

HUNTER HALL SCHOOL
RELATIONSHIP EDUCATION POLICY (INCLUDING PSHE/SMSC
OVERVIEW)



Prepared and reviewed	September 2020	D Vinsome
Reviewed	September 2021	D Vinsome
Reviewed	January 2023	D Vinsome

HUNTER HALL

RELATIONSHIP EDUCATION POLICY (INCLUDING PSHE/SMSC OVERVIEW)

Name of school: Hunter Hall Preparatory School

Date of initial policy: 1 September 2020

Members of staff responsible for Relationships Education and Health Education: Head of PSHE – D Vinsome (Head teacher)

Next review date: January 2024

1. How this Policy was developed

- This Policy was developed in relation to guidance from the DFE.
- Parents have been consulted as to its content and it reflects the views of teachers and children

2. Requirements on schools in law for RSE

- The school currently complies with legal obligations with reference to the most recent government guidance 'Sex and Relationship Education Guidance' (DfES 2000) through PSHE lessons and lessons covering puberty in science.
- From September 2020 this policy is written with reference to Relationships Education and Relationships and Sex Education (RSE) and health education (England) regulations 2019, where applicable, ensuring that both our boys and girls are prepared for the changes that adolescence brings – drawing on knowledge of the human life cycle covered in science. Health education will include incorporating key facts covering puberty and the changing adolescent body.
- Relationships education, from Sept 2020 is compulsory for all pupils of primary age. There is no parental right to withdraw pupils
- Relationships and sex education included a limited parental right for parents to withdraw their child
- This policy also takes into account the Equality Act 2010

3. What is Relationships (and Sex) Education?

RSE is about teaching our children the fundamental building blocks and characteristics of positive relationships, with particular reference to friendships, family relationships and relationships with other peers and adults. Children should learn about such relationships, as well as the emotional, social and physical aspects of growing up, human sexuality and sexual health in an age-appropriate way:

- It is about children managing their own feelings and behaviour and how they relate to others
- It is understanding how to keep themselves safe from sexual exploitation including when using the internet and social media
- It is about giving them the knowledge to keep themselves healthy, both emotionally and physically
- It is about their physical development so they are well prepared to respect others

- Relationships education at Hunter Hall addresses the subject knowledge above, along with the development of specific skills including; assertiveness, resilience, negotiation, addressing bias, conflict resolution, empathy.
- It explores personal and cultural beliefs and values
- All relationships education lessons support the development of spiritual, moral social and cultural (SMSC) appreciation and will support the personal development, welfare and behaviour of pupils
- We believe relationships education is best taught as part of our PSHE programme of study.

4. **Our Aims**

- Our aim is to teach RSE in such a way that our children grow up to be secure in who they are and the knowledge they have. They should feel safe, healthy and happy both as they grow and in their future lives

5. **Content of RSE**

- Our RSE lessons are a key component of SCARF (our PSHE main teaching resource). This provides the framework for a whole school approach to improve children's well-being and progress based on five values: **safety (S), caring (C), achievement (A), resilience (R), Friendship (F)**
- We will therefore use SCARF as the main educational resource to develop RSE as part of our PSHE lessons
- SCARF resources are split into 6 units for each year group (including pre-school) and cover aspects of RSE such as keeping myself safe and growing and changing and me and my relationships
- Other resources may also be used periodically to support the subject matter – such as friendship week using material from the anti-bullying alliance group as well as NSPCC resources
- A copy of the long term overview for each year group in accordance with the SCARF units is provided in appendix one and two at the end of this document*
- See appendix 3 for PSHE specifically

6. **How it will be taught.**

- The knowledge and beliefs that the children bring to the classroom will be used as a starting point when delivering RSE.
- Varied and interactive teaching methods will be used to give children the opportunity to express their own ideas, share and learn from others and have time to reflect.
- Children may be taught individually, in pairs, groups or classes and wherever possible by their form tutor.
- Question boxes, story boards, class discussions, role play and diamond nine activities may be used as well as the use of puppets and other visual aids.
- Children will be taught in mixed grouping other than when looking at particular aspects of puberty delivered to year 6 which will be taught by MS (previous science lead) and

the pastoral lead KF, where boys and girls will be taught separately, to be able to talk frankly without embarrassment.

7. When and where it will be taught.

- PSHE/RSE is a timetabled lesson for all year groups which takes place each week for 30 minutes.
- In addition, areas of PSHE/RSE may be taught in assembly time each week.
- Creating a safe environment is essential to delivering effective relationships education. Children need to feel safe, confident and comfortable in sharing ideas and opinions, to reflect on issues and questions, along with their own and others' values and attitudes safely without fear of negative feedback. A safe and secure environment also helps teachers to feel confident about managing discussions about sensitive issues. Therefore, lessons will normally take place within children's form rooms (their 'own space').
- Ground rules will be set by the teacher to enable children to speak freely, and teachers will be up to date on sensitive subjects through regular INSET training.

8. CONFIDENTIALITY and SAFEGUARDING (see also child protection policy)

- Staff must be aware that they cannot guarantee to children unconditional confidentiality on statements made by them. This should be understood by all pupils and explained by the teacher.
- Staff must follow school procedures as set out in our safeguarding policy if they feel a child is at risk or in danger. Any concern must be relayed quickly to the DSL. If external speakers are used, they must be made aware of this reporting mechanism.

9. How Relationships (and Sex) Education is monitored and evaluated

How do we know our children are making progress?

- Assessment is an important tool as it enables us to ascertain how well the children are accessing the material on offer, their progress made, as well as any adjustments that we as teachers need to make to the provision. Each unit delivered through SCARF has assessment opportunities built within, be that through verbal or written feedback
- In addition, children will be monitored for their engagement throughout lessons and the quality of the work they produce on paper according to the age and their developmental needs.
- It is hoped that the children feel comfortable to ask the questions as well as answering those asked by their teachers.
- Assessment should also be visible by the children's actions around school in many cases – such as the tolerance and respect they show for each other as they go about their everyday lives. (SMSC)

10. How the delivery of the content will be made accessible to all pupils.

This section is written with reference to the Equality act 2010

The bullying of children with protected characteristics will not be tolerated, as per our anti bullying policy.

The needs of boys as well as girls.

Our PSHE/RSE programme is relevant to both boys and girls and can also be accessed by those who are transgender.

Ethnic, religious and cultural diversity.

Our PSHE/RSE programme acknowledges different ethnic, religious and cultural attitudes to PSHE/RSE. We consult pupils and parents/carers about their needs, take account of their views and promote respect for, and understanding of, the views of different ethnic and cultural groups.

Varying home backgrounds.

Our PSHE/RSE programme recognises that pupils may come from a variety of family situations and home backgrounds. These different families are acknowledged in the teaching and resources used to enable children to appreciate that all families and backgrounds are different but nonetheless functional and loving.

Sexual Orientation

The PSHE/RSE programme acknowledges that a % of pupils may go on to define themselves as gay, lesbian etc and may have family members of differing sexual orientation. This is addressed in a sensitive, honest and balanced consideration of sexuality through our SCARF units.

Special educational needs.

The needs of pupils with learning, emotional or behavioural difficulties or physical disabilities will be met through careful empathetic teaching and considered selection of appropriate resources, and where necessary, in consultation with the school SENCO.

Pupils who use alternative methods of communication.

Staff will adapt their teaching of PSHE/RSE to ensure that pupils who have physical, visual or hearing impairments, or are unable to use speech and may use signing, symbols and/or communication switches and aids have equal access to the programme. Any EHC plans will be considered which suggest allowances meaning children can access material more readily.

Our PSHE/RSE programme is delivered at a level which is appropriate for the age of the children and their development using the guidance from the SCARF programme of carefully structured units of work, suitable for the age and development of the child.

In addition, wherever possible, PSHE/RSE is taught by the child's form teacher – a professional who understands the need of that year group exceptionally well and is responsible for their pastoral welfare daily.

11. Parental engagement and withdrawal of children

- Parents have the right to withdraw their children from part of Relationships and Sex Education. Parents will be informed of this by letter. They do not, however, have a right to withdraw their children from those aspects of RSE that are taught in National Curriculum Science or where RSE issues arise incidentally in other subject areas. From September 2020 parents have the right to request that their child be withdrawn from some or all of sex education delivered as part of statutory RSE, but not Relationships Education.
- Any such requests to withdraw should be directed to the Head teacher to discuss the request with the parent and, as appropriate, with the child, to ensure that their wishes are understood and to clarify the nature and purpose of the request and content of the curriculum. All views will be listened to though they do not amount to the power of parents being able to veto curriculum content per se.
- It will be discussed with the parent the benefits of receiving this important education and any detrimental effects that withdrawal might have on the child; such as the social and emotional effects of being excluded, as well as the likelihood of the child hearing their peers' version of what was 'said' in the classes, rather than what was 'directly said' by the teacher (noting of course that the detrimental effects may be mitigated if the parent proposes to deliver sex education to their child at home instead). This will be clarified as part of any such discussion.
- Should a child be withdrawn, they will receive purposeful and meaningful educational opportunities whilst being withdrawn, which will be organised by their teacher.
- All parents will be given every opportunity to understand the purpose and content of PSHE/RSE. Hunter Hall recognises that good communication and opportunities for parents to understand and ask questions about the school's approach to such topics helps increase confidence in the curriculum. They are given an overview of topics covered in PSHE/RSE in each curriculum overview sent to parents each term/half term and a copy of this policy is available on our website as well as hard copy in our office.

12. Dissemination of the Policy

- This policy is disseminated to all members of staff delivering RSE in school.
- A copy of the policy is kept in the staff folder in school electronically and can be downloaded to provide a hard copy should that be preferred.
- The head of PSHE D Vinsome can also provide further copies
- The policy will also be available on the school website and updated annually and more if necessary.
- A hard copy is also available alongside other such statutory policies in the policy folder kept in the school office.

13. Policy Review and Development Plan

- The policy will be reviewed at least annually by the Head of PSHE D Vinsome
- Any staff needing further training will be delivered preferably by our resource provider SCARF or disseminated by the Head of PSHE/RSE Mrs D Vinsome.

14. Sources of Further Information

This policy has drawn upon:

- DfES 'Sex and Relationship Education Guidance' (2000)
- Brook, Sex Education Forum and PSHE Association 'Sex and Relationships Education (SRE) for the 21st Century' - Supplementary advice to the Sex and Relationship Education Guidance DfEE (0116/2000) (2011)
- DfE Relationships Education, Relationships and Sex Education (RSE) and Health Education Draft Guidance (July 2018)
- CORAM Educational resources - SCARF

15. This policy dovetails, compliments and therefore should be read in conjunction with the following Hunter Hall policies and appendices:

- Child protection
- Anti-bullying
- DfE Keeping children safe in education (2022)
- SCARF resources
- Appendix 1 and 2 – long term overview of units and topics PSHE/RSE
- Appendix 3 – PSHE at Hunter Hall
- Appendix 4 - SMSC

APPENDIX 1
OVERVIEW OF UNITS FOR PSHE/RSE PER YEAR GROUP (Spiral curriculum)

PRE-SCHOOL	Me and my relationships	Valuing difference	Keeping myself safe
	Rights and responsibilities	Being my best	Growing and changing
RECEPTION	Me and my relationships	Valuing difference	Keeping myself safe
	Rights and responsibilities	Being my best	Growing and changing
Year 1	Me and my relationships <i>Includes feelings/emotions/conflict resolution and friendships</i>	Valuing difference <i>Includes a British values focus</i>	Keeping myself safe <i>Includes aspects of relationships education : Including healthy me Good and bad touches</i>
	Rights and responsibilities <i>Includes money/living in the wider world/ the environment</i>	Being my best <i>Includes keeping healthy/growth mindset/goal setting/achievement</i>	Growing and changing <i>Includes RSE related issues : Including inside my wonderful body Keeping privates private</i>
Year 2	Me and my relationships <i>Includes feelings/emotions/conflict resolution and friendships</i>	Valuing difference <i>Includes a British values focus</i>	Keeping myself safe <i>Includes aspects of relationships education: Including I don't like that Some secrets should never be secret</i>
	Rights and responsibilities <i>Includes money/living in the wider world/ the environment</i>	Being my best <i>Includes keeping healthy/growth mindset/goal setting/achievement</i>	Growing and changing <i>Includes RSE related issues : Including My body, your body Respecting privacy</i>

Year 3	Me and my relationships <i>Includes feelings/emotions/conflict resolution and friendships</i>	Valuing difference <i>Includes a British values focus</i>	Keeping myself safe <i>Includes aspects of safer internet usage, drugs and relationships education Including safe or unsafe None of your business</i>
	Rights and responsibilities <i>Includes money/living in the wider world/ the environment</i>	Being my best <i>Includes keeping healthy/growth mindset/goal setting/achievement</i>	Growing and changing <i>Includes RSE related issues : Including relationship tree Secret or surprise</i>
Year 4	Me and my relationships <i>Includes feelings/emotions/conflict resolution and friendships</i>	Valuing difference <i>Includes a British values focus</i>	Keeping myself safe <i>Includes aspects of safer internet usage, drugs and relationships education Includes How dare you Know the norms</i>
	Rights and responsibilities	Being my best	Growing and changing
	<i>Includes money/living in the wider world/ the environment</i>	<i>Includes keeping healthy/growth mindset/goal setting/achievement</i>	<i>Includes RSE related issues Includes all change Together</i>
Year 5	Me and my relationships <i>Includes feelings/emotions/conflict resolution and friendships</i>	Valuing difference <i>Includes a British values focus</i>	Keeping myself safe <i>Includes aspects of safer internet usage, drugs and relationships education Includes decision dilemmas Would your risk it</i>
	Rights and responsibilities <i>Includes money/living in the wider world/ the environment</i>	Being my best <i>Includes keeping healthy/growth mindset/goal setting/achievement</i>	Growing and changing <i>Includes RSE related issues :</i>

			<i>Help I'm a teenager get me out of here Stop start stereotypes</i>
Year 6	Me and my relationships <i>Includes feelings/emotions/conflict resolution and friendships</i>	Valuing difference <i>Includes a British values focus</i>	Keeping myself safe <i>Includes aspects of safer internet usage, drugs and relationships education Included To share or not to share Joe's story</i>
	Rights and responsibilities <i>Includes money/living in the wider world/ the environment</i>	Being my best <i>Includes keeping healthy/growth mindset/goal setting/achievement</i>	Growing and changing <i>Includes RSE related issues : Includes making babies Is this normal?</i>

APPENDIX 2

OVERVIEW OF ALL TOPICS for PSHE/RSE BY YEAR GROUP

PRE-SCHOOL

Me and My Relationships > All about me

Marvellous me!

I'm special

Valuing Difference > Same and Different

Me and my friends

Valuing Difference > Different Families and Homes

Friends and family

Valuing Difference > Kindness and Caring

Including everyone

Keeping Myself Safe > Keeping my Body Safe

Safety Indoors and Outdoors

What's safe to go into my body

Keeping Myself Safe > People who Help Keep me Safe

People who help to keep me safe (including Listening to my feelings)

Rights & Responsibilities > Looking after Myself and my Friends

Looking after myself

Looking after others

Rights & Responsibilities > Caring for my Environment

Looking after my environment

Being my Best > Bouncing Back (growth mindset)

I can keep trying

I can do it!

Being my Best > Exercise and Sleep

What does my body need?

Growing & Changing > Changes

RECEPTION

Me and My Relationships > All about me

All about me

What makes me special

Me and My Relationships > My Special People

Me and my special people

Who can help me?

Me and My Relationships > My Feelings

My feelings

My feelings (2)

Valuing Difference > Same and Different

I'm special, you're special

Same and different

Valuing Difference > Different Families and Homes

Same and different families

Same and different homes

Valuing Difference > Kindness and Caring

Kind and caring (1)

Kind and caring (2)

Keeping Myself Safe > Keeping my Body Safe

What's safe to go onto my body

Keeping Myself Safe - What's safe to go into my body (including medicines)

Safe indoors and outdoors

Keeping Myself Safe > Listening to my Feelings

Listening to my feelings (1)

Keeping Myself Safe > People who Help Keep me Safe

Keeping safe online

People who help to keep me safe

Rights & Responsibilities > Looking after Myself and my Friends

Looking after my special people

Looking after my friends

Rights & Responsibilities > Caring for my Environment

Being helpful at home and caring for our classroom

Caring for our world

Rights & Responsibilities > Looking after Money

Looking after money (1): recognising, spending, using

Looking after money (2): saving money and keeping it safe

Being my Best > Bouncing Back (growth mindset)

Bouncing back when things go wrong

Yes, I can!

Being my Best > Healthy eating

Healthy eating (1)

Healthy eating (2)

Being my Best > Exercise and Sleep

Move your body

A good night's sleep

Growing & Changing > Changes

Seasons

Life stages - plants, animals, humans

Growing & Changing > Life Stages

Life Stages: Human life stage - who will I be?

Where do babies come from?

Growing & Changing > Changing bodies

Getting bigger

Me and my body - girls and boys

YEAR 1

Health and Wellbeing > Healthy Lifestyles

Eat well

Our feelings

Harold's wash and brush up

Catch it! Bin it! Kill it!

I can eat a rainbow

Healthy me

Super sleep

Health and Wellbeing > Keeping Safe

Harold loses Geoffrey

Who can help? (1)

Harold's school rules

What could Harold do?

Health and Wellbeing > Growing and Changing

Harold learns to ride his bike

Then and now

Inside my wonderful body!

Keeping privates private

Taking care of a baby

Relationships > Healthy Relationships

Surprises and secrets

Good or bad touches?

Unkind, tease or bully?

Who can help? (2)

How are you listening?

Pass on the praise!

Sharing pictures

Relationships > Feelings and Emotions

Thinking about feelings

Harold has a bad day

Who are our special people?

Feelings and bodies

Relationships > Valuing Difference

It's not fair!

Good friends

Same or different?

Living in the Wider World > Rules, Rights and Responsibilities

Why we have classroom rules

Taking care of something

Our special people balloons

Basic first aid

Living in the Wider World > Caring for the Environment

Around and about the school

Living in the Wider World > Money

Harold's money

How should we look after our money?

YEAR 2

Health and Wellbeing > Healthy Lifestyles

My day

Harold's bathroom

Harold's postcard - helping us to keep clean and healthy

My body needs...

What does my body do?

Health and Wellbeing > Keeping Safe

How safe would you feel?

What should Harold say?

Harold's picnic

Respecting privacy

Health and Wellbeing > Growing and Changing

You can do it!

Sam moves away
Haven't you grown!
My body, your body

Relationships > Healthy Relationships

Should I tell?
Solve the problem
A helping hand
I don't like that!
Bullying or teasing?
Don't do that!
Types of bullying
Some secrets should never be kept
Feeling safe
Playing games

Relationships > Feelings and Emotions

How are you feeling today?
How do we make others feel?
My special people
Being a good friend
Let's all be happy!
Fun or not?

Relationships > Valuing Difference

An act of kindness
What makes us who we are?

Living in the Wider World > Rules, Rights and Responsibilities

Our ideal classroom (1)
Our ideal classroom (2)
When I feel like erupting
When someone is feeling left out
Getting on with others
Basic first aid

Living in the Wider World > Caring for the Environment

How can we look after our environment?

Living in the Wider World > Money

Harold saves for something special
Harold goes camping

YEAR 3

Health and Wellbeing > Healthy Lifestyles

Derek cooks dinner! (healthy eating)
Poorly Harold
Body team work

Health and Wellbeing > Keeping Safe

The Risk Robot
Safe or unsafe?
Helping each other to stay safe
Getting on with your nerves!
Alcohol and cigarettes: the facts
Help or harm?
None of your business!

Raisin challenge (1)

Health and Wellbeing > Growing and Changing

My special pet

Top talents

I am fantastic!

My changing body

Relationships > Healthy Relationships

Tangram team challenge

Looking after our special people

Danger or risk?

Body space

How can we solve this problem?

Friends are special

Zeb

Relationship Tree

Relationships > Feelings and Emotions

Secret or surprise?

Dan's dare

Relationships > Valuing Difference

Family and friends

Respect and challenge

Let's celebrate our differences

Living in the Wider World > Rules, Rights and Responsibilities

As a rule

Our friends and neighbours

For or against?

Thunks

Recount task

Super Searcher

Basic first aid

Living in the Wider World > Caring for the Environment

Let's have a tidy up!

My community

Our helpful volunteers

Harold's environment project

Living in the Wider World > Money

Can Harold afford it?

Earning money

YEAR 4

Health and Wellbeing > Healthy Lifestyles

Making choices

SCARF Hotel

Health and Wellbeing > Keeping Safe

Danger, risk or hazard?

Who helps us stay healthy and safe?

Picture Wise

Keeping ourselves safe

Know the norms

Medicines: check the label

When feelings change

Under pressure

Raisin challenge (2)

Health and Wellbeing > Growing and Changing

An email from Harold!

Moving house

My feelings are all over the place!

All change!

Period positive

Relationships > Healthy Relationships

Ok or not ok? (part 2)

Ok or not ok? (part 1)

Islands

Human machines

Can you sort it?

Together

Relationships > Feelings and Emotions

Different feelings

Secret or surprise?

How dare you!

Relationships > Valuing Difference

Friend or acquaintance?

What would I do?

What makes me ME!

Living in the Wider World > Rules, Rights and Responsibilities

How do we make a difference?

In the news!

The people we share our world with

Safety in numbers

That is such a stereotype!

It's your right

Basic first aid

Living in the Wider World > Caring for the Environment

Logo quiz

Volunteering is cool

My school community (1)

Harold's Seven Rs

Living in the Wider World > Money

Harold's expenses

Why pay taxes?

YEAR 5

Health and Wellbeing > Healthy Lifestyles

Smoking: what is normal?

Getting fit

It all adds up!

Health and Wellbeing > Keeping Safe

'Thinking' about habits

Jay's dilemma

Independence and responsibility

Spot bullying
Communication
Our emotional needs
Would you risk it?
Being assertive
Drugs: true or false?
Decision dilemmas
Play, like, share

Health and Wellbeing > Growing and Changing

Different skills
How are they feeling?
Growing up and changing bodies
Star qualities?
Dear Hetty
Changing bodies and feelings
Help! I'm a teenager - get me out of here!

Relationships > Healthy Relationships

It could happen to anyone
Taking notice of our feelings
Collaboration Challenge!
Give and take
Relationship cake recipe
Stop, start, stereotypes

Relationships > Feelings and Emotions

How good a friend are you?
Dear Ash
Ella's diary dilemma
Is it true?

Relationships > Valuing Difference

Qualities of friendship
Kind conversations
Happy being me

Living in the Wider World > Rules, Rights and Responsibilities

Local councils
What's the story?
Fact or opinion?
The land of the Red People
Basic first aid

Living in the Wider World > Caring for the Environment

Rights, responsibilities and duties
My school community (2)
Mo makes a difference

Living in the Wider World > Money

Spending wisely
Lend us a fiver!
Boys will be boys? - challenging work-place gender stereotypes

YEAR 6

Health and Wellbeing > Healthy Lifestyles

Five Ways to Wellbeing project

I look great!

We have more in common than not

What is HIV?

Health and Wellbeing > Keeping Safe

It's a puzzle

Rat Park

What sort of drug is...?

Think before you click!

Traffic lights

What's the risk? (1)

Drugs: it's the law!

Alcohol: what is normal?

Joe's story (part 1)

Joe's story (part 2)

What's the risk? (2)

To share or not to share?

Pressure online

Health and Wellbeing > Growing and Changing

Is this normal?

Helpful or unhelpful? Managing change

Boys will be boys? - challenging gender stereotypes

This will be your life!

Media manipulation

Making babies

Relationships > Healthy Relationships

Solve the friendship problem

Working together

Let's negotiate

Behave yourself

Assertiveness skills (formerly Behave yourself - 2)

Don't force me

Acting appropriately

Relationships > Feelings and Emotions

Dear Ash

Dan's day

Relationships > Valuing Difference

Advertising friendships!

Respecting differences

OK to be different

Living in the Wider World > Rules, Rights and Responsibilities

Captain Coram 1 - Gin Lane: children's rights in the 18th century

Captain Coram 2 - Thomas Coram and the Foundling Hospital

Captain Coram 3 - Funds for Foundlings: 18th century artists raise money for the 1st children's charity

Captain Coram 4 - Hetty Feather, fictional foundling: children's rights in the 19th century

Captain Coram 5 - Life for Foundlings in the 20th century

Captain Coram 6 - Coram today: children's rights in the 21st century

Our recommendations

Two sides to every story

Fakebook friends

Tolerance and respect for others

Democracy in Britain 1 - Elections
Democracy in Britain 2 - How (most) laws are made
Basic first aid
Living in the Wider World > Caring for the Environment
Project Pitch (parts 1 & 2)
Community art
Action stations!
Happy shoppers
Living in the Wider World > Money
What's it worth?
Jobs and taxes

In addition other resources for assembly topics include:

Living in the Wider World > Rules, Rights and Responsibilities
Captain Coram assembly: The Rights of the Child
Health and Wellbeing > Healthy Lifestyles
SCARF Assembly: Introducing SCARF
Health and Wellbeing > Keeping Safe
SCARF Assembly: S is for Safety
Relationships > Healthy Relationships
SCARF Assembly: C is for Caring
Relationships > Feelings and Emotions
SCARF Assembly: A is for Achievement
Health and Wellbeing > Growing and Changing
SCARF Assembly: R is for Resilience
Relationships > Healthy Relationships
SCARF Assembly: F is for Friendship

APPENDIX 3 – PSHE overview

Hunter Hall School's approach to PSHE reflects the aims and ethos of the school and mirrors the strands of our strategic plan.

Our vision for our school is : *'to create a warm and welcoming preparatory and pre-school within the local community where every child feels safe and valued. We aim to build an environment in which children can learn and grow producing happy, articulate and confident children with a passion for learning.'*

Our strategy is built upon 3 pillars:

- **partnership and responsibility** – for each other and them/ourselves
- **academic endeavour** – supporting and creating a curriculum to embody passion and expertise in learning and
- **pastoral wellbeing** – where the importance of self-respect and the respect of others is integral to what we do, fostering in each other a sense of social responsibility, self-discipline and self-reliance and developing an awareness of the ever-changing world we live in - understanding social responsibility for living in the 21st century

Our PSHE plan covers all elements of personal, social, health (both physical and mental health) and economic education, age appropriate to the children.

We use SCARF as our PSHE resource which is planned using a spiral curriculum approach (see appendix 1) that helps children to develop the knowledge and understanding, life skills, attitudes and values which they will use in a range of situations as they grow and develop. Key themes are taught each year with the application of age relevant scenarios helping them to make healthy decisions and keep themselves and others safe.

Our PSHE framework is based on 5 values (hence SCARF) :

S = safety, C = Caring, A= Achievement, R = Resilience F + Friendship

For a breakdown of subjects covered, see appendix 2

Our PSHE subject guide encourages respect for other people with particular regard to the protected characteristics (age, disability, gender reassignment, marriage and civil partnerships, pregnancy and maternity, race, religion, and beliefs, sex and sexual orientation) under the equality act of 2010. These are not necessarily all covered each year, our scheme taking into account the age, abilities and circumstances of the year group.

Whilst PSHE/RSE is given protected curriculum time each week, much of what constitutes PSHE is embedded in everyday life at Hunter Hall. For example:

Pupils develop knowledge, skills and understanding through opportunities to:

- **take responsibility**
 - i. helping to draw up classroom and school rules
 - ii. acting as a peer supporter (buddy scheme, school houses, reading partners, handwriting partners)
 - iii. liaising with outside visitors (theatre groups, class demonstrations)
 - iv. taking responsibility for their own learning (reflecting on and recording what they have learnt and achieved, and setting targets to establish next steps)
- **feel positive about themselves:**

- i. giving and receiving positive feedback
 - ii. recording evidence of their progress and achievements
- **participate**
 - i. in developing and reviewing school procedures (Years 6, positions of responsibility, forming class rules, buddy scheme, heads of school meetings)
 - ii. in action research projects for local health targets (Healthy Schools Campaign; recycling)
 - iii. and in activities that promote positive relationships with peers and others (house point system)
- **make real choices and decisions**
 - i. about issues affecting their health and well-being (choices in dining room, electing to join after-school activities)
- **meet, talk and work with people**
 - ii. school visits and visitors to school
 - iii. participating in Carlisle Music & Drama Festival, singing to the community in Penrith at Christmas and performing in residential homes for the elderly etc
- **develop relationships**
 - i. with pupils from other schools (sports fixtures, music events, public competitions)
 - ii. with other year groups (paired activities; older children helping with younger classes/ reading to younger children; whole school events)
 - iii. with each other – trips and visits, residential visits (Year 4,5 and 6 attend a residential visit yearly)
- **consider social and moral dilemmas**
 - i. community issues and topical issues – such as anti-bullying week
 - ii. considering other people’s experiences and demonstrating their own skills and attitudes through role play in drama
- **find information and advice**
 - i. details of relevant helplines and websites are provided during PSHE lessons
- **prepare for change**
 - ii. anticipating the challenges of new and widening social groups as they get older; and by considering the choices they may have to make (Year 6 preparation for senior schools)

PSHE topics may also be covered in RE teaching – such as gaining an appreciation of studying different faiths and stories of tolerance and respect and responsibility, and in ICT such as keeping healthy on-line and learning to handle responsibility safely when using the internet.

Inclusion

In order to ensure that teaching at Hunter Hall takes account of the different experiences, strengths and needs of our pupils and provides effective learning opportunities for all pupils, where appropriate, teachers will:

- emphasise or expand particular activities
- give pupils more time for particular aspects of a unit or allow them to progress more rapidly
- give pupils opportunities to revisit knowledge and skills in different contexts
- develop alternative units of work in line with current need or issues that may arise that warrant further exploration
- modify expectations, learning objectives and activities (for example by making them more or less challenging)
- modify the outcomes to take account of any changes to the expectations, objectives and activities

- help pupils who are working below the demands of the learning objectives by giving them short, guided and focused tasks
- vary contexts, resources or teaching and learning styles to take account of the different learning needs of boys and girls, and the needs of pupils from different social and cultural backgrounds and with different lifestyles
- adapt the activities for pupils who have difficulties with communicating, or who have poor language or literacy skills.

Every effort is made to maintain entitlement and equality of opportunity as well as reflect changes in society.

Teachers support pupils by using strategies that overcome barriers to learning. These strategies may include:

- reducing the amount of written work and reading
- giving pupils the opportunity to clarify their ideas through discussion, modelling, role play and the use of thinking maps, rather than relying on written materials
- emphasising small steps and short-term goals
- providing highly specific outcomes
- making subject matter relevant to pupils' needs and interests

APPENDIX 4 – SMSC overview

The Spiritual, Moral, Social and Cultural development of our pupils is very important to us. Whilst SMSC is not a separate subject, the values and principles it embodies are part of the ethos of our school.

Our aim is that all our pupils will play a confident and informed role in society, have a fully developed values system – know the difference between right and wrong and be able to interact with people in a positive way.

As it is not a subject as such, SMSC is developed through all parts of our curriculum – its infused in the day-to-day operation of the school, how we expect the children to behave towards others and the standards they set for themselves.

In lessons, it is shown through the tolerance and respect they have for each other and their views. At primary age it is about children learning to work together

Assemblies cover a range of topics including a ‘what’s in the news weekly’ for discussion and reflection and house assemblies allow the children the opportunity to work together towards a common goal.

Some subjects may lend themselves to particular aspects of SMSC such as PSHE in year 6 discussing living in a democracy and what this means.

Ultimately, SMSC in Hunter Hall is about all pupils in school having a voice that is listened to irrespective of background, religion or culture.

Outside of school it is having an appreciation for where they live and engaging with their community, be that in taking part in community initiatives such as Penrith sing, or being a good citizen and litter picking, or taking part in Kind Cumbria day

In essence, SMSC is inextricably linked to all that we undertake at Hunter Hall and underpinned by our strategic vision of ‘developing an awareness and understanding of the ever-changing world we live in and having the mind-set to be flexible in our educational outlook to reflect living in the 21st century’.