



THE DOWNS  
MALVERN

**Personal, Social, Health, Citizenship and Economic Education (PSHCE)**  
**& Sex and Relationships Education (SRE)**

PSHCE and SRE is concerned with the development of the whole person, and addresses spiritual, moral, cultural, and wellbeing issues. Children learn about themselves, other people, rights and responsibilities and relationships.

Policy Statement

PSHCE at The Downs Malvern, aims to give pupils the opportunity to develop as confident, independent individuals. It is an integral and valued part of our whole school ethos. As a school we aspire to educate our pupils in an environment which promotes values such as respect, happiness, and a growth in self-esteem. We believe that all pupils are entitled to open, honest and accurate information, facts and knowledge about issues that affect their lives and wellbeing. We consider that education is about developing the whole individual, encouraging them to learn about themselves and the wider world; developing their moral, social and spiritual awareness; and providing opportunities for each child to learn through experience. PSHCE has its own place on the timetable but it should not be seen as a discreet subject, but rather that is at the very core of the development of every pupil. There is a whole-school focus on delivering PSHCE (including SRE/RE), through the use of age-appropriate resources.

What are SRE and RE?

PSHCE enhances pupils' knowledge, understanding and skills, which will help them explore and develop attitudes and traditional values to live happy, safe, fulfilled and responsible lives. It aids pupils to manage feelings, learn about how to be healthy and understand about relationships and the wider world. It helps pupils explore and develop attitudes and values to become informed, active and responsible citizens. It helps them develop political literacy and explore social and moral issues to make a positive contribution to their local, national and global communities.

SRE and RE offers pupils an opportunity to learn about their personal, physical and emotional development, in a supportive and caring learning environment, as they move through adolescence towards adulthood. This area of study is also enhanced in Science curriculum.

The Relationships Education, Relationships and Sex Education and Health Education (England) Regulations 2019, made under sections 34 and 35 of the Children and Social Work Act 2017, make Relationships Education (RE) compulsory for all pupils receiving primary education and Relationships and Sex Education (RSE) compulsory for all pupils receiving secondary education. They also make Health Education compulsory in all schools except independent schools. Personal, Social, Health and Economic Education (PSHE) continues to be compulsory in independent schools.

Sex and relationship education (SRE) is compulsory from age 11 onwards. It involves teaching children about reproduction, sexuality and sexual health.

Relationships Education (RE) has been a statutory component of the PSHE and Citizenship curriculum since September 2020. Relationships Education teaches about the many strands of relationships and growing up. This includes family relationships, friendships and relationships with peers and adults, healthy and unhealthy relationships, the characteristics of positive relationships, relationships online and the emotional, social and physical aspects of growing up.

PSHCE and SRE/RE is a planned programme of study based on National Curriculum guidelines. It also takes into consideration the following documents:

- Education Act (1996)
- Learning and Skills Act (2000)
- Education and Inspections Act (2006)
- Supplementary Guidance SRE for the 21st century (2014)
- Keeping children safe in education – Statutory guidance (Sept 2021)
- Behaviour and Discipline in Schools (advice for schools, including advice for appropriate behaviour between pupils)
- Equality Act 2010
- Children and Social Work Act (2017)
- SEND code of practice: 0 to 25 years (statutory guidance)
- Mental Health and Behaviour in Schools (advice for schools) (2018)
- Independent School Standards as set out in the Education (Independent School Standards) Regulations 2014.
- Preventing and Tackling Bullying (advice for schools, including advice on cyberbullying)
- The Equality and Human Rights Commission Advice and Guidance (provides advice on avoiding discrimination in a variety of educational contexts)
- Promoting Fundamental Values as part of SMSC in schools (guidance for maintained schools on promoting basic important values as part of pupils' spiritual, moral, social and cultural (SMSC)
- SMSC requirements for independent schools (guidance for independent schools on how they should support pupils' spiritual, moral, social and cultural development).

The following five outcomes, highlighted in 'Every Child Matters: Change for Children', are key to a child's well-being and have formed the framework which underpins our Scheme of Work:

- Being healthy
- Staying safe
- Enjoying and achieving
- Making a positive contribution
- Achieving economic well-being

It also contributes to school's statutory responsibilities to:

- promote children and young people's wellbeing
- promote community cohesion

Many of the topics covered in the PSHCE and SRE/RE programme arise directly or indirectly in the academic curriculum. This helps to reinforce issues and supports our pupils to gain a deeper understanding of the subject, while adding to their enrichment as a whole.

These topics are updated and reviewed with reference to the PSHE Association Programme of Study, with core themes of:

- 1: Health and Wellbeing
- 2: Relationships

### 3. Living in the Wider World

The scope of PSHCE and SRE/RE at The Downs Malvern is wide-ranging and is not exclusively delivered in the classroom, it also promotes engagement with the school community. We encourage the pupils to be actively involved in the life of the school and to appreciate how this involvement will enable them to be effective in society. For example: with the support of the House system, pupils are encouraged to adopt a charity, organize fund-raising and learn about the work of their chosen charity.

In addition, PSHCE and SRE/RE is supported and complimented by assemblies, chapel services, form time, meal-times, the circle of care, the buddy system, extra-curricular activities, the leavers' experience and the boarding house. All of these play their part in augmenting the PSHCE and SRE/RE experience by giving our pupils opportunities for public speaking, offering support to one another, and discussing issues they feel are important. As members of a class and school community, children begin to gain an understanding of democracy and vote a member of the class to represent them at Student Council meetings.

Another important aspect of the PSHCE and SRE/RE experience is for our pupils to recognize and embrace the many cultures and countries that are represented within our community. To that end we celebrate a number of multicultural festivals such as Chinese New Year and Diwali. We have a French Day (with a French Café) and our overseas pupils are encouraged to give talks and/or present assemblies about their home country.

As a school we also respond to national initiatives and organisations such as the NSPCC with regard to Keeping Safe, Anti-Bullying and Healthy Eating. We collectively support a wide range of charities, local, national and overseas. A list is available from the school.

#### Subject Aims and Objectives

The aims of PSHCE and SRE/RE are that pupils should:

- Develop and sustain good relationships; respecting differences, equality and values.
- Develop and foster an understanding of values and how they impact on everyday life within school and the wider community.
- Develop confidence and responsibility and to make the most of their abilities.
- Learn about the country they live in and gain a broad general knowledge of public institutions and public services in the UK.
- Encourage a sense of moral and social justice and foster a healthy respect for the law.
- Develop a healthy lifestyle.
- Gain an understanding of how to live and work safely; in school; at home; online, (including Social Media) and in the wider community.
- Prepare pupils to play an active role as citizens, encouraging them to become involved in their community and the wider world.

Through our Relationships Education (RE) provision, we aim to provide all pupils with:

- the knowledge and understanding of a variety of relationships;
- the ability to identify any concerns they have about a relationship;
- coping strategies and an awareness of how and where to seek support;
- an understanding of their rights and responsibilities within a range of relationships;
- an awareness of the process of growing up and the changes they and others will experience;
- an understanding of the characteristics of positive relationships.

The objectives of PSHCE and SRE/RE are to ensure that pupils are given the opportunities to:

- Enjoy the experience of studying and exploring issues in the world around them.
- Gain a thorough understanding of how to stay safe; in school, at home, in the community and online.
- Learn the skills of discussion and debate.
- Learn and explore healthy choices and personal safety.
- Experience a number of different methods of study including research, fieldwork and ICT.
- Explore the relationships arising from the interaction between human activity and the environment.
- Understand the need for rules, laws and government.
- Gain an awareness of equal opportunities and celebrating difference.
- Question facts and re-think their own values.
- Work individually and cooperatively

These aims and objectives are designed to be flexible so that the curriculum can be adapted to accommodate topical and/or pertinent issues that may arise throughout the academic year. They also need to be able to reflect current pupils' interests, experiences, abilities and backgrounds.

Our Relationships Education curriculum is inclusive and meets the needs of all children, including those with special educational needs or disabilities (SEND). We also aim to promote gender equality and consideration of protected characteristics.

We are committed to working closely with parents and carers. We aim do this by giving prior notice of when Relationships lessons will be taking place, by the inclusion of links to websites on school websites and social media, and at parents' meetings. Parents and carers have the legal right to withdraw their child from all or part of SRE and RE taught as part of statutory Relationships Education, with the exception of the objectives included in National Curriculum science. Those considering this option are asked to discuss this with the Headmaster. A copy of this policy is available from the school office.

### General Course Outline

The three themes of PSHCE and SRE/RE are Relationships, Health and Wellbeing, and Living in the Wider World.

Our lessons will be differentiated where appropriate, ensuring all children are able to participate fully. Children will be given the opportunity throughout the units of work to reflect on and evaluate their learning - assessment opportunities are built into lessons.

We aim to create and maintain a safe environment within which all children feel able to ask questions and discuss issues openly. For any child wishing to discuss something confidential, relating to the lesson content, an opportunity will be provided with reference to the "Circle of Care ". Pupils are always encouraged to respect and listen to everyone's point of view.

Distancing techniques will be employed in our Relationships Education, as with other areas of the PSHE curriculum, meaning that children are able to discuss fictional characters and scenarios, rather than discuss their own lives and experiences. Possible disclosures will be referred to the Designated Safeguarding Lead Mrs LA Hunter or in her absence, the Deputy DSL Mrs A Sigley, in line with the school Safeguarding and Child Protection Policy.

Visitors and external agencies which support the delivery of Relationships Education will be required to adhere to the School's Safeguarding Policy.

Staff delivering the Relationships curriculum aim to critically reflect on their teaching and best practice will be shared through informal lesson observations, monitoring of planning and children's work and training opportunities.

Children's learning and progress in Relationships Education, as part of their learning in PSHE, can be reported to parents and carers at Parents' Meetings.

PSHCE and SRE/RE in Early Years Foundation Stage and Years 1 & 2 is covered by class teachers as part of topic-based activities, circle time and assemblies. Traditional values are introduced throughout the year and the Pre-Prep department focuses on a 'value every three weeks. (The chosen 'value' is often selected as it may be appropriate to one or a number of pupils at that time). Pupils learn about themselves as developing individuals and as members of their communities, building on their own experiences and on the early learning goals for personal, social and emotional development. The programme of study that they follow is diverse, covering many different aspects of life that they will now begin to encounter. They learn the basic rules and skills for keeping themselves healthy and safe and for behaving well. Pupils have opportunities to show they can take some responsibility for themselves and for the environment (supported by Outdoor Learning). Pupils begin to learn about their own and other people's feelings and become aware of the views, needs and rights of other children and older people. As members of a class and school community, they learn social skills such as how to share, take turns, play, help others, resolve simple arguments and resist bullying. They begin to take an active part in the life of the school and its neighbourhood.

In Years 3 to 5 PSHCE and SRE/RE is covered through 1 lesson per week, delivered by form teachers. In Years 6, 7 & 8, lessons are taught for 1 lesson per week, in form groups. One teacher is responsible for delivering PSHCE and SRE/RE in each year group. All of this is enhanced by school assemblies and form periods. In assemblies, school values are introduced and supported throughout the whole school. The scheme of work involves pupils taking part in a range of individual, pair and group activities, in addition to whole-class discussions. The aim is to involve the pupils actively in discovering answers to the questions raised. There are numerous opportunities for other activities such as role-plays, interviewing, surveys, the use of IT and research. The topics concentrate on developing pupils' self-knowledge and their abilities to understand and manage their feelings, to handle relationships with other children and within their families, and to organize and manage their lives. They examine different cultures, lifestyles and disabilities, promoting equal opportunities, physical and emotional wellbeing, personal hygiene, safety and e-safety, good nutrition and relationships education.

During the last few weeks of Year 8, post Common Entrance, the "Leavers' Experience" includes sessions on Drug Education, Contraception and STIs that complement the Science curriculum.

It should be noted that at no time should a current issue be overlooked because the syllabus is being followed to the letter. PSHCE and SRE/RE by their very nature should be allowed to be fluid. It should be remembered that pertinent issues can and should be raised when and where appropriate and this might necessitate suspending the scheme of work for a lesson or two.

Updated by Jane Lloyd August 2021

Reviewed: Alastair S Cook – September 2021

Next review September 2022

## PSHCE Overview

The three themes of PSHCE and SRE/RE are Relationships, Health and Wellbeing, and Living in the Wider World.

### EYFS and KS1

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
EYFS	<p><b>LWW</b> – Classroom Rules and Routines – understanding the importance of following these and how they keep us safe within our school and in the wider environment</p> <p>R – My Special People – identifying special people in our lives</p>	<p>R – Identifying different emotions and discussing how we can recognise and manage these</p>	<p>HW – Healthy living, understanding of what a healthy diet is and the importance of exercise</p>	<p><b>LWW</b> – Celebrating the similarities and differences between our friends and in communities in the wider world – particularly in our chosen country for this half terms learning</p>	<p>HW – Internet Safety – how to be safe when using phones, ipads, computers at home</p> <p>R – Friendships – how to share ideas and comprise in different situations</p>	<p>HW – Change – Moving on up – how to embrace different experiences and manage emotions surrounding change</p>
Year 1	<p><b>LWW</b>- Group and class rules and why they are important.</p> <p>R – To know what is fair/unfair. Recognise that their behaviours can affect other people. Understand that bodies and feelings can be</p>	<p><b>LWW</b> – Learn about where money comes from. Know about the role money plays in their lives – about saving and spending money.</p>	<p>HW – ICT – internet safety. Understand that medicines/household products can be harmful if not used correctly. How and who to ask for help when worried. The importance of not keeping secrets that make them feel uncomfortable.</p>	<p>R – The differences between secrets and nice surprises. To judge what kind of physical contact is un/acceptable, un/comfortable and how to respond, including who to tell.</p>	<p>HW – about good and not so good feelings. Vocabulary to describe their feelings to others. Strategies for managing feeling. About change and loss and associated feelings.</p>	<p>R – Respect for the differences and similarities between people. To identify special people, know what makes them special and understand how they should care for each other.</p> <p><b>LWW</b> – Know that everyone is unique. Understand ways in which we are similar and what we have in common with others.</p>

	hurt. Know when people are being unkind and who they should go to.					
ONGOING Year 1	R – To share their opinions on things that matter to them and explain their views through discussions with one other person and the whole class.					
Year 2	<p>LWW – Rules – classroom and school. Peoples’ rights and responsibilities. Conserving energy. Natural environment.</p> <p>HW – Definition of privacy; right to keep things private, importance of respecting others’ privacy.</p>	<p>R – Secrets and surprises. Importance to not keep secrets. Judging appropriate physical contact. Types of bullying and teasing and strategies to resist. Know how to ask for help.</p> <p>HW – People who look after them, family networks, who to turn to for worries. How to keep themselves safe. To know they do not need to keep secrets.</p>	<p>HW – How to be healthy; maintain a healthy lifestyle; benefits of physical exercise; healthy diet. Personal hygiene. How diseases are spread.</p>	<p>HW- Celebrate individual strengths and set challenges. Growing old and changes in needs. Responsibilities which come with independence.</p> <p>LWW - Respect for differences and similarities between people.</p> <p>R – difference and similarities between people</p>	<p>HW– Different kinds of feelings. Simple strategies to manage feelings. How it feels when there is change or loss.</p> <p>R – Sharing feelings with others.</p>	<p>HW – Rules about keeping safe. How to ask for help if they are worried about something. LWW - People who work in the community. Know how to get help in an emergency 999.</p>

KS2

Year 3				
<p><u>Health and Wellbeing: Aiming High.</u> Growth Mindset, Resilience, Goal Setting, jobs and stereotyping</p>	<p><u>Relationships: TEAM</u> Teamwork and responsibilities, conflict resolution</p>	<p><u>Health and Well Being: It's my Body</u> Sleep diet exercise, harmful substances, consent</p>	<p><u>Relationships: Be Yourself</u> Strengths, emotions, respect and assertiveness, Learning from mistakes. How the media present information</p>	<p><u>Living In the Wider World: Britain</u> The benefits of a diverse, democratic, multicultural society, British rules and laws, liberty and tolerance</p>
Year 4				
<p><u>Health and Wellbeing: Safety First</u> Responsibilities, risks, road safety, dangerous substances, online safety</p>	<p><u>Relationships: Be Yourself</u> Positive choices, confidence, feelings, peer pressure, making amends</p>	<p><u>Relationships: VIPs</u> Friendships, Anti-Bullying</p>	<p><u>Living In the Wider World: Respecting Rights</u> Children's rights, equality. discrimination, stereotypes and rules.</p>	<p><u>Health and Well Being: Think Positive</u> Managing emotions, Taking responsibility, growth mindset.</p>
Year 5				
<p><u>Health and Wellbeing: Aiming High.</u> Learning styles and strategies, opportunities, innovation, enterprise and aspirations</p>	<p><u>Relationships: TEAM</u> Communication, collaboration compromise, care. Respect, rules and responsibility</p>	<p><u>Health and Wellbeing: It's My Body</u> Hygiene, harmful substances autonomy, consent, body image and the media, healthy choices.</p>	<p><u>Relationships: Growing Up</u> Human body parts, physical changes due to puberty, emotions, stable loving relationships and family structures, how babies are made. (All in outline only)</p>	<p><u>Living In the Wider World: Britain</u> British identities and communities, respect for the law, local and national government, contributing to society.</p>
Year 6				
<p><u>Health and Wellbeing: Safety First</u> Danger, peer pressure, emergencies, e-safety and social media</p>	<p><u>Relationships: Growing Up</u> Puberty, positive body image, types of loving relationships, legal, safe and healthy sexual relationships and preventing STIs (in outline only)</p>	<p><u>Health and Well Being: Think Positive</u> Thoughts, feelings, emotions, mindfulness, balanced lifestyle</p>	<p><u>Relationships: VIPs</u> Respect, self-control, differing viewpoints, peer pressure, secrets and dares, healthy and unhealthy relationships.</p>	<p><u>Living In the Wider World: Respecting Rights</u> Human rights, Children's rights, Equality discrimination, (FGM is described as "an operation on private parts")</p>
	<p>Growing Up talk immediately after half-term should be close to beginning of this topic. Separate sessions for Boys and Girls</p>			<p>Optional 6<sup>th</sup> Topic <u>Living in the Wider World: One World</u> Sustainability, global warming, earth resources,</p>

				biodiversity, custodianship
--	--	--	--	-----------------------------

KS3 (note that KS3 includes Y9)

	Term 1	Term 2	Term 3
Year 7	<p>Me: Personal qualities and targets.            Relationships with others: Making new friends.            Self-esteem and positive relationships            E Safety Talk (pupils and parents)</p>	<p>Other people: Rights and responsibility. Identity.            Valuing difference. Equal opportunities.            Diversity, Discrimination and prejudice</p>	<p>Bystander or Upstander? Bullying including cyber bullying            Managing on- and off-line friendships</p>
Year 8	<p>Personal review and Target setting: Growth mindset, smart targets            Wellbeing: Taking care of my emotional health, work life balance, healthy lifestyle, personal support networks, friends, resilience and reframing failure, managing difficult emotions and mindfulness.            E Safety Talk (pupils and parents)</p>	<p>Wellbeing: Taking care of myself in the world            Healthy lifestyle influences, peer and media influence, self-esteem, The issues of unwanted contact, consent (in general terms), social media privacy and digital footprints/ online reputation.</p>	<p>...cont.             Leavers' Experience: SRE, drugs &amp; e-safety            Possible visit of MP</p>

Policy reviewed by Jane Lloyd &  
 Alastair S Cook, Headmaster  
 August 2021

Next Review: Aug 2022