



Ruthin School

PERSONAL AND SOCIAL EDUCATION POLICY (PSE) POLICY	
Version	
Effective from	May 2020
Extent of Policy	Ruthin School
Policy Owner	Mark Rimmer
Governor	Tracey Kerrigan
Review by	September 2021
Frequency of Audit	Annual
Circulation	
Publication	Website

Personal and Social Education Policy (PSE)

Legislation:

This policy has been prepared in accordance with the Education Act 1996, the Education Act 2002 which states all schools must provide a balanced and broadly-based curriculum which promotes the spiritual, moral, cultural, mental and physical development of pupils at the school and of society, and prepares pupils at the school for the opportunities, responsibilities and experiences of later life.

The 2006 Education and Inspections Act placed a duty on Governing Bodies 'to promote the wellbeing of pupils at the school'. The Equality Act 2010 placed duties on schools not just to address prejudice-based bullying but also to prevent it happening, and in doing so to keep protected characteristic groups safe.

We follow National Assembly for Wales guidance on Relationships and Sexuality Education in schools 2019 and the Aims of the Personal and Social Education (PSE) Framework for 7-19 year olds in Wales (2008) the National assembly for Wales recommendations from 'The future of the Sex and Relationship Education Curriculum in Wales' 2017 and the UNESCO technical guidance for sexuality education.

Introduction

This policy covers Ruthin School's approach to Personal and Social Education (PSE). The policy also refers to Sex and Relationships Education (SRE) and Careers Education. It sets out the school's aims of PSE and its intended outcomes for PSE provision. It will be reviewed annually and updated in accordance with statutory guidelines and legislation.

As an international boarding school, we believe that is both a real opportunity and an important responsibility to celebrate cultural, religious, ethnic, and spiritual diversity. PSE sets learning within 'real life contexts' that affect young people, their families and the adults they work with. Learning is set within a 'healthy', 'citizenship rich' school modelling the behaviours and values that enrich and reinforce those taught through the programme.

PSE is about what it is to be a person. Fundamentally, it is concerned with the exploration of values and attitudes, with the development of skills, and with the acquisition of relevant knowledge and understanding. This should enable pupils to lead confident, healthy, responsible lives as individuals and contributing members of society.

The Programme

Ruthin School has designated a PSE co-ordinator, who has overall responsibility for monitoring pupil performance and the quality of learning and teaching in this area. The coordinator will ensure that all Teachers are given current information on any changes to the curriculum and will be the catalyst for whole school awareness raising campaigns.

The overview of the programme is set out in the PSE Scheme of Work. It is not a rigid programme, if something topical arises then the programme is adapted and changed to take account of events.

If the PSE teacher feels that any particular group has need of lessons in a specific area this would be discussed with the Assistant Deputy Head, (Pastoral) and suitable materials would be provided. These can then be scheduled into the programme.

The PSE teacher, therefore, prepares carefully for these sessions and approaches them with the same high degree of professionalism that would be given to examination classes.

The Lower School PSE has been planned with the national guidelines and we seek to cover all major areas. This is however, not always done through the timetabled PSE lessons, as much of the work is done discreetly, through tutors and other subject areas or through the wide range of opportunities that are on offer within the school. This serves as an indication of the other ways in which PSE is delivered within the wider life of the school.

At the end of the academic year, the pupils are also asked to review the programme as part of an annual subject review.

Role of the PSE Coordinator:

The Co-ordinator will:

- Raise awareness amongst all staff of their contribution to pupils' personal and social development and agree the overall aims, objectives and priorities of the PSE programme.
- Creating a PSE programme which reflects current government guidance and legislation.
- Establish a shared view of best practice to which all pupils are entitled.
- Lead policy development.
- Agree the main priorities for the pupils' personal and social development and identify the major opportunities for meeting these priorities across the curriculum.
- Provide appropriate support for staff.
- Identify opportunities for PSE learning beyond the classroom.
- Monitor and evaluate the programme, including the use of outside agencies, and pupils' and staff responses to the programme.
- Select, deploy and update resources to support teaching and the delivery of the programme.

Teaching Methods and Learning Approaches:

Good teaching relies on using appropriate methods for the aims and objectives of the lessons. All teachers are encouraged to develop a repertoire of flexible, active learning methods. We aim to create a safe and supportive environment. We consider the maturity, development, age and readiness of each group when delivering the PSE curriculum. Schemes of Work include suggested activities and methods.

Effective learning and teaching approaches include:

- Effective starting and ending strategies.
- High order questioning skills.
- Setting ground rules.
- Agenda setting.
- Working together.
- Values clarification.
- Information gathering and sharing.
- Consensus building.
- Problem solving.
- Understanding another point of view.
- Working with feelings and imagination.
- Reflection, review and evaluation.

Methods:

- Drama and role-play.
- Discussions and debates.
- Problem solving activities.
- Guest speakers.

We also encourage pupils to take part in a range of activities which promote active citizenship such as volunteering, charity fundraising activities and planning school assemblies.

Inclusion and Equality of Opportunities:

Through the PSE curriculum and teaching we take due regard of the protected characteristics set out in the Equality Act 2010. We consider the age, ability, readiness and cultural backgrounds of pupils. Pupils with special educational needs follow the same PSE education programme as all other pupils but careful consideration is given concerning the level of differentiation needed and in some cases the content of delivery will be adapted. Pupils with English as an additional language will be supported to ensure they can fully access the lessons.

Assessment and Reporting:

Assessment in PSE focuses on pupils learning against the lesson objectives and outcomes. Although pupils are not formally assessed in the subject, assessment is important in identifying pupils' progress and ongoing needs. Teachers assess pupils' knowledge and understanding, e.g. information on health and understanding of health and safety procedures through discussions and activities in lessons. Teachers can also assess pupils in how effectively they use the knowledge, understanding and skills they develop, through participating in discussions, group activities, resolving conflicts, making decisions and forming positive relationships. Teachers can also observe pupils progress of these skills as pupils apply them in other areas of the curriculum and extra-curricular activities.

As the PSE curriculum aims to develop pupils' personal attributes and skills, PSE lessons dedicate time to allow pupils to reflect on this. Pupils regularly review the personal targets (in tutor periods) which they set themselves each term and record in their planners, these are both personal targets and CLEAR targets. Personal tutor meetings, parents evenings and reports to parents will include comments on pupils progress and attainment in the knowledge, understanding skills and attributes which the PSE curriculum aims to develop.

Handling complex issues safely in the classroom:

PSE education includes the teaching of complex, controversial and sensitive issues and teachers must be aware of how topics have the potential to be sensitive for pupils. In addition to the PSE curriculum, there may be issues arising from the news or media which may capture pupils' attention or cause them concern which they may wish to discuss. We feel that it is vital that our pupils are able to have these discussions and the PSE curriculum is important in developing pupils' knowledge, skills and confidence in complex and sensitive issues. Teachers should be careful to ensure that their personal beliefs and attitudes do not influence the teaching of PSE. To this end ground rules have been agreed to provide common values framework within which to teach.

The PSE Association's guidance on '*Handling complex issues safely in the PSE education classroom*' is shared with all staff who deliver PSE and provides practical guidance on the teaching of complex and sensitive issues. This includes the following guidance:

Establishing a safe learning environment:

Teachers should establish a safe learning environment which helps pupils to share feelings, explore values and attitudes, express opinions and how to respect to the opinions of others. This includes:

- Establish ground rules at the start of lessons on expectations of how pupils will behave towards each other in discussions.
- Provide opportunities for small group and whole class discussions.
- Provide access to balanced information and differing views.

- Teachers are in an influential position to pupils and should therefore be cautious about expressing their own views.
- Be sensitive to the needs of pupils and be aware that some pupils may have direct experience of particular issues.
- Work with the school policies on safeguarding and confidentiality.
- Make pupils aware of reliable sources of support both inside and outside the classroom.

Ground rules and distancing techniques:

- Pupils will be given preparation so they will know how to minimise any embarrassment they feel.
- No one (teacher or pupil) should be expected to answer a personal question.
- No one will be forced to take part in a discussion.
- Meanings of words will be explained in a sensible and factual way.
- Stories, scenarios, video clips from TV programmes or case studies can all provide fictional characters to stimulate discussions and should be used as distancing techniques.

Answering difficult questions:

It is important that pupils feel able to ask any questions that they wish and that their questions are valued. Sometimes an individual pupil will ask an explicit or difficult question in the classroom. Questions do not have to be answered directly and can be addressed later. We believe that individual teachers must use their skill and discretion in these situations and refer to the PSE Coordinator if they have any concerns.

In dealing with questions teachers should:

- Establish clear parameters about what is appropriate and inappropriate in a whole-class setting.
- Set the tone by speaking in a matter-of-fact way and ensuring that pupils discuss issues in a way which does not encourage giggling and silliness.
- Encourage pupils to write down questions anonymously and post them in a question box. The teacher then has time to prepare answers to all questions before the next session, and will choose not to respond to any questions which are inappropriate.
- If a verbal question is too personal the teacher should remind the pupil of the ground rules.
- Teachers should not be drawn into providing more information than is appropriate to the age of the child.
- Any safeguarding concerns should be passed on to the Designated Safeguarding Person in line with school policy.

Confidentiality and handling disclosures:

Due to the nature of the PSE curriculum, lessons may result in pupils seeking advice or support on a specific personal issue. Teachers cannot promise absolute confidentiality to pupils and if a pupil makes a disclosure procedure's set out in the school's Safeguarding Policy should be followed.

A summary

Pupils will gain specific knowledge, understanding, skills and attitudes which will help them to develop the necessary life skills to make informed decisions whilst preparing them for adulthood through opportunities to:-

- Take responsibility
- Feel positive about themselves
- Participate in the school and local community
- Make real choices and decisions
- Meet and work with people from outside the school
- Develop relationships
- Consider moral and social dilemmas
- Find out information and share it with others
- Prepare for change

PSE – Learning Outcomes

Developing confidence and responsibility and making the most of their abilities.

- Reflect on and assess their strengths in relation to personality, work and leisure
- Respect the difference between people as they develop their own sense of identity.
- Recognise how others see them and be able to give and receive constructive feedback and praise.
- Recognise the stages of emotions associated with loss and change caused by death, divorce, separation and new family members and how to deal positively with the strength of their feelings in different situations.
- Relate job opportunities to their personal qualifications and skills and understand how the choices they will make should be based not only on knowledge of their personal strengths and aptitudes but also on the changing world of work
- Plan realistic targets, seeking out information and asking for help with career plans.
- What influences how we spend or save money and how to become competent at managing money.

Develop a healthier lifestyle

- Recognise the physical and emotional changes that take place at puberty and how to manage these changes in a positive way.
- How to keep healthy and what influences health – including the media.
- Basic facts and laws, including school rules, about alcohol, tobacco, illegal substances and the risks of misusing prescribed drugs.
- That good relationships and an appropriate balance between work, leisure and exercise can promote physical and mental health.
- In the context of the importance of relationships, human reproduction, contraception, STI's HIV and high risk behaviours
- Recognise and manage risk and make safe choices about healthy lifestyles, different environments and travel.
- Recognise when pressure from others threatens their personal safety and well-being and to develop effective ways of resisting pressures including knowing when and where to get help. Basic emergency aid procedures.

Developing good relationships and respecting the difference between people

- The effects of all types of stereotyping, prejudice, bullying racism and discrimination and how to challenge them assertively.
- How to empathise with people different from themselves
- The nature of friendship, how to make and keep friends.
- The changing nature of and pressure on relationships with friends and family and when and how to seek help.
- The role of and importance of stable loving relationships within families.
- Recognise that goodwill is essential to positive and constructive relationships.
- Negotiate within relationships recognizing that actions have consequences and when and how to make compromises.
- Resist pressure to do wrong, to recognize when others need help and how to support them.
- Communicate confidently with peers and adults.

Citizenship

Developing their Knowledge and Understanding of Citizenship by:

- Legal and human rights and responsibilities underpinning society, basic aspects of the criminal justice system and how both relate to young people.
- The diversity of national, regional, religious and ethical identities in the UK and the school community and the need for mutual respect and understanding.
- The public services offered by central and local government.
- Key characteristics of parliamentary and other forms of government.
- The electoral system and the importance of voting.

- The work of community based national and international voluntary groups.
- The importance of resolving conflict fairly.
- The significance of the media in society.
- The world as a global community and the political, economic, environmental and social implications of this and the role of the European Union, the Commonwealth and the United Nations.

Developing their Skills by:

- Think about topical, political, spiritual, moral, social and cultural issues, problems and events by analysing information admits sources, including ICT based sources.
- Justify orally and in writing a personal opinion about such issues, problems or events.
- Contribute to group and exploratory class discussions and take part in debates.
- Take responsibility in both school and community-based activities.

Developing their Attitudes by:

- Topical, political, spiritual, moral, social and cultural issues which affect and influence young people.
- Other peoples' experiences and how they may be different to their own but equally valid.
- The individual's responsibility for their own actions.

Drugs Education

Developing their Knowledge and Understanding by:

- Issues relating to medicines, alcohol, tobacco, solvents and illegal drugs and responses to drug related incidents.
- Information about legal drugs, their effects and associated side effects.
- Scientific terminology associated with drugs
- Different categories of drugs
- The law in relation to the different categories of drugs
- The effects of different levels of intake of alcohol
- Advice and support within the locality, national helplines and organizations.

Developing their Skills by:

- Identify risks to health
- Communicate with peers, parents, and professionals
- Display decision making and assertiveness skills in situations relating to drug misuse.

Developing their Attitudes:

- The attitudes and beliefs about drugs and drug users among different groups in society.
- The impact of the media and advertising on peoples thinking.
- Attitudes to drugs and laws relating to drugs.
- Taking responsibility for one's own and other people's safety.

Health and Safety

Developing their Knowledge and Understanding of Health and Safety by:

- To think about the alternatives and long and short-term consequences when making decisions about personal health.
- To use assertiveness skills to resist unhelpful pressure.
- The causes, symptoms and treatment for stress and depression and to identify strategies for prevention and management.
- The link between eating patterns and self-image, including eating disorders.
- The health risks of alcohol, tobacco and other drug use, early sexual activity, pregnancy, sunbathing and different food choices.
- In the context of stable relationships, the alternative forms of contraception will be considered. Their risks and advantages, how to access them and the advice available to help inform future choices.
- How to seek professional advice confidently and be able to access key information about health.
- To recognize and follow health and safety requirements and develop the skills to cope with emergency situations which require basic first aid procedures including resuscitation techniques.

Mindfulness

Mindfulness will be introduced to pupils as part of the PSE programme, in KS4 and KS5.

Mindfulness is a technique you can learn which involves making a special effort to notice what's happening in the present moment (in your mind, body and surroundings) – without judging anything. It has roots in Buddhism and meditation, but you don't have to be spiritual, or have any particular beliefs, to try it.

Aims of mindfulness:

- To equip pupils to respond skilfully to life's challenges
- To promote positive emotional well-being
- To improve motivation and concentration in all aspects of young peoples' lives

- To help pupils lead a happier, calmer, more fulfilled life
- To become more self-aware
- To feel calmer and less stressed
- To feel more able to choose how to respond to your thoughts and feelings
- To cope with difficult or unhelpful thoughts
- To be kinder towards yourself.

Careers Education:

Ruthin School believes that every child should leave school prepared for life in a modern British society. This should be done through classroom provision, PSE lessons and by providing a wide range of extra- curricular provision. This complies with statutory requirements of the Education Act 1997 to provide independent careers guidance to all pupils from Form 2 – Upper 6th.

Aims and Objectives:

- To develop skills for employability including communication, team work, negotiation, leadership and presentation skills.
- To overcome barriers to progression and challenge stereotypes.
- To help pupils in choosing a career which is right for them and giving them guidance on the pathway needed to get to this career.
- To learn about the world of work and the skills they will need to be successful.
- Investigate career and job opportunities and develop an understanding of the world of work.
- Recognise, develop and apply employability and enterprise skills.
- To gain experience of working practices and environments through visiting speakers and work placements.
- To have opportunities to learn about STEM related careers.
- To explore the wide range of opportunities available to young people.

All pupils are shown where to access careers advice and have Independent Consultancy on careers.

Careers opportunities for whole school:

There are a number of events throughout the school year which gives pupils opportunities to engage in careers education:

- Careers advice and career profiling from independent consultants
- Careers Fairs

- Careers Dinners for Sixth Form
- Work experience week for Form 4 and Lower 6th
- Discuss UCAS and share experience
- Personal statement support from tutors, Mentors, Heads of Faculties and overseen by Assistant Head Universities, Careers and Alumni
- Individual tutorials and additional support sessions
- Personal statement individual workshops
- Lecture on University life
- Lecture on the UCAS process
- Lecture on Choosing a Course and University
- Interview techniques workshop
- Individualised support and mock interviews for Oxbridge candidates, Autumn term 2018
- Attendance at UK University Fair

Sex and Relationships Education (SRE):

Sex and Relationships Education (SRE) is delivered as part of our PSE programme. This includes learning about the emotional, social and physical aspects of growing up, relationships, sex, human sexuality and sexual health. Some aspects are also taught and reinforced in other areas of the curriculum such as Science. The SRE programme which is built into the PSE curriculum, aims to give pupils accurate information about the body, reproduction, sex and sexual health. It also gives them essential skills for building positive, enjoyable, respectful and non-exploitative relationships and staying safe both on and offline. At Ruthin we see Sex and Relationships Education as important in preparing young people for the physical and emotional changes they undergo at puberty and enables our pupils to make responsible and well-informed decisions about their lives. Through Sex and Relationships Education they will develop the skills and understanding needed to live confidence, healthy and independent lives.

School Community Police Officer involvement:

We also work closely with our local School Community Police Officer (Llinos Owain); who comes into school to deliver a number of sessions to pupils in KS3 – KS5.