



Personal, Social, Health and Economic Education (PSHE) policy – draft 2.1 under consultation

Introduction

Our PSHE programme promotes the spiritual, moral, social, cultural, mental and physical development of pupils at Prestfelde and aims to establish a core set of values and characteristics that can equip children for the challenges on life and enable them to contribute positively to society. PSHE is compulsory in independent schools but we aim to develop and deliver a curriculum that goes above and beyond the basic requirements set out in the Independent School Standards.

Having discussed with a student voice panel children have decided to call all of the lessons and activities that encompass PSHE and Sex Education 'Life lessons'. Life lessons will cover the statutory PSHE content and Relationships and Sex Education (RSE). RSE is compulsory for all Primary and Secondary school children. Within life lessons non-Statutory Sex Education will be delivered, parents can chose to withdraw their children from these lessons, further details can be found in the RSE policy on Firefly.

The senior leadership team and governors recognise the important role that PSHE plays in children's development and therefore intend to support the staff and children wherever possible to ensure they are well resourced and can deliver a high-quality programme.

PSHE will always be age appropriate for the children and their views and the views of their parents will be considered when planning and developing the PSHE curriculum. Our programme of Study not only reflects the specific needs of the pupils but also reflects the universal needs shared by all children.

The policy is available to parents and carers through the school office / school website.

Ethos

The PSHE policy is driven by the school's ethos and aims for children. **We treat every child as an individual and are committed to the development of the 'whole child'. Our aims are:**

- 1) *To foster and inspire lifelong learning, recognising and promoting individual talents to engage in school life with energy and enthusiasm in order to be successful individuals who are confident and go out into the world to make a difference.*
- 2) *To pursue each child's academic excellence through a rich and challenging curriculum, in order to equip each child with the skills, knowledge and understanding for academic success.*
- 3) *To foster and support personal development, social responsibility and a sense of self-worth to aspire and achieve.*
- 4) *To provide an environment within a Christian context, which values and promotes respect, responsibility and resilience in order that they become good citizens within society.*

PSHE will be taught explicitly with dedicated curriculum time allocated however it is our aim that PSHE is entwined throughout the whole school curriculum and that the skills we aim to foster are not stand alone but characteristics that are nurtured throughout a child's education at Prestfelde.

Accessibility and equality.

Full PSHE education provision will be accessible to every pupil, although parents have a right to withdraw their children from those parts of RSE not within the national curriculum science programmes of study. Please see the RSE policy for further details.

We will promote the needs and interests of all pupils, irrespective of gender, culture, ability or personal circumstance and we will use PSHE education address diversity issues and to ensure equality for all.

Teaching will take into account the age, ability, readiness, and cultural backgrounds of children to ensure that all can fully access PSHE education provision. As such a range of different materials will be used and adapted by Prestfelde teachers so they are tailored to the needs of our children.

As far as is appropriate, pupils with special educational needs will follow the same PSHE education programme as all other students. Careful consideration will be given to the level of differentiation needed, and in some cases the content or delivery will have to be adapted. Teachers and/or learning support assistants will work with individual pupils where required, and if appropriate.

Intent

The delivery of PSHE aims to enhance childrens' knowledge, develop life skills and establish positive values and characteristics.

To determine the topics that will be covered we referred to the statutory DfE guidance for Relationships Education (Primary) and Relationships and Sex Education (Secondary) from the DfE 2019 [Changes to personal, social, health and economic \(PSHE\) and relationships and sex education \(RSE\)](https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/424242/Changes_to_personal_social_health_and_economic_(PSHE)_and_relationships_and_sex_education_(RSE).pdf). - GOV.UK (www.gov.uk). We have looked at the PSHE associations guidelines and reflected on the specific needs of children in our school based on pastoral needs and children, staff and parent surveys.

At Prestfelde we use SCARF, a comprehensive scheme of work for PSHE and Wellbeing education. It covers all of the DfE's new statutory requirements for Relationships Education and Health Education, including non-statutory Sex Education, and the PSHE Association's Programme of Study's recommended learning opportunities, as well as making cross-curricular links.

Delivery

Given the disruption of Covid-19 on all aspects of children's education it is important to us that we deliver a programme that takes into account current children's starting points. As such we will aim to review students' learning and adapt our plans accordingly. This policy will be reviewed in the Summer Term of 2022 and updated in line with the needs of the children, parents and staff. We recognise there will be an ongoing need for evaluation and modification and pledge to review this frequently.

At the start of each topic we will determine pupils' prior knowledge through a pre topic assessment. A range of methods such as brainstorming, questioning and self-assessment tools.

Teaching methods will be varied to meet the needs of each child. Books and cross curricular activities may be used, alongside published educational materials, visiting speakers or video resources.

Examples of different learning strategies include:

Little P and Middle School – a planned range of reading books that cover topics such as **BAME main characters, cultural diversity, neurodiversity, physical disabilities and different families.**

Middle School and Senior School – peer teaching, group work, debates, card sorts, video resources, external speakers, online workshops.

Curriculum planning

As with other subjects PSHE is most effective when taught through an iterative system whereby topics are revisited and the cognitive demand increases and learning is progressively deepened. Skills will be more advanced over time.

We will ensure that all content and materials are age appropriate as class teachers and individual PSHE leads will review Schemes of Work and teaching materials and tailor them to the needs of each class.

Teaching will be varied to ensure that we meet statutory requirements, deliver age-appropriate content and engaging sessions.

SCARF provides a consistent learning experience from EYFS to Year 8 and will ensure all statutory elements are addressed. We have chosen SCARF as our PSHE resource because the lessons build upon children's prior learning; we have assessed the content and feel that it is relevant and sensitive to the needs of the children. There is planned progression across the SCARF scheme of work, so that children are increasingly and appropriately challenged as they move up through the school. We also consulted with staff, SLT and a student voice group to compare different published materials before making this choice.

In addition to the wonderful materials SCARF provides Senior School staff do have access to additional materials to enhance PSHE provision where appropriate. These will be signposted in the Scheme of Work by the PSHE Lead as appropriate. These resources are:

- Cre8tive Resources (Senior School)
- UK Feminista (Senior School)
- ThinkBox (Senior School)
- EC Publishing (Senior School)

We also consulted the Local Authority Health data to see if there were any specific local needs to consider. [Child and Maternal Health - Data - OHID \(phe.org.uk\)](https://phedatashop.org.uk/) The areas in red for Shropshire are NEET, smoking and hospital admissions due to accidental or intentional

injuries in children. This was considered when picking materials for our children and we have incorporated sessions which address the risks associated with smoking and basic first aid sessions throughout the curriculum.

Content

All Year groups will follow the SCARF program of study.

The Early Years Foundation Stage

In the Early Years Foundation Stage, PSHE (PSED) education is about making connections; it's strongly linked to child-led activities, including play. PSHE (PSED) is taught through activities that are part of topics, as well as on an individual basis to develop personal skills such as dressing, feeding and toileting. Positive experiences are built through daily opportunities, to share and enjoy a range of different activities. Children are given the opportunity to engage in social activities, as members of a small group or occasionally during whole-school activities.

Little Prestfelde, Middle School and Senior School.

The SCARF programme divides the year into six themed units. These are revisited each year and the content and skills advance each year.

1. Me and My Relationships: includes content on feelings, emotions, conflict resolution and friendships;
2. Valuing Difference: a focus on respectful relationships and British values (democracy; the rule of law; individual liberty; mutual respect for and tolerance of those with different faiths and beliefs and for those without faith);
3. Keeping Myself Safe: looking at keeping ourselves healthy and safe
4. Rights and Responsibilities: learning about money, living the wider world and the environment;
5. Being My Best: developing skills in keeping healthy, developing a growth mindset (resilience), goal-setting and achievement;
6. Growing and Changing: finding out about the human body, the changes that take place from birth to old age and being safe.

Further details of each module can be found in the Year overview on Firefly.

Teaching

- Dedicated lesson time.

In Senior School all children have a 30 minute timetabled lesson each week.

In Middle School, all children have a 40 minute timetabled lesson each week.

In Little P all children have a 20 minute timetabled lesson each week plus Chapel time and Class Values time. They also have a separate 30 minute RE lesson each week.

- Covid catch up

We recognise that due to the disruption of the pandemic there are gaps in children's knowledge. We are aiming to address this through our provision outlined above but Year 6's will also benefit from bi-weekly additional PSHE provision for 40 minutes.

- Teachers

Our PSHE provision is overseen by the PSHE lead but within each school there are designated PSHE and RSE/RE leads who are then responsible for the specific planning of content and materials. The work is in conjunction with the PSHE lead but those who know the children better and can use this knowledge to enhance the provision.

Lessons are delivered by class or form teachers. We aim to further enrich our provision through external speakers and workshops as and where appropriate.

PSHE is also covered through other areas of the school's curriculum, e.g. extra-curricular clubs, school trips and other curriculum lessons.

- Chapels

Students attend numerous chapels each week which link in to SMSC and PSHE topics and reinforce key topics and values that are woven in to the PSHE curriculum.

Assessment

The DfE state that expectations of assessment of PSHE should be the same as in other curriculum areas. No specific assessment types are outlined so we have reflected on what will have the biggest impact on our children's progression.

The majority of assessment in PSHE will be assessment for learning. This means assessment will be used to help teachers or PSHE lead staff to inform their planning.

We feel it is very important that children have an opportunity to reflect on their learning and this will be the case when new topics are started, so prior knowledge can be assessed and at the end of a topic so any gaps in knowledge can be identified. We feel PSHE is an excellent opportunity to build on children's' ability to self-assess. We will provide children with clear expectations of what they should know or a skill they should be able to demonstrate and they will then have opportunities to self-assess and set themselves targets.

To ensure consistency assessment will be carried out by class teachers using the SCARF progress assessment materials. For each unit there is a specially designed pre and post unit assessment activity. Conducted twice, this first determines the baseline; it's then repeated at the end of the unit, enabling us to monitor progress, record key points and identify areas for further development.

Prestfele has also developed a half termly overview and teachers identify children who have not met the expected level. This information will be communicated to pastoral staff as part of the wider picture of a child's journey at Prestfelde.

Whole school approach

We aim to develop a culture in school where PSHE is integral to all aspects of school life. As such the PSHE lead will audit curriculum areas to see where existing links are and staff will be encouraged to refer to real life examples of the PSHE curriculum in action.

Teaching and CPD

Prestfelde is committed to ensuring that staff are well equipped to deliver PSHE to children. The overall PSHE programme will be led by the whole school PSHE lead Connie Watts who has completed the Advanced Certificate in the Role of a RSHE/PSHE Lead (Jan 2022) and is pursuing other up to date training. The teaching staff leading lessons will primarily be class teachers in Little Prestfelde and Middle School and Form tutors and Heads of Year in Senior School.

- Prestfelde is a member of the PSHE association and staff are able to access these materials.
- Teachers who are responsible for RSE will receive external training for RSE, and this is booked for April 2022.
- The PSHE lead will promote online training materials for Teaching staff such as Brook Learn and Educare online courses.
- If external agencies are used the PSHE lead would always liaise closely with them in advance of any sessions being delivered to establish clear objectives that enhance the weekly PSHE provision delivered by Prestfelde staff.

Confidentiality, safeguarding.

We recognise that due to the nature of PSHE it is likely that students may disclose information or ask for guidance. To facilitate this we have developed ground rules for each group and these are referred to in lessons and displayed in (SS) PSHE rooms. If a pupil makes a disclosure the School Safeguarding procedure will be followed.

We recognize that for us to reach our ambitious aims it is essential that children are working within a co-developed set of ground rules. Children will be given the opportunity to discuss what makes a safe and supportive learning environment and come up with a set of ground rules to follow in their PSHE groups. This will be referred back to during PSHE sessions and at any other relevant time so that staff and children are working on a shared set of values. Of course, if children indicate that they are at risk, this will be reported in line with the whole school safeguarding policy.

Links to other policies

This policy links to and should complement the following Prestfelde policies.

- Safeguarding,
- Anti-Bullying,
- Equal Opportunities
- RSE
- Curriculum

Whole community approach

We recognise that PSHE will be most effective when supported by our wider school community. For this reason we are committed to communicating with parents and carers in the following ways.

- Parent consultations before RE/RSE teaching
- Parent questionnaires via Firefly when appropriate.
- Emailing in advance of specific topics being delivered to assess any potential issues with children (E.g. Self Harm).

We will encourage parents to look at additional resources available on Firefly to facilitate discussions at home that supports the learning that takes place in school.

We will work closely with other projects in school, such as the Eco Committee, to reinforce the values and skills we aim to deliver as part of the PSHE curriculum.

We will work with subject specialists to identify where PSHE and SMSC is reflected in their curriculum and seek opportunities to build on this.

We will communicate changes to the curriculum to parents.

We will communicate about events that enhance our PSHE programme (such as Girls on Board) so there is a shared language between school and home where possible.

Review

This policy has been produced by Connie Watts, PSHE lead, through consultation with parents, students, teachers and SLT. Consultation took the form of online surveys, staff meetings, and pupil voice meetings.

Although guidance states reviews are recommended every 18 months to two years this policy will be reviewed annually starting in the Summer Term 2022 in order to evaluate and update the curriculum for the academic year 2022-2023. This is due to the starting point of PSHE following the pandemic and other factors.

APPROVED DATE	February, 2021		
REVIEW DATE	September, 2022		
SIGNED HEAD		PRINT NAME	Fiona Orchard
SIGNED CHAIR OF GOVERNORS		PRINT NAME	Rex Sartain