



## **LOCKERS PARK SCHOOL PSHE AND SMSC POLICY**

This Policy applies to all pupils and staff of Lockers Park, including EYFS.

| <b>Date Reviewed</b> | <b>By</b> | <b>Date of next review</b> |
|----------------------|-----------|----------------------------|
| Sept 2021            | NC        | Sept 2022                  |

## **Rationale**

PSHE forms the corner stone of school life in Lockers Park. It is the key to ensuring that our students are confident, safe and happy children. PSHE is embedded throughout the school's academics, extra-curricular and boarding life. The curriculum enables students to be confident in identifying problems, assessing solutions and asking for help. At Lockers Park, we drive the students to go beyond this. They learn that they should be the makers of change, they are encouraged to connect with the community, challenge that which they perceive to be wrong and create solutions where they do not exist.

## **Aims and Objectives**

All students have access to broad and varied curriculum, regardless of their age, race, religion, sex or nationality. The promotion of Fundamental British Values (FBV) is an integral part of PSHE and supports the whole school ethos. We focus on these values through the School's continued emphasis on the growth of the Spiritual, Moral, Social and Cultural (SMSC) development.

In addition the learning provided by the whole-school and curriculum PSHE provision is essential to the safeguarding of all our pupils. PSHE core themes of Health and Well-being, Relationships and Living in the Wider World are embedded within the curriculum and links learning to economic and cultural difference, helping to promote the Fundamental British Values of mutual respect, service, leadership, character, empathy and tolerance.

The continued development of FBV and SMSC are ensured through many aspects of life at Lockers Park, most notably;

- Through our practise of the Christian faith, access to regular church services and religious studies, in which children explore different faiths and cultures.
- Regular assemblies, in which the children are guided, praised and empowered.
- Outside speakers are invited to deliver talks and workshops, enhancing the understanding of different topics and connecting Lockers Park with new communities.
- Form Time. A focal part of the students' day, in which they comfortably and confidently discuss recent events, are inspired to take action and are praised for their innovation.
- PSHE, an up to date and progressive curriculum which is tailored to our school community.

- Cross curricular learning. By integrating subjects, our students see many perspectives of a topic and learn the importance of investigation before making decisions.
- Extra-curricular learning. We maintain a wholesome, rigorous and fun filled extra-curricular provision, this further enforces the life lessons from the school day. Departments work closely together to ensure that we are all working to achieve the school ethos and maintaining our cultural values.
- Safeguarding. Students are taught to be self-aware, and safe. They are made aware that Lockers is an open and communicative school, where they can voice any concerns. They are encouraged to stand up for others and are given many avenues of support.

## **PSHE**

In Lockers Park, PSHE is taught weekly from Reception to Year 8. Teachers cover all elements of the 2020 curriculum, through discussion, project work and investigation. PSHE is further supplemented for boarders through the pastoral provisions of the boarding parents and supporting staff.

Students at Lockers Park are encouraged to make informed decisions related to health and physical activity and to develop positive attitudes towards a healthy lifestyle. All aspects of a Lockers Park education teaches students personal and social skills which give them a basis for resilience and resourceful management of their own lives. It is important that students are encouraged to understand their own growth and development within the context of their families and communities.

The nature of PSHE means that it is most meaningfully covered holistically; embedded in school structures and systems, cross-curricularly and sometimes extra-curricularly, as well as taught discretely.

### **PSHEE outline.**

|  |   |
|--|---|
| <p><b>Interpersonal Relationships</b></p> <p>Caring for others<br/>Expression of feelings<br/>Trust<br/>Positive relationships<br/>Making choices and their impact<br/>People to go to for help<br/>Bullying</p> | <p><b>Growth and Development Personal Identity</b></p> <p>Attributes of others and self<br/>Similarities and differences<br/>Recognising strengths and limitations (developing strengths and setting goals)<br/>Appropriate and inappropriate touch<br/>Careers</p> |
|--|---|

|  |   |
|--|---|
| <p><b>Communication</b></p> <p>Verbal and non-verbal<br/> Expressing wants, needs, feelings, complaints and concerns<br/> Self-control<br/> Giving and seeking help<br/> Asking questions<br/> Interacting with adults<br/> Active listening skills<br/> Encouraging others<br/> Presenting a view point<br/> Challenging discrimination</p> | <p><b>Values</b></p> <p>Likes and dislikes<br/> Accepting uniqueness<br/> Influences on personal values<br/> Influences on self-esteem and behaviour<br/> Influences of the media and culture<br/> Developing a code of behaviour</p>   |
| <p><b>Families</b></p> <p>Respecting the responsibilities of parents<br/> Respecting the feelings of parents and other family members<br/> Understanding that pupils have different family set ups.</p>  | <p><b>Peers</b></p> <p>Making and keeping friends<br/> Getting along with people whom they both like and dislike<br/> Qualities of friends<br/> Co-operating with others<br/> Healthy relationships<br/> Consent<br/> Boundaries</p>  |
| <p><b>Changes</b></p> <p>Changes related to puberty<br/> Male/female characteristics<br/> Grief and loss – dealing with emotions<br/> Methods of coping with change (activity, relaxation, stress management)<br/> Responsibility in sexual relationships</p>  | <p><b>Active Role as a Citizen</b></p> <p>Different kinds of responsibilities, rights and duties<br/> Fundraising<br/> Consequences of anti-social, aggressive and bullying on individuals<br/> Why rules are needed<br/> How laws are enforced<br/> How to take part in changing rules</p> |
| <p><b><u>Play Safety</u></b></p> <p>Appropriate behaviour in and around buildings, playground equipment<br/> Rules and fair play at school and home<br/> Promoting safety awareness around school<br/> Sharing, taking turns and getting on with others<br/> Needs for safety rules</p>  | <p><b><u>Preventative Measures</u></b></p> <p>Sun protection<br/> Disease prevention<br/> Immunisation<br/> Care of body (dental, ear, hair, toilet and washing)<br/> Sexually transmitted diseases and blood borne viruses (HIV/AIDS)<br/> Lifestyle diseases e.g. heart disease</p>       |

|  |   |
|--|---|
| <p><b><u>Nutrition</u></b></p> <p>Food groups<br/>Balanced eating habits<br/>Good food choices<br/>Healthy living<br/>Special needs<br/>Energy intake and expenditure<br/>Salt and sugar intake<br/>Saturated fats</p>   | <p><b><u>Personal Safety</u></b></p> <p>Warning signals<br/>Safe/unsafe situations<br/>Home and rural safety</p>  |
| <p><b><u>Environmental Health</u></b></p> <p>Effects of pollution<br/>Recycling<br/>Energy conservation</p>  | <p><b><u>Making Decisions</u></b></p> <p>Decision making<br/>Taking responsibility for decisions<br/>Risk taking<br/>Health services and products</p>   |
| <p><b><u>Drug Use</u></b></p> <p>Effects of drugs (caffeine, alcohol and tobacco)<br/>Media and drugs</p>  | <p><b><u>Water safety</u></b><br/><b><u>Emergency Procedures</u></b></p> <p>Basic first aid<br/>Contacting emergency services</p>   |
| <p><b><u>Road Safety</u></b></p> <p>Pedestrian safety<br/>Passenger safety in vehicles</p>   | <p><b><u>Components of an active lifestyle</u></b></p> <p>Balancing lifestyle *Components for optimal health<br/>Physical, social and emotional benefits of lifestyle balance<br/>Regular participation in exercise<br/>Importance of adequate rest</p> |
| <p><b><u>Confidence and Responsibility</u></b></p> <p>Respecting the differences between people as they develop their own sense of identity<br/>Giving and receiving feedback and praise<br/>Relating job opportunities to personal qualifications and skills. Reflecting and assessing own strengths in</p> |   |

|  |  |
|--|--|
| relation to personality, work and leisure<br>Setting goals |  |
|--|--|

### **Careers Policy**

We aim to raise aspirations, challenge stereotypes and encourage students to consider a wide range of careers. Through careers education, information, advice and guidance it is hoped that students will be encouraged to make the most of their talents and to go on to jobs or courses which suit their needs and intelligence.

Developing a knowledge and understanding of career requirements and suitability is best developed over time. We establish an understanding of careers within our community from Reception, developing the focus of our studies as we progress through the school.

Throughout the prep school, studies are developed using inspirational figures and how they made an impact on society. Clear examples have been Marie Curie, Ada Lovelace and Johnathon Asbridge. Discussions are held regularly regarding professions within the community.

In the senior years boys create 'A Day in the Life' study of at least one career. They shadow a person of their choice for one day over a holiday (should this option not be available then they may conduct an interview). Boys then create a presentation highlighting the key elements of a day in that profession – the highs and lows, what is required to enter the profession, how it links to their current curriculum and any other key elements to be considered. Prize-winning projects are shown in assembly for the whole school to view. All projects then go on display for the entire community to view, hence allowing all boys to view a multitude of careers.

Senior boys develop their focus on economics, developing their understanding of current and historical economies and how it may impact on their own career choices. Emphasis is placed on their subject choices and how they can best develop their own skills to reach their targets. Future schools are a focus at this point, allowing us to create a projection for their individual career pathway, as indicated in the ACEG framework for careers and work related-related education and in accordance with the Independent School Standards – Part 1, 2 (2) (e) parts i,ii,iii.

In addition to this provision, guest speakers are invited to give a view of their own careers.

### **Relationship and Sex Education**

In line with the Children and Social Work Act 2017 and the DfE Draft Guidance, Feb 2019, Locker Park offers relationship education throughout the school, primarily via PSHE lessons. These lessons are then supported by the boarding parents and in taking a cross curricular approach to topics. PSHE specialists work closely with tutors to ensure that the needs of every student are met. The core element of the teaching is directed by the Equality Act 2010 and all students are encouraged to question when unsure. For the complete RSE policy, please see [Lockers Park RSE policy 2021](#)

**Review**

This policy is reviewed annually, taking into account changes in curriculum, legislation and feedback from the entire community.