



## **The Froebelian School**

### **Personal, Social, Health and Economic Education Policy**

#### **1. Introduction**

- 1.1 PSHEE and Citizenship aims to give pupils the knowledge, skills and understanding they need to lead confident, healthy independent lives and to become informed, active, responsible citizens'. (The National Curriculum Handbook for primary teachers – QCA/99/457)
- 1.2 PSHEE remains a non-statutory subject. However, National Curriculum Guidance states that 'All schools should make provision for personal, social, health and economic education, drawing on good practice'. (written Ministerial Statement: Review of Personal, Social, Health and Economic Education, March 2013)

#### **2. Aims and Objectives**

At Froebelian, Citizenship and PSHEE are integral to everything we do. Pupils are encouraged to be thoughtful, kind, responsible, truthful, fair, respectful, tolerant, exercise self-control, able to empathise and develop long-lasting friendships – values encapsulated in the School's aims achieved through the promotion of spiritual, moral, cultural, mental and physical development of pupils in the context of the school and wider society which equips them for the responsibilities and experiences of adult life.

- 2.1 Our aims are to enable the pupils to acquire these values through:

- acknowledging self-worth;
- working well with others;
- developing positive relationships and respect for others;
- understanding our common humanity, diversity and differences;
- knowing and understanding what constitutes a healthy lifestyle;
- developing safety awareness;
- knowing and understanding the rights and responsibilities of being active and positive members of a democratic society;
- developing self-confidence, self-esteem and self-awareness in order to make informed personal and social choices and decisions;
- forming good relationships with other members of the school and the wider community; and
- playing a positive role in contributing to all aspects of school life.

#### **3. Organisation of the Subject**

- 3.1 We teach the knowledge, skills and understanding as set out in the Jigsaw Programme. The Jigsaw programme is based on a whole school approach with all year groups working on the same theme (puzzle) at the same time. Each Puzzle is introduced at a school assembly providing a whole school focus. There are six pieces or lessons within each Puzzle which progress in sequence. Each lesson has two learning intentions: one based on PSHEE learning and one based on emotional literacy and

social skills (SEAL), both of which are enhanced to address the needs of, and relevance to, children living in today's world.

- 3.2 We ensure that there are opportunities for pupils of all abilities to develop their skills and knowledge in each unit and there is planned progression built into the scheme of work so that the pupils' knowledge and understanding increases as they move up through the school.
- 3.3 Class teachers are responsible for adapting the medium-term plans to suit their particular class. These plans include the specific learning objectives and learning outcomes for each lesson and give details of the activities and resources that are required. Key subject skills that must be covered during the topic are also detailed. The class teacher keeps these individual plans and annotates them as they teach with a view to revising the planning in the future. The PHSEE Leader will monitor all PHSEE planning regularly and communicate any areas of concern with members of staff, and the SLT.

#### 4. Planning

- 4.1 The Jigsaw Programme includes both medium and long term plans. Medium-term plans (schemes of work) for each year group provide details of topics and themes for each term and are kept in individual classes by the class teachers. Copies can be found on the school network.

#### 4.2 Jigsaw Content

Jigsaw covers all areas of PSHEE for the primary phase, as shown in the table below:

Term	Puzzle Name	Content
Autumn 1	Being Me in My World	Includes understanding my place in class, school and the global community as well as devising Learning Charters
Autumn 2	Celebrating Difference	Includes anti-bullying (cyber and homophobic bullying included) and diversity
Spring 1	Dreams and Goals	Includes goal-setting, aspirations, working together to design and organise fund-raising events
Spring 2	Healthy Me	Includes drugs and alcohol education, self-esteem and confidence as well as healthy lifestyle choices
Summer	Changing Me (including SRE)	Includes understanding friendship, family and other relationships, conflict resolution and communication skills

#### 5. Cross-curricular Links

PSHEE has links to all subjects across the National Curriculum to varying degrees – English, Mathematics, Science, Design and Technology, ICT, History, Geography, Art and Design, Physical Education and Religious Education. The pupils will draw on the knowledge and skills learnt from these subjects such as problem solving, logical reasoning, reading, writing, discussing, drama, designing, collaborating, reflecting, organising, analysing, moralising and evaluating, and many more. It is expected that teachers will utilise this knowledge and skills and make the appropriate associations when planning lessons and activities so that pupils recognise the relationships and relevance to Citizenship and PHSEE to provide a holistic educational programme.

- 5.1 There are clear links between the PSHEE Policy and the following policies and staff are aware of the need to refer to these policies when required.
- Safeguarding and Child Protection Policy
  - Single Equalities Policy
  - SRE Policy

## **6. Timetabling**

- 6.1 In EYFS, KS1 and KS2, we teach PSHEE for approximately 50 minutes per week. Although the timetabling is flexible, PSHEE is taught mainly by class teachers.

## **7. Teaching and Learning Styles**

- 7.1 A range of teaching styles will be used in the teaching of PSHEE including teacher-led lessons, stories, discussions, presentations, drama, problem-solving activities and visual media.
- 7.3 As a general rule, PSHEE will be taught to mixed gender groups but on occasions it may be more appropriate for some topics, particularly SRE when it relates to discussions on changes during puberty, to be delivered in single sex groups.
- 7.4 If difficult questions arise during the teaching of PSHEE, they will be answered at an appropriate level for the pupils' age and understanding.

## **8. Progression and Differentiation**

- 8.1 We teach PSHEE to all pupils, whatever their ability, providing learning opportunities which are matched to their individual needs, where appropriate.
- 8.2 We recognise the fact that in all classes there are pupils of varying abilities and we seek to provide suitable learning opportunities for all pupils by matching the challenge of the task to the ability of the child. We achieve this by:
- Planning a range of learning opportunities which meet the children's preferred learning styles;
  - differentiating through use of targeted questions;
  - setting common tasks which are open-ended and can have a variety of responses;
  - setting differentiated tasks;
  - using appropriate adult support (either 1:1 or in small groups);
  - provision of supportive resource materials.

## **9. Monitoring and Evaluation**

- 9.1 Monitoring of the standards of pupils' work and of the quality of teaching in PSHEE is the responsibility of the PHSEE Leader.
- 9.2 Assessment will include use of questionnaires, discussion, teacher assessment both formal and informal and pupil self-assessment.
- 9.3 Monitoring will be undertaken through staff discussions, reviewing Jigsaw as an on-going process, lesson observations and book scrutinies.
- 9.4 Evaluation - The effectiveness of the PSHEE programme will be evaluated by assessing pupils' learning and implementing changes as required. Staff input is also gathered when evaluating the effective delivery of the PSHEE curriculum.

## **10. Special Educational Needs and Disabilities (SEND)**

- 10.1 Pupils with SEND receive extra assistance in the classroom whenever possible (e.g. from a Teaching Assistant) and staff are encouraged to take account of different learning styles. Differentiated written tasks will be set when appropriate and staff will routinely adjust questions to suit the needs

and abilities of individual pupils. Teachers liaise with the SEND Co-ordinator when advice is required.

## **11. Links with Home and the Community**

### **11.1 Role of Parents**

Parents and carers are the key people in:

- teaching their children about relationships;
- maintaining the culture and ethos of the family;
- helping their children cope with the emotional and physical aspects of growing up; and
- preparing them for the challenges and responsibilities for adult life.

11.1.1 Froebelian staff aim to support parents and carers in this role and ensure that their views are heard.

11.1.2 Parents have the right to withdraw their children from any aspects of the PSHEE programme, e.g. SRE which is not included in the National Curriculum for Science. Alternative arrangements/work will be made.

11.2 Use of visitors and outside agencies - PSHEE is a shared responsibility; what is learned at school can and should be supported by experiences at home and in the community. It will therefore be appropriate from time to time to involve visitors from outside agencies, such as medical and health professionals to offer support to teachers on specific topics as their particular expertise will provide a valuable contribution to the delivery of such topics.

11.2.1 All visitors will be expected to familiarise themselves with and understand the school's PSHEE policy and work within it. Their input to PSHEE lessons will be part of the planned programme of study and will be negotiated and agreed with teaching staff in advance.

11.2.2 All visitors will be supervised/supported by a member of staff at all times. Their input will be monitored and evaluated by staff and pupils in accordance with the school's policy for visitors. This evaluation informs future planning.

## **12. Assessment, Recording and Reporting**

12.1 Teaching PSHEE involves much discussion, question and answer and other forms of pupil-teacher interaction. Accordingly, informal assessment for and of learning is frequently an on-going process as teachers gain valuable information regarding pupils' knowledge, skills and understanding.

12.2 Pupils' work is marked according to the Effective Marking and Feedback Policy. In Transition and Remove (Y1 & Y2), formal written assessment through simple written tasks will occur at appropriate stages. In Forms I-IV, written tasks will be used regularly both to reinforce and to extend pupils' knowledge, skills and understanding and also to help the teachers make judgements about progress.

## **13. The Role of the PHSEE Leader**

13.1 A separate document outlines the role of Subject Leaders but key responsibilities are as follows:

- To take the lead in policy development and to promote continuity and progression in the teaching of PSHEE throughout the school;
- To support colleagues in the implementation of the schemes of work and in assessment and record keeping;
- To keep abreast of developments in the teaching of PSHEE, including attending relevant courses and the dissemination of appropriate advice and information to colleagues;

- To monitor pupils' progress in PSHEE, and to advise teachers (and senior colleagues if appropriate) on any action required;
- To be responsible for the purchase and organisation of resources for PSHEE.

#### **14. Health and Safety**

14.1 Most teaching and learning will take place within normal classrooms. All teaching and learning areas within the school have been subject to a detailed risk assessment and copies of these documents are kept by the Bursar. Staff are reminded of their health and safety responsibilities routinely and suitable training or advice is provided whenever necessary. Teachers will remind pupils about potential hazards when appropriate.

#### **14.2 Safeguarding and Confidentiality**

All staff must be fully conversant with the Safeguarding and Child Protection Policy. Personal disclosures may occur from time to time and must be dealt with sensitively and in confidence. However, if a disclosure raises issues of a child protection nature, this must be reported to the Designated Safeguarding Lead.

#### **15. Resources**

15.1 When issued, staff are responsible for sets of books and other materials issued for teaching PSHEE. Each classroom has a Jigsaw folder and resources. Class teachers are responsible for updating and keeping these in good order as appropriate.

#### **16. Single Equalities**

16.1 All children will have access to the PSHEE programme. Where children have specific educational needs or disability, arrangements including differentiated activities will be made to accommodate their needs.

#### **17. Responsibilities**

17.1 The PHSEE Leader will ensure planning is consistent between classes, and ensure the continuity and progression of the subject throughout the school. They will evaluate the strengths and weaknesses of their subject area, and indicate areas for further improvement which will be highlighted within the PHSEE Action Plan. The PHSEE Leader is responsible for reviewing samples of the pupils' work and will undertake lesson observations of PSHEE teaching across the school.

17.2 The PHSEE Leader will have an input into the budgetary requirements for the development and appropriate resourcing of their subject area.

17.3 It is the responsibility of the Headteacher to ensure that Governors, Staff and Parents are fully informed of the PSHEE Policy and that it is implemented effectively, and to ensure that staff receive appropriate training in teaching PHSEE and handling difficult issues with sensitivity.

#### **18. Review**

18.1 We are aware of the need to review the PSHEE Policy regularly so that we can take account of new initiatives, changes in the curriculum, developments in technology or changes to the physical environment of the school. Staff will be made aware of any changes to the teaching and learning of this curriculum area at the earliest opportunity. Any necessary changes will then be implemented and included in the revised policy document.

18.2 This policy has been shared with all staff and approved by the SLT.

18.3 This policy is reviewed by the PHSEE Leader every two years in light of experience, research and good practice.

Policy Date: May 2017

Review Date: May 2019