

# PSHEE Policy

Whole school and EYFS

| Version  | 2<br>(Version 1 Spring 2013) | 3              | 4          | 5              | 6              |
|--|------------------------------|----------------|------------|----------------|----------------|
| Policy reviewed on                               | September 2016               | September 2018 | June 2020  | November 2022  | September 2024 |
| Policy Written by                                | Mrs Walker                   | Mrs Walker     | Mrs Walker | Mrs Boulton    | Mrs Boulton    |
| Policy seen by Governor on<br>(date / signature) | Mrs Wilcox                   | Mrs Wilcox     | Mrs Wilcox | Mrs Wilcox     | Mrs Wilcox     |
| Policy Review Date                               | September 2018               | June 2020      | June 2022  | September 2024 | September 2026 |

**This school is committed to safeguarding and promoting the welfare of children and young people/vulnerable adults and expects all staff and volunteers to share this commitment.**

1.1 Branwood School aims to enable all children the opportunity to achieve their best academically, emotionally and socially through:

- Providing high quality learning to enable children to acquire the skills, knowledge and concepts relevant to their future.
- Promoting an ethos of care, mutual respect and support, where effort is valued, and success celebrated.
- Enabling children to become active, responsible and caring members of the school and wider community.
- Encouraging respect for other people, with particular regard to the protected characteristics under the Equality Act of 2010.

1.2 The school works towards these aims by:

- Promoting high quality learning and exceptional attainment.
- Providing high quality curriculum entitlement and a high-quality learning environment.
- Promoting the Branwood Core Values to enable the children to value themselves and each other; the Core Values are:
  1. We take **responsibility** for our actions and always make sure we do the right thing.
  2. We show **honesty** and always make sure we are truthful and fair.
  3. We show **aspiration** and always have a positive attitude about what we can all achieve.
  4. We show **respect** and always have regard for ourselves and other people's feelings, wishes and rights.
  5. We show **compassion** towards others and always make sure we try to understand and support others.
- Promoting an effective partnership with parents and the wider community.

## 2.0 PSHEE Introduction

- Personal, social, health and economic education (PSHEE) promotes the whole curriculum and school experience.
- It enables children to become healthy, independent and responsible members of society.
- It encourages respect for other people, with particular regard to the protected characteristics under the Equality Act of 2010.
- It encourages our pupils to offer positive contributions to the life of the school and the wider community, including their role in a multicultural society.
- In doing so, we help to develop their sense of self-worth.
- We teach them how society is organised and governed.
- We ensure that they experience the process of democracy in school through the school council and our observance of British Values in the curriculum.
- We teach them about rights and responsibilities.
- The PSHEE curriculum also enhances the aims of Branwood Preparatory School. Therefore, the children are encouraged to aim high to achieve and grow as individuals.
- Through active Citizenship, they should be encouraged to work together to bring out the best in each other.
- As part of Global Citizenship, they will learn to value themselves and the people of the world.

## 3.0 PSHEE Aims

To ensure that all staff, children, parents/carers and Governors are aware of the aims for learning and teaching PSHEE at Branwood School and that these are constantly applied.

## 4.0 Responsibilities of School Staff

- To promote a confident, positive attitude towards the learning and use of PSHEE, making it an enjoyable experience.
- To teach children the skills that will help children to cope through childhood and adult life.
- To help and encourage children to make informed decisions and choices by themselves.
- To develop in every child a sense of self-worth, self-esteem, self-confidence, independence, and responsibility.

- To teach the knowledge and develop the understanding that will make it possible for children to plan lifestyles that will keep themselves and others safe and healthy.
- To develop effective relationships in children's lives by helping them cope with their own feelings and understand those of others.
- To develop children's respect for all people and the differences between them.
- To encourage respect for other people with particular regard to the protective characteristics of the Equality Act of 2010.
- To provide a secure, safe, and supportive environment in which everyone feels valued.
- To develop a school community in which everyone is keen to take part and feels that their contribution is valued.
- To help and encourage children to be emotionally literate, develop effective communication skills and be active responsible citizens.
- To enable and encourage children to achieve and take an active part in their own personal learning.
- To develop children's self-awareness and social skills.

## **5.0 Responsibilities Of Pupils**

- To know and understand what constitutes a healthy lifestyle.
- To be aware of safety issues, both in their own home and within the community.
- To understand what makes for good relationships with others.
- To develop mutual respect and support for others.
- To be independent and responsible members of the school community.
- To be positive and active members of a democratic society.
- To develop self-confidence and self-esteem and make informed choices regarding personal and social issues.
- To talk about and be sensitive to the feelings of others.
- To develop good relationships with other members of the school and the wider community.

## **6.0 Responsibilities of Parents and Carers**

- To be understanding and supportive of our aims in learning and teaching PSHEE.
- To attend and contribute to Parents Evenings.
- To support their children with PSHEE homework activities (see homework policy).
- To praise their children for the good things that they do in PSHEE.
- To communicate and work with the school whenever further support is needed to develop their children's PSHEE understanding.

## **7.0 Responsibilities of Governors**

### **7.1 The Curriculum Governor will:**

- aim to meet with the academic lead (Mr Sullivan) to find out about.
  - a) the school's systems for planning work, supporting staff and monitoring progress.
  - b) the allocation, use and adequacy of resources.
  - c) how the standards of achievement are changing over time.
- visit school and talk to pupils about their experiences of the curriculum area.
- promote and support the positive involvement of parents and the curriculum area.
- attend training and other events relating to the curriculum area.

### **7.2 To be understanding and supportive of our aims in learning and teaching PSHEE and review the PSHEE policy regularly.**

## **8.0 Implementation of the PSHEE Policy**

### **8.1 EYFS organisation**

- PSHEE is taught within the EYFS as an integral part of the curriculum covered during the year and through stories and discussion.
- We relate the PSHEE aspects of the children's work to the objectives set out in the Early Learning Goals (ELGs).
- PSHEE is taught both as a discrete subject and within the whole Early Years Curriculum to give children opportunities to use their PSHEE skills in real life situations.

## 8.2 PSHEE Curriculum

- School staff use the given themes included in SCARF Recourses to support their planning for PSHEE.
- Relationships and Sex Education is taught during the SCARF unit Growing and Changing. (See separate RSE policy)

## 8.3 Lower School organisation

- Children in Lower School are taught PSHEE either within the SCARF themes or as a standalone blocked unit of work.

## 8.4 Upper School organisation

- Children in Upper School are taught PSHEE either within the SCARF theme or as a standalone blocked unit of work.

## Planning formats

9.1 The school uses Branwood Preparatory School's Scheme of Work in conjunction with the SCARF units of work for long term PSHEE planning and is developing medium term plans to support staff in planning and delivering the learning and teaching of PSHEE lessons.

## 9.0 Cross curricular

9.1 Opportunities are used to draw PSHEE experiences out of a range of activities in other subjects to enable children to apply and use PSHEE in real life experiences and in other academic contexts.

## 10.0 Resources

11.1 PSHEE resources are used by children and staff in ways that enable them to make the subject more visual and aid the children in linking PSHEE with everyday experiences. PSHEE resources are found on the SCARF website ([SCARF: Safety, Caring, Achievement, Resilience, Friendship \(coramlifeeducation.org.uk\)](https://coramlifeeducation.org.uk))

11.2 Some PSHEE areas may involve using the local area as a key resource

## 12.0 Homework (see School's Homework Policy)

12.1 PSHEE homework is not usually set but may be set on certain occasions if it is an area which has been covered within the current SCARF theme within the year group.

12.2 When set, PSHEE homework activities should be varied, interesting and fun so that children are motivated.

## 13.0 Parents/Carers Support

13.1 The school aims to involve parents/carers in their children's learning as much as possible and to inform them regularly of their child's progress in PSHEE.

13.2 Parents/carers have the opportunity to meet with their child's class teacher at least twice a year at Parents Evening and receive an annual report at the end of the summer term.

13.3 Parents/carers are encouraged to support their children with PSHEE homework where necessary and to attend Parents Evening.

## 14.0. Subject Coordinator (Mrs. Boulton)

14.1 The role of the Subject Coordinator is to provide professional leadership and management for a subject to secure high-quality teaching, effective use of resources and high standards of learning and achievement for all pupils.

14.2 They will achieve this by affecting the following key areas:

- a) Strategic direction and development.
- b) Learning and teaching.
- c) Leading and managing staff.
- d) Efficient and effective deployment of staff and resources

14.3 The Subject Coordinator has regular discussions with the Head teacher and other senior leaders about learning and teaching in PSHEE.

14.4 During the academic year the Subject Coordinator has specific allocated time for subject self- evaluation activities.

## **15.0 Assessment, Record Keeping and Reporting (please refer to the School's Assessment and Teaching and Learning Policies)**

16.1 Children's standards and achievements in PSHEE are assessed in line with the School's Assessment Policy. Assessment in PSHEE for years EYFS -6 includes:

- 1. On-going Assessment for Learning (AfL) practices within class and group sessions, including the sharing of and reference being made to the Learning Objective and Success Criteria and self and peer assessments of understanding, outcomes and progress.
- 2. Marking of children's work; against the shared Learning Objective and for accuracy of answer (for all written work) and diagnostically (regularly in line with School expectations).
- 3. Teachers informally assessing the children's work in PSHEE as they observe them. We have clear expectations of what the children will know, understand and be able to do at the end of each key stage.
- 4. Tracking progress using the curriculum tracking sheets on the staff shared drive.

16.2 Children's standards and achievements in PSHEE in the EYFS are assessed in line with the School's EYFS Policy. Assessment in Foundation Stage includes both on-going assessment and marking of children's work as noted above but at an age-appropriate level. The EYFS Profile is used to assess children throughout and at the end of the academic year.

16.3 Assessment information for PSHEE; both standards and achievements, are shared with parents/carers in parent consultations and in the children's bi- annual report.

## **17.0 SEND (please refer also to the School's SEND Policy)**

17.1 SEND is about every child having educational needs that are special and the school meeting these diverse needs in order to ensure the active participation and progress of all children in their learning.

17.2 Successful inclusive provision at Branwood is seen as the responsibility of the whole school community, permeating all aspects of school life and applicable to all our pupils. It is in this way that we will turn the rhetoric into reality.

17.3 Inclusive practice in PSHEE should enable all children to achieve their best possible standard; whatever their ability, and irrespective of gender, ethnic, social or cultural background, home language or any other aspect that could affect their participation in, or progress in their learning.

## **18.0 Monitoring and Review**

18.1 The Head teacher and PSHEE Subject Coordinator (Mrs Boulton) will monitor the effectiveness of this policy on a regular basis. The Head teacher and PSHEE Subject Coordinator will report to the governing body on the

effectiveness of the policy on a regular basis and, if necessary, makes recommendations for further improvements.

## **19.0 Links to other Internal Policies**

19.1 The PSHEE Departures Policy should be read in conjunction with other policies including such as Safeguarding and Child Protection, Homework, Curriculum, Religious Education and RSE depending upon the reason for referring to them.