

Prepared using the DFE publications;

- **Policy Statement: relationships education, relationships and sex education and Personal, Social, Health and Economic Education March 2017**
- **DfE Nov 13 publication “Improving the spiritual, moral, social and cultural (SMSC) development of pupils Departmental advice for independent schools, academies and free schools”**
- **Keeping children safe in education Sept 2018**

### Introduction

We value the importance of PSHE and Citizenship in preparing children for the opportunities, responsibilities and experiences of adult life. In addition we believe that a child needs to learn about the many emotional aspects of life and how to manage their own emotions.

Personal, social, health and economic education promotes pupils’ personal social and emotional development, as well as their health and well being. It helps to give children the knowledge and skills they need to lead confident, healthy and independent lives, whilst maintaining good and healthy relationships.

It aims to help them understand how they are developing personally and socially, and tackles many of the moral, social and cultural issues that are part of growing up. We aim to teach children to keep healthy bodies and lifestyles, to keep safe both online and in all relationships.

We are also aware of the way that PSHE supports many of the principles of Safeguarding and Spiritual Moral and cultural issues.

The ethos and atmosphere in the Iona School aim to give students a good grasp of primary PHSE. This is embedded in our lessons and approach. We integrate aspects of PHSE work in an age appropriate way from kindergarten upwards, to enable our students to;

- Behave in responsible, caring and compassionate ways building self-respect and respect for others.
- Understand commitment, tolerance, boundaries and consent.
- Develop a healthy, safe lifestyle with the ability to make appropriate risk assessments.
- Develop good relationships and respect the differences between people.

- Understand the best approaches for dealing with strangers both peers and adults.
- Build healthy relationships with peers, families and friends
- understand how relationships may affect health and wellbeing, including mental health
- Recognise situations that may put themselves or their peers at risk of harm
- Recognise unhealthy relationships, within and without the family unit.
- Ensure they understand how to keep themselves safe online
- Ensure they know they have a responsible adult, be it a DSL or class teacher to whom they can come to with any worries
- Understand what discrimination and racism means and how these are unacceptable and how they affect individuals.

We also enable all these qualities to be used by our students both on and offline.

### **How we teach PSHE**

The Steiner curriculum provides open ended opportunities for pupils to explore human relationships. It fosters a belief in the potential of every human being. It also provides opportunities for reverence and contemplation and for sharing and reflecting on personal experience in ways likely to lead to insight into the meaning and purpose of life. It provides an increasing capacity for reflection, curiosity, discussing beliefs and acknowledging and handling feelings.

Relationships are integral into all areas of the curriculum, we seek opportunities on the day life of the class to explore topics such as bullying, friendship and health.

The school's Behaviour Policy and Code of Conduct are also indicators of the moral values upheld by staff and pupils. Pupils and staff should be able to explore the full range of meanings held by different people. Pupils are supported in developing strategies for assertiveness, negotiation and conflict resolution. This is in addition to the range of communication skills already included in the curriculum.

British Values are upheld at all times, they are interwoven into PHSE, pupils understand how our society is underpinned by our strengths in this children will all learn and understand;

- Democracy
- The rule of law
- Individual liberty
- Mutual respect
- Tolerance for those with different faiths and beliefs.

We foster an open and trusting atmosphere to enable children to feel safe and share their troubles. Children are actively discouraged from having secrets or whispering to each other.

We uphold our anti bullying policy to the highest degree, pupils are all made aware that bullying, be it coercive behaviour, physical, verbal or sexual harassment are not acceptable in any form. Pupils are encouraged to share any experiences that make them feel uncomfortable or upset. When problems arise, each child is encouraged to speak about how they feel and the other just has to listen. They learn good strategies to help resolve arguments through understand the other child's experience and feelings

Pupils are taught to have open and positive relationships with each other, learning how their behaviour can affect another person, understanding right and wrong. They are expected to offer positive encouragement to each other in regard to their efforts

As each class stays with their teacher throughout their school life they build a good and solid relationship with that teacher, often they feel they can share many things. Staff are always vigilant for any signs that may indicate a child is in a negative situation.

Children always learn to care for their community (class) by setting up, cleaning and the older children run fundraising events for their class and school.

Each class teacher (including Kindergarten) has a PSHE book, in which they make notes of how the lessons relate to PSHE and note any class responses.

Healthy lifestyles are encouraged by not allowing the children to bring in sweets, chocolate and crisps.

Children are taught age appropriate safeguarding during their time at the class, this encompasses not only staying safe online, but how to stay safe, who to tell in the case of worries or concerns.

We want our children to leave the school with a good, firm sense of self, be able to build appropriate boundaries with their peers and adults. To stay safe, recognise and react sensibly to dangerous situations and to understand the right time to say no.

The older children are involved in risk assessment of their environment.

The fairy tales we tell, contain themes that can build a good moral compass, we always encourage the children to discuss aspects of these that are pertinent to PHSE

Rather than simply telling children, we like to present the subject and engage them in discussion, let them feed back to us their ideas so it is ingrained within them.

### **Safeguarding**

Our DSL spends time with the children, she ensures they know who to go to if there is a problem and the children are always reassured on what to do if they are worried. This in turn fosters a culture of sharing out, the staff uphold safeguarding to the

highest degree, they have regular discussions in meetings and then cascade appropriate information to the children. All staff are very committed to the safety and wellbeing of the children, both in and out of school, both on and off line.

Every staff member knows that it is everyone's responsibility to safeguard children. The children are all taught a good solid level of care for each other and understand their place in all of this.

### **Stranger Danger**

The importance of only going with trusted and known adults and to also report back any adults or peers that make them feel uneasy or pose unwanted attention. Children are taught to listen to their instincts and always ensure they report back any situations

### **Kindergarten**

In Kindergarten children are taught the importance of relationships. They are taught to respect each other and using the NSPCC PANTS resources, they are taught about appropriate boundaries. This is bought to the children in an age appropriate way.

From this age, children are taught about healthy lifestyles and they have a great deal of outdoor play.

Body awareness is bought about by ensuring children practice good hygiene themselves.

We understand that they learn through imitative behaviour so always set a high example for them to follow

The children are aware that bullying and other controlling and detrimental behaviour must always be reported and that this is addressed appropriately

Children learn self-respect and respect for others through our ethos, enabling children to experience the consequences of their own actions and to witness and learn from those of others.

The children learn boundaries and are able to understand how to put a boundary in place themselves, that their bodies belong to themselves, this applies both to internet and every day.

### **Class T/1-1/2**

An increased awareness of appropriate boundaries with one another is brought about, this in turn leads to a conversation about other areas such as good relationships, body awareness and privacy

Circle time provides the children with a good opportunity to learn respect for each other and the adults in the room, through group co-operation and social interaction. Building on this, we also ensure that children understand how bullying can happen, they learn to resolve situations with patience rather than anger.

They also learn how to physically respect each other, how to ask each other to play. That it is important not to hurt each other with words or actions. The children are aware that bullying and other controlling and detrimental behaviour must always be reported.

From class 1, we ensure children understand what is meant by racism and discrimination. We continue this throughout the school and children learn at age appropriate levels on how such negative views affect others.

Self-care is taught through ensuring that the children are going to the toilet, washing their hands and practising good hygiene. They also learn through fairy tales, which instill a good sense of right and wrong.

We ensure that children understand that it is important to ensure their own safety by not going with strangers.

We introduce this by reading Little Red Riding Hood. The children listen to the story, then discuss what is happening. They become aware that the 'wolf' pretended to be someone else, this leads onto discussion on how strangers can pretend to be someone else, be misleading in the real world as well as online. It also highlights how children should never talk to strangers, or indeed tell them where they live, or where they are going.

### **Class 2/3**

In the class, children learn more in depth about relationships, building on the knowledge they already obtained through the school. Bullying is an important aspect of discussion, they learn the definitions of bullying, what to do if someone makes them feel either mentally or physically uncomfortable.

The Old Testament stories are taught in class 3, leads to discussion about issues which arise from the stories. This allows the pupils to question relationships and gender and begin to form their own conclusions.

We teach basic first aid knowledge to the children, the children are taught DRAB, emergency numbers, the importance of alerting an adult and how to make a casualty comfortable. This is a good opportunity to teach the children about potential accidents and the first aid required at school, during play and at home.

We carry on teaching body awareness in an appropriate fashion, children are encouraged to share

### **Class 4/5/6**

In the class 4/5 religion lesson the children hear the story of "The Education of Little Tree". It raises many issues in a natural context- development of strong relationships based on natural trust and support, aspects of bullying and prejudice towards Native Americans, respect for environment and the right uses of resources.

The children raise money for the local woman's refuge, we approach this sensitively

showing how relationships do break down, but ensuring that they know to reach out for help and that people support others, that support comes from many relationships.

In class 4 we discuss the Human being and the animal kingdom, this brings conversations about anatomy, reproduction, birth, relationships and early care.

We also discuss Ancient mythology which brings about discussion of arranged marriages and how gender roles are not the fixed and immutable as they once were.

We try and integrate as much as we can into the curriculum and take time to debate issues that are of concern to the children.

We also talk to the children about periods, why they have them and to open the lines of communication for support. We also let the girls know where sanitary products are and how to dispose of these safely. We respectfully ensure that they have privacy by allowing them to use the disabled upstairs toilet.

We give the older children a space to talk about current issues that arise and to explore these and have class conversations. Some examples have been about how there can be gender inequality in relationships, disabilities and body awareness.

We carry on teaching about first aid so they remember this and also include them in the class risk assessments, they learn how to be and stay safe in different situations.

We look more closely at different faiths, fostering respect for all.

Visits from the police and to galleries of justice uphold strong moral codes.

### **Internet safety**

Whilst our pupils do not have access to technology in school, nor do we allow any hand held devices or mobile phones in school, we are aware that this online and technological abuse is a fast growing concern. We do tell pupils and parent to not allow children online; however, we know that this cannot always be the case.

### **Under five's**

For the under-fives in Kindergarten, this is done thoughtfully and carefully in an age appropriate way. We are aware that children are imitative and will copy their parents using tablets and phones. We have a robust "parent online safety policy" this is given out to all parents, It contains help and advice for them and ways in which to support their children, especially in the younger classes.

We also spend time in Kindergarten parent meetings discussing internet safety. For all the children in the school and kindergarten we encourage to speak and tell of any worries.

### **Children over 5**

We speak to our pupils from 5 years of age upwards about online safety, ensuring

that they know what personal information is and being 'share aware' in order to keep themselves safe and feel confident in using mobile phones and technology when they are away from the school.

We teach children internet safety using the following principles;

- What it means to be responsible online
- How to protect yourself online and respect others
- How to disengage as well as engage with the online world
- How to understand sharing of information and picture

Class teachers follow the NSPCC 'Share aware' plan, basing teaching around the NSPCC lesson plans. Parents are given Share Aware leaflets and are advised about the dangers of inappropriate use of mobile technology, social networking sites and online gaming sites. Our Parent internet safety policy includes links to popular social media sites in order for them to understand that children are at risk through many places, whilst we firmly believe that it is important for the school as a whole to take on board internet safety, we want to involve the parents in this to cover all bases. We also include links to google internet safety games so they can play these with their children at home.

### **Responsibilities**

#### **Issue date**

This policy takes effect from February 2018

#### **Review date**

This policy will be reviewed and revised by the school manager on an annual basis.

#### **Endorsement**

Full endorsement to this policy is given by:

Name: Mr Martin Taylor

Position: Iona School Trustee

Signed: 

Date: 23/11/18

#### **Related policies**

- Positive behaviour policy
- Assessment policy
- spiritual Moral and social policy
- safeguarding policy