



Policy for PSHE

This document is a statement of the aims, principles and strategies for teaching PSHE at Rowan Preparatory School. This policy reflects our School Motto *Hic Feliciter Laboramus* (Here we Work Happily) and the aims of the school.

Prepared: Miss H Eversden Director of Sport and Wellbeing

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Reviewed by: Miss Louise Gorman/SLT

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This policy applies to all members of our school community, including EYFS setting.

Rowan Preparatory School is fully committed to ensuring that the application of this PSHE policy is non-discriminatory in line with the UK Equality Act (2010). Further details are available in the school's Equal Opportunity Policy document.

Rowan Preparatory School seeks to implement this policy through adherence to the procedures set out in the rest of this document.

This document is available to all interested parties on our website and on request from the main school office.

Subject Definition

The PSHE policy is an explanation of the how this area of the curriculum is taught at Rowan Preparatory School.

Aims and Objectives of the PSHE Policy

The aims and objectives of this policy are to:

Offer young people the knowledge, facts and information about issues that affect their lives and wellbeing. PSHE is a key part of a well-rounded education which prepares pupils for their lives both in and after school. As a school it is our duty to promote wellbeing, and, in line with our ethos and aims, our PSHE programme aims to ensure pupils are confident and happy, ready and able to take their place in the world beyond school. To this end, our pupils follow a structured PSHE programme which progresses as they move through the school.

Principles of the PSHE Policy

This policy is important because:

PSHE is a key way in which pupils can develop their self-knowledge, learn to be positive about their gifts and abilities, and develop their self-esteem and confidence. This is addressed in age-appropriate ways as the pupils move through the school. The PSHE programme aims to provide a structured programme which complements the curriculum and the school's ethos by focusing on topics which will help all pupils become active and caring members of the community, recognise and accept their own strengths and weaknesses, and learn to face new challenges with confidence.

1. Introduction

The PSHE programme is delivered according to the procedures set out below and is supported and complemented by assemblies; curriculum lessons; fund-raising activities; School Council; form times, circle time, social and emotional wellbeing lessons (SEW) and philosophy during which restorative practice is used.

2. Objectives

The objectives of teaching PSHE are:

The programme is designed to enable pupils to:

- learn about the country they live in and gain a broad general knowledge of public institutions and public services in England
- distinguish right from wrong and to respect the civil and criminal law of England
- develop their self-knowledge, self-esteem and self confidence
- be tolerant individuals who respect and appreciate their own and other cultures, appreciating racial and cultural diversity
- take steps to avoid and resist racism, radicalisation and all forms of discrimination
- encourage respect for other people, paying particular regard to the protected characteristics set out in the Equality Act (2010)
- encourage respect for democracy and support for participation in the democratic process, including respect for the basis on which the law is made and applied in Great Britain.
- accept responsibility for their own behaviour and show initiative
- become involved in their community and to be effective, confident and positive contributors to and users of its services and facilities according to their maturity
- encourage pupils to respect the fundamental British values of democracy, the rule of law, individual liberty and mutual respect and tolerance of those with different faiths and beliefs
- pupils feel safe to share ideas freely

3. Teaching and learning style

The school uses a variety of teaching and learning styles in PSHE lessons. The principal aim is to develop the girls' knowledge, skills and understanding in PSHE. Teachers ensure that the girls apply their knowledge and understanding when developing ideas, planning and making products, and then evaluating them. We do this through a mixture of whole-class teaching and individual or group activities. Within lessons, the girls are encouraged both to work on their own and to collaborate with others, to listen to other girls' ideas and treat these with respect.

In all classes there are children of differing ability. We recognise this fact and provide suitable learning opportunities for all the girls by matching the challenge of the task to the ability of the child. We achieve this through a range of strategies:

- setting common tasks that are open-ended and can have a variety of results;
- grouping children in different ways, sometimes setting different tasks for each group;
- providing a range of challenges through the provision of different resources;
- Questioning at circle time and in lessons

4. PSHE Curriculum Planning

EYFS & Key Stage 1

Within the EYFS and KS1 all teaching staff, including teaching assistants, are responsible for delivering PSHE throughout the school day both in school and off site.

Topics taught explicitly within dedicated PSHE lessons include:

Cooperative play, sharing, taking turns

Listening to the views of others, empathy, encouraging positive relationships, encouraging independence

Awareness of others' feelings

Ability to resolve problems without aggression

Respect, responsibility, perseverance

Positive behaviour

Kindness

Consequences

Awareness of other cultures, beliefs and celebrations

Healthy eating

Hygiene

Exercise

Personal safety

Environmental Awareness

Detailed schemes of work are held by the class teacher and centrally by SLT. We follow the 'Telling Tales' scheme- teaching PSHE and Citizenship through Literacy in Years 1-6.

Key Stage 2

A long term plan is available which maps out the units covered in each term during the key stage. The subject leader works this out in conjunction with teaching colleagues in each year group. Medium-term plans give details of each unit of work for each term. They identify learning objectives and outcomes for each unit, and ensure an appropriate balance and distribution of work across each term. Teachers develop these into planning for each PSHE lesson. These plans list the specific learning objectives for each lesson, and detail how the lessons are to be taught. The teacher keeps these plans, and the teacher and subject leader often discuss them on an informal basis.

PSHE lessons are planned so that they build on the prior learning of the children. We give children of all abilities the opportunity to develop their skills, knowledge and understanding, and we also build planned progression into the scheme of work, so that the children are

increasingly challenged as they move through the school. Each year the pupils will cover five units:

Autumn Term-

Knowing Me and Being with Other People

(Personal strengths and weaknesses, emotional literacy, taking responsibility, making decisions and choices, friendships, peer group pressure, multicultural understanding, family, bullying and resolving conflict)

Spring Term-

Staying Healthy

(Healthy eating, exercise, growing up, hygiene and safety)

Summer Term-

Living in the Community and Protecting the Environment

(The needs of different community groups, politics, money and charity, social justice, finding help, pollution, packaging and recycling, conservation and endangered animals and sustainability)

5. Contribution of PSHE to teaching in other curriculum areas

English

PSHE contributes to the teaching of English at Rowan by providing valuable opportunities to reinforce what the girls have been doing during their English lessons. Speaking and listening is a key part to PSHE. Drama is also used by creating role plays for the girls to use what they have learnt in scenarios.

Maths

The topic budgeting applies mathematical knowledge.

Science

Keeping healthy (exercise and healthy eating) works alongside the science and PE curriculum.

Art

In the girls can use their artistic skills particularly in designing posters or drawing ideas related to the topic studied.

Spiritual, moral, social and cultural development

The teaching of PSHE offers opportunities to support the social development of our girls through the way we expect them to work with each other in lessons. Our groupings allow children to work together, and give them the chance to discuss their ideas and feelings about their own work and the work of others. Through their collaborative and co-operative work across a range of activities and experiences in PSHE, the girls develop respect for the abilities of other children, and a better understanding of themselves. They also develop a respect for the environment, for their own health and safety, and for that of others. They develop their cultural awareness and understanding, and they learn to appreciate the value of differences and similarities. A variety of experiences teach them to appreciate that all people are equally important, and that the needs of individuals are not the same as the needs of groups.

PSHE and Computing

The girls also use ICT to collect information and to present their ideas through design and presentation software including PowerPoint or Publisher.

6. PSHE and inclusion

At Rowan we teach PSHE to all girls, whatever their ability and individual needs. PSHE implements the school curriculum policy of providing a broad and balanced education to all children. Through our PSHE teaching we provide learning opportunities that enable all pupils to make good progress. We strive hard to meet the needs of those pupils with Special Educational Needs and Disabilities, those with special gifts and talents, and those learning English as an additional language, and we take all reasonable steps to achieve this. For further details see separate policies: Special Educational Needs; Disability Non-Discrimination and Access; Gifted and Talented; English as an Additional Language (EAL).

When progress falls significantly outside the expected range, the girl may have Special Educational Needs. Our assessment process looks at a range of factors – classroom organisation, teaching materials, teaching style, and differentiation – so that we can take some additional or different action to enable the child to learn more effectively.

Intervention will lead to the creation of an Individual Support Plan (ISP) for girls with special educational needs / learning difficulties and disabilities. The ISP may include, as appropriate, specific targets relating to the Educational Healthcare Plans (EHCP)

7. Assessment

Teachers assess the girls' work in PSHE by making assessments as they observe them working during lessons, their oral contributions to lessons and marking their written work against the learning objective for the lesson. There will also be opportunities for peer and self-assessment. Teachers then use this information to inform future lessons and planning. These assessments may also feed in to the form teacher's comments in the end of year report.

8. Resources

Our school has a wide range of resources to support the teaching of PSHE across the school. Key Stage 1 and Foundation Stage classrooms have a range of resources. Resources are also kept in the Staffroom. The 'Telling Tales' scheme consists of a Teacher's Book and photocopiable worksheets.

9. Safeguarding

If a pupil makes a comment during a lesson/circle time that causes concern, the safeguarding policy is followed.

10. Monitoring and review

The monitoring of the standards of the girls' work, and of the quality of teaching, is the responsibility of the PSHE subject leader. The work of the subject leader also involves supporting colleagues in their teaching, being informed about current developments in the subject, and providing a strategic lead and direction for the subject in the school. The PSHE subject leader writes an annual SIP (subject improvement plan) in which s/he indicates areas for further improvement.