



BILTON GRANGE

PREPARATORY SCHOOL

Personal, Social, Health and Emotional Policy

September 2021

Section 1: Objectives

Bilton Grange aims to teach Personal, Social and Health Education using a whole-school approach with the aim of creating a community and environment that respects, supports and encourages each pupil.

Under section 78 of the Education Act 2002 and the Academies Act 2010, the PSHE curriculum must:

- Promote the spiritual, moral, cultural, mental and physical development of pupils at the school and of society.
- Prepare pupils at the school for the opportunities, responsibilities and experiences of later life.

Bilton Grange takes a comprehensive approach towards PSHE, providing a programme which offers a diligently devised Scheme of Work across all year groups, supporting the development and learning capacity of each pupil.

PSHE makes a significant contribution to the promotion of young people's personal and social development. This is an essential aspect of education, supporting learning across all curriculum areas. Through the promotion of PSHE, skills are developed that enable all pupils to reach their potential and take their place as full, active members of society with the abilities to be able to contribute to it and benefit from it.

Studying PSHE contributes to helping children and young people to build their personal identities, confidence and self-esteem. It helps them to make career choices, understand managing their finances and what influences their decision making process. PSHE enables them to recognise and manage their emotions and to communicate positively in a range of different scenarios. The department strives to ensure that pupils learn to distinguish right from wrong and provide opportunities through which they may develop an understanding of the need for a strong, moral and code and set of values both in society, and personally.

Overall, the PSHE curriculum at Bilton Grange supports the 'Personal Development' and 'Behaviour and Attitude' aspects required under the Ofsted Inspection Framework, as well as contributing significantly to the Safeguarding and Equality Duties, the Government's British Values agenda and the Spiritual, Moral, Social, Cultural (SMSC) opportunities provided to all pupils.

Key elements of the updated DfE guidance on SMSC provision for pupils in independent schools are incorporated into the PSHE and Humanities curriculums. In addition to these subjects, the development of the whole person, spiritually, socially, morally and culturally is firmly centred in the ethos of the school. Other curriculum subjects, assemblies, Form Tutor periods, the Learning4Life programme and Chapel Services all support the teaching and learning of key SMSC components.

Section 2: Key Aims

- 1) To nurture each individual's talents and to encourage pupils to recognise each other's strengths.
- 2) To create a caring community that fosters sensitivity, tolerance and understanding of others and enables pupils to becoming positive contributors to their community.
- 3) To build confidence and self-esteem through understanding how relationships and systems work.
- 4) To instill in each child, the importance of our core values: treat others as you would want to be treated, be inclusive, understand that it's ok to be different, be sure that your fun is everyone's fun, allow yourself and all others to make the best of a BG education, do your best in all that you do.
- 5) To give children an understanding of the wider world (age appropriate) and the issues of morality, social and political matters that society faces.
- 6) To take steps to ensure that pupils appreciate racial and cultural diversity and avoid and resist racism and discrimination of all forms.
- 7) To foster skills that encourage emotional resilience and to support pupils' mental health and wellbeing.

Section 3: Ethos

- Teaching Methodology – Our philosophy is to provide a curriculum that is adapted to suit the learning styles of individuals whether their preferred learning style be audio, visual or kinesthetic. Much of the PSHE curriculum is based on discussion and practical activities where teachers listen and guide rather than lead.
- Differentiation – Pupils are taught PSHE in mixed ability groups. Differentiation is based on task and outcome and specific learning needs are taken into consideration, in consultation with the Head of Learning Development and PSHE Lead.
- Equal Opportunities – All pupils have equal access to the curriculum and their different learning styles are accommodated wherever possible. (See Section 8).
- Continuity – All pupils follow the Pre-Prep and then Prep School PSHE curriculum which provides continuity of learning from Reception to Year 8. Some topics are revisited at different levels and in more depth as pupils progress through the school.

Section 4: Content and Curriculum

Key Stage 1 – PSHE lessons aim to further the children’s learning in these five broad aspects:

- 1) Self-awareness.
- 2) Managing feelings.
- 3) Motivation.
- 4) Empathy.
- 5) Social Skills.

KS2 & 3 National Curriculum – Our PSHE curriculum follows the guidelines for PSHE, RSE and SMSC. The focus is on the following skills:

- 1) Developing confidence and responsibility
- 2) Developing personal abilities
- 3) Preparing to play an active role as citizens
- 4) Developing a healthy, safer lifestyle
- 5) Developing good social relationships
- 6) Respecting differences between people

The curriculum map, medium term plans and schemes of work are regularly reviewed and updated. Additional PSHE based talks and workshops are also used to address specific topics, based on need.

Years 4-7 curriculum is informed by the Jigsaw Scheme of Work, which has been adapted and supplemented by the PSHE Lead.

Jigsaw covers all areas of PSHE for the primary phase including statutory Relationships and Health Education. Below are listed the learning themes of each of the six units and these are taught across the school; the learning deepens and broadens every year.

Being Me in My World

Celebrating Difference

Dreams and Goals

Healthy Me

Relationships

Changing Me

Each year group covers the Protective Behaviours programme in the Michaelmas Term, which acts as a foundation for the language used, both in PSHE lessons and in wider school

life, throughout the year, particularly when discussing relationships, personal space, rights and responsibilities and consent.

“The first theme ‘We all have the right to feel safe all the time’ incorporates the concepts of ‘Rights and Responsibilities’, ‘Safety’ and ‘Early Warning Signs’. The second theme ‘There is nothing so awful, or too small, we can’t talk about it with someone’ develops the concept of personal ‘Networks’ of support. A more recent version of the second theme ‘We can talk with someone about anything, even if it feels awful or small’ is a simpler sentence and suggests a positive ‘We can talk’ message about networking, consistent with the PB process.

The seven ‘Strategies’ of Protective Behaviours are intended to enable us to take necessary action to feel safe again. They are designed to reinforce the two themes of Protective Behaviours, use one-step-removed approaches in our search for solutions, review our personal networks to ensure they are reliable, use persistence in taking necessary action to feel safe again, risk on purpose as needed, protectively interrupt in unsafe or potentially unsafe situations and observe the language of safety for ourselves and with others.

The Language of Safety, the seventh strategy in the PB process, has been described as the glue that holds the PB process together. It encourages us to be mindful of the ‘Quality’ of the language we use, ensuring that we have ‘Shared Meaning’, taking ‘Ownership’ of our language and maintaining ‘Clarity’ in our verbal and non-verbal communication...

...In this way the PB process can increase our self-confidence and empower us to enhance our own thinking and problem solving skills. In turn this can increase our ability to take protective action on our own behalf, and seek the support of others when needed, to help us feel safe again. When we are feeling safe we are more likely to feel confident, strong and empowered, engage in adventures and live life to the full within a framework of safety.”

(Simon Sneath, www.protectivebehaviours.org)

In Year 8, the concepts behind Protective Behaviours are developed to examine the links between feelings, thoughts and behaviour in more depth.

In all year groups – through the ‘Celebrating Difference’ module of the Jigsaw course, lessons on discrimination, prejudice and the Equality Act in Year 8, the ‘Speaking Up’ module in Learning4Life, and the whole school awareness weeks for LGBTQ+ and Black History – respect for others is encouraged. Protected Characteristics (age, disability, gender reassignment, marriage and civil partnership, pregnancy and maternity, race, religion or belief, sex, sexual orientation) are directly addressed in an age appropriate manner throughout year groups and, in the event of a protected characteristic becoming an issue, further education is instigated through targeted Form Time discussions assemblies and, in some cases, individual interventions.

The full PSHE curriculum overview can be viewed in Appendix 1.

Section 5: Organisation and Management

Staffing

Head of Department – Francesca Goodwin (Head of Wellbeing, PSHE and Learning4Life)

PSHE lessons are delivered by Form Tutors in years 4-8, monitored by the PSHE lead.

Teaching Schedule

- Venues: Form Rooms
- All classrooms have IWBs.
- Staff have access to comprehensive PSHE resources and lesson plans on the Common Area. Wellbeing resources are available in Teams and additional material is made available online by the PSHE Lead at different times, as and when focus weeks are set nationally or a specific need is identified by the pastoral team.
- Staff are encouraged to share good practice and additional resources.
- One dedicated PSHE lesson a week. This ensures that we are able to teach the PSHE knowledge and skills in a developmental and age-appropriate way.
- In addition to timetabled lessons, the PSHE curriculum is also consolidated and complemented by the Learning4Life programme and Form Period activities. The ethos behind SMSC and PSHE is encompassed throughout the curriculum and, when specific topics are incorporated within other subjects, ideally SMSC standards should be highlighted on subject plans & referenced in the schemes of work.
- To enrich the school's approach to PSHE and to broaden the curriculum, events and opportunities such as participating in national drives, for example 'Children's Mental Health Week', 'Black History Month' and 'LGBTQ+ Week', are organised. This raises awareness and complements the school's commitment to promoting good mental health and respecting differences between people.
- The school offers targeted support to families and children through the school counsellor.
- In each curriculum area, consideration is given to the school's own context to ensure that learning experiences are meaningful and relevant. Learning experiences themselves are also varied and opportunities for learning outside the classroom are also valued, considered and specifically planned for. For example, children are provided with opportunities to take pride in and ownership of the school grounds, making use of the organic garden and outdoor classroom.

- Through the involvement of visitors with specialist skills and backgrounds and the careful consideration and planning of trips and real-life experiences, the children are able to build on their knowledge of community and develop the skills they will require for life after education.
- The moral values that underpin the PSHE programme are reflected in the school's rewards and sanctions policy, peer mentoring and student positions of responsibility.

Section 6: Administration, Recording and Reporting

- Oral feedback should be immediate, constructive and positive.
- Staff evaluate and review lessons.
- The PSHE Lead is responsible for supporting staff to assess pupil's progress, conducting an annual review and requesting feedback from staff and pupils, recommending targets for whole school development, providing new resources when and where necessary, monitoring pupil PSHE files.
- Feedback meetings and planning development held on a termly basis with Mireille Everton (Assistant Head Pastoral), Stefan de Bruin (Head of Upper School) and Christopher Bartley (Head of Middle School).
- There is no statutory requirement for end of key stage assessment in PSHE/RSE.
- The Assistant Head, Pastoral is responsible for monitoring any non-academic issues of each pupil that may link to PSHE or RSE. Any issues of concern are shared with the appropriate staff e.g. the DSL, where necessary or relevant. In addition, Staff maintain records relating to pupil levels of engagement and development. This can be helpful to flag pupils who may require further support.
- Schools must give brief comments to parents on the pupil's progress in each subject and activity studied. In PSHE/RSE Form Tutors can refer to a pupil's learning and attitude to learning, where deemed necessary, in their Form Tutor reports to parents. Any more specific observations should not be left to this point but addressed where appropriate at the time raised.
- The PSHE Lead, Heads of Phase and Assistant Head Academic conduct regular lesson observations to ensure consistency in the implementation of policy and programmes across year groups.

Section 7: Health and Safety

The wellbeing of pupils and staff is paramount and health and safety considerations follow the whole school policy and SMSC recommendations.

Section 8: Equal Opportunities

The DfE Guidance 2019 (p.15) states:

“Schools should ensure that the needs of all pupils are appropriately met.”

All children will be given equal value irrespective of ethnicity, sex, gender identity, religious and cultural background and special educational needs (SEN). At Bilton Grange, each student is given access to a full range of activities. Teachers are aware of children’s prior understanding and attainment and lessons and resources are adapted where necessary to meet all children’s needs, ensure accessibility, challenge and inclusion for all.

At Bilton Grange we promote respect for all and value every individual child. We also respect the right of our children, their families and our staff, to hold beliefs, religious or otherwise, and understand that sometimes these may be in tension with our approach to some aspects of the Relationships, Health and Sex Education aspects of PSHE.

Section 9: Inclusion

We aim to create a learning environment that is inclusive and accessible for all students. Lessons will be taught in a way that is educational, sensitive yet enjoyable and teachers will remain inclusive and meet the needs all children. This is achieved by creating a space that feels safe and will encourage all children to explore their emotions and ask questions through carefully and appropriately planned lessons.

Section 10: Review

The PSHE policy document is a working document that is regularly reviewed and updated in line with the School Development Plan.

Appendix 1

Bilton Grange Preparatory School
PSHE Curriculum Overview

1. Core PSHE Lessons
2. Talks and Workshops
3. Learning4Life Programme
4. Assemblies and Awareness Weeks

Note that due to remote learning in the Lent Term, PSHE provision was interrupted. Form Tutors were responsible for delivering materials tailored to the needs of pupils at the time, focussing on mental and physical wellbeing and health.

Topics such as online safety, supportive friendship and safe and unsafe secrets were also covered in an age appropriate manner.

Other topics from the Lent Term PSHE curriculum, such as understanding different cultures, discrimination and equality are addressed in the Learning4Life curriculum, Humanities lessons and school/phase assemblies. However, these areas will also be returned to and reinforced in 2021/22. The summer term will focus on RSE provision.

PSHE Bilton Grange 2020-2021: Core Lessons

| Year Group | Michaelmas Term | | Lent Term | | Summer Term | |
|------------|--|---|--|---|--|---|
| Year 8 | Protective Behaviours What do You Need to Grow? Rights and Responsibilities and the Safety Continuum | Protective Behaviours Early Warning Signs, Risking on Purpose, Networks and Good to Talk Emotional Management Identifying Emotions | Emotional Management Feelings, Thoughts and Behaviour, SEAL, Friendship Roles and Groups | Language and Discrimination Bullying vs Banter, Quality of Language, Discrimination, Freedom of Speech and The Equality Act | Relationships Self-Perception, Body Image and Advertising, Personal Space, Control and Coercion | Media, Culture and Technology Social Media and Online Safety, Managing Online Stress Substance Abuse Substance Misuse and Exploitation |
| Year 7 | Protective Behaviours | Protective Behaviours | Healthy Me Emotional Health, Managing Stress, Nutrition, Physical Activity and Sleep | Celebrating Difference Assertiveness, Roles in Society and Stereotypes, Challenging Prejudice and Discrimination | Changing Me Self-Image, Adolescent Brain Development and Mood Changes, Supporting Self and Others through Change | Relationships Developing Relationships and Understanding Responses, Authenticity and Media Influence on Relationships, Being Assertive in Relationships, Changing Roles in Families |
| Year 6 | Protective Behaviours | Celebrating Difference Am I Normal? | Celebrating Difference Power and Control, Why Bully?, Celebrating Difference | Relationships Love and Loss, Being Safe with Technology | Changing Me Puberty, Conception, Pregnancy and Birth | Healthy Me Making Choices with Food, Alcohol and Drugs, Mental Health, Managing Stress |

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|--------|------------------------------|--|--|---|--|---|
| Year 5 | Protective Behaviours | Relationships Recognising Me, Getting On and Falling Out, Girlfriends and Boyfriends | Relationships Relationships and Technology (how to keep safe online and information privacy) Being Me in My World Rights to Learn, Rewards and Consequences, Working Well with Others | Celebrating Difference Understanding Different Cultures, Racism, Rumours and Name- Calling, Types of Bullying, Social Inequality and Does Money Matter? | Changing Me Self-Image, Puberty for Girls, Puberty for Boys, Starting a Family, Coping with Changes Growing Up | Healthy Me Smoking and Informed Decision Making, Alcohol and Relationships, Emergency Aid (keeping calm, primary survey, recovery position), Body Image and Media Influence, Relationships with Food (including eating disorders), Making Healthy Choices |
| Year 4 | Protective Behaviours | Healthy Me My Friends and Me, Group Dynamics, Smoking, Alcohol | Healthy Me Healthy Friends, Celebrating My Inner Strength Being Me in My World Roles in our Community, Rewards and Consequences, Working Well with Others | Celebrating Difference Judging by Appearances, Understanding Bullying, Accepting Myself and Others | Changing Me Why I am Unique, Having a Baby, Girls and Puberty, Making and Accepting Change, Becoming Responsible: Needs and Wants, Basic Budgeting, Ethical Spending | Relationships Relationships Web and Special People, Love and Loss (further explored in Humanities lessons), Relationships with Animals Dreams and Goals Overcoming Disappointment, Achieving Goals |

PSHE Bilton Grange 2020-2021: Talks and Workshops

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|------------|-----------------|-----------|-------------|
| Year Group | Michaelmas Term | Lent Term | Summer Term |
|------------|-----------------|-----------|-------------|

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|--------|--|---|---|--|---|---|
| Year 8 | | Adolescent Hygiene | Something's Not Right | | Physical and Mental Wellbeing | RSE Workshop Day |
| | | <ul style="list-style-type: none"> How to manage physical and emotional changes during puberty About personal hygiene | <ul style="list-style-type: none"> Healthy and unhealthy family dynamics and how and who to talk to. | | | Morning: |
| | | | | | Managing Exam Stress | <ul style="list-style-type: none"> Types of relationship and qualities of a positive, healthy relationship (including different types of committed relationships i.e. cohabiting, same sex and the legal status of different types of long term relationships) |
| | | | | | FGM and Forced Marriage | <ul style="list-style-type: none"> Positive behaviours in relationships, including negative impact of pornography |
| | | | | | <ul style="list-style-type: none"> Lesson plans and resources www.freedomcharity.org.uk | <ul style="list-style-type: none"> Consent (consent and the law, the language of consent, duty of the seeker, recognising and reporting unwanted contact, sexting, alcohol and consent) Contraception |
| | | | | | | Afternoon: |

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| | | | | | | <ul style="list-style-type: none"> • Prejudice and discrimination • Managing influences on beliefs and decisions • Gender identity and sexual orientation and different ways of expressing affection • Challenging gender discrimination • Challenging LGBTQ+ bullying, homophobia, biphobia, transphobia • Recognising and challenging racism and religious discrimination <p><u>Careers</u></p> <ul style="list-style-type: none"> • About the broad range of careers and the abilities and qualities required for different careers |
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| | | | | | | <ul style="list-style-type: none"> The link between values and career choices About employment, self-employment and voluntary |
| | | | | | | First Aid <ul style="list-style-type: none"> Basic First Aid Vaccinations Responsible use of medication |
| Year 7 | | Adolescent Hygiene <ul style="list-style-type: none"> How to manage physical and emotional changes during puberty About personal hygiene | Something's Not Right Healthy and unhealthy family dynamics and how and who to talk to. | | Physical and Mental Wellbeing | Team Working Residential <ul style="list-style-type: none"> Problem-solving Communication Teamwork and leadership Risk-management Creativity Personal Safety |
| | | | | | Sleep | |
| | | | | | Improving Study Skills | Finance <ul style="list-style-type: none"> Making safe financial choices Saving, spending and budgeting |
| | | | | | | RSE Workshop <ul style="list-style-type: none"> Expectations in relationships |

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| | | | | | | <ul style="list-style-type: none"> Qualities and behaviours relating to different types of positive relationships How to recognise unhealthy relationships Consent and how to seek and assertively communicate consent Recognising and responding to inappropriate and unwanted contact Challenging discrimination |
| Year 6 | | | | | Basic Hygiene and | Managing Risk and |
| | | | | | Dental Health | Gambling |
| | | | | | Sleep | Girl Talk/ Boy Talk |
| | | | | | | <ul style="list-style-type: none"> Asking Questions about Puberty |
| | | | | | Finance | RSE Workshop |
| | | | | | <ul style="list-style-type: none"> The role of money in people's lives | <ul style="list-style-type: none"> Characteristics of a healthy relationship |

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| | | | | | <ul style="list-style-type: none"> Value for money and how to be a critical | <ul style="list-style-type: none"> Safe and Unsafe behaviours: how to ask for, give and not give permission for physical contact That unwanted contact is not the victim's fault How to respond to unwanted or unacceptable physical contact Links to keeping safe online and sharing images |
| Year 5 | | Friendship <ul style="list-style-type: none"> Resolving conflict Friendship group dynamics Being inclusive | | Managing Anxiety <ul style="list-style-type: none"> Coping strategies for worries regarding family dynamics and return to school | Basic Hygiene and Dental Health | RSE Workshop <ul style="list-style-type: none"> Changes at puberty Looking after physical and emotional Health Personal identity and what contributes to it (including gender vs sexual orientation and respecting all different identities) Different types of loving relationships and how love and |
| | | | | | Sleep | |
| | | | | | Mental Health and Keeping Well | |

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| | | | | | | commitment are shown • Conception Careers • Identifying values and qualities • Achieving future goals |
| Juniors | | | | | Basic Hygiene and Dental Sleep | Girl Talk/ Boy Talk • Asking Questions about Puberty |

| PSHE Bilton Grange 2020-2021: Learning4Life Programme | | |
|---|--|--|
| Year Group | Michaelmas | Lent |
| Year 8 | Financial Capability Attitudes to money Business and pay A history of money Bank accounts Financial risk and security Budgeting | Learning4Life Lockdown Challenges Let's get active! Community service Environmental Awareness News and Politics Learning new skills Taking care of others |

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|--------|--|--|
| | <p>Politics, Current Affairs and Debating Learning about political structures and democracy Rights and responsibilities Being aware of global news and events and debating topics in a respectful manner</p> <p>Life Skills and Moving On How to manage the challenges of moving to a new school Dealing with stress and self-care strategies How to identify personal strengths and areas for development Setting aspirational goals and challenging expectations that limit choices</p> | |
| Year 7 | <p>Building GRIT and Resilience Growth Mindset Overcoming fear of failure How to challenge stereotypes Broadening horizons Healthy coping strategies to support mental health Developing self-worth and confidence</p> <p>Speaking Up Freedom of speech and human rights Challenging stereotypes and discrimination Listening respectfully</p> <p>Environmental Citizenship How resources are allocated and the effect this has on individuals, communities and the environment The importance of protecting the environment and how everyday actions can either support or damage it Showing compassion for the environment, animals and other living things How to take responsibility towards the environment (practical project)</p> | |

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| Year 6 | <p>Yoga An introduction to yoga through games, storytelling and songs Understanding how to use yoga for physical health and emotional regulation</p> <p>Communication and Overcoming Challenges Cooperation and effective communication in a team Identifying strengths Problem solving</p> <p>Community Service Learning about the local community Social enterprise project</p> | |
| Year 5 | <p>Creative Mindfulness Identifying feelings Growing gratitude Developing self worth Relaxation and breathing exercises for anxiety</p> <p>Life Skills and Teamwork Personal safety (including road safety) Team work and leadership</p> <p>School Guardianship The different roles in the school community Responsibilities towards others and the environment Practical guardianship project</p> | |

| PSHE Bilton Grange 2020-2021: Awareness Weeks and Assemblies | | | |
|--|---|--|---|
| | Michaelmas Term | Lent Term | Summer Term |
| | <p>Black History Month Black History, Literature and Music</p> | <p>Mental Health Awareness Week Developing Self Worth About attitudes towards mental health</p> | <p>LGBTQ+ Week About identity and living in a diverse society About LGBTQ+ history</p> |

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| | <p>How to recognise and challenge racism and religious discrimination</p> | <p>How to challenge myths and stigma About daily wellbeing About healthy coping strategies</p> <p>Internet Safety Week How to critically assess different media sources About online communication How to use social networking sites safely Making Responsible Decisions How to protect personal information online How to seek support</p> | <p>How to recognise and challenge homophobia and biphobia</p> |
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Appendix 2

Government Guidance on RSE – withdrawal from lessons:

Q: Do I have a right to withdraw my child from Relationships and Sex Education?

A: “Parents will continue to have a right to request to withdraw their child from sex education delivered as part of RSE in secondary schools which, unless there are exceptional circumstances, should be granted up to three terms before their child turns 16. At this point, if the child themselves wishes to receive sex education rather than be withdrawn, the school should plan for this to happen in one of the three terms before the child turns 16 - the legal age of sexual consent.

There is no right to withdraw from ‘Relationships & Sex Education’ at primary or secondary as we believe the contents of these subjects – such as family, friendship, safety (including online safety) – are important for all children to be taught”

For further information, please use this [link](#).