



# PERSONAL, SOCIAL, HEALTH & ECONOMIC EDUCATION (PSHEE)

## Introduction

All schools must provide a curriculum that is broadly based, balanced and meets the needs of all pupils. Under section 78 of the Education Act 2002 and the Academies Act 2010, a PSHEE curriculum:

- Promotes the spiritual, moral, cultural, mental and physical development of pupils at the school and in society, and
- Prepares pupils at the school for the opportunities, responsibilities and experiences of later life

The Government's PSHE education review of PSHE Education (March 2013) stated that the subject would remain non-statutory and that no new programmes of study would be published. The DfE clarified as part of its National Curriculum guidance that

*'All schools should make provision for personal, social, health and economic education (PSHE), drawing on good practice'.*

This also stated:

*'PSHE remains an important and necessary part of all pupils' education. We believe that all schools should teach PSHE, drawing on good practice, and have outlined this expectation in the introduction to the new National Curriculum'.*

Written Ministerial Statement: Review of Personal, Social, Health and Economic education, March 2013)

This PSHEE policy is informed by the following guidance: Relationships Education, RSE, and Health Education (England) Regulations 2019; Preventing and tackling bullying guidance and tackling bullying: Advice for head teachers, staff and governing bodies, (July 2013), Drug and Alcohol Education (DfE and ACPO drug advice for schools: Advice for local authorities, head teachers, school staff and governing bodies, September 2012), safeguarding (Working Together to Safeguard Children: A guide to inter-agency working to safeguard and promote the welfare of children, March 2013) and equality (Equality Act 2010: Advice for school leaders, school staff, governing bodies and local authorities, revised February 2013).

Links to these documents:

<https://www.gov.uk/government/publications/relationships-education-relationships-and-sex-education-rse-and-health-education>

<https://www.gov.uk/government/publications/dfе-and-acpo-drug-advice-for-schools>

<http://www.education.gov.uk/aboutdfе/advice/f0076899/preventing-and-tackling-bullying>

[http://www.education.gov.uk/schools/guidanceandadvice?f\\_category=Safeguarding&page=1](http://www.education.gov.uk/schools/guidanceandadvice?f_category=Safeguarding&page=1)

<http://www.education.gov.uk/aboutdfе/advice/f00215460/equality-act-2010-departmental-advice>

## **SCHOOL ETHOS AND VALUES**

St David's Prep is a safe, happy, caring, supportive and inclusive small school in which academic success and personal development are both fundamental to the education we provide.

Our curriculum and co-curricular activities are designed to motivate, engage and challenge, whilst developing passions and interests. We provide opportunities to work both independently and collaboratively.

Pupils learn the importance of communication and decision-making and consequently become more self-disciplined, independent, adaptable learners, thinkers and leaders who know how to succeed but also persevere in the face of setbacks.

Our pupils are known to be charming, polite, happy and confident. They generally secure their first choice of secondary school.

St David's is popular and thriving because we believe that academic rigour is key whilst providing support in a nurturing environment.

## **OUR SCHOOL AIMS**

- To provide the disciplined, respectful, safe and inclusive environment that allows the development of the academic, personal and social potential of each child.
- To encourage and support all pupils to develop the confidence and resilience to become self-motivated, independent learners, creative and curious to take responsibility as young leaders
- To uphold British Values and promote traditional standards of respect, courtesy and kindness

## **Rationale**

Personal, Social, Health and Economic Education (PSHEE) helps to give pupils the knowledge, skills and understanding they need to lead confident, healthy, independent and fulfilling lives and to become informed, active, responsible citizens in their local community and over time in a wider world. Pupils are encouraged to take part in a wide range of activities and experiences across and beyond the curriculum, contributing fully to the life of their school and communities. In doing so they learn to recognise their own worth, work well with others and become increasingly responsible for their own learning. They reflect on their experiences and understand how they are developing personally and socially, tackling many of the spiritual, moral, social and cultural issues that are part of growing up. Pupils also find out about the main political and social institutions and explore issues that affect their lives as well as consider their responsibilities, rights and duties as individuals and members of communities, local, national and international. They learn to understand and respect our common humanity, diversity and differences so that they can go on to value themselves and others, forming the effective, fulfilling relationships that are an essential part of life and learning. Through this, they are in a position to make and act on informed decisions. They learn to respect nature and understand how choices they make affect the sustainability of the world we live in.

Teaching will take into account the ability, age, readiness, and cultural backgrounds of our young people and those with English as a second language to ensure that all can fully access PSHE education provision. We promote social learning and expect our pupils to show a high regard for the needs of others by learning to respect difference. We will use PSHE education as a vehicle to address diversity issues and to ensure equality for all by recognising, understanding and appreciating it.

### **At St David's, we see PSHEE as being at the centre of all that we do.**

Through our weekly lessons and assembly times, our school environment and our school ethos, we aim to provide pupils with opportunities to:

- Explore their own values and beliefs
- Develop spiritual awareness
- Set high standards of personal behaviour
- Have a positive, caring attitude towards others
- Form an understanding of their own social and cultural traditions
- Appreciate the diversity and richness of other cultures
- Realise that it is alright to have your own opinions and not be influenced by the views expressed by others
- Develop reflective practices and opportunities for mindfulness

## **Inclusion**

The full PSHEE provision is accessible to every pupil, regardless of their ability and teaching is tailored appropriately to children's needs. We seek to engage and challenge all children, using prior knowledge, previously set targets and attainment to set relevant objectives. Parents have a right to withdraw their children from non-statutory elements of sex education (those parts not within the national curriculum science programmes of study). The SRE policy is on the website (due to be updated in Summer 2020 in line with the government guidance for SRE which becomes statutory in September 2020) and parents are advised of the lesson contents prior to the start of the term.

## Links

This policy should be read in conjunction with the Teaching and Learning policy, the SRE policy, the Safeguarding Policy, the Anti-Bullying Policy, The E-Safety policy, The SEND Policy and Able, Gifted and Talented Policy, The Accessibility Policy, The Behaviour and Discipline Policy, The Equal Opportunities Policy, The Health and Safety Policy, The Admissions Policy, The Curriculum Policy, The Feedback Marking, Assessment and Reporting Policy, First Aid Policy, and Supervision of Policy.

## Building Learners and Leaders

At this School we aim to build successful lifelong learners and leaders who are:

- **curious** – they want to know, find out, learn, they are self-motivated, they make links in their learning, can hypothesise, synthesise and reason
- **responsible** - take and share responsibility, make real choices and decisions, consider social and moral dilemmas, make the right choices for best learning and a happy community
- **reflective** - understand and appreciate difference, know their own strengths and weaknesses, able to work at the right pace for them
- **resourceful** - find information and advice, ask for help, show initiative and independence, understand and value creativity and ideas, appreciate a variety of ways of doing things so that there are choices to draw upon
- **resilient** - able to come back from failure, persevere when things are tough, courageous, able to draft and redraft for improvement and best standard
- **committed** – willing to participate and see something through to the best of one's ability including short and long term activities, self-motivated, self-disciplined, appreciate the need for planning
- **sociable** - meet and talk to people, develop relationships through work and play
- **adaptable** - prepare for and manage change
- **confident** – able to articulate and live the above and feel good about it, but equally always be looking to move forward
- **respectful** – able to respect themselves and others, value the differences and similarities between people and treat everyone equally. Respect the rule of law
- **safe** – to be aware of safety issues, including keeping safe online, able to manage risks

## The Framework for PSHE Education

- **Health & Wellbeing:** Developing a healthy, safer lifestyle. Through PSHEE and other curriculum areas children develop the self-confidence and self-esteem, make informed choices. Children develop understanding of the link between good physical health and good mental health.
- **Relationships:** Understanding what makes for good relationships and developing them with members of the school and wider society. Respecting and celebrating differences. This is taught through experience and discussion. Learning to understand difference, change, feelings and emotions and to acquire an appreciation of and respect for their own beliefs and those of other cultures, in order to promote tolerance and harmony between different cultural traditions. Children will also develop the ability to distinguish right from wrong and to understand and respect the civil and criminal law of England.

- **Living in the Wider World:** Preparing to play an active role as citizens/young leaders of their locality and also of wider society by accepting responsibility for their behaviour and showing initiative ( This is developed through the Economic aspect of the PSHE Education programme, including the Charity and Community programme, opportunities to understand and respect democracy, including the rule of law and individual liberty and acquire a broad general knowledge and respect for public institutions and services in England.

PSHEE is taught within a safe and supportive learning environment, where pupils can develop the confidence to ask questions, challenge the information they are offered, contribute their own experience, views and opinions, and put what they have learned into practice in their own lives.

PSHEE is not only confined to specific timetabled time. We believe it is important that many of the skills and attitudes we wish pupils to develop are taught and demonstrated throughout the school in a variety of ways. PSHEE is delivered within a whole school approach which includes:

- School ethos
- Form time
- Assemblies
- Through pastoral care and guidance
- Classroom and playground rules
- Extra-curricular activities
- School events e.g. school trips
- Specialist outside speakers
- Teaching PSHEE through and in other subjects/curriculum areas e.g. Science, Geography, Religious Education, English, etc. Teaching and Learning Strategies

The aims of Personal, Social, Health and Economic Education are best achieved in an environment in which pupils feel safe and where they feel their opinions are valued. A range of teaching and learning styles are employed which include:

- Role play
- Discussion
- Imaginative writing
- Video/DVD
- Debate
- Group and pair work
- Research
- Circle time
- Games
- Use of outside speakers with expertise in particular areas

Good teaching relies on using appropriate methods for the aim of the lesson. All teachers are encouraged to develop a repertoire of flexible, active learning methods:

- Careful consideration of the learning experience and knowledge, skills and understanding that are acquired
- Effective starting and ending strategies
- High order questioning skills

- Climate building and ground rules
- Agenda setting
- Working together
- Values clarification
- Information gathering and sharing
- Consensus building
- Problem solving
- Understanding another point of view
- Working with feelings and imagination
- Reflection, review and evaluation
- Circle Time

Pupils develop their self-knowledge, self-esteem, self-confidence, self-discipline and resilience, including an understanding of how to improve their own learning and performance, so that they are well prepared for the next stage of their lives. They understand that the decisions they make are important determinants of their own success and well-being. They develop spiritual understanding and an appreciation of non-material aspects of life, whether religious, philosophical or other. They learn to distinguish right from wrong, understand and respect systems of rules and laws, and accept responsibility for their own behaviour, including towards others becoming increasingly socially aware and able to work effectively with others, including being able to solve problems and achieve common goals. They learn to fulfil responsibilities and contribute positively to the lives of others within the school, the local community and wider society. They respect and value diversity within society, show respect for and appreciation of their own and other cultures, and demonstrate sensitivity and tolerance to those from different backgrounds and traditions. They know how to stay safe and understand how to be physically and mentally healthy, particularly in terms of diet, exercise and a balanced lifestyle.

### **Outcomes for pupils:**

During their time at the school, pupils should have the opportunity:

- To learn about themselves as growing and changing individuals with their own experiences and ideas, and as members of their communities
- To be enthusiastic and committed learners wanting to achieve and becoming increasingly responsible for their own learning with appropriate study skills
- To become more mature, independent and self-confident, able to make decisions and show initiative
- To identify potential risks and how those risks might be reduced, but to take risks when appropriate
- To continue to learn about the wider world and the interdependence of communities within it and the need for Social Responsibility
- To further develop their sense of social justice and moral responsibility and begin to understand that their own choices and behaviour can affect local, national or global issues and political and social institutions
- To learn how to take part fully in school and community activities, learning to lead themselves and others
- To face changes in themselves, address them constructively and transfer to their next school with support and encouragement prepared for what lies ahead
- To learn how to make more confident and informed choices about their health; to take responsibility, individually and in a group, for their safety as well as that of others
- To learn about global diversity through Human Rights, political, social, economic and environmental issues and the plight of the less fortunate

## **Relationships and Sex Education (*See RSE policy*)**

Relationships and Sex education will become statutory in September 2020. The Relationships Education, RSE, and Health Education (England) Regulations 2019 have made Relationships Education compulsory in all primary schools. Sex education is not compulsory in primary schools. However, we believe that teaching Sex education, in addition to the statutory criteria set out in the science national curriculum will make a significant contribution to the development of the personal skills needed by pupils if they are to establish and maintain relationships. It also enables children and young people to make responsible and informed decisions about their health and well-being. For further information see the RSE Policy.

## **Assessment, Recording and Reporting**

As with any learning, the assessment of young people's personal, social and emotional development is important. It provides information that indicates their progress and achievement and informs the development of the programme. Pupils' understanding, knowledge and skills are assessed through observation, discussion and questioning and participation in groups. In some activities, self and peer assessment may be used. There are three broad areas for assessment:

- Knowledge, understanding and skills that are tested through the different subject areas
- Children's knowledge and understanding, for example, information on health, understanding of rules, understanding of health and safety procedures, and the meaning of ideas including democracy. The assessment is monitored through the school's pastoral systems of monitoring them and the choices they make.
- How well children can use their knowledge and understanding in developing skills and attitudes, for example through participating in discussions, group tasks and activities, managing conflict, making decisions and promoting positive relationships. General comments about personal development will be included in annual reports to parents in the form tutor's comments.

## **The use of visitors to the classroom**

Visitors to the classroom enrich the PSHEE programme by providing expert knowledge or accounts of their personal experiences. These inputs are always part of a planned developmental programme and the teacher is always present to manage the learning.

Visitors are resources to enable learning, and not a substitute for a planned developmental programme. Within the programme there is learning both before the visit and as a follow-up to the visit.

## **PSHEE 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. The links between PSHEE and Citizenship and pastoral care and guidance are important. Where children are taught largely by a class teacher, these links may occur more naturally, but the role of other staff is also important.

Time is also made each week for pupils to engage in reflective practice where they are given the opportunity to reflect on different aspects of their life in school. Through reflection children realise that they are able to act upon outcomes and behaviours and modify them where necessary. Reflective practice also provides an opportunity for pupils to feel pride in their achievements and develop their personal response to our school language of learning.

## **Confidentiality**

Due to the nature of the topics covered in the PSHEE education programme, all teachers are made aware of the School's guidelines on confidentiality and disclosure. The boundaries around confidentiality are made explicit to learners.

## **Answering Difficult Questions**

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. This school believes that individual teachers must use their skill and discretion in these situations and refer to the Head of PSHEE Education or Designated teacher when necessary.

## **Provision through teaching and learning in other subjects/curriculum areas**

The PSHEE programme is just one part of what the school does to help pupils develop the knowledge, skills, attitudes and understanding they need to fulfil their potential. The learning provided by the PSHEE Education programme supports and is supported by other curriculum areas, cross-curricular learning opportunities and the pastoral system.

The School is committed to providing a setting where the responsible choice becomes the easy choice. The personal and social development of pupils is the responsibility of all staff, in partnership with families and the wider community.

**Economic:** Mathematics, Geography and History provide the economic education in PSHEE Education. There are key opportunities for developing social and moral skills such as the capacity to communicate, collaborate, work as a team and make the best choices as well as develop such personal skills as research, work independently, create, work with literacy and study skills number and ICT.

**Fundamental British Values:** The children have the opportunity to understand the rules and behaviour policy and develop respect for the school's system of managing behaviour as a micro system of the country's law. Study skills teach about the rule of law, individual liberty and democracy.

**Spiritual:** Spirituality is a very individual thing and we appreciate that it means very different things to different people. Often it can be manifested in 'awe and wonder', beauty, magical experiences, penny dropping moments, God, times of reflection, noticing things in the outside world etc.

## **EYFS**

PSHEE in Reception and Pre-reception is taught as an integral part of the topic work covered during the year. During the Foundation Stage, the PSHEE aspects of the work are related to the objectives set out in the Early Learning Goals (ELGs). Our teaching in PSHEE matches the aim of developing the child's personal, emotional and social development as set out in the ELGs. We also support understanding of the wider world in Reception when we develop a child's knowledge and understanding of the wider world. Provision for some aspects of PSHEE and Citizenship are made through other subjects:

### **Learning Outside the Classroom:**

- Children grow, learn and thrive better when connected to the natural world
- The pace of learning is important. Creating time to think and reflect is powerful.

- Learning outdoors in a less structured environment can be more relaxing for many learners.
- We can use outdoor learning to create a 'growth mindset' in our pupils – attitudes of resilience and not giving up.
- Curiosity, creativity and imagination can easily be catered for and developed outdoors.
- Risk is an intelligent behaviour and we must allow for risk taking, within set limits.
- Greater collaboration and team based activities change mindsets and behaviours to become all inclusive

## **Resources**

- The Whole School Curriculum and related resources
- The PSHEE Schemes of Work especially CORAM website
- Yearly visit from 'The Life Education Bus'
- Online safety programme
- A committed and experienced staff
- The code of behaviour and application thereof
- Relevant anti-bullying campaigns
- School cultural and charity days
- School democratic procedures and systems
- Visiting speakers, health workers, representatives of the parliamentary system
- Educational visits and outings

## **Healthy Eating and Drinking**

The School is committed to encouraging and developing positive attitudes towards food, drink and nutrition. Promoting a healthy lifestyle is integral to our curriculum and we recognise the importance of offering children the opportunity to make informed choices about food and healthy eating. We recognise that the experience of eating together strengthens our community, and allows us to provide the children with opportunities for communication and sharing positive values and social behaviour. The importance of balanced nutrition and healthy food choices is taught explicitly through the science, P.E. and PSHEE curriculum. In the Foundation Stage it is taught explicitly through the areas of Physical Development and Knowledge and Understanding of the World/

## **Monitoring and Evaluation**

- Behaviour is constantly monitored by all staff and analysed alongside sanctions and safeguarding logs by a member of the SLT. Outcomes and trends dictate improvement planning for the future.
- Pupil review outcomes are considered and analysed. Outcomes dictate improvement planning for the future
- Staff and pupil questionnaires and input into planning dictate improvement planning for the future.
- Whole school planning and implementation is evaluated and analysed. Outcomes dictate improvement planning for the future.
- This policy is evaluated in accordance with the School's evaluation cycle.

**PSHEE and RSE ST DAVID'S PREP SCHOOL  
LONG TERM PLANNING**

YEAR GROUP	TERM 1	TERM 2	TERM 3
EYFS	<p>PSHEE is ongoing throughout the whole EYFS curriculum however specific activities relating to the RSE topics will be covered in the summer term.</p> <p>There is no-one quite like me.</p>	<p><b>Feelings and emotions</b></p>	<p><b>Growing and changing - RSE</b> Myself &amp; Others Body Awareness Hygiene Families</p>
1	<p><b>Living in a wider world</b> - rights and responsibilities: contributing to life in the classroom; constructing and following rules; awareness of needs of people and other living things; belonging to communities and groups</p> <p style="text-align: center;"><b>Relationships</b> Attributes, kindness, fairness, sharing and respecting opinions.</p>	<p><b>Living in the Wider World</b> - Taking care of the environment - ways to look after our school environment. Improvements to the school environment.</p> <p style="text-align: center;"><b>Health and Wellbeing</b> Healthy eating, sleep and keeping clean</p>	<p><b>Living in the Wider World: Money matters:</b> sources of money; uses for money; spending and saving; role of money in their lives;</p> <p style="text-align: center;"><b>Growing and Changing - RSE</b> Myself and Others Body Parts Friendships Choices</p>
2	<p><b>Living in a wider world</b> Our ideal classroom, when I feel cross, awareness of the needs of others. Belonging to communities and groups.</p> <p style="text-align: center;"><b>Relationships</b> Recognising and respecting similarities and differences.</p>	<p><b>Living in the Wider World</b> - Taking care of the environment - improvements and harm to local environments; ways of looking after local environments</p> <p style="text-align: center;"><b>Health and Wellbeing</b> Looking after my body Keeping safe.</p>	<p><b>Living in the wider world</b> Money Matters - managing money and keeping it safe; choices about spending; influences on spending choices</p> <p style="text-align: center;"><b>Growing and Changing - RSE</b> Body development Safety Secrets</p>
3	<p><b>Living in the Wider World</b> Responsibilities, rights and duties at home and in the community. Why are class and school rules important? Link to UN rights of child.</p> <p style="text-align: center;"><b>Relationships</b> Valuing difference - family and friends, respect and challenge. Rules, rights and responsibilities.</p>	<p><b>Living in the Wider World</b> Caring for the environment</p> <p style="text-align: center;"><b>Health and Wellbeing</b> Healthy lifestyles Keeping safe and helping each other to stay safe.</p>	<p><b>Living in the Wider world</b> Money</p> <p style="text-align: center;"><b>Growing and Changing - RSE</b> Self Esteem Differences and Similarities Decision Making Safety Growing and changing</p>
4	<p><b>Living in the wider world</b> How can we make a difference? Stereotypes and rights</p> <p style="text-align: center;"><b>Relationships</b> Valuing differences What would I do?</p>	<p><b>Living in the Wider World</b> Caring for the environment</p> <p style="text-align: center;"><b>Health and wellbeing</b> Danger, risk or Hazzard</p>	<p><b>Living in the wider world</b> Money</p> <p style="text-align: center;"><b>Growing and Changing - RSE</b> Emotions Changes to my body Assertiveness Healthy Relationships</p>

5	<p><b>Living in the wider world</b> Rules - rights and responsibilities Fact or opinion</p> <p><b>Relationships</b> Friendships, valuing differences</p>	<p><b>Living in the Wider World</b> Rights and responsibilities - environmental action groups</p> <p><b>Health and wellbeing</b> Independence and responsibility, emotional needs</p>	<p><b>Living in the wider world</b> Local issues - local councils Spending wisely, <b>Growing and Changing - RSE</b> Relationships Support Networks Puberty &amp; Hygiene</p>
6	<p><b>Living in the wider world</b> Internet safety and social media 'Fakebook.' How is information presented in the media? Biased reports</p> <p><b>Relationships</b> Valuing and respecting differences</p>	<p><b>Living the in Wider World</b> Democracy in Britain - elections. How laws are made</p> <p><b>Health and wellbeing</b> Emotional wellbeing - 5 ways to wellbeing project from Coram website.</p>	<p><b>Living in the Wider World</b> Enterprise event</p> <p><b>Growing and Changing - RSE</b> Reproduction &amp; Pregnancy Resolving Conflict in Relationships Taking Risks (including in relationships and protected characteristics)</p>