



'ALIS VOLAT PROPRIIS'

SEATON HOUSE SCHOOL

PSHE POLICY

Date Reviewed: September 2019

Next Review Date: Autumn 2021

Reviewed by: PSHE Co-ordinator

Policy for PSHE

This policy applies to the whole school including Early Years Foundation Stage

Mission Statement of Seaton House School

Seaton House provides children with a thorough educational grounding in a happy, caring, stimulating and disciplined environment. Individual pupils are encouraged to fulfil their academic, artistic, physical and social potential. Children progress to their next school confident, considerate and aware of their own worth.

Aims of the School

To provide children with a thorough educational grounding in a secure, stimulating and disciplined but friendly environment in which individual pupils are encouraged and challenged to fulfil their potential and develop all their talents and capabilities in preparation for their next stage of education.

To ensure that through a school atmosphere which promotes courteous and considerate behaviour, all pupils learn to live amicably together, gaining a keen awareness of others, their feelings and their needs and begin to build a reasoned set of attitudes and values.

To respect each pupil as a valued individual, inspiring feelings of confidence, independence and self-esteem, developing an appreciation of the world in which they live.

To liaise with parents, encouraging their co-operation and interest in order to promote a happy partnership, working in trust.

What is PSHE?

Personal and social development is the sum total of all the experiences planned and unplanned received by young people in the course of their time at school that promotes their spiritual, moral, social, cultural, emotional, mental and physical development and thus the well being of both the individual and ultimately the wider community.

This policy ensures that the protected characteristics of the Equality Act of 2010 (i.e. **age, disability, gender reassignment, marriage and civil partnership, pregnancy and maternity, race, religion and belief, sex, sexual orientation**) are adhered to and become part of the culture of the school.

The importance of PSHE

Personal, Social, Health and Economic Education helps to give pupils the knowledge, skills and understanding they need to lead confident, healthy, independent lives and to become informed, active, responsible citizens.

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 their responsibilities, rights and duties as individuals and members of communities.

They learn to understand and respect our common humanity, diversity and differences so that they can go on to form the effective, fulfilling relationships that are an essential part of life and learning.

PSHE is an important platform for teaching British values to our pupils (i.e. the rule of law, democracy, individual liberty, tolerance and respect for other faiths and beliefs). It also gives teachers an opportunity to broach difficult subjects that need to be addressed – for example, drugs and eating disorders.

The Framework for PSHE

The knowledge, skills and attitudes and values are taught in 4 interrelated sections:

1. Developing confidence and responsibility and making the most of pupils' abilities.
2. Preparing to play an active role as citizens.
3. Developing a healthy, safer lifestyle.
4. Developing good relationships and respecting the differences between people.

Details of their content and resources available are detailed in the LCP Scheme of Work.

Curriculum Provision

PSHE cannot always be confined to specific timetabled time.

At Seaton House School PSHE is delivered within a whole school approach which includes teaching:

- Through discrete curriculum time usually 30mins each week.
- Through other curriculum areas such as RS, Science, P.E., English and History.
- Through activities and school events.
- Through pastoral care and guidance.
- Through whole school activities such as assemblies and charity events.
- In response to events taking place in the school, the community and the world at large.

Teaching Methods and Learning Approaches

Good teaching relies on using appropriate methods for the aim of the lesson or unit of work.

These will include:

- Circle Time
- Clarification of values
- Consensus building

- Drama and role-play
- Higher order questioning skills
- Information gathering and sharing
- Problem solving
- Reflection, review and evaluation
- School Forum (School Council)
- Understanding another point of view
- Working together – enrichment days (i.e. DT projects, House Days etc) provide opportunities for team work across the school.
- Working with feelings and imagination
- Residential trips for all girls in FIII-VI provide invaluable opportunities for girls to reach outside their comfort zones and share a living space with others. All girls achieve some personal growth on these trips – either through the physical challenges provided or the experience of a completely new environment.

Assessment and Reporting

In PSHE there are two broad areas for assessment:

1. **Children's knowledge and understanding**, e.g. information on health, understanding of rules, understanding of health and safety procedures, and the meaning of ideas including democracy.
2. **How well children can use their knowledge and understanding in developing skills and attitudes**, e.g. through participating in discussions, group tasks and activities, managing conflict, making decisions and promoting relationships.

The assessment of these is carried out informally and when appropriate is reported in the Form Teacher's General Remarks in the December and end of year reports.

The following can be used to contribute to assessment:

- Children's own assessment of themselves and peer assessment
- Teacher assessment through observation and discussion
- Other adults e.g. visitors and assistants
- Special events and projects

Role of Co-ordinator

The PSHE co-ordinator, Mrs Simpson, either directly or by delegation, will:

- Raise awareness amongst all staff of their contribution to the pupils' personal and social development and agree the overall aims, objectives and priorities
- Establish a shared view of best practice to which all pupils are entitled
- Lead policy development
- Agree the main priorities for the pupils' personal and social development and identify the major opportunities for meeting these priorities across the curriculum
- Provide appropriate support and training for staff
- Monitor and evaluate the programme, including the use of outside agencies, and pupils' responses to the programme
- Carry out a continuous process of review and development of the programme as part of the annual cycle of school improvement

Resources

Resources available include books, leaflets, posters, the internet and CD-ROMs.

The resources for use with each age group i.e. Early Years, Junior House and Senior House are centrally stored in the appropriate building. In addition, each Key Stage has a copy of the LCP Scheme of Work.

Teachers select and return resources according to need.

Use of Visitors

It is often possible to use community based agencies in schools in order to enhance the delivery of the PSHE curriculum. Visits from our Local Councillor, Sutton Schoolwork representatives, Chaplains, Parents for Diwali, Chinese New Year and Eid celebrations, Community visitors like librarians, fire fighters and police officers, Charity speakers, Olympic Athletes, Cultural guests i.e. Indian dancers, visiting authors (Caroline Lawrence, Brian Moses) are invaluable.

Any agency or individual will be expected to follow these guidelines.

They should:

- Be willing to share their experiences, beliefs and insights, but avoid criticising the experiences and insights of others and imposing their views upon children in any way.
- Be familiar with the school's aims, ethos and policies and plan their involvement in the light of the aims and curriculum at the school.
- Seek to use engaging teaching and learning methods which involve the children actively and communicate at appropriate levels for the age group concerned.
- Make clear to children who they are, who they represent and what they are offering to children.
- Develop ways of speaking to children, which communicate their open approach, avoiding any hidden agenda to convert young people.

Prior to visits to the school, the following will be checked by the relevant member of staff whenever possible:

- Their input is integrated within a planned programme
- Appropriate planning sheets/lesson plans have been produced if needed
- School/class background information has been issued
- Resources have been checked for suitability
- Dates and times have been confirmed in writing
- DBS check, Work ID, or picture ID (driving licence)

Visits and Residential Trips

Visits to places of worship, museums, environmental centres, theatres, art galleries etc. can also enhance the delivery of the PSHE curriculum.

Their benefits can include the following:

- An opportunity to share enjoyment and build up trust and relationships.
- An opportunity to apply and develop further the range of skills learnt in PSHE.

- An opportunity to develop personal qualities such as responsibility, self-reliance, independence and self-esteem.
- An opportunity to demonstrate initiative and test out and share ideas.

Inclusion

Children of all abilities and beliefs should have access to the PSHE curriculum. Provision for children with Special Educational Needs or Disabilities (SEND) is the responsibility of the class teacher with the support of the SENCO and PSHE co-ordinator. It is the class teacher's responsibility to ensure that all children regardless of gender, ethnicity, race, religion, language, ability or sexual orientation and social circumstances have access to the PSHE curriculum. Stereotypical attitudes should be discussed, and all children should be encouraged to participate. Within the planning of PSHE, consideration is taken for groupings, resources, other adults in the classroom, time taken for the task, type of task or activity. There is also an awareness of anything that might be deemed 'sensitive' to a particular child. In the case of that event, the child's parent or carer will be informed before the lesson or activity takes place.

Policy for Confidentiality

We are aware that children occasionally may make personal disclosures, either in class or to individual members of staff. We believe it is very important that children feel safe and comfortable to talk about any worries or concerns and that we give children time and a suitable opportunity to talk confidentially, should they wish to. Throughout the school year the children are encouraged to think about people they can talk to about worries or problems and that telling someone is a start to getting help. We do make it clear to children that although we respect the confidential nature of what they tell us, we may need to tell someone else (i.e. the Headteacher) in order to help them sort out the problem.

Equalities Impact Statement

This subject policy contributes to promoting equality by ensuring that all children at Seaton House School have a broad and balanced education. Within PSHE children are introduced to many new concepts. This promotes greater respect and understanding, enables children to celebrate and appreciate diversity and as such actively supports positive relations within our local and wider community. We ensure that the curriculum meets the needs of every learner and work and planning scrutiny is used effectively to ensure achievement and progress irrespective of gender, race, religion or other specifically defining characteristics.

Other Related Policies

The following policies are directly related to PSHE and reference should be made to these whenever relevant:

- Sex and Relationship Education
- Child Protection/Safeguarding
- Equal Opportunities
- Inclusion
- Behaviour Policy/Discipline
- Health and Safety
- Assessment, recording and reporting

- Special Needs
- Bullying
- School visits and trips

In addition, documentation for all curriculum subjects may contain relevant sections.

Procedure

This policy will be implemented through ongoing consultation with all members of the school community and developed within the School Development and Improvement Plan. It will be reflected in practice through the review cycle of Schemes of Work underpinned by the current identified needs of pupils.

REVIEW

This policy will be reviewed every two years.

Reviewed September 2019 by Hannah Simpson

Hannah Simpson
PSHE Co-ordinator

Ruth Darvill
Headteacher