



RSE/PSHE and Etiquette Policy

Abbotsford Preparatory School

1. Introduction

Personal, social, health and economic (PSHE) 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. 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. It gives children an understanding of the rights and responsibilities that are part of being a good citizen and introduces them to some of the principles of prudent financial planning and understanding.

In the same vein, understanding and adhering to the rules of British etiquette supports children as they develop into young adults. By understanding social protocol and British traditions, children are able to successfully navigate their way through various situations and circumstances, allowing them to flourish.

From September 2020, all primary schools will be required to deliver 'Relationships Education'. Relationships Education in primary schools should teach the fundamental building blocks and characteristics of positive relationships, with particular reference to friendships, family relationships, and relationships with other peers and adults.

2. Aims

Nicky Morgan, former Secretary of State for Education in a report titled 'Government Response: Life Lessons- PSHE and RSE in schools' states that:

"PSHE is a curriculum for modern life. A good PSHE education provides young people with both the knowledge and skills to manage their lives, stay safe, make the right decisions and thrive as individuals and members of society. It provides young people with opportunities to develop skills and qualities such as resilience, leadership, communication, empathy and perseverance. We know that these are the skills and qualities that business leaders are crying out for and help to address the productivity gap. We also know that these skills are not innate and that they can and should be developed."

The PSHE and Etiquette curriculum at our school aims to promote and support children's learning in the following areas:

- Behaviour and conduct: including management of their own feelings and behaviour; how they relate to others; and how to conduct themselves in a variety of social contexts
- Understanding of how to keep themselves safe from relevant risks such as abuse, sexual exploitation and extremism, including when using the internet and social media
- Knowledge of how to keep themselves healthy; both emotionally and physically, including through exercising and healthy eating
- Personal development, so that they are well prepared to respect others and contribute to wider society and life in Britain
- Respect for all people in line with the Equality Act 2010.

School leaders, teachers and support staff must also be aware and ensure that:

- Action is taken to raise awareness of children and learners in relation to a range of safeguarding matters, including domestic abuse or sexual exploitation
- There is a clear approach to implementing the 'Prevent' duty and keeping children and learners safe from the dangers of radicalisation and extremism
- The setting takes effective action to prevent and tackle discriminatory and derogatory language – this includes language that is derogatory about disabled people, and homophobic and racist language

This is, in part, integrated within PSHE/Etiquette lessons, as well as in everyday school life and culture. Effective, age-appropriate PSHE is therefore crucial for schools to be providing effective safeguarding and to be judged as 'good' or 'outstanding' by Ofsted.

The non-statutory National Curriculum guidelines for PSHE and Citizenship at KS1 and KS2 provide the overall framework for what pupils should be taught. The four main themes are:

- Developing confidence and responsibility and making the most of their abilities
- Preparing to play an active part as citizens
- Developing a healthier, safer lifestyle
- Developing good relationships and respecting the differences between people

3. Promoting British Values

As a British school, we promote our own values that reflect these British values.

The DfE have recently reinforced the need “to create and enforce a clear and rigorous expectation on all schools to promote the fundamental British values of democracy, the rule of law, individual liberty and mutual respect and tolerance of those with different faiths and beliefs.”

The government set out its definition of British values in the 2011 Prevent Strategy, and these values have been reiterated by the Prime Minister this year.

At our school, these values are reinforced regularly and in the following ways:

Democracy

Democracy is key to the running of the school. Pupils have the opportunity to have their voices heard through our School Council and frequent opportunities to vote such as for school council representatives.

The Rule of Law

The importance of Laws, whether they be those that govern the class, the school, or the country, are consistently reinforced throughout regular school days, as well as when dealing with behaviour and through school assemblies. Pupils are taught the value and reasons behind laws, that they govern and protect us, the responsibilities that this involves and the consequences when laws are broken. Visits from authorities such as the Police; Fire Service; etc. are regular parts of our curriculum and help reinforce this message.

Individual Liberty

Pupils are actively encouraged to make choices, knowing that they are in a safe and supportive environment. As a school we educate and provide boundaries for young pupils to make choices safely, through provision of a safe environment and empowering education. Pupils are encouraged to know, understand and exercise their rights and personal freedoms and advised how to exercise these safely, for example through our E-Safety and PSHE lessons. Pupils are given opportunities to express themselves within the confines of government control, and difference is celebrated. Whether it be through choice of challenge, of their hobbies, pupils are given the freedom to make choices.

Mutual Respect

Part of our school ethos and behaviour policy has revolved around Core Values such as 'Respect', and pupils have been part of discussions and assemblies related to what this means and how it is shown. This is also promoted through our classroom and learning rules, as well as our behaviour policy. Respect must be shown to all people regardless of age, disability, gender reassignment, sex, sexual orientation, marriage or civil partnership, pregnancy or maternity, race, religion or belief.

Tolerance of those of Different Faiths and Beliefs

This is achieved through enhancing pupils understanding of their place in a culturally diverse society and by giving them opportunities to experience such diversity. Assemblies and discussions involving prejudices and prejudice-based bullying have been followed and supported by learning in RE and PSHE. Members of different faiths are encouraged to come to our school to enhance learning within our school, as well as trips to places of other faith or culture.

4. Why is Etiquette Important at School?

As an independent school with an emphasis placed on tradition, etiquette is congruent with the aims of our school, but also a value for parents, children and stakeholders in general. By teaching etiquette, children will be able to navigate a wide range of social situations with ease and confidence. The art of etiquette is a more developed and sophisticated level of social understanding which will equip children for their futures.

Although etiquette may mean something different in the contemporary context, it is still a relevant area of understanding and application.

The aims of teaching etiquette at the school is to improve children's learning in the following areas:

- Personal security - Knowing how to behave appropriately in a given situation makes one more comfortable
- Protecting the feelings of others - Proper etiquette requires that one makes others comfortable and protect their feelings. One does not point out their errors or draw attention to their mistakes
- Clear and open communication - Etiquette enhances communication by breaking down barriers, not erecting them
- Ensuring an accurate and good portrayal of character and personality - In any working situation, one is perceived as more capable, more professional, and more intelligent if one is familiar with the proper code of conduct for the workplace
- It makes for good first impressions - First impressions linger other's minds long after the meeting. If proper etiquette is used, a first impression will be a positive one

5. Organisation and the Teaching of RSE/PSHE and Etiquette

The school uses a tailor-made scheme of work that is designed to fit the needs of the children as well as fulfilling the curriculum objectives. These lessons have been created using a wide range of research with reliable and appropriate resources including the Jigsaw PSHE scheme of work.

PSHE and Etiquette will enable children to practise specific skills in structured contexts and in their daily life including:

- Encouraging everybody to take responsibility for their actions through the agreement of class rules and house points
- Involving children in the setting of their targets for learning
- Encouraging children to recognise and respect differences between people

- The election of a school council in a democratic manner, which actively develops the direction of the school
- Encouraging children to take responsibility for their behaviour and understand the consequences of actions
- A formal dinner time where good table manners are expected and general adherence to social etiquette with visitors and each other

There are wider opportunities for personal and social development at school. These include:

- The development of each child's ability to work as part of a team, become active within the school community and recognise the qualities of good citizenship and etiquette
- Consideration of the holistic needs of every child with regard to their race, culture, language and faith
- Planning class visits and trips which widen children's experiences beyond the immediate local environment
- Coming together as a school for collective worship to celebrate academic and personal achievements
- Planning events which encourage the school to work together for example: Christmas Play, Sport Relief and Summer Fair

We seek to promote a healthy lifestyle and self-confidence for our community by:

- The provision of a range of after school clubs and activities which help foster a healthy lifestyle and encourage children to explore individual talents
- Providing opportunities in school for children to learn a musical instrument and new sports
- Promoting walking to school
- Healthy eating promotions during the year and posters encouraging a healthy diet in the school hall
- Healthy school lunches with fruit provided
- Attention to the needs of SEN/EAL children
- Attention to the needs of Gifted and Talented children

We seek the involvement of the whole school community through:

- Encouraging parents/carers to support trips or whole school events
- Weekly newsletters and class dojo
- Twitter and Facebook pages
- Frequent trips and donations to local charities
- The school parent group

6. RSE/PSHE Curriculum

The key components of Relationship Education will be taught within the broader PSHE curriculum. These components are:

- Families and people who care for me
- Caring friendships
- Respectful relationships
- Online relationships
- Being safe

Sexual education beyond the science curriculum will not be taught at Abbotsford, however it is recognised that lessons relating to puberty and body changes will often stimulate discussions in this area.

7. Time Allocation

In all Key Stages, RSE/PSHE and Etiquette shall be taught for a minimum of 30 minutes a week, at an appropriate level. We also teach PSHE and citizenship in Pre-School and reception classes as an integral part of the topic work covered during the year. As the reception group is part of the Foundation Stage of the National Curriculum, we relate the PSHE and citizenship aspects of the children's work to the objectives set out in the Early Learning Goals (ELGs). Our teaching in PSHE and citizenship matches the aim of developing a child's personal, emotional and social development as set out in the ELGs. We also support citizenship education in reception classes when we teach 'how to develop a child's knowledge and understanding of the world'.

In addition, teachers will aim to set aside time in class to discuss matters arising from school council meetings. It is also recognised that PSHE and etiquette is often integrated into other lessons and this cross curricular approach is not to be overlooked.

We recognise that discussing issues pragmatically relating to specific situations is a very useful teaching model for many of the aspects of PSHE/Etiquette and have spent time to train teachers and support staff in the skills of this.

8. Managing Difficult Questions

It is expected that children of primary age may ask questions pertaining to sex or sexuality that goes beyond the Relationships Education curriculum. Teachers must answer these questions as factually as appropriate without sharing individual views or representing bias. It may be that a question relates to an individual's personal circumstances and this may not be appropriate to share in front of the class. Teachers must be mindful that if questions are not dealt with fully and appropriately, then children may develop misconceptions, or seek information online from potentially harmful sources.

9. Parental Choice

We believe that all of the content within our school's PSHE curriculum, including RSE, is of the utmost importance and relevance to all pupils. However, parents have the legal right to request that their child be withdrawn from some or all **non-statutory** sex education other than that which is part of the National Curriculum for Science.

Please note there is no parental right of withdrawal from Relationships Education or Health Education content within the school curriculum, or from any statutory sex education that forms part of the National Curriculum for Science. These are statutory requirements which the DfE mandates schools to teach; please see the statutory document if further information is required.

Parents and carers who wish to exercise their right to withdraw their child from non-statutory sex education should talk with the class teacher, the PSHE co-ordinator or the head teacher who will explore any concerns and discuss resources being used.

If parents still wish to withdraw their child from non-statutory sex education lessons, this request will be recorded, and suitable alternative arrangements made for pupils during relevant lessons. The issue of withdrawal will be handled as sensitively as possible. Parents should also understand that the decision to remove their child from these lessons means that they themselves will assume responsibility for talking to their children about any related sex education themes covered outside of National Curriculum Science.

10. Display

Displays follow the policy of the school.

11. Resources

Resources for PSHE/Etiquette lessons will mostly be shared via the One Drive shared file. We currently follow the Jigsaw scheme.

12. Monitoring

The Coordinator will carry out a termly book scrutinies and observation on a regular basis.

13. Equal Opportunities

PSHE follows the Equal Opportunities Policy of the school.

14. Responsibilities

The PSHE Coordinator is responsible for:

- Monitoring the teaching and learning of RSE/PSHE (and for KS1 and KS2, carrying out the main 30-minute teaching slot)
- Overseeing and implementing the policy
- Attending INSET and providing staff with appropriate feedback and support where appropriate

For more information see P.S.H.E policy folder.

Date	Position	Name of Reviewer	Date of Next Review
June 2021	Headteacher	Mrs C Howard	June 2022
June 2021	Chair of Governors	Mr A. Khan	June 2022