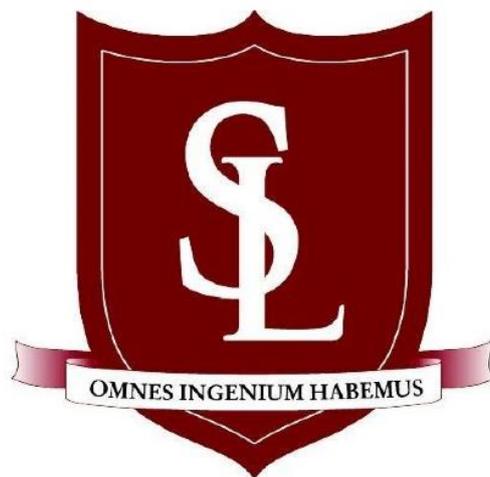

PERSONAL, SOCIAL, HEALTH, ECONOMIC EDUCATION POLICY



South Lee School

Reviewed by: Sarah Catchpole (Head of Pre Prep)

Date: October 2018

Review Date: October 2019

Personal, Social, Health, Economic Education Policy

This policy applies to the whole school including the EYFS

Introduction

At South Lee School, we encourage children to strive to be the best they can be, both in and outside of the classroom. Being part of a community is at the heart of South Lee and valuing each other for our talents and contributions is also important. Students are helped to develop a zest for life. Themes such as curiosity, tolerance, and authenticity are discussed and celebrated, and the school works hard to promote Fundamental British Values throughout school life.

Aims and objectives

Personal, Social, Health, Citizenship and Economic Education (PSHEE) is a wide and all-encompassing subject that helps to equip pupils with the knowledge, life skills and general understanding that they need to lead confident, healthy, independent lives and to become informed, active, responsible citizens.

Our School Aims are:

1. To provide a challenging, inspiring and individualised learning journey for all pupils that fosters a love of learning and a desire to work hard, even when confronted with obstacles. (ACADEMIC)
2. To sustain a secure, caring and stimulating environment where pupils feel happy and safe and can be themselves. (PASTORAL)
3. To provide opportunities for development and interests outside the classroom, allowing children to develop a healthy and mindful lifestyle, a sense of adventure and a zest for life. (EXTRA-CURRICULAR)
4. To support and model positive relationships, encouraging skills of teamwork, leadership, tolerance and personal responsibility. (PERSONAL / SOCIAL DEVELOPMENT)
5. To encourage a love of helping others, an interest in current affairs and an understanding of different cultures as well as providing opportunities to contribute to the local community and world beyond (THE WIDER COMMUNITY)

All of these aims are referred to, or explicitly discussed, as part of the many aspects of PSHE education provided at South Lee.

PSHEE is delivered in a variety of ways:

- PSHEE lessons
- Form Time
- Special events
- Regular Assemblies
- Guest speakers / talks
- Other subjects within the curriculum

- Pupil Voice opportunities such as School Council / Food Committee / Pupil Academic Focus Group

To inform our work we are members of the PSHEE Association and have based our schemes of work on their suggested schemes of work focussing on the three key areas of:

- Health and Well-being
- Relationships
- Living in the Wider World

This approach supports pupils to develop skills in Personal, interpersonal and social effectiveness as well as in managing risk and decision-making.

All of our PSHEE teaching in the prep school is aligned by themes, so that we have pastoral themes which run across the school. This allows assemblies to be focussed on the areas currently being covered in PSHEE lessons.

These themes are:

- **Rights, responsibilities and cultures**
- **Health and Safety**
- **Relationships and Emotions**
- **Money**
- **Sense of Self**
- **Respect**
- **Managing Risks**
- **Personal Safety**

We also look at key character traits and themes taken from “Building Happiness, Resilience and Motivation in Adolescents” by Ruth MacConville and Tina Rae to support our aims above.

These include 6 main areas:

- **Wisdom & Knowledge:** Creativity / Curiosity / Openmindedness / Love of Learning / Perspective
- **Courage:** Authenticity / Bravery / Persistence / Zest
- **Humanity:** Kindness / Love / Social Intelligence
- **Justice:** Fairness / Leadership / Teamwork
- **Temperance:** Forgiveness / Modesty / Prudence / Self-regulation
- **Transcendence:** Appreciation of Beauty & Excellence / Gratitude / Hope / Humour / Religiousness

All pupils are encouraged to take part in a wide range of activities and experiences across and beyond the curriculum, contributing fully to the life of our school and the communities that they interact in. In doing so they learn to recognise their own worth, work well with others and become increasingly responsible for their own learning and personal development. They 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 an integral part of growing up.

They also find out about the main political and social institutions that affect their lives and about their responsibilities, rights and duties as individuals and members of communities. They learn to understand and respect our common humanity, diversity and differences so that they can go on to form the effective, fulfilling relationships that are an essential part of life and learning.

To ensure pupils' personal, social and emotional development we aim to create a friendly, supportive atmosphere, where all are valued and encouraged, positive relationships are seen as important and there is a safe and secure school environment which is conducive to teamwork and independent learning.

Links to other policies

Other whole school policies contribute to the personal, social and emotional development of pupils. In particular:

- Anti-bullying policy
- Safeguarding Policy
- Fundamental British Values Strategy

Equal Opportunities Statement

All children have an entitlement to access the Programme of Study at an appropriate level. The Equal Opportunities topic itself is tackled as part of the PSHEE programme in the senior part of the school. We teach all pupils PSHEE and provide differentiation through careful selection of engaging resources. When teaching pupils with SEND, we take into account the targets set for the children on their Individual Development Plans.

Safeguarding

Staff have guidelines for dealing with sensitive and controversial issues and confidentiality (these are explained in the Staff Handbook) and have received training on this issue. The Deputy Head Pastoral is the school's Designated Safeguarding Lead.

The School Council

The School Council meets regularly to discuss items raised by the pupils. Many classes have suggestion boxes and pupils bring sensible suggestions to the meeting. Minutes are then produced and discussed in how to move the ideas forward. The minutes are discussed at SMT and appropriate action is taken to address the issues identified by the pupils.

Fundamental British Values

Fundamental British Values of democracy, the rule of law, individual liberty and mutual respect and tolerance of those with different faiths and beliefs are taught explicitly in lessons and assemblies. We also have posters around the school for staff and children to refer to. See the whole school FBV strategy. Appendix 1.

School Curriculum and Schemes of Work

Though opportunities exist throughout the curriculum for promoting pupils' personal, social, economic and emotional development, pupils also receive one PSHEE lesson a week. Many topics that are covered within the lessons have links with other subjects. Cross-curricular opportunities arise on a near daily basis and a variety of topics, such as teamwork, bullying and diversity are tackled as they arise.

Currently the promotion of PSHEE throughout the school curriculum is successfully complemented by a number of activities/events:

- Assemblies
- Tutor Time
- Class circle-time
- Special events as required
- Indirect teaching as situations arise
- Cross curriculum teaching
- Special school events e.g. fund-raising events, interaction with the local community, visits by school
- External speakers
- In Science, related topics dealing with the human body address many of the issues stated in the N.C. guidelines
- The School Council Meeting
- Leavers' course for Year 8.

Careers Guidance

South Lee seeks to give pupils the means to make well-informed choices about their future. Much of the work in PSHEE lessons and tutor time is designed to help them to consider the world of work, their own personality, strengths and skills, the things they enjoy and the way in which they make decisions.

By the end of Year 8, pupils should:

- Begin to know what strengths and skills they have and how they can be used.
- Have had opportunities to record their achievements, set targets for their future and complete a personal statement, as part of the Year 8 Leavers' Programme.

Leavers' Course

In the Summer Term of Year 8, pupils take part in the Leavers' course which includes a series of talks, workshops, projects and events aimed at equipping them for the move to a Senior School.

The Leavers' Course usually consists of much of the following:

- A self-defence workshop
- A day of Community Service; practical work within the local community.

- A Sports Day: organising sports days for the pre-prep and EYFS during which pupils will need to demonstrate communication and leadership skills.
- An opportunity to camp where pupils have to cook for themselves and learn outdoor skills such as orienteering and planning routes. They have to use skills such as teamwork and leadership.

The Head of Upper School coordinates all the events, which take place in the last week of the summer term, after Common Entrance exams.

Approaches to teaching and learning

To facilitate pupils' learning in PSHEE, teachers should ensure that:

- The aims and objectives of each lesson are made clear.
- Appropriate learning experiences are planned and meet the needs of every child.
- Learning experiences draw on pupils' own experiences or existing knowledge and provide a range of opportunities for pupils to learn, practise and demonstrate skills, attitudes and knowledge and understanding.
- Pupils are encouraged to reflect, consolidate and apply their learning in their own life.
- Pupils are encouraged to take responsibility for their own learning and to assess their own progress.
- Attention is given to developing a safe and secure classroom climate.

Resources

Resources are kept by individual teachers relevant to their year group and schemes of work and we also have a shared section in the departmental area on the shared area.

Additional resources are available in the library or with the Deputy Head. There is an adequate annual budget.

FUNDAMENTAL BRITISH VALUES STRATEGY

SOUTH LEE SCHOOL

(Appendix PSHE Policy / Safeguarding / Anti-bullying Policies)

Reviewed October 2018



South Lee School actively promotes fundamental British values. This document lays out ways in which this is done in all areas of the school. This forms part of the safeguarding and anti-bullying policy at South Lee School.

WHAT ARE FUNDAMENTAL BRITISH VALUES?

Schools should promote the fundamental British values of democracy, the rule of law, individual liberty, and mutual respect and tolerance of those with different faiths and beliefs.

The Teachers' Standards expect teachers to uphold public trust in the profession and maintain high standards of ethics and behaviour, within and outside school. This includes not undermining fundamental British values.

Schools should:

- Enable students to develop their self-knowledge, self-esteem and self-confidence;
- Enable students to distinguish right from wrong and to respect the civil and criminal law of England;
- Encourage students to accept responsibility for their behaviour, show initiative, and to understand how they can contribute positively to the lives of those living and working in the locality of the school and to society more widely;
- Enable students to acquire a broad general knowledge of and respect for public institutions and services in England;
- Further tolerance and harmony between different cultural traditions by enabling students to acquire an appreciation of and respect for their own and other cultures;
- Encourage respect for other people; and

- Encourage respect for democracy and support for participation in the democratic processes, including respect for the basis on which the law is made and applied in England.

The list below describes the understanding and knowledge expected of pupils as a result of schools promoting fundamental British values:

- An understanding of how citizens can influence decision-making through the democratic process;
- An appreciation that living under the rule of law protects individual citizens and is essential for their wellbeing and safety;
- An understanding that there is a separation of power between the executive and the judiciary, and that while some public bodies such as the police and the army can be held to account through parliament, others such as the courts maintain independence.
- An understanding that the freedom to choose and hold other faiths and beliefs is protected in law;
- An acceptance that other people having different faiths or beliefs to oneself (or having none) should be accepted and tolerated, and should not be the cause of prejudicial or discriminatory behaviour;
- An understanding of the importance of identifying and combatting discrimination.

Examples of actions that a school can take:

- Include in suitable parts of the curriculum, as appropriate for the age of the pupils, material on the strengths, advantages and disadvantages of democracy, and how democracy and the law works in Britain, in contrast to other forms of government in other countries;
- Ensure that all pupils within the school have a voice that is listened to, and demonstrate how democracy works by actively promoting democratic processes such as a school council whose members are voted for by pupils;
- Use opportunities such as a general or local elections to hold mock elections to promote fundamental British values and provide pupils with the opportunity to learn how to argue and defend points of view;
- Use teaching resources from a wide variety of sources to help pupils understand a range of faiths, and
- Consider the role of extra-curricular activity, including any run directly by pupils, in promoting fundamental British values.

Extracts taken from: “Promoting fundamental British values as part of SMSC in schools”

(Department of Education, November 2014) For a copy, look online (gov.uk website)

At South Lee School, we promote FBVs in the following ways so that they are age appropriate:

EYFS:

Posters around the classrooms

Golden rules which promote tolerance and respect

Modelled behaviour by EYFS Staff

Pre-prep:

PSHE Lessons

Assemblies

Posters in the classrooms

Opportunities to be involved in mock elections, where felt age-appropriate

Pupil voice - pre-prep have their own section of the school council

Prep:

PSHE lessons

Additional instruction in **other lessons such as history and English**

Assemblies

Posters around school

Opportunities to be involved in mock elections (such as Brexit)

Pupil voice opportunities such as school council, pupil academic focus group, pupil catering committee

In addition, for Year 7 & 8 Pupils:

Pupil leadership teams (School Captains etc)

Peer mentor scheme and leadership induction

Visit to the houses of parliament

STAFF

- FBVs are explicitly addressed in their subject policies
- Regular reminders in staff meetings / INSET
- Document produced at beginning of Sept 2016 to explain what FBVs are and given to all staff.
- Promotion of values through their own behaviour / work
- One of the areas noted in lesson observations