

## The Junior and Senior School PSHEE Policy

### Aims and objectives

We believe that education in PSHEE enables children to become healthier, more independent and more responsible members of society. We encourage our pupils to play a positive role in contributing to the life of the school and the wider community. In so doing, we help to develop their sense of self-worth. We teach them how society is organised and governed. We ensure that the children experience the process of democracy through participation in the school, for example student council, debate club, MUN and EYP. We teach children about their rights and about their responsibilities as House and Vice captains and through other roles of responsibility, such as prefects, peer mentors, sports captains, arts captains. They learn to appreciate what it means to be a positive member of a diverse and multi-cultural society and through this we promote SMSC.

Indeed, the teaching of PSHEE helps in many ways to meet the objectives set out in our Mission Statement – that children ‘enjoy a fulfilled life as confident and compassionate and healthy members of the global community; continuing to learn, and contributing to a better world for all’.

Our objectives in the teaching of PSHEE are for all of our children:

- to know and understand what is meant by a healthy lifestyle;
- to be aware of safety issues;
- to understand what makes for good relationships with others;
- to have respect for others, for themselves and for property
- to be thoughtful and responsible members of their community and their school;
- to become active members of our democratic society;
- to develop self-confidence and self-esteem;
- to make informed choices regarding personal and social issues;
- to develop good relationships with other members of the community.
- to reflect on their experiences and understand how they are developing personally and socially, tackling many of the spiritual, moral, social and cultural issues that are part of growing up and how to keep safe and avoid danger.

## Teaching and learning style

We use a range of teaching and learning styles to meet the PSHEE requirements of the National Curriculum. We emphasise active learning by including the children in discussions, investigations and problem-solving activities. We encourage the children to take part in a range of tasks that promote active citizenship, e.g. charity fundraising, the planning of special school events (such as organising games or setting up stalls at the Christmas Bazaar and/or Summer Gala), or involvement in helping other individuals or groups less fortunate than themselves. We organise classes in such a way that pupils are able, through discussion, to set agreed classroom rules of behaviour, and resolve any conflicts. We offer children the opportunity to hear visiting speakers, such as health workers, police and local clergy, whom we invite into the school to talk about their role in creating a positive and supportive local community.

## PSHEE curriculum planning

We teach PSHEE in a variety of ways. In The Junior School, class rules and school rules are established and revisited at the beginning of the year and are fundamental to establishing a sense of responsibility and understanding of the rules and reward system in school. In EYFS and KS1, the Golden Rules are used as a basis and assemblies are delivered reflecting on the six themes; We are gentle, We are kind and helpful, We listen, We are honest, we work hard, we look after property.

KS2 follow the 3Rs which focus on Respect, Responsibility and Relationships and children are encouraged to understand the expectations in school and in the wider world, scaffolding their understanding of The Golden Rules.

In the Junior School, the EYFS follow the Jigsaw scheme of work which brings together PSHEE education, emotional literacy, social skills (SEAL) and spiritual development. In addition, learning about 'green and red' choices enable children to understand right from wrong. Six main themes are covered in addition to 'Say no to Bullying' which coincides with friendship week;

- Being Me in my World
- Celebrating difference
- Dreams and Goals
- Healthy me
- Relationships
- Changing me

In KS1 & 2 PSHEE lessons are taught based on the PSHEE Association programme of study. Three core themes; Health and Wellbeing, Relationships and Living in the Wider World

umbrella six sub-themes; physical, sex and relationships, social, emotional, economic wellbeing and being a responsible citizen. These themes are taught in PSHEE lessons fortnightly and alternate each week with assembly. Links are made between assembly and classroom themes.

In addition, we introduce PSHEE topics through teaching in other subjects. For example, when teaching about 'mountains' in geography, we visit the Troodos National Park with a local ranger who leads the trek. He then returns to school to inspect and comment on the children's work and to follow up on any questions they may have regarding the Troodos mountain range so they can make links with their place in the world and their environment. Where possible we have visitors from overseas such as "The Dome" or 'Sir Teachalot – the History man", in order to provide children with further experience and understanding for topics taught. Another example of cross-curricular links include when learning about the History topic 'Victorians'. Students are able to learn of the history of Britain and the commonwealth as well as the laws established to protect children and to ensure they were educated. They also empathise and reflect on the rich and poor divide in Britain during this era and understand how culturally diverse Britain has become. Children take part in Circle Time where everyday issues are dealt with as well as an opportunity is given for open discussions to take place. Another example of giving children opportunities to discuss cultural and political themes is in 'Current Affairs' sessions where Year 6 pupils are encouraged to choose an aspect of the news to present to the class for discussion. The children are encouraged to trust each other, communicate and problem solve through different activities and projects. In addition, visitors such as 'Let's Make Cyprus Green' and the Cyprus Red Cross Youth section are invited to speak to the children about their causes so that they are more aware of the need to preserve the planet and care for the environment and learn how they can care for others.

We also develop PSHEE through various activities and whole-school events, e.g. the School Council representatives from each class meet weekly to discuss school matters and once a year children from all year groups celebrate anti-bullying week/friendship week. ICT makes a contribution to the teaching of PSHEE in that children in ICT classes learn to work together in a collaborative manner. They also develop a sense of global citizenship by using the Internet and e-mail. Through discussion of safety and other issues related to electronic communication, the children develop their own view about the use and misuse of ICT, and they also gain an insight into the interdependence of ICT users around the world. In addition, mindfulness sessions allow opportunities to explore mental well-being and self worth. RSE is taught by classroom teachers sensitively linking scientific topics as well as SMSC areas.

At the JS the seven world religions are covered through collapsed timetable, project based or topic days/weeks. At the Senior School, RE is taught as a stand alone subject as part of the curriculum.

Moreover, the School Counsellor is available during assemblies to offer advice during 'friendship week' for example and our students and community can visit on an 'as and when' basis to support mental wellbeing and self-knowledge.

At the Senior School, PSHEE cannot always be confined to specific timetabled time and is delivered within a whole school approach, which includes:

- Discrete curriculum time delivered by form tutor, pastoral leaders, specialist teachers or visiting speakers. This is currently one whole teaching period once a month. (In years 10 and 12 there is timetabled provision for one lesson per two weeks).
- Teaching PSHEE through other curriculum areas-SMSC
- Through PSHEE activities and school events
- Through assemblies/ themes of the week
- Through pastoral care and guidance

The course is based on the three core themes

1. Health and Wellbeing
2. Personal Wellbeing & Relationships
3. Economic Wellbeing

Provision is made for Relationships and Sex Education delivered through external agencies

### **Teaching Methods and Learning Approaches**

Good teaching relies on using appropriate methods for the aim of the lesson or unit of work. All teachers are encouraged to develop a repertoire of flexible, active learning methods.

- Effective starting and ending strategies
- High order questioning skills
- Climate building and ground rules
- Working together
- Values clarification
- Information gathering and sharing
- Consensus building
- Problem solving
- Understanding another point of view
- Working with feelings and imagination
- Reflection, review and evaluation
- School Council (preparatory activities)
- Drama and role- play
- Use of theatre in education
- Discussion and debate

## Roles and Responsibilities

The subject leader is responsible for:

- the overall planning, implementation and review of the programme
- meeting at least once a year with the subject leaders of both the Junior and Senior School for the effective promotion of PSHEE
- raising awareness amongst all staff of their contribution to the pupils' personal and social development and agree the overall aims, objectives and priorities
- establish a shared view of best practice to which all pupils are entitled
- lead policy development
- agree the main priorities for the pupils' personal and social development and identify the major opportunities for meeting these priorities across the curriculum
- provide appropriate support and training for staff
- monitor and evaluate the programme, including the use of outside agencies, and pupils' responses to the programme
- carry out a continuous process of review and development of the programme as part of the cycle of the annual cycle of school improvement

## Confidentiality

At times during the PSHEE programme, sensitive issues are discussed, including bullying, drugs and contraception. This will, it is hoped, help to create a level of trust between pupils and the teacher. Sensitive issues discussed in the classroom by pupils should remain confidential within the group. However, pupils must be made aware they cannot rely on this if they choose to make a disclosure. The setting of ground rules within each session, e.g. (RUBY)-Respect, Understand, Be Yourself should apply.

## Guidelines for staff

The PSHEE programme of study is determined by the Pastoral Deputy Head in consultation with Heads of Year/Key Stage.

The PDH will ensure that all teachers/form tutors have an adequate, up-to-date knowledge of the aspects of PSHEE that they teach.

Teachers are responsible for planning and delivering lessons that help pupils understand the issues being taught. Teaching resources and practical assistance in the planning and execution of lessons will be available from Subject coordinators/Heads of Year/Key Stage and PDH.

Class teachers and form tutors will develop a positive PSHEE working ethos in their classes/form groups. Teachers should ensure they give pupils sufficient opportunities to practice and develop interpersonal skills while exploring their thoughts and feelings, by including activities that require spoken communication.

Teachers should encourage pupils to accept responsibility for their learning, for example, by encouraging genuine open debate in class discussions and group work.

## **PSHEE and inclusion**

We teach PSHEE to all children, regardless of their ability. Our teachers provide learning opportunities matched to the individual needs of children with learning difficulties. For more able children, teachers will provide additional opportunities to take responsibility, develop leadership skills, think creatively and use their talents for the good of the class or the wider community.

## **Assessment for learning**

Our teachers assess the children's work in PSHEE by making informal judgments, as they observe them during lessons. Classes produce PSHEE scrapbooks which reflect their learning in the classroom.

## **Resources**

Our PSHEE coordinator holds the teaching resources and each individual class has its own poster with the Golden Rules or the 3Rs displayed. The library has a PSHEE section where books on sensitive subjects as well as other PSHEE books are kept.

## **Monitoring, evaluation and review**

The planning and coordination of the teaching in PSHEE are the responsibility of the PSHEE subject leader and the Pastoral Deputy Head as well as the Headteachers who also:

- Supports colleagues in their teaching, by keeping informed about current developments in the subject
- Provides resources to support learning.
- Assists other members of staff where possible
- Liases with the head teachers and senior management with regard to PSHEE
- Ensures new members of staff are informed about the school's PSHEE policy
- Conduct an annual survey of the student body to seek the views of students (SS)

## **Dissemination of the Policy**

- This policy is available on the school website, on request to parents /guardians through the Headteacher.

### **Other relevant policies**

Teaching and learning

Anti-bullying policy

Safeguarding policy

Behaviour policy

Sex and Relationship Education

### **DOCUMENT CONTROL:**

Date approved by governing body: September 2019

Date for review: September 2022

Updated: September 2019

Appendix:

Schemes of work

SMSC

SS Themes of the Week & JS Assembly Themes