



Notting Hill Preparatory School

2.3 Policy for Personal, Social, Health and Economic Education (PSHE)

(EYFS & KS1-3)

Reviewer responsible: **Deputy Head Pastoral**
Reviewed by: **HF**

Date of last review: **05/21**
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Policy for Personal, Social, Health and Economic Education

Within the aims of the NHP Curriculum Policy it states that we aim to instil:

“A social education which regards respect, tolerance and empathy as sovereign virtues, in the aim of producing responsible citizens.”

And that we aim to promote:

“Moral, spiritual, cultural and social education as the children learn lessons in life through interaction with their teachers and peers, and critical observation of the world around them.”

This policy links closely with school policies on:

- RSE (Relationships and Sex Education)
- Drugs and Alcohol
- Safeguarding
- Managing Behaviour
- Dealing with Bullying
- Pastoral Care
- Personal Development
- Inclusion and Equal Opportunities
- Bereavement and Loss

What is PSHE?

PSHE encompasses all areas designed to promote children's personal, social and health development, as well as providing them with an awareness of economics. It gives children the knowledge, skills and understanding that they need to stay healthy and safe, develop worthwhile relationships, respect differences, develop independence and responsibility and make the most of their own abilities and those of others.

With specific reference to citizenship, there are 3 interrelated strands in the framework: -

- Social and moral responsibility
- Community involvement
- Political literacy

These should be taught to prepare children to play an active role as members of a democratic society, to develop independence and responsibility, and to make informed choices about their own lifestyle.

Aims of PSHE Education at Notting Hill Prep School

Our ethos and PSHE curriculum ensure that we meet the 5 strands of 'Help Children Achieve More' government legislation 2010, which states that every child has the right to: Be Healthy, Stay Safe, Enjoy and Achieve, Make a Positive Contribution, and Achieve Economic Well-being.

We want our children to develop self-awareness, positive self-esteem and confidence, enabling them to

- stay as healthy as possible
- keep themselves and others safe
- have worthwhile and fulfilling relationships
- respect the differences between people
- develop independence and responsibility
- play an active role as members of a democratic society
- make the most of their own abilities and those of others
- behave in a socially and morally acceptable way including towards authority and each other

- to become involved in the life of their community
- to know about democracy and how to be an active citizen
- to know about economic wellbeing.

We want our children to:

- value the achievements they make, and the achievements of others
- make informed choices about dealing with risks and meeting challenges now and in the future.
- decide on values by which they want to live their lives
- learn how to stay safe and build resilience against risks, including exploitation and radicalisation

Our school curriculum and ethos promotes spiritual, moral, social and cultural development and prepares all pupils for the opportunities and responsibilities within their lives.

Our varied curriculum and extra-curricular activities focus on keeping children safe by promoting the fundamental British values of democracy, the rule of law, individual liberty and mutual respect and tolerance. Please see **Curriculum Policy 3.1** for examples of how British Values are promoted both in the curriculum and in the wider school community.

Curriculum content

Our programme for PSHE follows the **Jigsaw** scheme of work in Year 1- Year 8. This programme includes opportunities to practice mindfulness and also encompasses the new RSE requirements for 2020. *'Jigsaw is a unique, spiral, progressive and effective scheme of work, aiming to prepare children for life, helping them know and value who they truly are and understand how they relate to other people in this ever-changing world'*.

Aspects of PSHE will also be covered within other subject teaching, assemblies and in special days and weeks. In the Foundation Stage, PSED themes are taught each year and revisited regularly, as well as following the stepping stones for the Early Learning Goals.

Delivery of Curriculum

A range of teaching strategies will be used as appropriate. These will include:

Circle time, role-play, discussion – whole class, small group, 1:1, visitors e.g. PC, Fire Brigade, stories e.g. exploring behaviour of characters, creative activities, and pupil initiated activities.

NHP is a Thinking School and we teach the children a range of strategies to help them to think critically and improve their learning. This includes using de Bono's Thinking Hats and also teaching the NHP Habits and Values, focusing on Acting Responsibly, Being Courteous, Collaborating, Communicating with Clarity, Being Resilient, Managing Impulsivity, Getting Organised, Listening with Empathy, Striving for Accuracy, Persistence, Applying Past Knowledge, Reflecting and Evaluating, Showing Courage and Thinking Flexibly, which will be reinforced by all staff during other lessons and when travelling around the school buildings.

There are weekly timetabled PSHE lessons in KS1, KS2 and KS3, and specific events and activities, as well as through other subjects. There are also opportunities during the Awards assembly and key stage assemblies to raise awareness of PSHE issues and encourage discussion and reflective attitudes. Once a week an assembly is linked to a 'thought for the week' based on one of the NHP Habits. The whole school ethos promotes our work in PSHE. In the Foundation Stage, it is taught throughout the whole curriculum and in circle time sessions.

Teachers will choose the method most appropriate for their whole class to meet the objectives of the lesson.

The elected School Council, in the Middle and Upper School and the Pupil Leadership Team (PLT), in the Lower School, are actively involved in promoting PSHE issues.

Cross Curricular Links

Links are made with PSHE in other areas as appropriate:

- **English:** emotional literacy; discussion and debate; enquiry and communication; stories that illustrate aspects of personal and social development; how the media present information;
- **Maths:** aspects of financial capability; counting and sharing; data handling;
- **Science:** drugs (including medicines); sex; health; safety and the environment; ethical issues;
- **Computing:** communicating with others via e-mail; finding information on the internet and checking its relevance, safe and appropriate communication and use of social media and the internet;
- **History:** use of sources; reasons for and results of historical events, situations and changes; diversity within societies studied; significant people, events, ideas and experiences of people from the past;
- **Geography:** topical issues concerning environment, sustainable development, land use; study of children's own locality and places in different parts of the world, including less economically developed countries;
- **Art and Design:** reflecting on and responding to ideas and experiences communicated through works of art, craft and design from different times and cultures;
- **Music:** making the most of abilities in playing or singing; issues of cultural diversity, their value and their expression;
- **PE:** teaching and learning about health and safety; development of personal and social skills through team and individual activities, games and sports; gender issues;
- **RE:** religious and moral beliefs, values and practices that underpin and influence personal and social issues, and relationships

Whole school events such as Anti-Bullying Week, Friendship Week, Mental Health Awareness Week, History week, French week, Charity Fundraising events also provide opportunities for cross curricular links with PSHE.

Assessment, Monitoring and Evaluation

Children's understanding, knowledge and skills are assessed through observation, discussion and questioning and participation in groups. Children will be involved in self-assessment e.g. talking about their own experiences and in special assemblies celebrating achievement.

Children will be rewarded in line with school policy e.g. house points, merits, stickers, certificates in the Awards Assembly.

Teachers will be able to discuss progress made by their pupils. General comments about PSHE will be included in the teacher comment within the annual reports to parents, but not reported on separately. Children will be given opportunities to reflect on their learning and set targets for the upcoming term during PSHE lessons. In Foundation Stage and KS1, target setting may be done by the teacher and explained to the pupil.

In PSHE lessons the children's comments, ideas and photographs of activities are recorded in a class PSHE scrap book.

Foundation Stage pupils will be assessed in line with the Early Learning Goals from the Early Years Foundations Stage.

Resources

The Jigsaw scheme provides the necessary resources and plans for each lesson. Our PSHE coordinator and the School Counsellor keep resources for PSHE, including a selection of reference materials for teaching sensitive issues. They will provide whiteboard resources and other web-based resources to Form teachers where appropriate. Classroom based materials e.g. some textbooks and big books are stored by staff in their classrooms.

PSHE and Computing

Computing makes a contribution to the teaching of PSHE in that teachers and children may use technology and the internet during lessons where these will help meet the lesson objectives.. They also develop a sense of global citizenship by using the Internet and e-mail. The school has a set of safe and discriminating behaviour for pupils to adopt when using the Internet and other technologies. Internet safety lessons are taught discreetly during PSHE lessons once a year, as well as forming part of the Computing curriculum. (See policies for **Computing** and **ESafeguarding**)

Equal Opportunities

Provision for PSHE is in line with all of our policies and Every Child Matters guidance. All children have equal access to the PSHE curriculum and developmentally appropriate materials. Delivery will be differentiated appropriately. Resources are sensitive to the needs and backgrounds of the children and will not reflect gender or cultural stereotypes, and are monitored regularly to ensure that sensitivity is upheld. (See policy for **Inclusion and Equal Opportunities**.)

Parental and Community Involvement

Parents are invited to contribute to school events and are regularly informed of assemblies, events and developments in the weekly newsletter.

Working with parents is a vital part of the whole school approach to PSHE.

There are also links forged with charities, local businesses and community organisations.

This school believes that partnership with parents and the community enables us to receive specialist support and information to plan the best possible PSHE curriculum for our children.