

## ***Personal, Social, Health and Economic Education***

P.S.H.E is taught throughout the age range at Sussex House. It is designed to inform, raise awareness of issues and draw on the experience of pupils with a view to enhancing their awareness of themselves and their responsibility towards others at a personal and broader level. There is a weekly Assembly, which deals with an element of the curriculum and this is followed by discussion and follow-up in class by selected staff.

The programme covers the DfE non-statutory guidance of November 2014 and addresses the following areas to satisfy the Independent Schools Standards Regulations, paragraph 5(a).

Students will develop:

- An understanding of how citizens can influence decision-making through the democratic process.
- An appreciation that living under the rule of law protects individual citizens and is essential for their well-being and safety.
- An understanding that there is a separation of power between the executive and the judiciary, and that while some public bodies such as the police and the army can be held to account through Parliament, others such as the courts maintain independence.
- An understanding that the freedom to hold other faiths and beliefs is protected in law.
- An acceptance that people having different faiths or beliefs to oneself (or having none) should be accepted and tolerated, and should not be the cause of prejudicial or discriminatory behaviour.
- An understanding of the importance of identifying and combating discrimination.

In September 2015 the programme was also updated to address the requirements of the Anti-terrorism and Security Act 2015; the 'Prevent Duty', which requires schools to promote British values and to guard students against radicalisation.

Video, newspapers, magazines and books are made available and staff have all received suitable guidance and training provided by the Headmaster and Deputy Headmaster. The level of class follow-up is arranged to be suitable to the age of the year group concerned and there is value in returning to an issue in a succeeding year and dealing with it in greater depth. Staff make a brief record of what has been achieved in the follow-up sessions in which they are required to encourage pupils to give their own thoughts and reactions and share experiences.

### ***PSHE Curriculum***

The Individual

- Healthy Eating
- Exercise and Personal Hygiene
- Drugs and their danger
- Sex Education (this is dealt with entirely within Science lessons, as this is felt to be a more appropriate environment)

The Individual and Immediate Society

- Responsible behaviour within the school environment
- Bullying and friendship

The Individual and Society at large

- Rights and responsibilities within society

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- How the Law works
- Financial responsibility
- Discrimination and prejudice
- Social etiquette and good manners
- Our relationship with the environment
- Moral codes and religious practice

Guidelines for issues to be raised in talks and discussions:

#### Healthy Eating

- How different types of food affect us physically
- How different types of food can affect our moods and behaviour
- A suggested pattern for eating
- The do's and don'ts of healthy eating
- Exercise and Personal Hygiene

#### Why the body needs exercise

- The effect that different types of exercise have on the body
- A suggested pattern of exercise
- How our personal hygiene is affected by washing, suitable clothing etc.

#### Drugs and their Dangers

- The biological effects of various drugs
- The psychological and behavioural effects of various drugs
- The legal position
- Group credibility and the challenge of saying 'no'.
- Anecdotal examples

#### Sex Education

- This area is dealt with in Science lessons. See Science curriculum.

#### Responsible behaviour with the school environment

- The benefits of positive behaviour (rather than emphasising the negative).
- What kind of physical environment do we want?
- How can we help achieve it?
- Damage to property (other people's and our own)
- Litter
- Making the best use of time and opportunities
- Working positively with Prefects and Staff
- Thoughtfulness towards ancillary staff

#### Bullying and Friendship

- The need we all have for positive relationships or the need we may have in the future
- Not to have preconceived ideas about others
- The mindset of the bully
- Group credibility and the challenge of taking your own line
- The responsibilities we all have in human relationships
- What to do if we are bullied
- Anecdotal experience and examples

#### Rights and responsibilities within Society (British Values)

- The concept of personal freedom being dependent upon parameters
- How do we define what is acceptable and what is not?
- How society defines the parameters
- How Councils work
- Recourse to the Law

- How to express a point of view or fight an issue

#### How the Law works (British Values)

- The basis of English law and how it has evolved
- Different types of courts
- The jury system and how a case operates
- Appeals
- Different forms of deterrents
- European law

#### Financial Responsibility

- How investments work
- Inflation
- The dangers of debt
- Credit cards
- Bankruptcy and its implications
- Tax

#### Discrimination and Prejudice

##### What is prejudice?

- Challenging extremism and radicalisation
- Envisage a situation in which you might find yourself in a minority discriminated against. How would you feel?
- Racism
- Sexism
- Ageism
- Prejudice against other groups within society
- What should you do if you suffer unfair discrimination?
- What should you do if you witness unfair discrimination?

#### Social Etiquette and good manners

- How to undertake an introduction
- How to address people
- How to word an invitation
- How to answer an invitation
- How to write a letter of thanks
- What constitutes good manners?
- How do they affect society?

#### Our relationship with the Environment

- Facts and figures about the environment
- How our actions affect it negatively
- What can we do to address the problems, at a national level and at a personal level?

#### Moral codes and religious practice

- Are there some moral codes are common to all the main religions?
- How does adherence to these codes affect the well-being of humans?
- Difference of religious practice
- The values of religious practice
- Respect for the religious practice of others

#### Citizenship

- Government and Non-Government Organisations
- House of Commons and House of Lords
- Voting

#### Different Careers

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- Entry requirements for career
  - Qualifications
  - Skills
  - Personal Qualities
- Possible career paths
- Anecdotal examples