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PSHE Policy

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Statement of Policy

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

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 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 school and in life in modern Britain. 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, including Relationships and Sex Education, 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 how to respond and develop meaningful relationships.

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 and circle time sessions.

2. Objectives
The objectives of teaching PSHE are:
The programme is designed to enable pupils to:

- recognise and respond to their own feelings and the feelings of others
- value and understand healthy relationships
- 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 and tolerating 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. If political viewpoints are spoken about, all views are explored and respected.
- learn about other cultures, including those outside Europe.

- 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 pupils' knowledge, skills and understanding in PSHE. Teachers ensure that the pupils apply their knowledge and understanding when developing ideas and encouraging respect for all people. We do this through a mixture of whole-class teaching and individual or group activities. Within lessons, the pupils are encouraged both to work on their own and to collaborate with others, to listen to other pupils' ideas and treat these with respect.

In all classes there are children of differing ability. We recognize this fact and provide suitable learning opportunities for all the pupils 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 during circle time and in lessons.

4. PSHE curriculum planning - Key Stage 1 and 2

We carry out the curriculum planning in PSHE in three phases: long-term, medium-term and short-term. The long-term plan 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.

Our 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.

Each lesson plan lists the specific learning objectives, and details how the lessons are to be taught. The class teacher keeps these individual plans, and the class teacher and subject leader often discuss them on an informal basis.

We plan the lessons in PSHE 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. We follow the PSHE Association scheme of work teaching PSHE and Relationships Education through Years 1-6.

Each year the pupils will cover three main units:

Autumn Term-
Health and Wellbeing
(Physical health and mental wellbeing, keeping safe and growing and changing)

Spring Term-
Relationships
(Families and friendships, safe relationships (including online) and valuing difference; respecting ourselves and others)

Summer Term-
Living in the Wider World
(Rights and responsibilities, belonging to a community and money)

5. Early Years Foundation Stage

EYFS

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

Topics taught 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
Visits from public services organisations e.g. Fire service and Community police.

Detailed schemes of work are held by the class teachers.

6. 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. Stories can be used within key topics, particularly at Key Stage 1 and EYFS.

Maths
The topic budgeting applies mathematical knowledge.

Science
Keeping healthy (exercise, healthy eating and oral hygiene) works alongside the science curriculum.

TPR
Learning about others' religions, communities and cultures is covered in TPR which is supported by a programme of educational visits.

Art
In art, 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.

7. 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.

Computing features in the PSHE curriculum. Cyber bullying is covered within the PSHE curriculum and as and when friendship issues arise. PSHE teachers, like all other subject areas, will be using technology in the classroom to enhance the learning topics; this will be supported by the Director of Computing and the IT Systems Administrator.

E-Safety is primarily taught within the computing curriculum but is supported within some of the PSHE lessons across the academic year.

8. 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, those with Learning Difficulties 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, Talented and Able; 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 organization, 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).

9. Assessment

Teachers assess the girls' work in PSHE by making assessments as they observe them working during lessons. They record the progress that the girls make by assessing the girls' work against the learning objectives for their lessons. All girls are encouraged to make judgements on ways in which their work can be improved through the evaluation process. Teachers then use their records to plan the future work, and to make assessments of progress for each child, as part of the Summer term report to parents through the form teachers' comments. The pupil self-assessments remain in the pupils' PSHE folders which then get passed on to the next teacher at the end of each year.

10. Resources

Our school has a wide range of resources to support the teaching of PSHE across the school. We use a range of recommended resources and resources from the PSHE Association.

11. Safeguarding

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

12. 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 regularly evaluates the strengths and weaknesses in the subject and indicates areas for further improvement. The subject leader has specially-allocated, regular management time in order to review evidence of the girls' work and undertake lesson observations of PSHE teaching across the school.

This policy is reviewed annually by the PSHE Coordinator and Deputy Head Academic or as events of legislation change requires.