



PSHE (Prep) Policy

School Division: Prep School

Policy Division: General

Policy Owner: Deputy Head Pastoral (CPS)

Date: September 2018

1. Introduction

- 1.1. This policy informs practice in the Preparatory School. See also “PSHE (Senior School) Policy.”
- 1.2. Please read this policy in conjunction with the “Spiritual, Moral, Social and Cultural Policy”, the “Every Child Matters Policy” and E-Safety policy”

2. Aims and Objectives

2.1. We believe that PSHE and citizenship should enable children to become healthier, more independent and more responsible members of society. We encourage our pupils to play a positive role in contributing to the life of the school and the wider community. In so doing we help develop their sense of self-worth. We teach them how society is organised. We teach children both about their rights and about their responsibilities. They learn to appreciate what it means to be a positive member of a diverse and multicultural society.

2.2. The objectives of PSHE and citizenship are to enable the children to:

- Know and understand a healthy lifestyle.
- Be aware of safety issues.
- Understand what makes for good relationships with others.
- Have respect for others.
- Be independent and responsible members of a community, such as a school.
- Be positive and active members of a democratic society.
- Develop self-confidence and self-esteem, and make informed choices regarding personal and social issues.
- Develop good relationships with other members of the community.

2.3 PSHE Education makes a major contribution to the statutory responsibilities on schools to:

- Promote children and young people’s well-being
- Achieve the whole curriculum aims
- Promote community cohesion
- Provide careers education and sex education

3. Teaching and Learning Style

- 3.1. We use a range of teaching and learning styles to meet the PSHE and Citizenship requirements of the National Curriculum. We emphasise active learning by including the children in discussions, debates, investigations and problem-solving activities. We encourage the children to take part in a range of tasks that promote active citizenship, for example charity fundraising, the planning of special school events (such as an assembly or sports day), or involvement in helping other individuals or groups less fortunate than themselves. We organise classes in such a way that pupils are able, through discussion, to set agreed classroom rules of behaviour, and resolve any conflicts. We offer children the opportunity to hear visiting speakers, such as the police liaison officer, whom we invite into the school to talk about their role in creating a positive and supportive local community.
- 3.2. The School organises workshops for keystone issues: for example E-Safety, which are delivered by invited specialist organisations or by our own highly qualified and trained staff.
- 3.3. The House System demonstrates our commitment to PSHE and positive, active Citizenship. As members of a house, pupils are given a range of opportunities to lead and develop initiatives.
- 3.4. Sometimes staff may lead subjects of their specialism for example; games staff may lead First Aid and some Sex Education. Field trips in Geography offer active involvement in local environmental issues. An external, experienced practitioner is employed to deliver sex education to Year 8.
- 3.5. Whole school events such as the Sponsored walk, fund raising activities and Harvest Festival encourage pupil participation.
- 3.6. During assembly times representatives from local and global organisations talk to pupils, raising awareness of groups of society, charity work and local government.
- 3.7. At Key Stage 3 the teaching of careers education and sex education is statutory. We include programmes for:
 - Personal wellbeing which includes the requirement for sexual relationships and drugs education
 - Economic wellbeing and financial capability which includes the requirements for careers education
 - Preparation for exams
 - Whole school charity week encourages pupils to take ownership of raising money for a designated charity, whilst helping with financial management skills.
- 3.8. The school actively promotes the **Fundamental British Values** of **democracy, the rule of law, individual liberty and mutual respect and tolerance of different faiths**. This is largely taught through: planning and delivering a broad and balanced curriculum,

the values expressed by our code of conduct, assemblies, dedicated form time, the R.E curriculum and specific PSHE sessions which are scheduled throughout each term.

4. PSHE and Citizenship Curriculum Planning

- 4.1. Lessons are regularly dedicated to PSHE. Form Tutors are provided with resources and a scheme of work to plan from. These are based on the SEAL and Every Child Matters guidelines. PSHE and citizenship topics are addressed in the teaching of other subjects and weekly, through assembly topics. Also, there is an overlap between the programmes of study for religious education and science and that of PSHE and citizenship. We deliver some parts of the PSHE and citizenship curriculum through our religious education and science lessons.
- 4.2. We also develop PSHE and citizenship through various activities and whole-school events. We also offer residential visits in Key Stage 2 and Key Stage 3 to outdooradventure activity centres and to France, where there is a particular focus on developing pupils' self-esteem and giving them opportunities to take responsibility, to develop leadership skills and positive group work.
- 4.3. Mock elections and the study of communities overseas, as well as issues of human rights are woven through the Prep School curriculum.
- 4.4. The SEAL Half Termly themes followed by the Preparatory school (up to Key Stage 3) are broadly as follows:
 - New beginnings, getting on and falling out.
 - Saying 'No' to Bullying.
 - Going for Goals.
 - Good to be me.
 - Health.
 - Sex Education, Changes and Moving on.
- 4.5. In Key Stage 3 the themes incorporate:
 - Political awareness, government and fundamental human values.
 - Human rights.
 - Charity responsibilities.
 - Financial management.
 - Media.
 - Freedom of Speech.

5. The Foundation Stage

- 5.1. We teach PSHE and citizenship in our Reception class as an integral part of our topic work. As the Reception class 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'.

6. PSHE and Citizenship and I.C.T.

6.1. I.C.T. makes a contribution to the teaching of PSHE and citizenship in that children in I.C.T. classes learn to work together in a collaborative manner. They also develop a sense of global citizenship by using the Internet and email. Through discussion of safety and other issues related to electronic communication, the children develop their own view about the use and misuse of I.C.T., and they also gain an insight into the interdependence of I.C.T. users around the world.

7. Sex and Relationship Education

7.1 The aim of sex and relationship education is to equip the pupils with knowledge and understanding about sex, sexuality, emotions, relationships and sexual health in order for them to make informed choices. This occurs not only within PSHE but also in other curriculum subject areas e.g. RE and Science. Parents have the right to remove their child from all or part of the SRE education provided as part of PSHE and to do so must inform the PSHE Co-ordinator or Form Tutor in writing of their wishes.

8. Policy Owner

8.1. The policy owner is Deputy Head Pastoral (Prep).

9. Issue Date

9.1. Issue date: September 2018.

10. Review Date

10.1. This policy will be reviewed biannually. The next review is due in September 2020.