

Curriculum Policy for PSHEE

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PSHEE is concerning the emotional and physical wellbeing of pupils at Radnor House and is delivered through curriculum lessons, PSHEE drop-down days, form time and assemblies. It is a subject with a strong emphasis on cross-curricular links in order to ensure that pupils are exposed to core values and concepts consistently throughout the school.

Our objectives are to:

- teach children the facts concerning their growth and development as individuals;
- help children to understand concepts such as tolerance, respect and liberty and equality;
- teach children democratic principles and an understanding of how these are applied in Britain (including the rule of law);
- enable children to acquire skills relating to personal safety, discussion and decision making, which are vital to their well-being and their interaction with others;
- encourage children to develop informed opinions and attitudes for themselves about a range of personal, social and moral issues;
- nurture in children a particular set of values; and
- give the children the courage to challenge stereotypes based on race, sex, disability and faith and to judge all people fairly and equally.

PSHEE is structured around the four core values of Radnor House; Respect, Perseverance, Courage and Excellence. All staff are expected to embody these values and contribute to the delivery of PSHEE through their own lessons.

Key Stage 2

During Key Stage 2, pupils focus on building the qualities required to be a good friend, a successful student and work well in a team. Such topics include anger management and dealing with conflict, concentration skills and listening to others. Pupils will also learn about personal safety; including 'stranger danger' (both in person and online), safety at the beach and food hygiene. By the end of Key Stage 2, pupils will begin to consider the effects of alcohol, smoking and drugs. Year 6 will begin SRE sessions with Esta Hardy.

Key Stage 3

In Key Stage 3, pupils expand on the notions introduced earlier in their schooling including tolerance and anti-bullying (particularly cyber bullying), study skills and the effects of alcohol, smoking and drugs. They also begin to consider the social and moral implications of such activities and learn about the British legal system in addition to situations occurring around the world; such as slave labour and child soldiers. Pupils continue their SRE education with their form teachers.

Key Stage 4

During Key Stage 4, pupils develop a greater understanding of effective studying, with particular reference to revision and managing stress. They consider democratic principles (including the British system of government) and current affairs in greater depth. Pupils debate issues raised in PSHEE to not only allow them to reflect on information provided but also express their opinions and further develop their social and moral understanding. Pupils continue their drugs, alcohol and SRE education in more depth as well as physical health discussions. Y10 pupils also take part in Life Issues and Wellbeing courses.

Key Stage 5

By Key Stage 5, the focus for PSHEE evolves into students sharing experiences, understanding peoples' opinions and assessing the risks involved in certain situations. Students will continue their SRE and also develop further understanding of British politics, equal rights and Life Issues. In L6, students focus on study skills and stress management. During U6, students will prepare for life after school with financial, personal and career skills all being developed.