



PSHE POLICY

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INTRODUCTION

At The Roman Ridge School, the aim of our Personal, Social, Health and Economic Education (PSHE) sessions is to deliver a curriculum that will maximise the outcomes for every pupil, enabling them to become healthy, independent and responsible members of society. Our PSHE curriculum helps them understand and respect our common humanity and embrace diversity, to ensure they are developing personally and socially, and tackles many of the moral, social and cultural issues that are part of growing up. Our pupils are encouraged to develop their sense of self-worth by playing a positive role in contributing to school life and the wider community.

CURRICULUM

Our PSHE curriculum uses the PSHE Association programme of study, which provides a wealth of resources. It helps guide and support teachers whilst teaching topics which may create debate or answering difficult questions from pupils. Having this resource allows Teachers to plan and prepare for any questions which may arise and have a quality assured resource in place to refer to, to ensure personal beliefs and attitudes do not influence teaching.

We aim to promote our school values and make real life links through our PSHE curriculum. Each topic within PSHE allows pupils to question, reflect and create discussion about the wider world they live in. Our shared values, including those of mutual respect, tolerance, sensitivity and compassion are embedded in the PSHE curriculum. Pupils have the opportunity to discuss and appreciate what it means to live in the wider world, what it means to belong to a group/community and respect the similarities and differences between people. By talking about healthy relationships and what makes a good friend, pupils develop an understanding of what it means to be courteous, to respect themselves and others. We teach pupils to respect and value diversity through showing respect for different viewpoints and ideas as well as in the ability to work effectively together both individually and in groups.

Our PSHE programme has been carefully modified to reflect our school and wider societal values. It stems from the Department of Education guidance for PSHE (including Relationships and Sex Education - RSE) using main themes: Relationships, Health & Wellbeing and Living in the Wider World.

This policy should be read in conjunction with TRRS Relationships & Sex Education Policy (RSE).

The aims of teaching PSHE, RSE, alongside programmes and activities that promote social, moral, spiritual and cultural learning & the importance of emotional well-being are to:

- Support the development of wider learning and results in the acquisition of knowledge and skills, enabling all children access to the whole curriculum and to prepare them to be global citizens now and in their future roles within a global community.
- Deliver an age-appropriate curriculum with appropriate subject knowledge, skills and understanding that reflects our school values.
- Nurture the spiritual, moral, cultural, mental and physical development of our pupils preparing them for the opportunities and responsibilities and experiences for later life.
- Help pupils better understand the importance of safe, healthy relationships, how to develop them both now and in their future lives.
- Recognise different types of relationships, including friendships, family relationships and dealing with strangers.

- Recognise, understand and build healthy relationships, including self-respect and respect for others, commitment, tolerance, boundaries and consent, managing conflict, and to recognise unhealthy relationships including online relationships.
- Understand how relationships may affect health and wellbeing, including mental health.
- Understand healthy bodies, lifestyles, including keeping safe (including online), puberty and drug/alcohol education
- Develop healthy minds, including emotional wellbeing, resilience and mental health
- Develop economic wellbeing, financial capability and understand how to make a positive contribution to society

IMPLEMENTATION

PSHE lessons take place in class for 45 minutes each week and are led by Form Tutors. PSHE themes are also covered during Form Period/Circle Time in the morning and during assemblies and various whole school campaigns. There are guidelines for staff on handling sensitive or controversial issues appropriately and confidentiality. Please refer to our Child Protection & Safeguarding Policy.

A whole school PSHE Co-ordinator has been appointed and works in conjunction with Management to plan, implement and monitor the curriculum across all sections. The PSHE Co-ordinator keeps up to date on key guidance and supports Teachers with resources to deliver effective lessons.

Outside visitor or guest speakers are carefully selected before being invited to interact with our pupils. The school screens all content and materials for appropriateness before they are shared with our pupils.

Just like in any lesson, Teachers draw upon resources to support the learning of all pupils in regards to ability or need. This could come in the form of pre-teaching particular vocabulary, having smaller group discussions or using videos or text which supplement the key theme/message being taught within a lesson.

RELATIONSHIPS & SEX EDUCATION (RSE)

Form Tutors are responsible for teaching PSHE, with aspects of the programme taught by members of the wider PSHE Team, including the School Nurse, and any external professionals as required.

Selected components of the RSE curriculum are introduced to Senior School students only. Our RSE programme is guided by the curriculum published by the UK Department of Education and selects components that align with our local laws and uphold widely held societal values, to create schemes of work that are appropriate and relevant for our context. More specifically, the school exercises its discretion as a UK Independent School Overseas, opting not to include modules that refer to sexual activity, sexuality, different sexual orientations, gender identities and same-sex relationships, which in our Ghanaian context are not currently considered appropriate topics for discussion and indeed are contrary to legislature.

We teach our students about the importance of abstinence from sexual activity to minimise the risks to their health and safety (i.e. teenage pregnancy, sexually transmitted diseases, etc.) We refer to the Science Primary & Secondary National Curriculum on all issues related to Human Growth & Sexual Reproduction, including puberty. Further, our modules on Cyber-bullying and online safety are linked to similar modules in the Computing Primary & Secondary National Curriculum.

Our RSE programme is culturally sensitive, which means that it may be inappropriate for young people to be taught particular items in mixed groups. At times, Girls/Boys in the year groups may meet with

female/male Form Tutors separately to discuss issues in the PSHE/RSE curriculum that are especially personal and sensitive. For example, Middle School girls may meet to discuss the importance of good hygiene practices when menstruating.

RSE resources are selected and checked to ensure they are culturally sensitive and appropriate, positive, healthy, unbiased messages and age-appropriate. All resources and materials are uploaded to MS Teams and available to parents.

Teachers make a point to ensure all members of the class understand that discussions during PSHE/RSE must be rooted in mutual respect and maturity. Staff approach lessons from an unbiased and objective position, free from any personal beliefs or sentiments, using clear unequivocal language in an objective manner and using the correct terms for all body parts.

Parents are encouraged to share any concerns they may have and are free to view any resources or materials to be used.

Some Parents could prefer to take the responsibility for aspects of this element of education. They have the right to withdraw their children from all or part of the sex education programme except for those parts included in the statutory National Curriculum (i.e. in Science lessons) and relationship education. Parents are encouraged to discuss their concerns and decisions with the school at the earliest opportunity. Requests for withdrawal should be put in writing to the Head of Section/Principal stating their reasons for the request.

Please also refer to the TRRS Relationships and Sex Education Policy.

PERSONAL DEVELOPMENT IN PSHE

We aim to promote and develop pupils' personal development through various activities, including within the PSHE curriculum. Pupils are actively nurtured by all staff to develop their self-confidence and self-esteem at every opportunity, promoting choices that will help them be physically and mentally healthy, develop self-discipline and the resilience to face challenges successfully.

Pupils explore their own beliefs, dreams and ambitions in life and have the opportunity to reflect on how to achieve their set goals. They are taught to understand that the decisions and choices they make are important determinants of their own success and well-being.

They are taught to respect and learn more about other people, their values and beliefs. Pupils are actively taught to embrace diversity within society and demonstrate sensitivity and tolerance of those from different backgrounds, religions, ethnic groups, etc.

Our pupils are encouraged to discuss and comment on moral questions and dilemmas. They reflect on their role in society, how they impact others and are taught to be open-minded when considering the actions and decisions of others. They are encouraged to fulfil their responsibilities and contribute positively to the lives of others in school, the local community and wider society.

Pupils are encouraged to listen, respond, challenge and debate ideas appropriately with their peers. Independent, paired and group work are planned to improve pupils' own social development and ability to work in teams effectively. Pupils develop the knowledge, skills and attributes they need to thrive as individuals, family members and members of society.

Pupils are taught to respect and value difference in our community and the wider world. Diversity is celebrated and pupils are encouraged to gain an understanding of and share empathy with people who hold different opinions and beliefs to their own.

PSHE & EMOTIONAL WELLBEING

The Roman Ridge School is committed to supporting the emotional health and wellbeing of our whole school community. We provide a supportive and caring ethos and our approach is respectful and kind, where each individual and contribution is valued. We know that everyone experiences life challenges that can make us vulnerable at times and anyone may need additional emotional support. We take the view that positive mental health is everybody's business and that we all have a role to play. Emotional wellbeing is interwoven throughout our PSHE curriculum and encompasses everyday life in school. We help and support our children by providing opportunities to:

- Understand emotions and feelings
- Feel comfortable sharing any concerns or worries
- Socially form and maintain relationships
- Promote self-esteem and ensure children know that they count
- Be confident and content with themselves
- Develop emotional resilience and to manage setbacks

We promote a mentally healthy environment through:

- The provision of strong pastoral care
- Promoting our school values and encouraging a sense of belonging
- Promoting pupil voice and opportunities to participate in decision-making
- Celebrating academic and non-academic achievements
- Providing opportunities to develop a sense of worth through taking responsibility for themselves and others
- Providing opportunities to reflect
- Access to appropriate support that meets their needs

Beyond the planned curriculum of PSHE, at TRRS we provide children with a variety of experiences that support their personal development and emotional wellbeing. These include:

- Sectional/Whole School Assemblies
- Form Period & Circle Time
- Sports, clubs and participating in inter-House competitions and ISSAG tournaments
- Art exhibitions/competitions, arts & crafts club
- Drama productions and recital performances
- Cultural visits, day trips and overnight visits
- Musical expression – school band, choir, Glee Club
- Traditional drumming & dancing, choreography
- Fundraising events and Community Service projects
- Theme days/events, for example, Black History Month, Ghana Independence Day Celebrations, Mental Health Day, World Literacy Day, TRRS Anti-Bullying Campaign, Holistic Health Campaign & Sugar Strike

ASSESSMENT

Pupil understanding of topics is assessed during class discussions, presentations, reflection exercises and self-assessment. PSHE is not reported on formally in a pupil's Half Term/End of Term report. However, Form Tutors & Sectional Heads do include general feedback on a pupil's personal development in their Form Tutor comment.