



The Manor

Preparatory School

## PSHEE/PSED POLICY

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Person(s) Responsible for Review: SLT

**PSHEE in KS1 and KS2** - Personal, Social, Health and Economic Education

**PSED in EYFS** - Personal, Social and Emotional Development

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## 1. What is PSHEE/PSED?

PSHEE/PSED encompasses all areas designed to promote children's personal, social, health and economic development. It gives children the knowledge, skills and understanding that they need to join our modern society, stay healthy and safe, develop worthwhile relationships, respect differences, develop independence and responsibility, make the most of their own abilities and those of others. It is very closely linked with Every Child Matters, Spiritual, Moral, Social and Cultural values and encompasses our work within Citizenship and SEAL.

### **Citizenship education**

There are 3 interrelated strands in the framework: -

- Social and moral responsibility
- Community involvement
- Political literacy

These are taught to prepare children to play an active role as members of a democratic society, to develop independence and responsibility and to make informed choices about their own lifestyle.

### **SEAL**

SEAL is a teaching programme (Social and Emotional Aspects of Learning) which helps children in their personal, social and emotional development. It brings together work we teach in our PSHEE/PSED curriculum.

SEAL helps children to develop self-awareness, motivation, social skills and the management of their feelings.

These skills help our children to become better learners, get on better with other people and be responsible citizens. They are part of every area of life in modern society.

### **Every Child Matters**

Our ethos and the PSHEE/PSED curriculum ensure that we meet the 5 strands of Every Child Matters which states that every child has the right to: Be Healthy, Stay Safe, Enjoy and Achieve, Make a Positive Contribution and Achieve Economic Well-being.

Within PSHEE/PSED at The Manor we recognise that:

- **Actively Promoting Fundamental British Values** involves using every opportunity to teach the children in EYFS, KS1 and KS2 about democracy, law, tolerance and respect for others, paying special heed to the protected characteristics listed in the Equality Act 2010 of gender, race, age, faith, belief/non-belief, sexual orientation and life-style.
- **The Prevent Duty 2015** places a duty on schools to build pupils' resilience to radicalisation and extremism by actively promoting

fundamental British values. The Manor has a clear strategy for embedding these values. We encourage the pupils to challenge opinions and behaviour which do not reflect these values. The government has defined extremism in the Prevent Duty 2015 as the “vocal or active opposition to fundamental British values.”

- **Health Education** involves engaging the children in activities that promote their physical well-being and encouraging an adventurous approach to exercise, daily living, fresh air and exploration both in and out of the school.
- **Citizenship** involves encouraging children to take a responsible rôle in a democratic society. It involves developing the children’s awareness of threats to their personal safety and the process by which they can seek help and information as well as learning the behaviour expected of them as members of our modern society.
- **Drugs Education** involves educating the children in the safe handling of medical drugs as well as the consequences of misusing substances such as alcohol, tobacco and drugs (see the school’s Drugs Policy.)
- **Sex and Relationship Education** is defined as the information by which a child is enabled to become more aware of him/herself as a person, to have happy and healthy relationships and to understand the process of development and reproduction. (See Policy on Sex and Relationship Education.)

## 2. Aims

### (a) Aims in teaching PSHEE/PSED

Our Personal, Social, Health and Economic Education/Personal Social and Emotional Development is designed to provide the basis for preparing pupils for the opportunities, responsibilities, threats and experiences of adult life.

At The Manor we will aim through implicit and explicit learning experiences for children to:

- know and understand what constitutes a healthy lifestyle (providing knowledge about nutrition, exercise and drugs, for example)
- be aware of safety issues – physical, emotional and intellectual
- develop resilience
- understand what makes for good relationships with others
- develop good relationships with other members of the school and the wider community
- have respect for others regardless of gender, race, belief/non-belief, sexual orientation, faith or disability

- be independent and responsible members of the school and wider community
- be positive and active members of a democratic society and have an understanding of the rule of law
- develop an understanding of careful budgeting, spending and the value of money
- develop self-confidence and self-esteem and make informed choices regarding personal and social issues/threats
- give opportunities for children to experience awe and wonder
- prepare pupils for the opportunities, responsibilities and experiences of adult life in British or any other society
- value the achievements they make, and the achievements of others
- decide on values by which they want to live their lives
- provide pupils with a broad general knowledge of public institutions and services in England (see Appendix 6)
- promote tolerance and harmony between different cultural traditions

Within the taught and hidden curriculum i.e. the whole school environment, pupils have frequent and regular opportunities to talk about feelings and to practise personal and interpersonal skills. We value and respect the learning that occurs in the community and in the home believing that these, alongside school links, are essential dimensions of PSHEE/PSED. The curriculum we have developed is related to the real world and children's experiences. We aim to offer a caring but challenging environment in which children are given the courage to learn from their mistakes and develop resilience.

### **(b) Links to The Manor's overall aims**

These aims are linked, in particular, to the following specific overall aims of The Manor:

- Cherish each child as an individual.
- Actively promote Fundamental British Values
- Enthuse children with a love of learning and the desire to make the very most of their abilities and opportunities
- Offer a caring but challenging environment in which children are given the courage to learn from their mistakes and develop GRIT.
- Encourage a sense of self-worth in each child.
- Encourage respect for different life-styles, cultures and religions.
- Promote the intellectual, social, mental, emotional, economic and physical development of pupils.
- Ensure that the quality of the school environment and the overall atmosphere reflect the high standards expected of pupils.
- Encourage a sense of individual responsibility towards others and the environment.
- Create a community which reflects the ethical and moral framework of our Christian foundation and to promote the pupils' spiritual and moral development.

- Encourage pupils to play a positive role in contributing to the life of the school and the wider community, including an awareness of their social and economic responsibilities.
- Make every child's experience at The Manor as positive and happy as possible

At The Manor the aim is to empower all our children to make good, positive decisions about behaviour, and to ensure there is a loving, caring and warm environment in which they can learn and feel part of a family.

### **(c) Links to Actively Promoting Fundamental British Values at The Manor**

Please refer to the following documents:

- Actively Promoting Fundamental British Values at The Manor*
- Audit of Fundamental British Values in the teaching of PSHEE/PSED*

At The Manor we uphold and teach the fundamental British values which provide us with the understanding, tolerance and respect for others which we need to become accountable and resilient adults. We aim to develop the children's skills and knowledge so that they may thrive both as happy individuals and responsible members of a democratic and law-abiding society.

We believe that Fundamental British Values must be at the core of all that we do within The Manor community. Staff, parents and children are working together to promote them.

The Manor's 'active promotion' is achieved through a strategy that includes PSHEE/PSED programmes, plans for assemblies, schemes of work in relevant curriculum subjects, work of the School Council, and pupil handbooks. Discriminatory or extremist opinions or behaviours are challenged as a matter of routine.

Our pupils' understanding and knowledge include:

- 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 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.

## **The Manor's Prohibition of Potential Indoctrination**

The School precludes the promotion of partisan political views in the teaching of any subject in the school.

Subject Programmes of Study and extra-curricular events ensure a balanced presentation of views.

The School takes such steps as are reasonably practicable to ensure that where political issues are brought to the attention of pupils they are offered a balanced presentation of opposing views.

The School follows the spirit of the following guidance by Ofsted and DfE in relation to the Marriage (Same Sex Couples) Act 2013 but understands that these principles are equally applicable to other issues.

*'It is recognised that schools with a religious ethos will want to reflect that ethos in the teaching they provide and the current framework allows that. There is no curriculum requirement on independent schools to teach about marriage but when they do so they must ensure that what they teach accords with the Independent School Standards, including on pupils' Spiritual, Moral, Social and Cultural development. A balanced curriculum is one that, amongst other things, reflects the nature of the world we live in. If marriage were to be discussed in lessons, we would expect teachers to reflect the fact that marriage for same sex couples is part of the law of this country, but there is no requirement on them to endorse it. There is nothing in the Equal Marriage Act that inhibits the rights of teachers or schools to express religious or philosophical views about marriage in lessons. Article 9 of the European Convention on Human Rights guarantees the freedom of thought, conscience and religion, and religion or belief is a protected characteristic under the Equality Act 2010. However, teachers and schools must ensure their conduct recognises their responsibilities under those duties to others. Teachers are expected to respect the rights of others and to respect those with different beliefs; expressing a view in an unprofessional way that involved singling out pupils on grounds of sexuality, or presenting extreme views without balance on a topic such as marriage for same sex couples, would be considered inappropriate.'*

### **3. Strategies for Planning and Teaching PSHEE/PSED**

#### **(a) Planning**

We teach PSHEE/PSED in a variety of ways. Some of the objectives are covered in dedicated PSHEE/PSED times. Many of the objectives are



covered through other areas of the school's curriculum e.g. RE, History, Science and Assemblies, Circle Time and Services and also through the 'hidden curriculum' - attitudes and expectations of behaviour promoted by adults in the school.

We also develop PSHEE/PSED through activities and whole-school events e.g. the School Council representatives from each KS2 class meet regularly to discuss school matters with the Head and Deputy Head.

We use The Manor's PSHEE/PSED whole school plans. Teachers are asked to plan 6-8 lessons a term (depending on the length of the term) allowing the opportunity in the other dedicated PSHEE/PSED lessons to respond to current events or issues brought up by the children themselves. Our programme for PSHEE/PSED encompasses SEAL materials and other (please see Catalogue of resources attached) for each year group with planning adapted to meet the needs of the children in those year groups. Aspects of PSHEE/PSED are also covered within other subject teaching and in special days and weeks.

In the Early Years, through the PSED (Personal, Social and Emotional Development) Programme the same themes are taught each year. They are revisited regularly, as well as following the guidance which works towards achieving the Early Learning Goals and SEAL.

Assemblies are planned to closely follow the principles of the children's spiritual, moral, social and cultural development and their personal, social, health (mental, emotional and physical) and economic education.

### **(b) Organisation of Teaching**

The PSHEE/PSED co-ordinators and the EYFS/Y1-2 coordinator for PSHEE/PSED are responsible for overseeing the planning in the school and informing the rest of the staff about new developments and, where appropriate, for organisation (and providing) appropriate training. They advise colleagues on resources to aid planning and to use in the classrooms (including visits and visitors.) Each area of the school has a designated resource area which is maintained and reviewed annually. The coordinators monitor the curriculum and report to the Headmaster annually on progress. PSHEE/PSED is part of much of the work covered in the curriculum, but each class at The Manor has a specific PSHEE/PSED session with their Form Teacher and often another adult (the Teaching Assistant in appropriate classes) every week. In KS2 there is also a weekly Circle Time.

### **(c) Time Allocation**

We teach PSED (Personal, Social and Emotional Development) in the Early Years as an integral part of the topic work covered during the year. We relate the PSED aspects of the children's work to the areas of learning set out in the Early Years guidance to develop a child's personal, social and emotional

development. We also support Citizenship Education in the Early Years through other areas of learning such as Knowledge and Understanding and Communication, Language and Literacy.

The children receive one PSHEE lesson from Y1-Y6.

#### **(d) Teaching Methods**

A range of teaching strategies and learning styles are used in PSHEE/PSED. These include:

- Circle time and class time
- Assemblies
- Imaginative writing
- Reflection, sharing and showing
- Role play and drama
- The use of video and computer technology
- Visits and visitors where appropriate
- Class lesson time
- Peer education
- Structured group work
- Play and games

We encourage the children to take part in a range of practical activities that promote active citizenship, e.g. charity fundraising, the planning of school special events such as an assembly or involvement in an activity to help other individuals or groups less fortunate than themselves. We organise classes in such a way that pupils are able to participate in discussions to resolve conflicts or set agreed classroom rules of behaviour. We offer children the opportunity to hear visiting speakers, such as health workers, police and representatives of different faiths whom we invite to the school to talk about their role in creating a positive and supportive local community.

#### **(e) Differentiation**

Work is set which ensures that it is accessible to pupils of all abilities within the class.

- **General**

Differentiation and progression will be ensured by a variety of approaches:

- The same activity but different expectations of outcome
- The same theme but different levels of input
- Allowing for different pace of working
- Different groupings of children

- **Pupils with Learning Support**

We teach PSHEE/PSED to all children, whatever their ability. Activities are planned according to the different levels of the children's skills and previous knowledge. We place an emphasis on active learning by including the children in discussions, investigations and problem-solving activities. When teaching PSHEE/PSED we take into account the targets set for the children in their Individual Support Plan (ISPs.) Extra support may be allocated to children with ISPs.

- **Gifted and Talented**

The PSHEE/PSED teaching aims to stimulate Gifted and Talented children by the intellectual range of ideas discussed in lessons and by the development of an emotional intelligence capable of fully understanding them. Assemblies allow for Gifted and Talented to respond at their level. The children recognised for their gifts and talents in PSHEE/PSED (ie. their emotional intelligence) are often not those who may be recognised as Gifted and Talented in other areas. It is important for us as a staff to be mindful of this and to look out for opportunities for such children.

**(f) Use of ICT**

Many ICT programmes and websites are used to complement and strengthen what is being studied.

With regard to the children using the internet, and awareness of safety on the internet, all teachers, teaching assistants and children follow the guidelines of the Safeguarding and E-Safety and Acceptable Use Policies. All teachers and teaching assistants in the school and children in Years 1 to 6 receive Childnet presentations on all aspects of e-safety every two years and parents are also invited to attend a Childnet presentation.

In relation to 'Safeguarding Children' and 'Prevent' The Manor focuses on establishing safe school systems and filtering in order to keep children safe, including from terrorist or extremist material.

**(g) Equal Opportunities**

Provision for PSHEE/PSED is in line with all of our policies, Every Child Matters guidance and the Equality Act of 2010 (paying special heed to the protected characteristics.) All children have equal access to the PSHEE/PSED curriculum and developmentally appropriate materials. Delivery will be differentiated appropriately. Resources and teaching are sensitive to the needs and backgrounds of the children and should not reflect gender or cultural stereotypes.

**4. Homework**

The children are not given formal homework for PSHEE/PSED.

## 5. Presentation and Handwriting

The department follows the school policy on Handwriting and Presentation.

## 6. Methods for Marking and Feedback for Children

We record topic work in a class PSHEE/PSED book. Members of staff will refer potential issues which may arise from class discussions to the relevant Section Leader to raise at the weekly section meetings. These meetings are minuted and the issues monitored.

## 7. Formal Assessment, Recording and Reporting

Teachers assess the children's work in PSHEE/PSED, both by making informal judgements as they observe them during lessons and by recording their assessment of the child's participation and response in reports to parents. We have clear expectations of what the pupils will know, understand and be able to do at the end of each Key Stage (please see Whole School Summary Grid.)

## 8. Monitoring and Review

It is the responsibility of the PSHEE/PSED coordinators to monitor the standards of children's experience and the quality of teaching in PSHEE/PSED. The PSHEE/PSED coordinators are also responsible for ensuring that colleagues are kept up to date with current developments in the subject and for providing a strategic lead and direction for the subject in the school.

## 9. Links with other subjects

**History:** reasons for the results of historical events, situations and changes, diversity within society, significant people, ideas and experiences of people from the past.

**RE:** religious and moral beliefs, values and practices that underpin and influence personal and social issues and relationships. Tolerance of different faiths, cultures and beliefs/non-beliefs.

**English:** skills in enquiry and communication, stories that illustrate aspects of personal and social development.

**Mathematics:** aspects of financial and economic capability, counting and sharing.

**Science:** Sex and Relationship Education, health (including the harmful effects of illegal drugs, alcohol and solvent abuse) healthy eating, safety, the environment and awareness of various disabilities e.g. blindness



**DT:** health and safety, healthy eating, realising people have needs as they design ideas, technology.

**ICT/Computing:** finding information on the internet and safety on the internet. Children, their parents and staff have Childnet presentations every two years. In relation to 'Prevent', The Manor focuses on establishing safe school systems and filtering in order to keep children safe from terrorist or extremist material. It is our aim that the children are aware of both the benefits and dangers of the internet.

**Geography:** topical issues concerning the environment, sustainable development, study of pupils' own locality and places in different parts of the world, including less economically developed countries.

**Art:** reflecting on ideas and experiences communicated through works of art, craft and design from various cultures.

**Music:** making the most of abilities in playing and singing, issues of cultural diversity.

**PE:** teaching and learning about health and safety, development of social skills through team and individual activities, games and sports. The relevance of rules and laws and the benefits of our adherence to them is an important aspect of the teaching throughout the school. PE lessons can be an excellent platform for promoting resilience.

## 10. Health and Safety Issues

### a) General

Please refer to the Health and Safety Policy.

### b) Specific Risk Assessments

Please refer to individual risk assessments.

### c) Child Protection Issues

Please refer to the Safeguarding Children.

## 11. Parental and Community Involvement

Parents are invited to join in events in school, including class and year assemblies and workshops on relevant themes. Parents are regularly informed of events and developments on the website and in the school's newsletter, 'Manor Messages'. Working with parents is a vital part of the whole school approach to PSHEE/PSED. Our website and policies, available to all parents, clarify the ethos of the school to help us work in partnership with parents. The Head, Deputy Head and PSHEE/PSED coordinators work closely together to prepare communications to colleagues and parents regarding DfE guidelines and their implementation at The Manor.



We work closely with our School Chaplain. We involve outside agencies e.g. Fire Service, representatives of different faiths and cultures and charities as much as possible to deliver aspects of the curriculum. These are highlighted in our Programme of Study for PSHEE/PSED.

The Manor believes that partnership with parents and the community enables us to receive specialist support and information to plan the best possible PSHEE/PSED curriculum for our children and to safeguard them.

**This policy links closely with other school policies, including:**

- **Safeguarding Policy**
- **Health & Safety Policy**
- **Drugs Policy**
- **Sex and Relationships Education Policy**
- **Health and Safety in Science Policy**
- **SMSC Policy (promoting Spiritual, Moral, Social and Cultural values in schools)**
- **Behaviour, Discipline and Exclusion Policy**
- **Anti-Bullying Policy**
- **Equal Opportunities Policy**
- **PSHEE/PSED Handbook**