive learning and career choices and in achieving economic wellbeing. A critical component of our PSHE/PSED and RSE education is providing opportunities for children and young people to reflect on and clarify their own values and attitudes and explore the complex and sometimes conflicting range of values and attitudes they may encounter now and, in the future, with compassion and empathy.

Everyone faces difficult situations in their lives. PSHE/PSED and RSE education can support young people to develop resilience, to know how and when to ask for help, and to know where to access support. PSHE/PSED and RSE education contributes to personal development by helping pupils to build their confidence, resilience and self-esteem, and to identify and manage risk, make informed choices and understand what influences their decisions. It enables them to recognise, accept and shape their identities, to understand and accommodate difference and change, to manage emotions and to communicate constructively in a variety of settings. Developing an understanding of themselves, building empathy and the ability to work with others will help pupils to form and maintain good relationships, develop the essential skills for future employability and better enjoy and manage their lives.

Aims

The PSHE/PSED curriculum (and in places the RSE curriculum) aims to provide pupils with:

- accurate and relevant knowledge
- opportunities to turn that knowledge into personal understanding to help to develop their self-knowledge, self-esteem and self-confidence
- opportunities to explore, clarify and, if necessary and appropriate, challenge their own and others' values, attitudes, beliefs, rights and responsibilities
- the skills and strategies they need in order to live healthy (in body and mind), safe, fulfilling, responsible and balanced lives and to contribute positively to the lives of those living and working within their local community, as well as in the wider society
- the ability to recognise and develop caring friendships and respectful relationships, including how to deal with the issue of bullying (including prejudice-based and discriminatory) online or face-to-face

- a knowledge of families and people who care for us
- a knowledge of how to use the internet safely especially regarding online relationships and what to do when faced with inappropriate content or contact
- a knowledge of safeguarding where particular attention is paid to school practices to help children adjust their behaviours in order to reduce risks and build resilience, including to radicalisation, with particular attention to the safe use of electronic equipment and the internet
- an understanding of what it is to be a positive and active member of a democratic society and to actively promote the fundamental British values of democracy, the rule of law and individual liberty
- the principle of mutual respect and acceptance of those with different faiths and beliefs in a way which promotes tolerance and harmony between different cultural traditions and non-discrimination against protected characteristics (see Appendix 1)
- the ability to distinguish right from wrong and to respect the civil and criminal law of England
- respect for democracy and support for participation in the democratic process, including respect for the basis on which the law is made and applied in England
- the ability to accept responsibility for their own behaviour and 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
- a broad general knowledge of public institutions and services in England
- a basic understanding of personal finance
- effective preparation for their future life through the rich provision of classroom and extra-curricular activities that develop a range of character attributes such as resilience and grit, which underpin success in education and employment

The PSHE/PSED education programme at Headington promotes pupil wellbeing and pupil safeguarding (in relation to the Children Act and KCSiE) and community cohesion. With a focus on identity and equality we keep protected characteristic groups safe and address and prevent prejudice-based bullying from happening (fulfilling our duties set out in the Equality Act 2010). Through PSHE/PSED education we help to promote the outcomes which were set up historically to meet the Every Child Matters outcomes and to fulfil the three statutory aims of the National Curriculum: successful learners, confident individuals and responsible citizens.

More specifically through RSE we aim to provide children with:

- the skills needed for positive and healthy relationships, including online
- an awareness of their rights especially in relation to their bodies
- opportunities to develop social and relationship skills and protective behaviours
- an understanding of the physical and emotional changes of puberty
- an understanding of reproduction and birth
- the knowledge that families are important for children growing up because they can give love, security and stability
- the knowledge of how and where to access appropriate support
- opportunities to understand and celebrate difference and diversity
- an understanding that all forms of discrimination and bullying in RSE (PSHE) lessons and in everyday school life are to be challenged
- the ability to take responsibility for, and accept the consequences of, their own actions
- the skills and knowledge to make positive informed choices
- an ability to recognise risk and know where to go for help when they need it, opportunities to develop further personal attributes including kindness, integrity, generosity and honesty

Both programmes reflect the school ethos and through our key themes we aim to meet the broader aims and values of the School. We aim to encourage an environment where the way in which students and staff are treated and treat each other reinforces the positive messages given by the lessons.

Planning

The 1decision scheme of work is used as a framework for planning but teachers supplement this with other resources where suitable and relevant. Other resources used include Votes for Schools for current affairs and FBV and The Cornerstones Curriculum for EYFS and KS1.

Visits and workshops may also be planned into the programme to support the curriculum, for example:

Marilyn Hawes' workshops on online safety & grooming
The Year 6 IMPS (Injury Minimization Programme for Schools)
The "Who You Can Tell" workshop by Oxford Against Cutting

To monitor the content of talks given by visiting speakers, they are asked to provide the school with a written outline of their speech. A Google search is also carried out to check the authenticity of the speaker. Please refer to the Visiting Speaker policy for more details.

The 1decision scheme provides a spiral programme with each lesson building on previous work covered in earlier terms and years. In this way opportunities are provided to revisit previous topics.

There are three overlapping core themes covered:

- health and wellbeing
- relationships
- living in the wider world

Within these core themes, the RSE curriculum covers three main elements:

1. Knowledge and understanding including: growing and changing, gender stereotyping and discrimination, families and relationships, where to get help if needed.

2. Personal and social skills including: forming and maintaining loving and caring relationships, developing self-respect and empathy for others, resilience to cope with change, making responsible and safe decisions, including online.

3. Attitudes and values including: the importance of respect, care and love, the value of family life and the importance of stable and loving relationships.

The topics covered in each year group are:

Year Group	Topics
EYFS	Sharing, Feelings, Road Safety, Toileting, Friendships, Self-esteem, Overcoming Challenges, Rules and Boundaries, Caring for Others, Grief, Unsafe Situations, Family Changes, Online Safety and Disability.
Year 1	Road Safety, Washing Hands, Friendship, Acting Responsibly, Jealousy, Online Bullying, Growing in Our World
Year 2	Tying Shoelaces, Healthy Eating, Brushing Teeth, Bullying, Body Language, Practice Makes Perfect, Helping Someone in Need, Worry, Anger, Image Sharing, Computer Safety, Documentary, Living in Our World, Working in Our World
Year 3	Staying Safe, Leaning Out of Windows, Medicine, Touch, Stealing, Grief, Making Friends Online, Looking After Our World
Year 4	Cycle Safety, Healthy Living, Appropriate Touch (Relationships), Coming Home on Time, Jealousy, Online Bullying, Chores at Home, Breaking Down Barriers
Year 5	Peer Pressure, Smoking, Puberty, Looking Out for Others, Anger, Image Sharing, Enterprise, Inclusion and Acceptance, Adults' and Children's Views and Puberty (changes to the body with a particular focus on menstruation and managing it within school).
Year 6	Water Safety, Alcohol, Conception, Stealing, Worry, Making Friends Online, In-App Purchases, British Values and Human Reproduction and Pregnancy

See Annex 1 for the link to the full scheme of work.

Delivery

Each form teacher is responsible for teaching PSHE/PSED and RSE to their class. At the primary level this is recommended as they are the people most in touch with the pupils at school each day. Teachers need to be aware of the readiness of their pupils to engage with planned topics and to adapt their lessons accordingly.

Years 1 & 2 have at least one 30-minute lesson timetabled every week (one hour a fortnight for alternating PSHE/RE for Years 3-6) but it is understood that the principles of PSHE/PSED and RSE education should be infused across the school day and therefore other opportunities for development and learning may arise and should be addressed by the teacher concerned.

In EYFS, Personal, Social and Emotional Development (PSED) is a prime area which is weaved throughout the whole EYFS curriculum. It is the foundation on which we build all the

other developmental areas focusing on the three areas: self-confidence and self-awareness, managing feelings and behaviour, and making relationships.

In addition, delivery of PSHE/PSED and RSE is enhanced by the assemblies' programme, school visits to British institutions such as the Houses of Parliament and various responsibilities (e.g. reps for School Council, Eco Council and Ambassadors).

A wide variety of teaching methods should be used with an emphasis on interactive learning and the teacher as facilitator. These methods may include, but not be limited to, role play, art activities, games, circle time, drama, discussion and debate.

Pupils are given opportunities to learn through practical and relevant activities and events, including fundraising for charity, links with the local community and visitors to the School.

The school precludes the promotion of partisan political views in the teaching of any subject (see Appendix 2).

On occasion School Council and Eco Council may be used as an opportunity to obtain ideas and feedback from pupils

The School Newsletters may be used to share information about PSHE/PSED and RSE topics with parents (e.g. food, playground, clubs)

Inclusion and Differentiation

Our PSHE/PSED and RSE programme is inclusive and acknowledges and supports the diversity within any group of people for example their culture, disability, religion, race, sexual orientation, language and family structure. The teaching is sensitive and age appropriate in approach and content. We meet the needs of all pupils and ensure that they understand the importance of respect for other people, with particular regard to the protected characteristics under the Equality Act 2010.

The School is committed to providing equality of opportunity for all who are associated with it. Children of all abilities, beliefs and cultures have access to the PSHE/PSED and RSE curriculum without prejudice and irrespective of their religion or ethnic background. No pupil should be excluded from accessing the PSHE/PSED and RSE programme on the grounds of age, disability, social background, family status, gender, colour, religion or belief.

Pupils' social, emotional and mental health needs or learning difficulties/disabilities, as well as any EAL needs, are taken into consideration, when planning and teaching PSHE/PSED and RSE. High quality and differentiated teaching ensure that PSHE/PSED and RSE is accessible to all pupils. Equal time and provision will be allocated to all pupils with the exception of SEND and EAL pupils who will be given extra support if required.

Where political issues are presented to the pupils, either in school or as part of extra-curricular events, there should be, as far as is reasonably practicable, a balanced presentation of opposing views.

The personal beliefs and attitudes of teachers do not influence the teaching of

PSHE/PSED and RSE. Teachers will always take a balanced and non-judgemental approach.

On occasion specific issues may arise that are particular to a class, group or individual and these should be dealt with sensitively and within an appropriate time-frame.

Dealing with Questions

At all times, school should be a safe space where the pupils feel able to discuss issues of interest/concern. As with any topic, children are encouraged to ask questions during PSHE/PSED and RSE to further their understanding. Due to the sensitive nature of the topic, teachers will employ strategies to ensure that questions are asked and answered in an appropriate way.

Strategies to deal with unexpected questions:

- Through the use of ground rules at the start of the lesson, children will be reminded that personal questions are not appropriate.
- If a question is personal, the teacher will remind pupils of the ground rules and may refer the children to other staff, such as counsellor, school nurse etc
- If the question is too explicit, is outside set parameters, is inappropriate in a whole class setting or raises concerns about sexual abuse, the teacher should acknowledge it and promise to respond to it on an individual basis.
- When appropriate, staff may contact parents to follow up on questions their daughter has posed.

Ground Rules Specific to RSE

- Personal questions should not be asked
- Children's contributions should be treated with respect by the teacher and fellow pupils
- Pupils should be given opportunities to ask questions privately e.g. in the form of an anonymous note.

Confidentiality

Everyone involved in PSHE/PSED and RSE will be clear about the boundaries of their legal and professional roles and responsibilities. Teachers cannot offer or guarantee confidentiality.

Safeguarding

A PSHE/PSED and RSE lesson may be the environment in which a child makes a disclosure about safeguarding. All staff are trained in how to respond in these circumstances so that the School's safeguarding procedures are followed.

Assessment

EYFS

When children join EYFS we complete a transition passport. This gives us a strong overview of the child and their family, as well as things that are important to them, likes and

dislikes, festivals they celebrate and people who have helped with them e.g speech and language or paediatricians. We also contact previous settings if these have been attended.

Nursery complete the Aspects assessment.

All children in Reception complete a baseline assessment (CEM). This is done at the start of the year and the end of the year. This includes a PSED section.

In Reception all children are assessed against the Early Learning Goals in the summer term. PSED is a prime area and they are graded as emerging, expected or exceeding. We work closely with families and regularly talk to them about their child's development. We also have tick sheets that we complete with brief notes about an activity e.g. sharing when using puzzles in maths.

KS1 and KS2

Assessment is an integral part of teaching PSHE and RSE in accordance with the School's Assessment, Recording and Reporting Policy. Children's achievements and growth in PSHE/RSE are assessed and recorded by the class teacher. There are two levels of assessment: long term assessment and assessment for learning.

Long term assessments are of each 1decision module. These allow us to measure the pupil's progress against their own starting point. The first baseline assessment takes place in Year 1 followed by a summative assessment in Year 3. In Year 4 a second baseline assessment takes place and a final summative assessment follows in Year 6. Pupils will keep the same PSHE/RSE book from Year 1 to Year 3, and then from Year 4 to Year 6 to show their progress.

Assessment for Learning is built into all that is taught in the PSHE and RSE curriculum and used to promote learning, respond to the needs of the children and provide feedback to inform next steps.

The table below summarises the programme of assessment from Year 1 – Year 6.

Year 1	Baseline Assessment and Assessment for Learning
Year 2	Assessment for Learning
Year 3	Summative Assessment and Assessment for Learning
Year 4	Baseline Assessment and Assessment for Learning
Year 5	Assessment for Learning
Year 6	Summative Assessment and Assessment for Learning

Children are encouraged to assess themselves and their peers.

Evidence for assessment may include written work, video evidence, self-evaluation sheets, peer evaluation records and teacher observation.

Reporting to Parents on PSHE

At parents' evenings, form teacher will discuss the pupils' personal development and should any issue arise during lessons, this is communicated to parents. There is a comment about the pupils' personal and social development within the children's end of year report.

Monitoring and Evaluation

In order to effectively monitor and evaluate the teaching of PSHE/PSED and RSE, the Subject Leader will:

- support teachers via co-planning, observing lessons and giving feedback
- monitor teachers' medium-term planning and pupils' work
- review and maintain the provision of resources
- discuss and review regularly, with the Deputy Head, Teaching & Learning and (if applicable) the Head Teacher, progress with implementing this policy in the School.
- to keep up-to-date with developments in PSHE/PSED and RSE education and provide INSET activities when necessary

Partnership with Parents

A meeting is held to inform parents whenever there are significant changes to the PSHE/PSED and RSE policy and/or curriculum coverage. Where minor amendments are made, parents are informed and consulted via our mailing. In KS1 and KS2 key aspects of the PSHE and RSE curriculum for each year group are communicated to parents at the welcome meetings held in September each year, and also through the curriculum overviews that are sent to parents each term

In Years 5 & 6, a letter is sent to parents six weeks in advance of any RSE lessons, giving some detail of the content to be taught. We also have an open doors policy if parents seek further information.

In EYFS, where a holistic approach to education is followed, key questions brought up by the girls are answered when they arise, using the scientific language and vocabulary appropriate to the age of the child.

Right to be excused/withdrawn from Sex Education

Parents cannot withdraw their children from Relationships Education because it is important that all children receive this content. We teach Sex Education in Years 5 and 6 (see the table showing coverage). Requests for parents to withdraw a child from sex education, not relationships education are granted. Parents wishing to exercise this right are invited into school to see the Prep School Head who will explore any concerns and discuss the impact that withdrawal may have on their daughter.

Review

This policy will continue to be reviewed every year to ensure that it continues to meet the needs of pupils, staff and parents and that it remains in line with current DfE advice and guidance.

Links to other policies

PSHE/PSED and RSE should underpin the whole of a pupil's school experience and therefore its objectives may be present in any area of the curriculum as well as outside the classroom (e.g. lunchtimes, playtimes, residential visits).

Specific links however, are seen with the following policies:

- Safeguarding
- Equality Diversity & Inclusion
- Behaviour
- Online Safety
- Anti-bullying
- Science
- Equal opportunities
- Health and Safety
- Drama
- English
- PE
- History
- Geography

Additional resources and useful information may be found on the PSHE Association website:

<https://www.pshe-association.org.uk/>

Appendix 1 – Protected characteristics & Equality Act 2010

Everyone in Britain is protected by the Equality Act 2010.

The Equality Act 2010 brings together a number of existing laws into one place so that it is easier to use. It sets out the personal characteristics that are protected by the law and the behaviour that is unlawful.

The “protected characteristics” under the Act are (in alphabetical order):

- Age
- Disability
- Gender reassignment
- Marriage and civil partnership
- Pregnancy and maternity
- Race
- Religion and belief
- Sex
- Sexual orientation

Appendix 2 – Definitions of Key Terms

The following are definitions of the key terms used in this policy document.

Partisan – in a case relating to the alleged promotion of partisan political views in maintained schools the judge considered that the best synonym for “partisan” was “one-sided”.

Political views – views expressed for a political purpose. A political purpose is either directly or indirectly seeking:

- To further the interests of a particular political party; or
- To procure changes to the laws of this or another country; or
- To procure the reversal of government policy or of particular decisions of governmental authorities in this or another country.

Appendix 3

The 1 Decision scheme of work [mapping](#) document