



2d Truro Prep School P.S.H.E. Education Policy

A copy of this policy is published in the following areas:

Link in staff handbook

Staff shared area

The school's website

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Created by: Pastoral Care Coordinator

A. AIMS

Truro Prep School seeks to promote a calm, purposeful working atmosphere and environment. Emphasis is placed on enabling pupils to fulfil their potential in their academic and personal development.

Pupils are taught between the ages of 3 to 11 and the school aims to provide a broad, balanced, healthy and inspiring education. It will do this by maintaining:

- A calm, happy and purposeful working atmosphere;
- A Christian ethos reflecting its Methodist foundation and ethos;
- Encouragement for every child to live and work to his or her full potential;
- Positive role models and values, building self-belief and self-esteem;
- A clearly defined and accepted code of conduct for everyone in the community;
- Sensitive pastoral care based upon a close understanding of each child;
- A healthy, attractive and stimulating environment for learning and growing;
- A close and harmonious partnership between staff, pupils and parents;
- High quality resources and able, well-motivated teachers;
- Enrichment of a broad curriculum with many extra-curricular activities;
- Opportunities to develop leadership skills and community awareness.

AIMS OF PERSONAL, SOCIAL, HEALTH AND ECONOMIC EDUCATION (P.S.H.E):

All children will:

- Develop self-esteem, confidence, independence and responsibility and make the most of their abilities;
- Develop a healthy lifestyle and keep themselves and others safe;
- Develop effective and fulfilling relationships and learn to respect the differences between people;
- Play an active role as citizens and understand their rights and responsibilities in this ever-changing world.

B. RATIONALE

The purpose of the P.S.H.E. curriculum is to promote the spiritual, physical and social development of pupils and to prepare them for some of the opportunities, responsibilities and experiences of later life. This preparation for life involves self-knowledge; an understanding of the needs and motives of human beings; knowledge about their own health and bodies, and the importance of choice. P.S.H.E. education is a planned programme of learning through which pupils acquire the knowledge, understanding and skills they need to manage their lives now and in the future. As part of a whole school approach, it develops the qualities and attributes pupils need to thrive as individuals, family members and members of society. The values promoted in our P.S.H.E. curriculum are inherently incorporated into the fabric of our school through assemblies, community events, support for charities and in our day-to-day living.

C. THE FRAMEWORK FOR P.S.H.E.

Our programme of study for P.S.H.E education aims to develop skills and attributes such as resilience, self-esteem, risk management, team-working and critical thinking. The knowledge, skills and understanding are to be taught through three core themes within which there will be broad overlap and flexibility.

1. **Health and Wellbeing:** Healthy Lifestyles; Keeping Safe; Growing and Changing
2. **Relationships:** Healthy Relationships; Feelings and Emotions; Valuing Differences
3. **Living in the Wider World:** Rights and Responsibilities; Taking Care of the Environment; Money Matters

D. FORMS OF CURRICULUM PROVISION

P.S.H.E. cannot be confined only to specific timetabled time and is delivered within a whole school approach which includes the following:

- Discrete curriculum time (a weekly 30-minute lesson taught within forms by form tutors)
- Regular assembly time (three times a week)
- Registration time with form tutors at both the start and the end of every school day
- Whole school day with the relevant teachers in EYFS and Key Stage one
- Through other subject and curriculum areas. For example:

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

Mathematics: aspects of financial capability, counting and sharing.

Science: sex education, health, safety and the environment.

Design & Technology: health and safety, realising that people have needs as they generate design ideas, use of technology.

ICT: communicating with others via e-mail, finding information on the internet and checking its relevance; staying safe on the internet

Humanities: use of sources, reasons for and results of historical events, situations and changes, diversity within societies studied, significant people, events, ideas and experiences of people from the past.

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

Religious and moral beliefs, values and practices that underpin and influence personal and social issues and relationships, including understanding and respect of people with different beliefs and practices.

Art and Design: reflecting on and responding to ideas and experiences communicated through works of art, craft and design from different times and cultures.

Music: making the most of abilities in playing or singing, issues of cultural diversity, their value and their expression.

Physical Education: teaching and learning about health and safety, development of personal and social skills through team and individual activities, games and sports.

- Through P.S.H.E. and activities and school events.
Residential experiences, visits and special days in school provide opportunities for children to plan and work together, and develop and maintain relationships under different circumstances. They can discover new qualities and characteristics through volunteering, participating and reflecting on new experiences. A plethora of activities are provided by the school such as having various opportunities to work on House activities, developing a house identity and listening to one another carefully and supportively.
- Through pastoral care and guidance.
Form tutors meet daily with their tutees, to provide individual care and guidance. They are supported by the Head, the Pastoral Care Coordinator and the EYFS and KS1 Coordinators (when appropriate). In addition, pastoral care and guidance is given through the Chaplain, assemblies and services, and the support of an independent counsellor.

E. DELIVERY METHODS AND LEARNING APPROACHES

Good teaching relies on using appropriate methods for the aim of the lesson or unit of work. All teachers are encouraged to develop a repertoire of flexible, active learning methods:

- Effective starting and ending strategies
- High order questioning skills
- Agenda setting
- Working together
- Values clarification
- Information gathering and sharing
- Problem solving
- Understanding another point of view
- Working with feelings and imagination
- Reflection, review and evaluation
- Circle Time
- School Council (preparatory activities)
- Drama and role-play
- Team building activities
- Presentations
- Decision making strategies

F. ASSESSMENT, RECORDING AND REPORTING

Assessing

In P.S.H.E. there are two broad areas for assessment:

- Children's knowledge and understanding, for example, information on health, understanding of rules, understanding of health and safety procedures, and the meaning of ideas including democracy.
- How well children can use their knowledge and understanding in developing skills and attitudes, for example through participating in discussions, group tasks and activities, managing conflict, making decisions and promoting positive relationships.

Assessment is as central to personal and social development as it is to any other learning process. Regular reflection on personal experiences provides information which can be indicative of pupils' progress and achievement.

The individual's feelings and responses must always be respected. Sensitive teachers understand that some aspects of personal and social development are not linear, for example, self-esteem can rise and fall through the influence of events at any stage of life. Any judgement about self-worth has to be made by the individual. It should be their decision whether they share it with others.

Unlike knowledge and skills, it is inappropriate to assess pupils' values. However, pupils should be encouraged to reflect on how their personal values relate to those of the school and society, and on the consequences of challenging these values.

Assessment should allow the learner to:

- pose the questions
- make the judgement in the light of the evidence of his/her current strengths and needs
- reconsider and plan in terms of his/her growth and development.

This will have a positive impact on a pupil's self-awareness and self-esteem. Self-assessment can be influenced by the view of others. Information from a range of sources will help pupils to see themselves through the eyes of other people.

What can be assessed?

- Factual knowledge and understanding, knowledge of facts (for example, why hygiene is important) is the least difficult aspect of personal and social development to assess. Non-threatening approaches using quizzes, word searches, and games work best. Understanding and being able to apply knowledge may be observed and assessed in real or simulated experiences e.g., during the planning of projects or in role-play.
- Personal and social skills, schools must ensure that pupils have had opportunities to learn and practise these. They can be assessed in real or simulated activities.

Who can be involved in assessing skill level and progress?

- Individuals themselves, their peers and teachers.
- Adults from outside school, for example, can assess pupils' skills during community support placement time

Recording

Evidence of personal and social learning and development can come from:

- Self-assessment Checklist; diary; display
- Peers Observation of role-play; checklist; video/audio tapes; reflection in pairs or small groups
- The group Graffiti sheets; reflection on a group activity

- Teacher Checklist; observation of role-play; written records
- Teacher and pupil One to one reflection based on evidence
- Other adults Community activities ; visitors to school
- Documentation Certificates of achievement e.g. John Muir. Playmaker Awards

Setting personal goals and action plans

Pupils need a chance to reflect on what they have achieved as a result of all the different experiences which have had an impact on their personal and social learning. They can then identify areas for development. This process of personal goal setting and action planning is normally carried out in discussion with form tutors and is essential to raising levels of achievement and encouraging pupils to take more responsibility for their own learning. It can form part of a formalised review with each pupil or be an ongoing dialogue in form time.

Reporting

Schools are required to keep records on all aspects of pupils' development, so it is appropriate for the pupils' annual school report to include a commentary on personal and social learning in the same manner as academic reporting. In tutor reports, teachers should comment on personal, social and emotional development, as well as summarising academic accomplishments.

G. DEALING WITH SPECIFIC ISSUES

Sensitive and controversial issues can arise in PSHE sessions. Part of the purpose of PSHE is to enable children to address issues of this kind in a balanced way, in a safe environment.

Sometimes an individual child will ask an explicit or difficult question in the classroom. Questions do not have to be answered directly and can be addressed later. Individual teachers must use their skill and discretion in these situations and refer to the Pastoral Care Coordinator for further support.

Teachers are careful to ensure that their personal beliefs and attitudes do not influence the teaching of P.S.H.E. To this end ground rules are suggested below to provide a common values framework within which to teach. There should be clear parameters as to what will be taught in whole class setting and what will be dealt with on an individual basis.

Ground Rules and Distancing Techniques

- Pupils will be given preparation so that they will know how to minimise any embarrassment they feel.
- No one (teacher or pupil) should be expected to answer a personal question.
- No one will be forced to take part in a discussion.
- Meanings of words will be explained in a sensible and factual way.

Dealing with Questions

- Teachers should establish clear parameters about what is appropriate and inappropriate in a whole-class setting.
- Teacher should set the tone by speaking in a matter-of-fact way and ensuring that pupils discuss issues in a way which does not encourage giggling and silliness.

- Pupils should be encouraged to write down questions anonymously and post them in a question box, the teacher will have time to prepare answers to all questions before the next session, and will choose not to respond to any questions which are inappropriate.
- If a verbal question is too personal the teacher should remind the pupil of the ground rules.
- If a question is too explicit, feels too old for a pupil, is inappropriate for the whole class, or raises concerns about abuse, the teacher should acknowledge it and promise to attend to it later on an individual basis.
- Teachers should not be drawn into providing more information than is appropriate to the age of the child.
- If a teacher is concerned that a pupil is at risk of abuse the Designated Safeguarding Lead (DSL) should be informed and the usual child protection procedures followed.

H. ESSENTIAL SKILLS; ATTITUDES AND QUALITIES; KNOWLEDGE AND UNDERSTANDING

At Truro Prep School we aim to give children the opportunity to acquire the following:

Skills

- Making decisions and choices
- Looking at evidence
- Recalling and applying knowledge and skills
- Analysing and evaluating situations
- Drawing conclusions
- Listening actively
- Giving constructive feedback to others
- Setting challenging goals for self
- Self-managing feelings
- Affirming self and others
- Empathy
- Recognising distorted thinking
- Managing pressure and stress
- Managing risk and personal safety
- Communicating ideas and views to others
- Resilience
- Recognise need for peer approval
- Working as a team
- Planning and deciding
- Self-organisation
- Reviewing own progress against targets/priorities
- Self-reflection
- Formulate questions
- Negotiation
- Cooperating

Attitudes/Qualities

- To have independence of mind
- To obtain self-knowledge
- To develop a sense of humour
- To be positively self-critical

- To develop rationality
- To practise determination
- To develop patience
- To increase their levels of perseverance
- To develop resilience and to recognise the importance of it
- To learn what it is to have empathy
- To understand what it is to have commitment
- To develop a sense of self-reliance/self-discipline/self-respect
- To understand and develop self-esteem
- To have a sense of fairness/respect for process of law and legal rights of others
- To be honest
- To have consideration for others
- To develop tolerance
- To gain and understand the importance of respect for ways of life/opinions and ideas of others

Knowledge and Understanding

- Understand similarities/differences between themselves and others
- Decision making in democracy
- Rights and respect of citizenship
- Nature of relationships in families, peer groups, friends, work
- Owning personal need, abilities and interests
- How they can cause change for better or for worse
- Healthy living
- Moral aspects of sexual relationships
- Nature of rules and laws
- Human growth- awareness of emotional/psychology and social development
- How to deal with situations of bullying/abuse
- How to manage money and the importance of budgeting
- How to stay safe in risky situations
- Who to go to for help – in school and in the community

I. ROLE OF P.S.H.E. EDUCATION CO-ORDINATOR

(The Pastoral Care Coordinator also coordinates P.S.H.E.)

To securely support the quality delivery of the P.S.H.E. education across the school a Coordinator will be in place that will:

- raise awareness amongst all staff of their contribution to the pupils' personal and social development and agree the overall aims, objectives and priorities
- establish a shared view of best practice to which all pupils are entitled
- lead policy development
- provide staff with long and medium term plans
- agree the main priorities for the pupils' personal and social development and identify the major opportunities for meeting these priorities across the curriculum
- provide appropriate support and training for staff
- monitor and evaluate the programme, including pupils' responses to the programme
- carry out a continuous process of review and development of the programme as part of the annual cycle of school improvement
- order and monitor resources.

