



Heath Mount School

PSHEE Policy & Units of Work

Heath Mount School, Hertfordshire

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

September 2024

1. Policy Context and Rationale

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 Assistant Head through consultation with senior management has produced this policy. This policy will be reviewed in September 2026.

2. 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.

3. Policy Aim and Objectives

The School's approach to PSHEE 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 reflect the School's aims and ethos, learning and relationships throughout the school;
- encourage respect for other people, paying particular regard to the protected characteristics set out in the Equality Act 2010;
- 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;
- 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 appendix B.

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.

4. 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 school's safeguarding/child protection policy.

5. Entitlement and Equal Opportunity (whole school)

We promote the needs and interests of all pupils by following Heath Mount's Inclusion, Equality and Diversity 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)

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

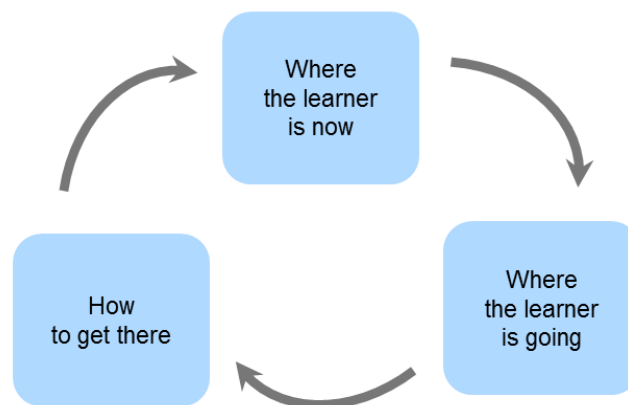
As a result of our PSHEE Education Programme of learning, pupils will:

- develop skills needed to manage relationships, lead a physically and mentally 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 'Acceptance' 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.

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



- 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, are delivered at an age-appropriate level. Stories are used to introduce topics and to develop pupils' understanding of how to access support.
- 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 (See Appendix B)

For EYFS to Year 6, planning is based on the Cambridgeshire PSHE Service scheme. For Years 7 and 8, the Cre8tive PSHEE scheme is used as a basis for the provision.

Additional Learning Opportunities

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. All staff, including 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.

9. Equality Act (2010) - Protected Characteristics

PSHE 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.

10. Economic Education

Through our successful outdoor education 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 Zambia 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.

11. Assessment

PSHE will be assessed in a variety of ways, including the use of self-assessment and teacher assessment.

Self-assessment is designed to enable children to reflect on their learning in a particular unit, and their own levels of confidence in terms of understanding and practising key concepts. The self-assessment code below is used to encourage the children to reflect on their own confidence level prior to starting the unit and then again at the end (EYFS-Y6).

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 😊😊😊

A similar self-assessment grid (without the use of smiley faces) is used for Year 7 and 8.

Teachers will assess pupils' learning, development and progress through observation and reflection on the whole class and group discussions that take place during PSHE lessons. In some instances, teachers will be able to reflect on the thoughts and learning of pupils, shared through a pupils' written responses.

An annual review of plans and objectives allows staff to reflect on the effectiveness of learning in each unit of work, so that adjustments to curriculum plans and delivery can be made where appropriate.

12. Teaching Responsibility and Staff Training

The Assistant Head, Dawn Nightingale leads the PSHE Programme.

PSHEE Education is led and taught where possible, by Heads of Year, Form Tutors or Pastoral leaders from Year 5-8. The Pre-Prep and Lower school pupils are taught primarily by their Form Tutors.

It will be supported by Heads of Sections when needed.

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

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

13. Confidentiality and Handling Disclosures

In lessons, there is an emphasis on creating a supportive and empathetic environment. These rules include the following key areas;

- ✓ respect;
- ✓ listening;
- ✓ being kind;
- ✓ confidentiality (where appropriate).

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 **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.

Should the situation arise where there is an anonymous note left for staff, which raises a safeguarding issue, staff will ensure that the DSL is made aware.

14. Links to Other School Policies and Areas of the Curriculum

- SMSC (Spiritual, moral, social and cultural) and British Values;
- Child Protection and Safeguarding Policy;
- Anti-Bullying Policy;
- Online Safety Policy;
- Diversity, Equality and Inclusion Policy
- Careers Policy – see Appendix A

15. 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 learning beyond the classroom.

- We encourage discussion of topics at home by supplying curriculum overviews for each term on the website.
- 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.

16. Monitoring and Review

- The school will monitor this policy regularly, considering RSE developments. The Governors will review this policy every two years.

Governors' Committee normally reviewing:	Education Committee
Effective from:	September 2024
Date of Next Review:	September 2026
Person responsible for implementation and monitoring	Assistant Head
Related policies:	<ul style="list-style-type: none"> • Curriculum Policy • RSE Policy • Spiritual, moral, Social and cultural (SMSC) & fundamental British Values Policy • Inclusion, Equality and Diversity Policy

Appendix A

Careers Guidance

1. Context and Rationale

This document covers Heath Mount School's ('the School's') approach to career guidance and the development of pupils through the whole curriculum and whole school experience. The Head of SMSC through consultation with senior management has produced this document, as part of the PSHE policy.

The School seeks to provide high quality careers education, by exposing pupils to relevant and impartial information about possible careers, and to support every individual's aspirations and personal development.

2. Aims and Objectives

The School's approach to careers guidance is set under the broader SMSC umbrella, whereby as a School we seek to promote students' personal, social and emotional growth, preparing them for the future to be positive and responsible citizens within society, as well as happy and healthy individuals.

The provision is aimed to:

- Illustrate the broad and varied career pathways available
- Promote and develop aspirational thinking
- Promote equality, diversity, social mobility and challenge stereotypes
- Support pupils with developing the skills and mindset which will enable them to achieve personal and economic wellbeing in their future
- Prepare and empower pupils to make well-informed decisions about their future and life in modern Britain

3. Provision

The School offers a stable careers programme, through the explicit teaching of career related topics in PSHE lessons and in the wider curriculum, as well as through other exposure and experiential activities.

- By the end of Year 8 pupils will have:
- Learned about a variety of careers and pathways
- Developed an understanding of the qualifications and skillsets required for different jobs
- Begun to develop a sense of how to achieve financial capability and economic wellbeing
- Listened to talks on a variety of careers and had various employer encounters

- Taken part in career related 'experience days', for example, CSI Day and Young Film Academy
- Begun to develop and practise presentation and interview skills
- Had the opportunity to take part in a day of work shadowing
- Met 1:1 with a member of staff to discuss aspirations and initial thoughts about their future