



2d Truro School Prep P.S.H.E.E. 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: Assistant Head (Pastoral)

A. Rationale

The purpose of the P.S.H.E.E curriculum is to promote the spiritual, moral, cultural, mental and physical development of pupils at the school 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.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. They significantly contribute to the school's safeguarding and equality duties, the government's British Values agenda and the SMSC development opportunities provided for the children.

B. Aims

Truro School Prep seeks to promote an inspiring, purposeful working environment whilst maintaining a calm and supportive atmosphere. We believe that our whole school approach to the teaching of P.S.H.E.E. supports the pupils learning capacity and emphasis is placed on enabling pupils to fulfil their individual potential in both academic and personal development.

Pupils are taught between the ages of 3 to 11 and the school aims to provide a broad, balanced and healthy 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 their 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;

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- Opportunities to develop leadership skills and community awareness.

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

Through the P.S.H.E.E. curriculum the school's aim is that 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.

C. The Framework for P.S.H.E.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. To ensure progression and a spiral curriculum we use JIGSAW, the mindful approach to P.S.H.E.E. as our chosen teaching and learning programme and tailor it to our children's needs. 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 Me'; 'Changing Me'
2. **Relationships:** 'Healthy Relationships'; 'Celebrating Differences'
3. **Living in the Wider World:** 'Being Me in My World'; 'Dreams and Goals'

For more detailed examples of skills, knowledge and understanding, attributes and qualities see Appendix A.

Statutory Relationship and Health Education.

At Truro School Prep we value P.S.H.E.E. as one way to support children's development as human beings, to enable them to understand and respect who they are, to empower them with a voice and to equip them for life and learning. We include the statutory Relationship and Health Education within our whole-school P.S.H.E.E. programme as a major part of this support.

D. Forms of Curriculum Provision

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

- Discrete curriculum time (a minimum of one weekly 35-minute lesson taught within forms primarily by form tutors or PSHE coordinator)
- Regular assembly time (at least 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 1
- 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: human life cycles, health, safety and the environment.

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

Computing: 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 extra-curricular 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.
- 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 Assistant Head (Pastoral) and the EYFS and KS1 Coordinators (when appropriate). In addition, pastoral care and guidance is given through the Chaplain and the support of the learning and pastoral support teacher.

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, including:

- 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
- Stories and games

F. Assessment, Recording and Reporting

Assessing

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 are encouraged to reflect on how their personal values relate to those of the school and society, and on the consequences of challenging these values.

What can be assessed?

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

- Children's understanding and knowledge – including knowledge of facts, for example, information on health, understanding of rules, understanding of health and safety procedures, and the meaning of ideas including democracy. Non-threatening approaches such as quizzes and games may be used. Understanding and knowledge may be observed and assessed in real or simulated experiences e.g., during the planning of projects or in role-play.
- How well children can use and apply their knowledge and understanding in developing their personal and social skills and attitudes. Pupils will have opportunities to learn and practise these, for example, through participating in discussions, group tasks and activities, managing conflict, making decisions and promoting positive relationships. Again, they can be assessed in real and simulated activities.

Who can be involved in assessing skill level and progress?

- Individuals through self-assessment
- Peers
- Teachers

In each situation assessment should allow the learner to:

- pose 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 may 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.

Recording

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

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|---------------------|---|
| • Teacher | Checklist; observation of role-play; written records |
| • Teacher and pupil | One to one reflection based on evidence |
| • 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 |
| • 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 falls within the JIGSAW puzzle (unit) 'Dreams and Goals' but elements will be reflected upon throughout the year. The process will normally be 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.

Reporting

Schools are required to keep records on all aspects of pupils' development, so it is appropriate for the pupils' school reports to include a commentary on personal and social learning in the same manner as academic reporting. In tutor reports, teachers 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 P.S.H.E.E. sessions. Part of the purpose of P.S.H.E.E. 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 Assistant Head (Pastoral) for further support.

Teachers are careful to ensure that their personal beliefs and attitudes do not influence the teaching of P.S.H.E.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.
- Teachers 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. The teacher must also inform the DSL of such concerns.
- 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. (See Child Protection and Safeguarding Policy.)

H. Role of P.S.H.E.E. Coordinator

The Assistant Head (Pastoral) coordinates P.S.H.E.E.

To securely support the quality delivery of P.S.H.E.E. 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.

Appendix A Essential skills; Attitudes and Qualities; Knowledge and Understanding

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

Skills (personal and social)

- 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

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

Attitudes and Values

- 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