**Wakefield Independent School**

**Policy for PHSE/SRE – Senior School**

**July 2020**

The coordinator for PHSCE/SRE in the senior school is:

**Miss Kate Shepherd**

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## Introduction

This policy follows the current government guidance for the teaching of PSHE and SRE

## Aims

Wakefield Independent School recognises and values the benefits that the Personal, Social, Health and Education (PSHE) programme and Sex and Relationship (SRE) programme offers it’s students.

As part of our overall curriculum programme, full attention will be given to the development of **each pupil’s spiritual, moral, cultural, mental and physical development** through the use of initiatives such as **Social and Emotional Aspects of Learning** and **Personal Learning and Thinking Skills**. There will be emphasis on the role of each pupil within their family and the local community through activities aimed at personal contributions such as supporting parents and senior citizens. PSHE and SRE will complement Citizenship and Careers Education in our aim to be a fully inclusive independent school.

These programmes are linked with Citizenship and Careers Education and collectively they offer a broad scope of subjects. We are offering learning opportunities that will enable students to be taught the knowledge, skills and understanding they need to take responsibility for themselves, show and offer respect to others and develop their confidence and self-awareness. This will enable them to be more informed when making decisions and more able to cope with the challenges life brings.

The aim of the **pastoral curriculum overall** will be to support pupils, help them develop emotional resilience and prepare them for all aspects of life. To this end pupils in the senior school at Wakefield Independent School will access a comprehensive and whole package delivered by staff and coordinated by Miss Shepherd. This will be made up of PSHCE, SRE, Citizenship and Careers Education.

**PHSE/SRE Curriculum Specific Content**

**Year 7**

Male and female sex organs

Puberty – physical and emotional changes

The menstrual cycle

Reasons to have a baby

Fertilization

Pregnancy and development of the fetus

Age of consent

LGBT+

Types of bullying and prevention

Fire safety

Electrical safety

Road safety

Railways and waterways safety

Firework safety

Smoking

Alcohol

Solvents

Drugs

Disabilities

**Year 8**

Friendships

Peer pressure

Self esteem

Confidence

Importance of communication

Families

Marriage and divorce

Eating disorders

Self-harm

Self-defense

Gun and knife crime

Gangs

Online safety

Online grooming

Sexting

**Year 9**

Addictions including gambling

Harassment and sexual harassment

**Mental health**;

Anxiety and Social Anxiety

Depression

Stress

Self harm

Suicide

Self esteem and confidence

Positivity

Resilience

Healthy relationships – parents, friends, relationships

Unhealthy relationships – parents, friends, relationships

Healthy food and nutrition – how to cook simple nutritious meals

Exercise and keeping fit

Personal hygiene

**Year 10/11**

LGBT+

Sexuality and gender

Creating healthy and loving relationships

Domestic violence

Sexual exploitation

Avoiding risky situations

Revenge porn

The decision to have sex and consent – the right time to have sex

Being able to say no

The mechanics of sexual intercourse

Contraception

Sexually transmitted diseases including HIV and HPV

Teenage pregnancies and the stages pf pregnancy

Caring for a baby

Life as a teenage parent

Sexual health advice

What to do if a relationship breaks down

Life stages and death

## The Organisation of PSHE

At Wakefield Independent School our rich curriculum and enrichment programme offered is designed to enable pupils to enjoy this unique stage of childhood, inspire learning and develop the essential knowledge, skills and understanding, which are the building blocks for secondary education and later life.

Pupils will benefit from a curriculum which is challenging and creative, which fires their imagination and enthusiasm, which builds practical and theoretical skills and, above all, instill in them a lifelong love of learning. It recognizes the interlocking ways in which children learn and develop – physically, intellectually, emotionally, socially, culturally, morally and spiritually. Our curriculum will enrich the child’s perception, constantly enlarging their knowledge and understanding of the world.

Miss Shepherd is the PSHE coordinator and has overall responsibility for monitoring student performance and the quality of learning and teaching in this area and who will have a whole school approach for improving attitudes and behaviour.

Wakefield Independent School recognises the importance and value of parents and families in helping their children to develop and make responsible decisions for themselves based on informed choices. This will be reflected in the delivery of the overall pastoral curriculum.

Pupils will be supported and encouraged to develop oral skills alongside of their literacy and numeracy skills. There will be a strong emphasis on the development of personal, social and emotional development alongside of a strong commitment to core values ensuring that subject and curriculum knowledge is supported by ethical and moral development to develop social and community awareness equipping learners for life in the broadest sense.

## Key Features of the Delivery

We will promote healthy, independent and responsible members of society. Our pupils will be given every encouragement, and inspirational example, to play positive roles in school life and contribute to their wider communities.

We provide a positive nurturing environment where the pupils feel safe, enabling them to develop positive attitudes, social skills and raise their self-esteem. Our pastoral curriculum content involves personal safety and creative therapy. Pupils will be given opportunities in specific lessons and assemblies to develop confidence, self-motivation and an understanding of their rights and responsibilities within our diverse society. At Wakefield Independent School we use:

* Small group teaching
* Lessons modified and differentiated to suit pupil’s needs
* A safe environment provided, which ensures confidence for shy and reluctant learners

All students will experience a vocational curriculum which will enable them to make important choices and the right decisions before they leave us at the end of Year 11. They will have the opportunity to develop social skills, self-esteem, self-awareness and reflect on their own behaviour, attitude and development.

We encourage a reflective practice and build a positive learning environment.

The whole pastoral approach will be part of a structured and mainly vocationally driven curriculum. A holistic programme is used to aid the pupil’s own personal and social development. They are supported by a personalised and extensive intervention and learning support programme. All students have the opportunity to improve their own personal and social development, develop employability skills and benefit from activities, improving health and well-being.

Personal wellbeing will create successful learners by helping pupils identify their abilities, skills and strengths and therefore increasing their confidence and self-esteem. **PSHE and SRE helps pupils to use information to weigh up options and make informed choices.** Pupils will gain confidence by knowing where to look for advice and guidance on matters related to health and relationships, and by providing advice and guidance to others.

**Pupils will develop and use their social skills to build and maintain healthy and positive relationships, enabling confidence in developing friendship and relationships and resisting negative peer influence.**

**Developing Confidence and Responsibility and Making the Most of their Abilities**

Students will be taught to;

* Be aware of and assess their personal qualities, skills, achievements and potential, so that they can set personal goals
* Have a sense of their own identity and present themselves confidently in a range of situations
* Be aware of how others see them, manage praise and criticism, and success and failure in a positive way and learn from the experience
* Recognise influences, pressures and sources of help and respond to them appropriately
* Use a range of financial tools and services, including budgeting and saving, in managing personal money

**Developing a Healthy, Safer Lifestyle**

Students will be taught to;

* Think about the alternatives and long- and short-term consequences when making decisions about personal health
* Use assertiveness skills to resist unhelpful pressure
* Understand the causes, symptoms and treatments for stress and depression, and to identify strategies for prevention and management
* Be aware of the link between eating patterns and self-image, including eating disorders
* Be aware of the health risks of alcohol, tobacco and other drug use, early sexual activity and pregnancy, different food choices and sunbathing, and about safer choices they can make
* Understand that in the context of the importance of relationships, how different forms of contraception work, and where to get advice, in order to inform future choices
* Seek professional advice confidently and find information about health
* Recognise and follow health and safety requirements and develop the skills to cope with emergency situations that require basic aid procedures, including resuscitation techniques

## Developing Good Relationships and Respecting the Differences between People

Students will be taught;

* About the diversity of different ethnic groups and the power of prejudice
* To be aware of exploitation in relationships
* To challenge offending behaviour, prejudice, bullying, racism and discrimination assertively and take the initiative in giving and receiving support
* To work cooperatively with a range of people who are different from themselves
* To be able to talk about relationships and feelings
* To deal with changing relationships in a positive way, showing goodwill to others and using strategies to resolve disagreements peacefully
* About the nature and importance of marriage for family life and bringing up children
* About the role and responsibilities of a parent, and the qualities of good parenting and its value to family life
* About the impact of separation, divorce and bereavement on families and how to adapt to changing circumstances
* To know about the statutory and voluntary organisations that support relationships in crisis
* To develop working relationships with a range of adults, including people they meet during work experience, personal guidance and community activities

## Assessment of Progress

Wakefield Independent School will use a range of methods to assess and report on student progress and development within the whole pastoral curriculum. These are;

* Recognition of achievement and personal progress within the curriculum
* Assessment recording and reporting
* Formative and summative assessments where appropriate
* Ofsted inspections
* Peer and self-evaluation and discussion
* Reporting annually to parents

We will also assess student learning in by making judgements of their level of understanding as observed during lessons and in their individual and group contributions to wider school life.

Our assessment of PSHE and SRE fits within our overall assessment structures including those of Citizenship and Careers Education. We also want to assess student well-being and raise individual self-esteem.

Social and Emotional Development will be assessed using ***SNAP (Special Needs Assessment Profile for Behaviour)***. This gives a clear picture of the young person in 3 areas;

* Relationship with self
* Relationship with peers
* Relationship with adults

The achievement of each student will be reported to parents each year in their annual report.

Wakefield Independent School will not have formal examinations in PSHE and SRE - as such the assessments made on achievements will be positive and reflect the student’s individual development and understanding of the subject throughout the year.

## Monitoring, Evaluation and Review

The PSHE coordinator will review this policy annually and more often when legislation and guidance changes.

Its implementation and effectiveness will be monitored by the PSHE co-coordinator.

The policy will be promoted and implemented throughout the school.

**Confidentiality**

**The subject matter involved in supporting the social and emotional aspects of learning relates in a specific way to the individual. When discussing feelings and the circumstances that give rise to them, it is inevitable that some students will find areas of the work challenging and distressing for a range of reasons.**

**Teachers and other adults need to be sensitive to the individual circumstances of the students in their care. The school uses the opportunities available to talk through any issues that arise, or might arise, in response to the materials, with colleagues or other professionals where appropriate.**

**We aim for all adults involved with students to be aware of school protocols with regards to disclosure.**