



Heath Mount School

PSHEE Policy and Units of Work

Policy Context and Rationale

This policy covers our school's approach to Personal, Social, Health and Economic Education and the development of pupils through the whole curriculum and whole school experience. The Head of PSHEE through consultation with senior management has produced this policy. This policy will be reviewed in July 2020.

Policy Availability

This policy will be used by teachers, teaching PSHEE throughout Heath Mount, other professionals such as visiting speakers, who will want and need to know the aims, objectives and values that the school have in relation to our PSHEE programme as well as parents, who will look to see both the PSHEE curriculum content and values that the school is promoting. It is available to parents and carers through the school website.

Policy Aim and Objectives

Our approach to PSHEE at Heath Mount consists of a comprehensive and developmental programme of teaching and learning, which is delivered in the context of a 'healthy school' where the health and wellbeing of children and of the whole school community are actively promoted. The programme aims to:

- Positively influence the ethos, learning and relationships throughout the school.
- Address the "Every Child Matters" agenda and the five aspects of the "Spiritual, Moral, Social and Cultural" (SMSC) statutory requirements, as appropriate, as well as aspects of Social and Emotional Aspects of Learning ("SEAL").
- Effectively integrate the statutory PSHEE programmes of study of Relationships Education, RSE, and Health Education.
- Develop the knowledge, understanding, skills and attitudes they need to live confident, healthy, independent lives now and in the future.
- Develop positive relationships with adults and with each other and feel valued.
- Build resilience, perseverance and help develop self-knowledge and understanding, as well as a capacity to reflect and show self-discipline.
- Help pupils develop an awareness of the society in which they live and the difference that they can make.

The overarching aim for PSHEE education is to provide pupils with:

- accurate and relevant knowledge
- opportunities to turn that knowledge into personal understanding
- opportunities to explore, clarify and if necessary challenge, their own and others' values, attitudes, beliefs, rights and responsibilities
- the skills and strategies they need in order to live healthy, safe, fulfilling, responsible and balanced lives.'



Heath Mount School

Creating a safe and supportive learning environment

We will create a safe and supportive learning environment by ensuring, where possible, that all lessons are taught by members of the pastoral team. PSHEE is directly related to pupils' real life experiences and as such, it is crucial that clear 'ground rules' and confidentiality is understood by both adults and children. We will ensure that where pupils indicate that they may be vulnerable and at risk, they will get appropriate support according to the schools safeguarding/child protection policy.

Entitlement and Equal Opportunity (whole school)

We promote the needs and interests of all pupils, irrespective of gender, culture, ability or personal circumstance, by following Heath Mount's Equal Opportunities Policy and Inclusion Policy, and creating an open and inclusive environment. Teaching will take into account the age, ability, readiness, and cultural backgrounds of children to ensure that all can fully access the PSHEE education provision.

Entitlement and Equal Opportunity (Inclusion and Differentiation)

We recognise the right for all pupils to have access to PSHEE education learning which meets their needs. We will ensure that pupils with SEND receive access to PSHEE through tailored lessons with differentiated tasks and additional support where necessary.

Intended Outcomes

As a result of our PSHEE Education Programme of learning, pupils will

- Develop skills needed to manage relationships, lead a healthy lifestyle and understand the world around them.
- Be given opportunities to consider and clarify their own values and beliefs through dialogue and to develop enquiry and interpersonal skills.
- Understand the importance of 'Respect' and 'Tolerance' and the role they play in society.
- Develop the skills to enable them to persevere in the challenges they will face through life.
- Understand they are responsible for making their own choices now and in their future lives.

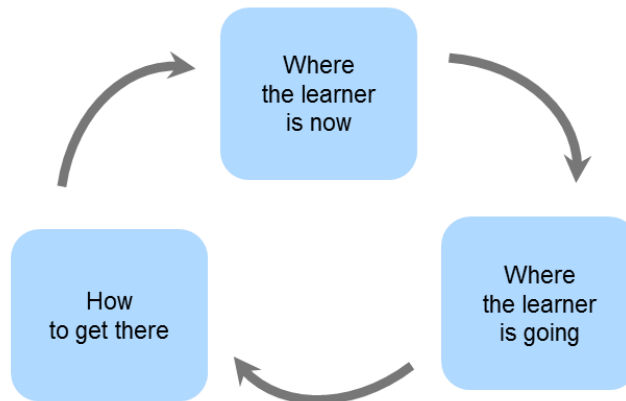
Principles and Methodology

Teaching and Learning

- PSHEE education needs to consider pupils' starting points as pupils will bring differing levels of knowledge and understanding to any issue explored through the curriculum. Where possible, any new topic will start by determining pupils' prior knowledge through AfL/Mind mapping and in Years 1 – 6 by using the self-assessment documents before and after the Units of work.



Heath Mount School



- The programme will be taught through a range of teaching methods with an emphasis on 'Challenging Learning through Dialogue', with a focus on allowing the children to form their own opinions while respectfully challenging those of others through listening.
- We will ensure that lessons, including those on risky behaviours, remain positive in tone by distancing topics through stories and literacy and giving them means of support and knowledge rather than fear.
- We will help pupils make connections between their learning and 'real life' behaviours by allowing lessons and topics to be directed by pupils and the prior knowledge they bring to the table. The skill of critical reflection is therefore at the heart of assessment for learning in PSHEE education.
- We will make links to other areas of the curriculum.

Planning (Also see Appendix 2)

During Pre-Prep, Nursery and Reception pupils will

- Develop skills needed to manage relationships, lead a healthy lifestyle and understand the world around them.
- Explore the topics of Journeys and Festivals, Stories/Books, Growth and Change, Work and Leisure, Good Health, Structures and Materials, Toys and Games, Food and The Environment

During Pre-Prep, Year 1 pupils will

- Develop skills needed to manage relationships, lead a healthy lifestyle and understand the world around them.
- Explore the topics of Responding to others, Taking part, Rules, Choices, Influences, Likes and dislikes, Meals, Right and wrong, Problem solving, Needs, People who help us, 999, Similarities and differences, Clothes, Our school.



Heath Mount School

During Pre-Prep, Year 2 pupils will

- Develop skills needed to manage relationships, lead a healthy lifestyle and understand the world around them.
- Explore the topics of Responding to others, Taking part in decision-making, Rules, Influences, Likes and dislikes, Meals, Right and wrong, Problem solving, Needs, Safety, People who help us, Police, Similarities and differences, Connections and Our school.

During Lower School, Year 3 Pupils will

- Develop skills needed to manage relationships, lead a healthy lifestyle and understand the world around them.
- Explore the topics of Beginning and Belonging, Family and Friends, Anti-Bullying, Diversity and Communities, Sex and Relationships Education, Drug Education, Personal Safety and Managing Change.

During Lower School, Year 4 Pupils will

- Develop skills needed to manage relationships, lead a healthy lifestyle and understand the world around them.
- Explore the topics of Rights, Rules and Responsibilities, My Emotions, Anti-Bullying, Working Together, Financial Capability, Sex and Relationships Education, Drug Education, Managing Risks, Safety Contexts and Healthy Lifestyles.

During Middle School, Pupils will

- Develop skills needed to manage relationships, lead a healthy lifestyle and understand the world around them.
- Explore the topics of Living in the Wider World (Rights and Responsibilities, Environment and Money), Relationships (Healthy Relationships, Feelings and Emotions and Valuing Difference) and Health and Well-Being (Healthy Lifestyles, Growing and Changing and Keeping Safe).

During Upper School, Pupils will

- Develop skills needed to manage relationships, lead a healthy lifestyle and understand the world around them.
- Explore the topics of Bullying, Feelings, Responsibilities, Values, Family, Community, Opinions, Government, Growing and changing, Relationships, Self-esteem, Other cultures and lifestyles, The power of advertising, The school as a community, Contraception and safer sex, Drugs and drug-taking, Drinking and alcohol and The world of work.

The Upper School programme is devised through close liaison with the Head of Upper School.



Heath Mount School

Timetabling

- Each year group receives one, protected timetabled lesson a week or in Year 8, fortnightly. In the Pre-Prep where delivery is through topic umbrellas, nine topics are incorporated into a three-year rolling plan (i.e. nine terms). Further detail about these topic headings and delivery may be found in Appendix 1.
- Our PSHEE provision is mapped, planned and annotated yearly and effectively in order to reflect on the prior knowledge of the boys and girls in an ever-changing society.
- PSHEE is most effectively taught through a 'spiral programme' and as such, our programme of study is organised into a series of recurring themes, which pupils experience either every year or on a rotational basis throughout their journey at Heath Mount. Each time a topic is revisited, the level of demand increases and learning is progressively deepened.

Our provision is further enriched through form time, assemblies, workshops, visitors, speakers and awareness days throughout the year.

Additional Learning Opportunities

PSHEE at Heath Mount is not seen as a subject exclusively dealt with in classrooms. Our extended environment, where we encounter the children in a more 'informal' setting, such as during boarding times, lends itself to the addressing of many issues in a relaxed and 'homely' way. Boarding staff have received training in pastoral care and are encouraged to discuss situations and guide children as and when problems, or even just questions, arise.

Equality Act (2010) - Protected Characteristics

PSHEE provision at Heath Mount aims to encourage respect for others by paying attention to the protected characteristics of disability, age, marriage and civil partnership, gender reassignment, pregnancy and maternity, religion, race and sex and sexual orientation. Staff set high expectations and each pupil has access to a wide and varied range of programmes and activities that offer opportunities for all pupils to be treated and respected equally in accordance with the protected characteristics. These characteristics are not discriminated against by staff in their teaching both inside and outside of the classroom.

Economic Education

Through our successful outward bounds activities, charity work and leadership programme, the pupils here at Heath Mount understand the value of money, the difference in lifestyle between the school we sponsor in India and our own school and are capable of raising money both collectively and individually. Further opportunities to learn about finance and budgeting exist in Maths lessons.



Heath Mount School

Restorative Practice - A Behaviour Management Approach

Restorative practice aims to facilitate effective relationships within our school and foster an effective learning community. The restorative approach is based on the principle that, when conflict occurs, people are 'harmed' and it is this 'harm' that needs to be addressed in order for those involved to move on successfully. Those that have been 'harmed' will be given the opportunity to discuss a way forward that meets their needs. By adopting this approach, we are aiming to develop emotionally intelligent, self-regulating pupils who value their relationships with all members of the school community and can effectively handle issues that may arise.

Restorative Circles

These involve bringing together parties involved in conflict. With the help of a facilitator, they will discuss their feelings and concerns and come up with an appropriate way forward for all those involved.

Affective Statements

These are expressions of personal feelings and are used to identify boundaries and build empathy. If a pupil misbehaves in a lesson, instead of being reprimanded, the teacher may encourage the pupil to attempt to identify the behaviour that is causing problems and express how it makes them feel, e.g. "It upsets me when you shout out in class, because I do not think you deliberately want to disrupt the lesson."

Restorative Questioning

This technique is used during a restorative circle to help the facilitator and those involved effectively discuss what has happened and how each person is feeling. The specific questioning format enables all involved to work through an incident and identify what needs to happen in order to move on. The types of questions used can be found in the PSHEE Handbook.

Assessment

- PSHEE education will focus on learning, set against the lesson outcomes which are specific to PSHEE education and not other areas of the curriculum.

We will assess pupils' learning and progression through AfL and this is likely to change according to the year group and topic. Teachers and pupils are aware that the key focus must be what is being learned and how learning and understanding has progressed.

In addition to this in Years 1-6, for each individual unit, there is a list of bullet points detailing the Learning Expectations. On an additional A4 sheet there is a grid for teachers to populate electronically or write their class list and then insert ticks in appropriate columns, based on children's learning. There is also a column for any additional notes.

- Self-assessment is seen as particularly valuable, as sometimes



Heath Mount School

during PSHEE sessions, children are able to give “correct” answers in terms of their knowledge during the lesson and yet their practice in applying certain skills can be very different. The self-assessment sheets encourage the children to reflect on their own confidence level prior to starting the unit and then again at the end.

Foundation Stage and Key Stage One

- This self-assessment tool is designed to be used by an adult with an individual child or small group of Reception or KS1 children. The degree to which this process will be adult led will depend on the age and stage of the child. There are boxes to the left hand side of the objectives which will need to be filled out prior to teaching the unit. You don't need to give any explanation of what these mean.
Smiley faces;
 - One smiley face means - I'm a little bit confident
 - Two smiley faces mean - I'm a little confident
 - Three smiley faces mean - I am very confident
- After you have completed the unit you can repeat the exercise to assess the children's learning. Read out each statement and ask the children to reflect on their confidence in their learning and then to tick the box in the right hand side after teaching the unit, ticking the appropriate number of smiley faces.

Key Stage Two

- This self-assessment tool is designed to be used by Year 3/4 or 5/6 children. There are boxes to the left hand side of the objectives which will need to be filled out prior to teaching the unit. Explain the statements if necessary, and/or ask the children to give examples.
Smiley faces;
 - One smiley facemeans - I'm a little bit confident
 - Two smiley facesmean - I'm a little confident
 - Three smiley facesmean - I am very confident
- After you have completed the unit you can repeat the exercise to assess the children's learning. Encourage the children to be as honest as they can and to think for themselves. Check that the children understand each statement, asking them to give examples if appropriate.

Teaching Responsibility and Staff Training

- The Head of PSHEE, Ed Bowden, and the PSHEE Coordinators in the Pre-Prep and Lower School lead the PSHEE Programme.
- PSHEE Education is led and taught where possible, by Heads of Year or Pastoral leaders from Year 5-8. The Pre-Prep and Lower school pupils are taught by their Form tutors.



Heath Mount School

- It will be supported by Heads of Sections when needed.
- Teachers responsible for teaching PSHEE will receive an hour INSET termly, to reflect on the topics and share good practice and resources throughout the school.
- We use external contributors to enhance the PSHEE programme throughout the year.
- When using external speakers to deliver aspects of our PSHEE programme we will ensure that these speakers enhance, not replace our teaching throughout the year.
 - Visitors to Heath Mount bring their expertise and personal stories to enrich pupil's learning. However, we will manage this learning, ensuring that learning objectives and outcomes have been agreed with the visitor in advance, and that any input from visitors will be part of a planned, developmental programme rather than a substitute for it.

Staff will be present to manage the learning and ensure that it is safe. They will be debriefed and explained how to 'stop' the presentation if at any point they deem it inappropriate.

Confidentiality and Handling Disclosures

- Each class has a set of 'Ground Rules' for PSHEE for the year with an emphasis on creating a supportive and empathetic environment. These rules include the following key areas;
 - Respect
 - Listening
 - Being Kind
 - Confidentiality
- Pupil's learning may result in them seeking advice or support on a specific personal issue. Teachers cannot offer complete confidentiality.
- It is important for everyone's safety that teachers and pupils (as well as external speakers and nurses) are clear about what can and cannot be kept confidential. They are bound to the **school's confidentiality policy**, not their own.

If a pupil makes a disclosure staff will follow the school's **Safeguarding Policy** and report anything they deem important to a member of the Safeguarding team at their first opportunity, no matter how small they may believe it to be.



Heath Mount School

Responding to Pupils Questions

- We will allow pupils to raise questions in lessons and anonymously through question boxes.
- Pupil's need to feel able to ask any questions that they wish and that their questions are valued. However, consideration should be given to how to respond to questions.
 - Teachers should ask pupils to wait for an answer if consultation with PSHEE lead or senior management is needed before answering.
 - Where possible, pupils' questions will be answered honestly and openly.
 - Teachers are encouraged to put questions back on pupils to gauge their prior knowledge before answering
- If a safeguarding issue is raised by an anonymous question, staff will report it to ensure the DSL is aware.
- If a safeguarding issue is raised by a pupil in the classroom, staff will report it to the DSL and follow the **Safeguarding Policy**.

Links to Other School Policies and Areas of the Curriculum

SMSC (Spiritual, moral, social and cultural) and British Values
Safeguarding Policy
Anti-Bullying Policy
Online Safety Policy
Science – Growing and Changing unit of work
Money/Economics – Mathematics

Involving Parents and Carers

PSHEE Education is strongest when there is a communication and collaboration between school and home.

- We are committed to working with parents and carers.
- We will offer support by providing materials, where needed, to enhance their learning beyond the classroom.
- We encourage discussion of topics at home by supplying curriculum overviews for each term on the website.
- We will communicate to parents about their right to withdraw their children by putting overviews on the school website termly. Parents are encouraged to contact the Head of PSHEE in order to have a follow up discussion about the opt out procedure
 - **Procedure:** Meeting with Head of PSHEE to discuss reasons for opting out. If opt out is chosen, resources will be sent home with parents to



Heath Mount School

ensure boys have the opportunity to learn topics from home, where appropriate.

Review Date

Oct 2019 – Review of new programme introduced this academic year.



Heath Mount School

Appendix 1

“Spiritual, Moral, Social and Cultural” (SMSC) statutory requirements listed below, as appropriate, as well as aspects of Social and Emotional Aspects of Learning (“SEAL”).

- 2a Enable pupils to develop their self-knowledge, self-esteem and self-confidence
- 2b Enable pupils to distinguish right from wrong and to respect the law
- 2c Encourage pupils to accept responsibility for their behaviour, show initiative and understand how they can contribute to community life
- 2d Provide pupils with a broad general knowledge of public institutions and services in England
- 2e Assist pupils to acquire an appreciation of and respect for their own and other cultures in a way that promotes tolerance and harmony between different cultural traditions



Heath Mount School

Appendix 2

PRE-PREP (Nursery – Year 2)

Here, the curriculum is delivered throughout the school via a topic umbrella. Nine different topics are incorporated into a three-year rolling plan (i.e. nine terms). PSHEE is delivered formally under these topic headings and informally via assemblies, circle time and general good practice, with constant reinforcement and revisiting of issues.

Nursery and Reception

THEMES

Term 1: Journeys and Festivals

Multicultural awareness
Being tolerant and understanding of differences
Harvest and Christmas – the family
Giving and receiving presents
Helping others

Term 2: Stories/Books

Stories from other lands
Fables and morals in stories
Characters from books who can help children identify with certain situations and emotions
Marriage (including other cultures)

Term 3: Growth and Change

Changes in nature
The life cycle of animal babies
How we have changed since we were born – what we can do now – things we still can't do

Term 4: Work and Leisure

Jobs – people who help us – making up a society, we are all important.
Views from different post holders e.g. police, fireman, cleaner, cooks, dentist, doctor, crossing lady, surgeon. Visit to Houses of Parliament. Our MP and what the role is.
Stranger Danger – saying no (police talk)

Term 5: Good Health

Healthy diet, healthy environment, healthy emotions – we are entitled to feel whole range of emotions – how to deal with them
Litter.



Heath Mount School

Term 6: Structures and Materials

Co-operation, team work, leadership - safety on building sites, railways, playgrounds, in the home – keeping ourselves safe.

Term 7: Toys and Games

Sharing, being fair, good sportsmanship, why rules of games are necessary.
Pets – not just for Christmas – caring for their needs.
Charity toy collection

Term 8: Food

Good manners, including greedy, selfish, sharing food from around the world – how to be polite about differences, behaviour at a party, as a guest, social interaction – link with Religious Studies: feeding of the five thousand.

Term 9: The Environment

Caring for our environment, the wider environment, we can all help.
Coping with changes – new school, new baby, new house

(Please see Pre-Prep schemes of work)

Year 1

THEMES

Michaelmas Term

Responding to others

- Listeners
- Feelings
- What next?

Taking part

- Games
- Rules
- In and out of school

Rules

- Playground games
- Broken rules
- Class rules

Choices

- Food
- Play
- What to wear



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Influences

- Television programmes
- Who might help?
- You have a choice

Lent Term

Likes and dislikes

- Like or dislike
- Clothes
- Places to go

Meals

- What to use
- Where?
- Choosing

Right and wrong

- Road safety
- Stranger danger
- Home dangers

Problem solving

- Emergency
- Solve it
- Alternatives

Needs

- Keeping alive
- Keeping pets healthy
- Needs of pets

Summer Term

People who help us

- People who help us
- How do they help?
- Where do these people work?

999

- Police officer
- Police
- Dial 999

Similarities and differences

- Similarities and differences
- Differences
- Poco's village



Heath Mount School

Clothes

- Clothes
- What shall I wear?
- Who are we?

Our school

- A better place
- The playground
- What can we do?

Year 2

THEMES

Michaelmas Term

Responding to others

- Working together
- My friend
- My teacher

Taking part in decision-making

- What should I do?
- Sharing
- The party

Rules

- At the swimming pool
- On the beach
- In the park

Influences

- Adverts
- How would I spend it?
- Who or what might change my mind?

Likes and dislikes

- Friends
- In school
- Choosing

Lent Term

Meals

- Healthy eating
- Looking after our bodies
- Feeding my pet



Heath Mount School

Right and wrong

- Right or wrong
- Being fair
- Sorting out

Problem solving

- Help
- What would I do?
- Out and about

Needs

- How can we be happy?
- Wildlife around the school
- How can we help?

Safety

- Protecting ourselves
- Keeping our things safe
- The safety code

Summer Term

People who help us

- What do they do?
- Uniforms
- Keeping safe

Police

- Protecting my bike
- Our home
- Where we live

Similarities and differences

- Going abroad
- Togetherness
- Having fun

Connections

- Connections
- Where did it come from?
- Different places

Our school

- Improvements
- My school
- Raising money

(Please see lesson-by-lesson plans)



Heath Mount School

Year 3 – Year 6 (Cambridgeshire PSHE Programme)

Year 3

Michaelmas Term

1. Beginning and Belonging
2. Family and Friends
Anti-Bullying

Lent Term

1. Diversity and Communities
2. Sex and Relationships Education
Drug Education

Summer Term

1. Personal Safety
2. Managing Change

Year 4

Michaelmas Term

1. Rights, Rules and Responsibilities
2. My Emotions
Anti-Bullying

Lent Term

1. Working Together
Financial Capability
2. Sex and Relationships Education
Drug Education

Summer Term

1. Managing Risks
Safety Contexts
2. Healthy Lifestyles

Year 5

Michaelmas Term

1. Beginning and Belonging
2. Family and Friends
Anti-Bullying

Lent Term

1. Diversity and Communities
2. Sex and Relationships Education
Drug Education

Summer Term

1. Personal Safety



Heath Mount School

2. Managing Change

Year 6

Michaelmas Term

1. Rights, Rules and Responsibilities
2. My Emotions
Anti-Bullying

Lent Term

1. Working Together
Financial Capability
2. Sex and Relationships Education
Drug Education

Summer Term

1. Managing Risks
Safety Contexts
2. Healthy Lifestyles

Year 7 (Your Life Book 1)

Michaelmas Term

1. You and other people - Bullying
You and your feelings – Anxieties and worries
You and your responsibilities – Beliefs, customs and festivals
2. You and your values – Right and wrong
You and your family – Getting on with others

Lent Term

1. You and the community – Being a good neighbour
You and your opinions – How to express your ideas
2. You and your body – Eating and exercise
You as a citizen – Britain's government

Summer Term

1. You and other people – People with disabilities
You and your body – Growing and changing
2. You and your achievements – Reviewing your progress

Year 8 (Your Life Book 2)

Michaelmas Term

1. You and other people – Friends and friendships
You and your feelings – Self-esteem
You and your responsibilities – Other cultures and lifestyles
2. You and your responsibilities – Other cultures and lifestyles
You and the media – The power of advertising



Heath Mount School

Lent Term

1. You and the community – The school as a community
You and your values – Where do you stand
2. You and your opinion – Speaking your mind
You and your body – contraception and safer sex

Summer Term

1. You and your body – Drugs and drug-taking and Drinking and alcohol
You and the world of work – Employment and unemployment and Understanding business
2. You and the world of work – Employment and unemployment and Understanding business
You and your achievements – Reviewing your progress

September 2019