

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

(EYFS & KS1-3)

Reviewer responsible:	DHP	Date of last review:	08/26
Reviewed by:	KSh	Date of next review:	08/27
Authorised by:	Exec		

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

The School provides a comprehensive programme of Personal, Social, Health and Economic Education (PSHE) in accordance with the Independent School Standards. Through PSHE, pupils develop the knowledge, skills and understanding they need to lead confident, healthy and independent lives, form positive relationships, keep themselves and others safe, respect others and prepare for the opportunities, responsibilities and experiences of life in modern Britain.

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 promote 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.

Through PSHE and the wider curriculum, pupils are taught, in an age-appropriate and impartial manner, to respect others, including those with protected characteristics under the Equality Act 2010, and to understand that people may hold different views, beliefs and ways of life. The School actively promotes respect for other people and prepares pupils for life in modern Britain.

Curriculum content

This programme includes opportunities to practise mindfulness and is supplemented where necessary to ensure that provision reflects current statutory Relationships Education and Relationships and Sex Education (RSE) guidance and the Independent School Standards.

'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'.

PSHE forms an important part of the School's preventative safeguarding curriculum. Teaching supports pupils, at an age-appropriate level, to recognise safe and unsafe situations and relationships, understand appropriate boundaries, identify risks both online and offline, know how and where to seek help, and develop the confidence to report concerns. Curriculum content

is reviewed in response to emerging safeguarding themes and the needs of pupils within the School.

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 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, 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 and the Pupil Leadership Team (PLT) 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, 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 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.

Teachers will assess children on a half termly basis and this is recorded on a central tracking document to track progress against each theme. Assessment and monitoring are used to identify gaps in pupils' knowledge and understanding and to inform future curriculum planning and teaching.

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. Any external speakers, organisations or resources used to support PSHE will be appropriately checked and selected to ensure that their content is age-appropriate, factually accurate, balanced and consistent with the School's safeguarding responsibilities, legal duties and values. The School remains responsible for the content delivered to pupils by external providers.

PSHE and Computing

Online safety is embedded within the PSHE and Computing curricula and reinforced through the School's wider safeguarding provision. Pupils receive regular, age-appropriate education about the safe and responsible use of technology, online relationships and communication, harmful or inappropriate content, privacy and personal information, and how to seek help if something online concerns or upsets them. Teaching is responsive to emerging technologies, risks and safeguarding concerns. See the School's Online Safety and Child Protection and Safeguarding Policies.

Equal Opportunities

PSHE provision is inclusive and accessible to all pupils. Teaching takes account of pupils' age and stage of development and is adapted where appropriate for pupils with SEND or other additional needs. Teaching and resources promote respect for others and are consistent with the School's duties under the Equality Act 2010. Resources are selected carefully to ensure that they are age-appropriate, inclusive and sensitive to pupils' needs and backgrounds.

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. The School's separate Relationships Education and RSE Policy sets out the statutory arrangements for parental consultation, curriculum content and the right to request withdrawal from sex education where applicable.

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.