**PSHEE Policy and Scheme of Work**

**Philosophy**

Heath Mount is a school with a strong emphasis on values-based education. Our desire to encourage children to become well-rounded, balanced, contributing members of the community who recognise their own and others’ needs is at the heart of our pastoral education programme.

The needs of children today are changing at an extraordinarily fast rate; new challenges face them daily, and they need to be able to make sound, safe and well-informed decisions as they make their way through towards adulthood. The issues that they face are complex and wide-ranging.

The PSHEE education that pupils receive at Heath Mount is a mixture of the formal, curriculum-based lessons set out below, but is married with the everyday wrap-around care they receive from their class and form tutors, who discuss a myriad of issues within their form time, both reactively to situations that arise and proactively with topics planned in advance.

The scheme is delivered as a set subject in the Prep School with devoted curriculum time, as well as during form time sessions and within whole school assemblies. Children are given the skills to be healthy, stay safe, enjoy and achieve, make a positive contribution and achieve economic well-being. In the Pre-Prep 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). The subject is delivered formally under these topic headings and informally via assemblies, circle time and general good practice, with constant reinforcement and revisiting of issues.

The school values document provides the backbone of the moral, spiritual, social and cultural education of the school and is a golden thread throughout PSHEE teaching; thoughtfulness and acceptance are encouraged throughout each element discussed.

A new focus on being safe online and on the Internet is now required and this is delivered primarily through our ICT programme, although it is touched upon, when necessary, through PSHEE.

In order to prepare children for life in British Society, the PSHEE curriculum covers Economic Education, the protected characteristics and in accordance with recent Government initiatives, we also strive actively to ensure that our children are aware of fundamental British values. These include democracy, the rule of law, individual liberty and mutual respect and tolerance, as defined by the DfE. Furthermore, we aim to ensure that our children are knowledgeable about diversity and are capable of debating and discussing a range of difficult and challenging issues. These important values are taught through a range of topics, in the hope that, as a school, we will help to develop children who contribute to society in a positive way.

PSHEE is constantly changing and Heath Mount aims to move with the times, being alert to emerging issues and to respond to these to ensure that our children become emotionally literate individuals, well-equipped to deal with the challenges facing them in the 21st century.

Developing children’s emotional intelligence and resilience is now becoming a vital element of our PSHEE lessons. Through our Restorative Practice programme, which is interweaved throughout our PSHEE teaching, we aim to encourage children to accept responsibility for their behaviour and empower children in a bid to help them become resilient and tolerant of other people’s differences and needs.

**Aims**

PSHEE at Heath Mount aims to foster in children:

* The ability to understand the world around them
* The ability to develop self-esteem and self-confidence
* The idea that difference in others is to be celebrated
* The importance of fundamental British values
* The understanding that they may face challenging and dangerous situations in their lives and the knowledge they need to make ‘good and safe’ choices in life decisions
* A thoughtful approach to the plight of those in need and a desire to develop methods to help them
* An understanding of ‘citizenship’: our rights and responsibilities within our local and global community
* The ability to employ ‘emotional intelligence’ in their dealings with their peers
* Understanding and acceptance of the need to comply with the School’s behaviour management policy
* A sense of responsibility for the environment
* A developed understanding of right and wrong and the consequences that may result should the law be broken
* A respect for institutions that are here to protect and help us
* The ability to debate and discuss difficult issues
* An awareness of the reasons for bullying, and how to ‘spot it and stop it’
* A healthy balance of self-esteem and self-awareness - an overall sense of ‘well-being’
* The ability to develop personal ‘values’ and the strength to uphold these, despite pressures to do otherwise
* An understanding of the importance of protected characteristics under the Equality Act 2010
* An understanding of Economic Education

**Organisation and Mode of Delivery**

The Prep School uses the Independent Curriculum for PSHEE, which follows the implementation of the Independent Curriculum for the humanities subjects within the school for Years 3 to 8 and the Hodder Education Curriculum/Dynamic Learning for Years 7 and 8. Recently, we have also expanded our curriculum to include the new government initiative on fundamental British values. In the Pre-Prep the curriculum is delivered throughout the school via a topic umbrella. The subject is delivered formally under these topic headings and informally via assemblies, circle time and general good practice, with constant reinforcement and revisiting of issues.

The curriculum is made accessible to all pupils by the adaptation of delivery or resources as appropriate. Any children with additional educational needs are identified from the learning support register and accommodated.

In the Prep School form teachers deliver PSHEE weekly to the children in Years 3 to 8. Each year group receives one, protected timetabled lesson a week. 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.

Teachers will employ a range of teaching styles as appropriate to the subject matter. Creativity of ideas is encouraged, and open-ended questions, drama and role-play are combined with more hands-on resources to generate an atmosphere that replicates the differing social situations the children will encounter in everyday life. Year 7 and Year 8 pupils and teachers have access to an online resource by Dynamic Learning.

The use of ICT in PSHEE delivery is encouraged, wherever appropriate, by employing both individual study and the use of the interactive white-board.

**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.

**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.

**Questions used to respond to challenging behaviour are:**

* What happened?
* What were you thinking about at the time?
* What have your thoughts been since?
* Who has been affected by what you did?  In what way?
* What do you think you need to do to make things right?

**Questions for helping those who have been hurt by another’s actions are:**

* What did you think when you realized what had happened?
* What impact has this incident had on you and others?
* What has been the hardest thing for you?
* What do you think needs to happen to make things right?

This approach provides teachers with the opportunity to conduct Restorative Circles during PSHEE lessons, when needed, to address any issues that may have occurred during school time, or to address any global issues that may worry or affect children.

**Appendix 1**

**PRE-PREP (3-7 Years)**

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.

**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

**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

**Clothes**

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

**Our school**

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

**(Please see lesson-by-lesson plans)**

**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

**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)**

### **PREP – (7-13 Years)**

**YEAR 3**

**THEMES**

**Michaelmas Term -** Developing socially and emotionally

Friendship

My Feelings

**Lent Term -** Leading a safe and healthy life

Balanced diet

Good Hygiene

**Summer Term -** Becoming a responsible citizen in a diverse global society/Building a successful and fulfilling future

The rights of the child

Recycling

What sort of learner am I?

**(Please see lesson-by-lesson plans)**

### **YEAR 4**

#### THEMES

**Michaelmas Term -** Developing socially and emotionally/

Leading a safe and healthy life

Anti-Bullying

Building self-Esteem

**Lent Term -** Leading a safe and healthy life

Personal safety

Healthy choices

**Summer Term -** Becoming a responsible citizen in a diverse global society

Building a successful and fulfilling future

Living in a diverse world

How are we all connected?

Using diagrams to aid learning

#### YEAR 5

#### THEMES

**Michaelmas Term -** Developing socially and emotionally/

Leading a safe and healthy life

Self-awareness

Safety at home and away

**Lent Term -** Leading a safe and healthy life

Sleep and Relaxation

Support networks

**Summer Term -** Becoming a responsible citizen in a diverse global society

Building a successful and fulfilling future

In the media

Managing my money

Managing revision

**(Please see lesson-by-lesson plans)**

###### YEAR 6

**THEMES**

**Michaelmas Term -** Developing socially and emotionally and leading a safe and healthy life

Coping with anger and managing conflict

Emotional and physical changes

**Lent Term -** Becoming a responsible citizen in a diverse global society

Terrorism – What it is and what it isn’t

* 1.1 - Impressions and questionnaire
* 1.2 – What is terrorism?
* 1.3 – What isn’t terrorism?
* 1.4 – what do terrorists want?
* 1.5 – Unfairness, discrimination and rights
* 1.6 – Non-violent protest
* 1.7 – Changing things through violence

**Summer Term -** Becoming a responsible citizen in a diverse global society

Building a successful and fulfilling future

Human rights

A diverse society

Managing the way you study

**(Please see lesson-by-lesson plans)**

**YEAR 7**

Fundamental British values flow throughout our Year 7 PSHEE programme

**THEMES**

**Michaelmas Term**

1. Introducing the PSHEE Curriculum

What is PSHEE?

How will we work together?

2.0 - Terrorism and History

2.1 – Introduction

2.2 – assassins, Thugs and Suffragettes

2.3 – World War 2 and the French Resistance Movement

2.4 – Nelson Mandela

2.5 - What do they have in common and how are they different?

2.6 – Terrorism – a universal agreement?

**Lent Term**

3. Emotional Wellbeing

What am I good at?

What does assertiveness mean?

4. Healthy Lifestyle

What do we need to keep healthy?

What is my personal health profile?

5. Risk and safety

What do we mean by risk?

How do we manage risky situations?

How do I practise refusal skills?

How can we tackle bullying?

6. Identity

Who am I?

What does family mean?

**Summer Term**

7. Relationships and Sex Education – Feelings

Why am I feeling like this?

Boys and girls – is there a difference?

8. Relationships and Sex Education - Facts

What happens at puberty?

How are babies made?

9. Drugs

What do we mean by drugs?

Drugs – Fact or Fiction?

**(Please see lesson-by-lesson plans)**

##### **YEAR 8**

# THEMES

**Michaelmas Term**

1. Introducing the PSHEE Curriculum

What is PSHEE?

How will we work together?

2.0 - Terrorism and History

2.1 – Introduction

2.2 – assassins, Thugs and Suffragettes

2.3 – World War 2 and the French Resistance Movement

2.4 – Nelson Mandela

2.5 - What do they have in common and how are they different?

2.6 – Terrorism – a universal agreement?

**Lent Term**

4. Relationships and Sex Education – Feelings

Why are friends important?

What are the different types of relationships?

5. Relationships and Sex Education - Facts

What is contraception?

What are HIV and AIDS?

6. Emotional Wellbeing

What happens when we are feeling down?

What does resilience mean?

Is anybody perfect?

7. Healthy Lifestyle

How do I keep healthy?

8. Drugs

How do drugs affect people?

9. Risk and safety

What is risking on purpose?

Can gambling be good?

How do I reduce risks?

**Summer Term**

10. Identity

How can I contribute to family life?

How do I respond to other people?

How am I doing?

11. Communities

How can we value each other?

What makes a successful community?

What can cause problems in communities?

12. 21st Century Challenges

Social media

Terrorism

13. Planning for the future

What do I need to plan for?

What opportunities are out there for me?

14. Risk and safety

What influences our spending?

**(Please see lesson-by-lesson plans)**