



# Heath Mount School

## **PSHEE Policy & Units of Work**

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**Heath Mount School, Hertfordshire**

**Independent Day and Boarding School for Boys  
and Girls**

September 2021

## **1. Policy Context and Rationale**

1.1. This policy covers Heath Mount School's ('the School's) approach to Personal, Social, Health and Economic Education (PSHEE) 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 2022.

## **2. Policy Availability**

2.1. 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.

## **3. Policy Aim and Objectives**

3.1. 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:

3.1.1. positively reflect the School's aims and ethos, learning and relationships throughout the school;

3.1.2. encourage respect for other people, paying particular regard to the protected characteristics set out in the Equality Act 2010;

3.1.3. 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");

3.1.4. effectively integrate the statutory PSHEE programmes of study of Relationships Education, RSE, and Health Education;

3.1.5. develop the knowledge, understanding, skills and attitudes they need to live confident, healthy, independent lives now and in the future;

3.1.6. develop positive relationships with adults and with each other and feel valued;

3.1.7. build resilience, perseverance and help develop self- knowledge and understanding, as well as a capacity to reflect and show self-discipline;

3.1.8. help pupils develop an awareness of the society in which they live and the difference that they can make;

3.1.9. careers education: for pupils in Years 5-8, access to careers guidance that is presented in an impartial manner, enables pupils to make an informed choice about a broad range of career options so as to help them fulfil their potential. Further information can be found in the Careers Policy.

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

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

#### **4. Creating a safe and supportive learning environment**

- 4.1. 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.

#### **5. Entitlement and Equal Opportunity (whole school)**

- 5.1. 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.

#### **6. Entitlement and Equal Opportunity (Inclusion and Differentiation)**

- 6.1. We recognise the right for all pupils to have access to PSHEE education learning which meets their needs. We will ensure that pupils with Special Educational Needs and / or Disabilities (SEND) receive access to PSHEE through tailored lessons with differentiated tasks and additional support where necessary.

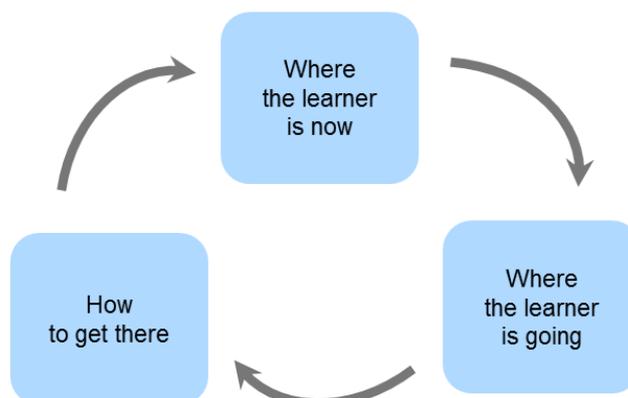
#### **7. Intended Outcomes**

- 7.1. As a result of our PSHEE Education Programme of learning, pupils will:
  - 7.1.1. develop skills needed to manage relationships, lead a physically and mentally healthy lifestyle and understand the world around them;
  - 7.1.2. be given opportunities to consider and clarify their own values and beliefs through dialogue and to develop enquiry and interpersonal skills;
  - 7.1.3. understand the importance of 'Respect' and 'Tolerance' and the role they play in society;
  - 7.1.4. develop the skills to enable them to persevere in the challenges they will face through life;
  - 7.1.5. understand they are responsible for making their own choices now and in their future lives.

## 8. Principles and Methodology

### 8.1. Teaching and Learning

8.1.1. 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. Pupils in Year 7 and 8 will use assessment tools included in the Units of work as a starting point to determine prior knowledge.



8.1.2. 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.

8.1.3. 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.

8.1.4. 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.

8.1.5. We will make links to other areas of the curriculum.

## 9. Planning (Also see Appendix 2)

### 9.1. *During Pre-Prep, Nursery and Reception pupils will*

- a. Develop skills needed to manage relationships, lead a healthy lifestyle and understand the world around them.
- b. 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.

### 9.2. *During Pre-Prep, Year 1 pupils will*

- a. Develop skills needed to manage relationships, lead a healthy lifestyle and understand the world around them.

- b. 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.

**9.3. *During Pre-Prep, Year 2 pupils will***

- a. Develop skills needed to manage relationships, lead a healthy lifestyle and understand the world around them.
- b. 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.

**9.4. *During Lower School, Year 3 Pupils will***

- a. Develop skills needed to manage relationships, lead a healthy lifestyle and understand the world around them.
- b. 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.

**9.5. *During Lower School, Year 4 Pupils will***

- a. Develop skills needed to manage relationships, lead a healthy lifestyle and understand the world around them.
- b. 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.

**9.6 *During Middle School, Pupils will***

- a. Develop skills needed to manage relationships, lead a healthy lifestyle and understand the world around them.
- b. 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).

**9.7 *During Upper School, Pupils will***

- a. Develop skills needed to manage relationships, lead a healthy lifestyle and understand the world around them.
- b. Explore the topics of Growing Up, Relationships, Sex, sexuality and sexual health, Alcohol, tobacco and other drugs, Emotional wellbeing and mental health, Healthy Lifestyle, Risk and safety, Identity, Communities, Planning for the future and Money and me.

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

## 10 **Timetabling**

- 10.1 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.
- 10.2 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.
- 10.3 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.
- 10.4 Our provision is further enriched through form time, assemblies, workshops, visitors, speakers and awareness days throughout the year.

## 11 **Additional Learning Opportunities**

- 11.1 PSHEE at the School 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.

## 12 **Equality Act (2010) - Protected Characteristics**

- 12.1 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.

## 13 **Economic Education**

- 13.1 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.

## 14 **Restorative Practice - A Behaviour Management Approach**

- 14.1 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.

## 15 **Restorative Circles**

- 15.1 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.

## 16 **Affective Statements**

- 16.1 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."*

## 17 **Restorative Questioning**

- 17.1 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.

## 18 **Assessment**

- 18.1 PSHEE education will focus on learning, set against the lesson outcomes which are specific to PSHEE education and not other areas of the curriculum.
- 18.2 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.
- 18.3 As assessment in PSHEE naturally begins with self-reflection, 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 A4 sheet there is also 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 a column for any additional notes.
- 18.4 Self-assessment is seen as particularly valuable, as sometimes 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.

## 19 **Foundation Stage and Key Stage One**

- 19.1 This self-assessment tool is designed to be used by an adult with an individual child or small group of Reception or KS1 children. Prior to each lesson being taught, adults will complete the box on the left-hand side of the objective to assess where children are at in their knowledge and understanding of the objective before any explicit learning takes place. There are three levels of assessment:

19.1.3 one smiley face means - I'm a little bit confident;

19.1.4 two smiley faces mean - I'm quite confident;

19.1.5 three smiley faces mean - I am very confident.

19.2 After completing each lesson, the exercise should be repeated to assess the children's learning after explicit teaching, allowing them to reflect on their confidence in their learning.

## 20 **Key Stage Two**

20.1 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. Teachers may also decide to use the same process as outlined above for KS1 if it is deemed to be more effective for the group of children they are teaching.

20.2 Smiley faces:

20.2.1 one smiley face means - I'm a little bit confident;

20.2.2 two smiley faces mean - I'm quite confident;

20.2.3 three smiley faces mean - I am very confident.

21.2 After completing the unit, the exercise should be repeated 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.

## 22 **Key Stage Three**

22.1 Each topic within the Student Book has a series of tasks, some of which can be used for assessment opportunities. The planning grid at the start of each lesson provides a summary of activities that could also be used as assessments, and notes in the Teacher Book provide guidance on how to manage feedback and reflection. Teachers may also choose to carry out additional assessment at the end of a topic or term of work.

## 23 **Teaching Responsibility and Staff Training**

23.1 The Head of PSHEE, Ed Bowden leads the PSHEE Programme.

23.2 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.

23.3 It will be supported by Heads of Sections when needed.

23.4 Teachers responsible for teaching PSHEE will receive INSET, to reflect on the topics and share good practice and resources throughout the school over the course of the academic year.

23.5 We use external contributors to enhance the PSHEE programme throughout the year.

23.6 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.

23.7 Visitors to the School 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.

- 23.8 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.

## 24 Confidentiality and Handling Disclosures

- 24.1 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;

- 24.1.1 respect;
- 24.1.2 listening;
- 24.1.3 being kind;
- 24.1.4 confidentiality.

- 24.2 Pupil's learning may result in them seeking advice or support on a specific personal issue. Teachers cannot offer complete confidentiality.

- 24.3 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.

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

## 25 Responding to Pupils Questions

- 25.1 We will allow pupils to raise questions in lessons and anonymously through question boxes.

- 25.2 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.

- 25.3 Teachers should ask pupils to wait for an answer if consultation with PSHEE lead or senior management is needed before answering.

- 25.4 Where possible, pupils' questions will be answered honestly and openly.

- 25.5 Teachers are encouraged to put questions back on pupils to gauge their prior knowledge before answering.

- 25.6 If a safeguarding issue is raised by an anonymous question, staff will report it to ensure the DSL is aware.

- 25.7 If a safeguarding issue is raised by a pupil in the classroom, staff will report it to the DSL and follow the **Child Protection and Safeguarding Policy**.

## 26 Links to Other School Policies and Areas of the Curriculum

- 26.1 SMSC (Spiritual, moral, social and cultural) and British Values;
- 26.2 Child Protection and Safeguarding Policy;

- 26.3 Anti-Bullying Policy;
- 26.4 Online Safety Policy;
- 26.5 Science – Growing and Changing unit of work;
- 26.6 Mathematics- Money/Economics.

**27 Involving Parents and Carers**

- 27.1 PSHEE Education is strongest when there is a communication and collaboration between school and home.
- 27.2 We are committed to working with parents and carers.
- 27.3 We will offer support by providing materials, where needed, to enhance their learning beyond the classroom.
- 27.4 We encourage discussion of topics at home by supplying curriculum overviews for each term on the website.
- 27.5 Parents will also be informed of the specific Relationship and Sex Education topics each year prior to them being taught. The procedure for opting out of sex education lessons will also be shared with parents, in line with the procedure set out in the RSE policy (2021).

**28 Monitoring and Review**

- 28.1 The School will monitor this policy regularly, taking into account RSE developments. There will be a review of the new Year 7 and 8 programme introduced this academic year, as well ongoing RSE developments.
- 28.2 The Governors will review this policy every two years.

Governors’ Committee normally reviewing:	Education Committee
Effective from:	September 2021
Date last formally approved:	15 <sup>th</sup> November 2021
Date of next review:	November 2022
Person responsible for implementation and monitoring	Director of Curriculum
Related policies:	Curriculum Policy RSE Policy Careers Policy Spiritual, moral, Social and cultural (SMSC) & fundamental British Values Policy

## **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

## **Appendix 2**

### **1. EYFS – Year 6 (Cambridgeshire PSHEE Programme)**

#### **2. Nursery**

##### **Michaelmas Term**

Beginning and Belonging

##### **Lent Term**

Identities and Diversity

##### **Summer Term**

My Body and Growing Up

#### **4. Reception**

##### **Michaelmas Term**

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

##### **Lent Term**

1. My Emotions
2. Keeping Safe (including Drug Education)

##### **Summer Term**

1. Me and My World
2. Healthy Lifestyles

#### **5. Year 1**

##### **Michaelmas Term**

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

##### **Lent Term**

1. Diversity and Communities
2. Personal Safety

##### **Summer Term**

1. Sex and Relationships Education
2. Drug Education
3. Managing Change

## **6. Year 2**

### **Michaelmas Term**

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

### **Lent Term**

1. Working Together
2. Financial Capability
3. Managing Risks
4. Safety Contexts

### **Summer Term**

1. Sex and Relationships Education
2. Drug Education
3. Healthy Lifestyles

## **7. Year 3**

### **Michaelmas Term**

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

### **Lent Term**

1. Diversity and Communities
2. Personal Safety

### **Summer Term**

1. Sex and Relationships Education
2. Drug Education
3. Managing Change

## **8. Year 4**

### **Michaelmas Term**

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

### **Lent Term**

1. Working Together
2. Financial Capability
3. Managing Risks

### **Summer Term**

1. Sex and Relationships Education

2. Drug Education
3. Healthy Lifestyles

## **9. Year 5**

### **Michaelmas Term**

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

### **Lent Term**

1. Diversity and Communities
2. Personal Safety

### **Summer Term**

1. Sex and Relationships Education
2. Drug Education
3. Managing Change

## **10. Year 6**

### **Michaelmas Term**

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

### **Lent Term**

1. Financial Capability
2. Working Together
3. Managing Risk

### **Summer Term**

1. Sex Education and Relationships Education
2. Drug Education
3. Healthy Lifestyles

## **11. Year 7 Explore KS3**

### **Michaelmas Term**

1. Relationships
2. Drugs, alcohol and tobacco
3. Emotional Health and Wellbeing
4. Healthy Lifestyle
5. Risk and Safety

### **Lent Term**

1. Gender Identity
2. Planning for the Future
3. Money and Me

### **Summer Term**

1. Growing up
2. Communities

### **Year 8 Explore KS3**

#### **Michaelmas Term**

1. Relationships
2. Drugs, alcohol and tobacco
3. Emotional Health and Wellbeing

#### **Lent Term**

1. Healthy lifestyle
2. Risk and Safety

### **Summer Term**

1. Sex, sexuality and sexual health

September 2021