



## PSHE POLICY

### INTRODUCTION

This PSHE policy has been developed by the PSHE Head of Department in discussion with interested colleagues and with the full support of the Senior Management Team. It outlines the agreed philosophy for the teaching of PSHE and forms the basis of the PSHE curriculum. It is designed to conform to statutory guidance, including the Department of Education's Statutory Health, Relationships and Sex Education guidance 2020.

### WHAT IS PSHE?

*Personal, Social, Health and Economics* education (PSHE) lessons are taught in conjunction with the values of the Town Close Way to give pupils the knowledge, skills and attributes they need to lead confident, healthy and independent lives now and in the future. Within the PSHE curriculum, *Citizenship* is a foundation upon which pupils can become informed, active and responsible citizens. Furthermore, we believe that the promotion of *Emotional wellbeing* is central to the life of the school. We teach a spiral curriculum that builds upon prior knowledge and age appropriate information in a careful and sensitive way.

### AIMS AND OBJECTIVES

We aim to provide the following overarching concepts within a social, moral, spiritual and cultural framework:

- 1) **Identity** (their personal qualities and achievements and what influences these; self-improvement; understanding and maintaining boundaries around their personal privacy, including online)
- 2) **Relationships** (developing healthy friendships; exploring the importance of family; respecting and understanding that some families are different to their own; online relationships; recognising and managing peer influence)
- 3) **A healthy balanced lifestyle** (how to improve and maintain good physical health; the importance of good personal hygiene and a balanced diet; lifestyle choices, including navigating the online world; how to look after their own emotional wellbeing; promoting positive self-esteem, self-worth and realistic self-image)
- 4) **Risk and Safety** (identification, assessments and how to manage risk; behaviour and strategies to employ in different situations, including online; the ability to make their own choices)
- 5) **Diversity and Equality** (valuing and respecting diversity; promoting empathy and compassion)
- 6) **Rights and Responsibilities** (universal human rights; justice, fairness and consent; respect for others' rights to their own beliefs, values and opinions)
- 7) **Change and Resilience** (the skills, strategies and inner resources needed when facing challenges or change)
- 8) **Power** (how it is encountered through a variety of contexts including online; how it manifests through behaviours including bullying, persuasion and coercion; how it can be challenged or managed through negotiation)

- 9) **Careers** (economic wellbeing and understanding; enterprise skills and attributes, including aspiration, goal setting and identifying opportunities; opportunities to explore their feelings about money, financial decisions, careers and the economy)
- 10) **Global Citizenship** (knowledge of important global and local issues; an understanding of the democratic process; an understanding of the importance of community; knowledge of the global environment, how it is changing and what we can do)

This will be achieved by teaching a curriculum which concentrates on these three main areas: Health and Wellbeing; Relationships; and Living in the Wider World (including economic wellbeing and aspects of careers education). These aims are also nurtured by other curriculum subjects, assemblies, house meetings, circle time lessons, tutor group meetings and extra-curricular activities.

## **CROSS-CURRICULAR LINKS**

These are encouraged and developed with the other departments as much as possible. As PSHE has an impact on all aspects of the curriculum, these links are particularly important.

### **English**

Children are involved in speaking and listening, group discussion, debate and interaction, drama, reading and writing activities that enable them to develop the knowledge, skills and understanding necessary as they prepare to play an active role as citizens.

### **Mathematics**

Children use and interpret data, make decisions, solve problems and learn that mathematics is a global language.

### **Science**

Factual knowledge about living things and health are an integral part of PSHE and citizenship as is the collection of evidence and investigation.

### **Foreign Languages**

This fosters a better understanding of other people, their lives, culture and their relationship to the global community.

### **History**

They learn how the past influences the present, what earlier societies were like, and about the ideas, beliefs, attitudes and experiences of people in the past. This can influence their personal choices, attitudes and values as members of society.

### **Geography**

As they learn about places and environments, including the school and its immediate locality, they begin to understand the diversity of cultures and identities in the UK and the wider world.

### **Religious Education**

Children reflect on the spiritual, moral, social and cultural issues of other people as well as themselves through their knowledge of Christianity and comparative religions in the UK and the wider world.

### **Art and Design and Technology**

These subjects offer opportunities for the children to be involved in collaborative projects in school and the wider community and they learn how art, craft and design are part of the local, national and global communities to which they belong. It promotes personal expression, reflection and emotional development and teaches them the importance of health and safety.

## **Music**

This subject also promotes personal expression, reflection and emotional development and is an integral part of culture, past and present. It can help children to understand themselves and how to relate to others. It forges links between home, school and the wider communities to which the children belong and promotes well-being and personal skills.

## **Games and P.E.**

This area of the curriculum promotes a healthy life style, self-reliance, self-discipline, social responsibility and spirit of adventure. The children learn to value and be sensitive to individual differences and to take part as members of groups or teams. It provides opportunities for the children to be involved in the community beyond the school and to develop an understanding of how to succeed in different situations, reflecting on and learning to evaluate and recognise their own success and the successes of others.

## **Computing**

Pupils explore how they can reduce risks and stay safe online.

## **NATIONAL CURRICULUM LINKS**

The curriculum planning has been designed by the Head of PSHE using guidance from the PSHE Association.

## **EQUAL OPPORTUNITIES**

PSHE plays a key role in understanding different cultures and communities. All pupils have equal access to resources and an equal opportunity to develop their understanding of issues raised in the curriculum planning regardless of gender, race, cultural background and ability.

## **PUPILS WITH SPECIAL EDUCATIONAL NEEDS AND DISABILITIES**

Children with identified special educational needs will be given appropriate support following advice from the Head of Learning Support so that they can achieve their full potential as individuals. High quality teaching that is differentiated and personalised will be the starting point to ensure accessibility.

## **TEACHING AND LEARNING**

The PSHE policy, in common with all policies produced since 2005, pays due regard to the philosophies expressed and agreed by staff in the teaching and learning policy.

In the Pre Prep department, PSHE is taught for 1 hour per fortnight. The pupils are introduced to the Town Close Way in assemblies and Bird Family Meetings and these are followed up and developed in class lessons.

In the Prep department, timetabled lessons of 90 minutes per fortnight is in place for KS2 and 1 hour per fortnight for KS3 pupils. This is supplemented by school and year group assemblies, house meetings, form time, circle time for Years 3 and 4, tutor groups for Years 5, 6, 7 and 8, the Code of Conduct, the values of the Town Close Way and the whole school ethos.

A variety of teaching methods are encouraged in PSHE which include: discussion, debate, group work, written work, research, videos, photographs, websites and apps, guest speakers, text books, posters, games, drama, role play, stories, special events, celebrations of achievement, cross curricular links and secondary source material from outside organisations.

Within the school year, opportunities arise outside the classroom for pupils to experience PSHE. These might include taking part in the following activities: assemblies, the School fete, various charity fund-raising days, discussions with visiting speakers (the school doctor,

the police force, local clergy and representatives from charitable or voluntary organisations), school outings, residential trips, drama and musical productions, sporting events, the Adventure and Skills Academy, school clubs, out of school activities or elections for School Council.

## **PLANNING**

Subject planning has been written by the Head of PSHE and other colleagues following the curriculum planning overview. The personal circumstances of specific pupils or the maturity of a class is considered when teaching sensitive topics and planning will be adapted to suit specific needs. A large range of resources have been used in the preparation and planning of the subject including: online resources, such as the National Schools Partnership website; picture books as a stimulus, short videos and films. Colleagues meet to discuss planning annually to discuss changes.

## **Computing**

The use of ICT and the role of the internet in developing children's understanding of the world around them are important in PSHE and relevant websites and software is used to support the curriculum planning. I pads, interactive whiteboards and the computer room are available for PSHE lessons if required by staff and pupils. Internet awareness and safety feature prominently within the curriculum overview and it is also supported in computing lessons.

## **ASSESSMENT**

There is no formal assessment.

Informal assessment of pupils can be done in any of the following ways, subject to suitability

- Baseline assessments
- Personal reflections
- Self-assessment and peer-assessment
- Monitoring their understanding when planning a talk or presentation
- Checking that they keep their scrap book up to date with records of discussions and written work
- Noting their contributions to discussions and debate
- Allowing them to produce resources for other pupils
- Watching or filming them demonstrate skills through role-play
- Encouraging them to write pamphlets or instructional articles

## **Self-assessment**

Pupils, individually and with their peers, should have opportunities to reflect on their activities. Pupils can share reactions and start to make sense of their experiences in relation to themselves and others. They can identify what went well, what went wrong, and why. Gradually they can learn to draw conclusions about their own strengths and weaknesses and those of the group as part of self and peer assessment and target setting. This takes place informally in the Prep Department during Tutor Groups and PSHE lessons and in the classroom in the Pre Prep Department.

## **Recognising Achievements**

Children have their achievements recorded in their books, as well as certain prizes in competitions, stickers, Headmaster's Commendations, positions of responsibility and awards. Certificates are often presented in assemblies as a result of participation in projects and initiatives both in and out of school.

## **ROLE OF THE CO-ORDINATOR**

To monitor changes to the curriculum and update areas where necessary, to provide planning and resources and to hold regular meetings with colleagues.

## **HOMEWORK**

Occasionally, homework may be set in PSHE lessons. Additional research, reading or preparation for presentations is sometimes required or optional. Homework will be set using firefly tasks.

## **RESOURCES**

Planning resources are given to relevant staff by the Head of PSHE. Some KS2 and KS3 resources can be accessed via the Firefly platform.

## **DEPARTMENT STAFF**

Head and Deputy of the Pre Prep, Pre Prep teachers and teaching assistants.  
Prep Department: Head of PSHE and Prep teachers.

*Last reviewed in September 2022  
Next review September 2023*