

# HOLLAND HOUSE SCHOOL

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## PSHE Policy

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### Review Arrangements:

Date	October 2021
Review Date	July 2022
Approved by Governors	July 2021

## School Mission Statement, Fundamental British Values and Equality and Diversity Statement

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### **SCHOOL MISSION STATEMENT**

Holland House is an academically selective school that provides a high-quality learning environment which aims to provide an opportunity for every child to reach their potential. We recognise each child to be unique with individual needs and talents. We support pupils' development in a stimulating and creative academic environment. Pupils are well prepared for their next school and for their future lives in a fast moving and challenging world.

### **PROMOTING FUNDAMENTAL BRITISH VALUES IN SCHOOL**

Within Holland House Schools' PHSE and RSE Curriculum, the aim is to champion the fundamental British values of democracy, the rule of law, individual liberty, mutual respect and tolerance of those of different faiths and beliefs.

### **EQUALITY AND DIVERSITY STATEMENT**

Holland House prides itself in using its resources with common sense and reason to provide equal opportunities for all its staff and pupils regardless of religion, culture, gender, sexual orientation, marital status, race, ethnic origin, colour, age or disability, gender re-assignment, pregnancy and maternity.

Staff and pupils are expected to treat each other with respect as individuals and will not tolerate prejudicial remarks. Examples of prejudicial remarks will be dealt with promptly and all forms of intolerance will be taken seriously.

Details of the School Equality and Diversity statement can be found in the Employment Handbook.

## Policy Context and Rationale

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- This policy covers our school's approach to PSHE (see separate RSE policy)
- It has been written with the pupil community in mind and reflective of the diversity of the children with high tolerance and respect of differences being a key theme in which the pupils take pride
- It was produced by the Deputy Head Pastoral through consultation with the Head, Deputy Head Academic, Designated Safeguarding Lead, teachers, governors and parents and since revised and updated by the Head.
- Consultation took the form of discussions, reviewing policy through working parties.
- Parents were invited to a consultation in the Summer Term 2020. They were made aware of the following:
  - That the DfE published statutory guidance stating that from September 2020, Health and Relationships Education must be taught in primary schools and sex education must be taught in secondary schools. (To clear any misconceptions)
  - The government consultation was done with various agencies taking into account various religious, cultural and ethnic backgrounds. Pupils are required to participate in all relationships lessons, as it is believed that the content of these lessons, such as family, friendship, safety (including online safety) – are important for all children to be taught.
  - Presented with the policy and scheme of work to give an opportunity to contribute
  - Presented with the rationale of our recommendations based on the pupil community
  - Presented with a survey to complete to give feedback
- Pupils have been involved in the creation of this policy through pupil voice lessons where their opinions and feedback have been considered to help with evaluation with planning. This was at Key stage 2 level where it was felt the children had the appropriate maturity.
- Key needs identified were part of the new SOW. For example, anti-bullying and hurtful behaviour, managing money and knowing how to fix broken friendships

## Policy Availability

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This policy is available on the school website.

Parents have been informed of the new policy by letter and were invited to participate in a working meeting for the consultation process.

## Approach to PSHE education at HHS –

### Objectives and Aims

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#### PSHE

As part of a whole school approach, “Personal, social and health education (PSHE) helps to give children and young people the knowledge, skills and understanding they need to be confident, healthy and independent in today’s modern life. It aims to help them understand how they are developing personally and socially, tackling many of the moral, social and cultural issues that are part of growing up.

Many aspects of the PSHE curriculum form part of daily life at HHS across the whole school community such as responsibility, therefore it is at the core of all teaching and learning across the curriculum at HHS school in line with the school aims:

1. Providing a school where children are happy, secure and productive
2. Providing an education with breadth and strong academic foundations through which pupils’ flourish
3. Providing an education underpinned by strong relationships between teachers, pupils and parents
4. Imparting the best of traditional values as a central theme running through a Holland House education
5. Fostering robust relationships with leading secondary schools
6. Rewarding achievement in whatever field

#### **Relationships Education**

Relationships Education is delivered as part of the School’s PSHE and Relationships programme (Pls see separate RSE policy)

#### **Black Lives Matter**

- The Summer 2020 Black Lives Matter movement has encouraged the school to further reflect on the PSHE curriculum.
- Following a consultation with the school’s black parents in Autumn Term 2020, Black History Month has been incorporated as a permanent change to the curriculum, celebrated in Oct each year with a positive focus on the contributions by black men and women to the history of mankind and their positive impact on the world around us. It is a deliberate choice based on the views of black parents in our community that the slave trade is not the focus of Black History Month, since Black History neither starts nor ends with the Slave trade. Several Black parents also explained that their families had no known links with the slave trade, and were not slaves. They did not want their children growing up with the idea that “they were slaves”.

**The PSHE curriculum is under constant review.**

## Entitlement and equal opportunity of PSHE education

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All pupils are entitled to a PSHE education. (Please refer to our equal opportunities policy).

- We promote the needs and interests of all pupils, irrespective of gender, culture, ability or personal circumstance by ensuring it is a varied curriculum
- Teaching will take into account the age, ability, readiness, and cultural backgrounds of children [and those with English as a second language] to ensure that all can fully access PSHE education provision.
- We expect our pupils to consider others' needs by showing respect for others, tolerance and being open to discussions and ensuring that all children feel comfortable to ask questions.
- We will use PSHE education as a way to promote diversity.

We recognise the right for all pupils to have access to PSHE education learning which meets their needs.

- We will ensure that pupils with SEND receive access to PSHE through inclusive lessons and content, and offering support of TA if needed.
- We will not exclude access to PSHE for any pupil by regularly withdrawing them from PSHE to catch up on core curriculum subjects as these aspects of personal and social development are as important to all pupils as their academic achievement.

The Department for Education states that, "There is no right to withdraw from Relationships Education at primary or secondary as we believe the contents of these subjects – such as family, friendship, safety (including online safety) – are important for all children to be taught."

## Objectives

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The objective of the PSHE Policy is to promote the spiritual, moral, cultural, mental and physical development of our pupils, preparing them for the opportunities, responsibilities and experiences of later life.

Furthermore to:

- Develop their sense of social justice and moral responsibility, and begin to understand that their own choices and behaviour can affect local, national or global issues
- Become independent and self-confident
- Respect different national, religious and ethnic identities, including particular religious, dietary, language or cultural needs. This is also addressed within the teaching of Religious Studies in the Pre-Prep.
- Engage critically with and explore diverse ideas, beliefs, cultures and identities and the values we share as citizens in the UK and the world
- Become informed, critical, active citizens who have the confidence and conviction to work collaboratively, take action and try to make a difference in their communities and the wider world
- Embrace change, feeling positive about who they are and enjoy healthy, safe, responsible and fulfilled lives
- Learn to recognise, develop and communicate their qualities, skills and attitudes and reflect on and clarify their own values and attitudes.

PSHE is more crucial than ever for personal development, behaviour and welfare, safeguarding and, ultimately, the overall effectiveness of the School.

PSHE includes the four strands as defined by the Qualifications and Curriculum Authority:

- To develop confidence and responsibility
- To prepare pupils to play an active role as citizens
- To develop a healthy, safer lifestyle
- To develop good relationships and respect others.

With this in mind, Holland House School has chosen to adopt a Growth Mindset – the idea that “intelligence can be developed rather than it being set in stone”

Holland House School has chosen to adopt a growth mindset culture across the school. It is about learning from mistakes, building resilience and believing you can achieve more with dedication, effort and hard work.

### **HHS Key Messages**

Our PHSE curriculum sits comfortably within our Key Messages, notably:

- Give our children a voice, the vocabulary and the confidence to stay safe
- Kindness, consideration and respect for all
- Tolerance, Inclusion and diversity
- Tasteful and appropriate preparation for secondary school
- Tailored for our school community

## Learning Outcomes

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Ultimately, when HHS pupils leave the school we want them to have the knowledge, vocabulary, confidence and resilience to deal with the modern world, make sensible decisions, contribute to the world around them and have the courage and conviction to stand up for what they believe in.

Through interactive lessons, there will be active engagement in learning, rather than passively receiving information, as this is most effective in teaching PSHE education through discussions, role plays, etc. (see teaching and learning and assessment)

As a result of our PSHE programme of learning, pupils will:

- Know and understand factual information regarding an array of topics as outlined in our scheme of work, which is comprehensive, balanced and relevant to help inform their decision making
- Be able to consider and clarify their values and beliefs
- Develop the skills of developing enquiry and interpersonal skills
- Understand they have a right to express their opinion
- Understand they have a responsibility to themselves and the community around them now and in their future lives

## TEACHING AND LEARNING

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PSHE education will be taught in the following way:

1. By Form Teachers during a weekly timetabled PSHE and Relationships lesson (See Appendix 1.1)
2. The curriculum will be taught as it is with other subjects in the school, in a spiral programme where topics will be covered a number of times over various years but will be taught in more depth, or detail as is considered age appropriate.
3. PSHE and Relationships Assemblies
4. There is flexibility within the curriculum to ensure there is time to react immediately as and when issues arise. Therefore, Form Teachers have the flexibility to teach a topic to meet the needs of the children
5. PSHE is often integrated throughout daily activities in the school day as it underpins life and culture at HHS

Other opportunities to develop personal attributes as follows:

6. Show and Tell/ Celebration Assemblies
7. Cultural Assemblies e.g. Chinese New Year, festivals
8. Opportunity to participate in the School Council which is a democratically selected group of pupils from every year group in the school, including reception
9. Additional Focus will be made during special calendar weeks throughout the academic year such as Anti-bullying week, Internet Safety week through PSHE lessons, assemblies and class discussions
10. Beyond the classroom during extracurricular activities such as clubs
11. Beyond the classroom during trips
12. The school's charity and fundraising work
13. Cross-Curricular Links
  - In PE and sports lessons
  - ICT lessons for internet safety
  - Science lessons
  - History
14. School wide quote of the week for a particular PSHE focus for the week
15. Year 6 Programme:
  - A leadership programme begins in Year 6, which complements and extends the school-wide emphasis on teamwork and responsibility. Opportunities to contribute to the leadership of the school and to various areas in the school are available.
  - Finally, the Leavers' Programme, Public School Inductions, further study skills, clubs and activities are all aimed at developing confidence and capability and stimulating an interest possible future career choices.



## Creating a safe and supportive learning environment

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At Holland House School we take pride in our respect for all, tolerance and celebration of diversity. Being a small school there is a sense of community and school spirit.

- The form teachers create a safe and supportive learning environment by ensuring that all children feel that they may express their opinions without judgement as there is a culture of respecting each other in the classroom.
- We will ensure that where pupils indicate that they may be vulnerable and at risk, they will get appropriate support by their form teacher, deputy head pastoral or DSL as appropriate.
- This policy is informed by the school's safeguarding policy.

All teachers have had INSET training on handling complex issues in the classroom and ensuring a safe environment where ground rules are set, and all feel comfortable to be honest.

## Confidentiality

Due to the nature of the topics covered in PSHE lessons, there exists the potential for a pupil to make a disclosure that may require safeguarding procedures to be invoked. In such circumstances and in accordance with Safeguarding Guidelines and our Safeguarding Policy, teachers cannot promise confidentiality.

If a pupil makes a disclosure, we will bring the matter to the attention of the DSL, in accordance with the school's safeguarding policy and guidelines.

## Responding to pupil questions

The school recognises the need for sensitivity and decisions to be made at the teacher's discretion when answering pupil questions. Although the teachers should be honest, prior learning must be considered when dealing with pupil questions.

Teachers can tell a pupil that they will come back to them with an answer or explain that whilst the question was an interesting one to ask, it goes beyond the scope our curriculum and children should ask parents for more clarification.

Opportunities for anonymous questions or surveys may be provided at times during the year as deemed appropriate by the form teacher.

If a safeguarding concern is raised as an anonymous question the teacher will inform the DSL to decide on a course of action.

## ASSESSMENT

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- We will assess pupils' learning and progression through discussion and questioning and various exercises during the lesson demonstrating pupils' attitudes and confidence in discussing topics.
- The focus of pupil assessment in PSHE will be more on the knowledge and understanding of the topics rather than on their academic ability. In line with HHS Curriculum policies, any opportunity to use new vocabulary will be encouraged.
- Assessments will be done through questioning, role-play, responding to scenarios, mind-maps, Knowledge maps, pair and group work or class discussion
- We will evidence pupils' learning and progression in a variety of manners eg: through their dedicated PSHE exercise books and any questionnaires/surveys. Not all lessons will require a written element.

## LINKS WITH OTHER POLICIES

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- Curriculum Policy
- Safeguarding Policy
- Anti-Bullying Policy
- Teaching and Learning Policy

## Appendix 1.1 PSHE and Relationships Education: Core Themes and Topics

<b>Health and Well Being</b>	<b>Relationships</b>	<b>Living in the Wider World</b>
<p><b>Healthy lifestyles</b> Taking care of our bodies and our minds, smoking and alcohol, how medicines and drugs can help us, healthy food choices, physical exercise, sleep and rest, taking care of our skin and teeth, germs and diseases</p>	<p><b>Healthy relationships</b> What it means to be a friend, what is fair and unfair, knowing our special people and what makes them special, knowing about how to give and receive permission to do things (consent), recognising positive and healthy relationships, knowing when people are being unkind or hurtful, challenging teasing and bullying, difference between off line and online relationships. Families and friends. Dealing with peer pressure. (Caring/ conflict resolution)</p>	<p><b>British Values</b> What does it mean to be British and what are British Values? Rule of the law, democracy, individual liberty and mutual respect for and tolerance of those with different faiths and those without faiths.</p>
<p><b>Keeping safe</b> Online safety, first aid, recognising risks in situations, ways of taking care of ourselves, road/travel safety, knowing whom to go to when we are worried or afraid.</p>	<p><b>Valuing Difference</b> Celebrating how we are the same and the ways in which we are different, developing mutual respect for people who are different to us, recognising what makes people special to us and to others Equality/Discrimination/Anti-racism Celebrating key figures for social change throughout history, Relate back to British Values</p>	<p><b>Rights and Responsibilities</b> Exploring differences and similarities between people, belonging to different groups, recognising stereotypes, rules we have to follow and responsibilities we have. Classroom and school rules and citizenship. Why do we have rules? What classroom rules do we want? What is the role of the school council?</p>
<p><b>Growing and changing</b> Growing older, changing emotions and feelings, changes in our bodies, taking care of our bodies and protecting them, differences and similarities between boys and girls, acceptable and unacceptable physical contact, different kinds of friendships and relationships, managing change e.g. to new school</p>	<p><b>Feelings and emotions</b> Recognising and dealing with our own feelings and emotions. Techniques to manage our feelings and what we can do to deal with anger, anxiety, worries etc.  Developing – virtues: honesty, patience,</p>	<p><b>Money</b> Money, how to keep it safe, budgeting, choices we have about how we spend money, how we can save money, knowing what the difference is between a want and a need, how we can use money to help others</p>
<p><b>Aspirations and goals</b> Understanding specifically how to increase effort to reach our goals and ambitions - 6Ps of Effort Growth Mindset - “the idea that intelligence can be developed rather than it being set in stone” so helping pupils understand that they can develop their abilities</p>	<p><b>Hurtful behaviour and anti-bullying</b> Knowing how to solve disagreements in a kind way, recognising that friends can put us under pressure, recognising all types of bullying and hurtful behaviour including online, knowing whom to go to when we need help with relationships both in and out of school</p>	<p><b>Media influence</b> How the media can affect how we feel about ourselves and our bodies, influence of social media on friendships and relationships, attitudes and decisions, recognising the difference between things that are private and things that are public</p>

## REFERENCES

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1. PSHE Association Website and documentation  
<https://www.pshe-association.org.uk/>
2. Department for Education - Draft Statutory Guidance on Relationships and Sex Education  
February 2019
3. Department for Education - Relationships education, relationships and sex education (RSE)  
and health education: FAQs
4. The Equality Act 2010
5. The OFSTED Review of sexual abuse in schools and colleges, Summer 2021