



FOREST SCHOOL

Personal Social Health and Economic Education (PSHEE) Policy Preparatory School including EYFS

v1.2

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Context

All schools must provide a curriculum that is broadly based, balanced and meets the needs of all pupils. Under section 78 of the Education Act 2002 and the Academies Act 2010, a Personal, social, health and economic (PSHE) education curriculum:

- Promotes the spiritual, moral, cultural, mental and physical development of pupils at the School and of society, and
- Prepares pupils at the School for the opportunities, responsibilities and experiences of later life.

Guidance

Our PSHE education policy is informed by existing DfE guidance:

- Keeping Children Safe in Education (statutory guidance)
- Respectful School Communities: Self Review and Signposting Tool (a tool to support a whole school approach that promotes respect and discipline)
- Behaviour and Discipline in Schools (advice for schools, including advice for appropriate behaviour between pupils)
- Equality Act 2010 and schools
- SEND code of practice: 0 to 25 years (statutory guidance)
- Alternative Provision (statutory guidance)
- Mental Health and Behaviour in Schools (advice for schools)
- Preventing and Tackling Bullying (advice for schools, including advice on cyberbullying)
- Sexual violence and sexual harassment between children in schools (advice for schools)
- The Equality and Human Rights Commission Advice and Guidance (provides advice on avoiding discrimination in a variety of educational contexts)

- Promoting Fundamental British Values as part of SMSC in schools (guidance for maintained schools on promoting basic important British values as part of pupils' spiritual, moral, social and cultural (SMSC))
- SMSC requirements for independent schools (guidance for independent schools on how they should support pupils' spiritual, moral, social and cultural development).

The Jigsaw Programme is aligned to the PSHE Association Programmes of Study for PSHE Education.

Links with other policies

Forest Prep School's PSHEE policy references the following:

- Relationships and Sex Education Policy
- Safeguarding & Child Protection Policy
- Behaviour Policy
- Anti-Bullying Policy

Monitoring and Review

The Education Committee of the governing body monitors this policy on an annual basis. This committee reports its findings and recommendations to the full governing body, as necessary, if the policy needs modification.

Rationale

PSHEE at Forest Prep is a planned, developmental programme of learning through which pupils and young people acquire the knowledge, understanding and skills they need to manage their lives now and in the future. The PSHEE programme contributes to personal development by helping pupils to build their confidence, resilience and self-esteem, and to identify and manage risk, make informed choices and understand what influences their decisions. It enables them to manage emotions and to communicate constructively in a variety of settings.

PSHE education also makes a unique contribution to safeguarding at Forest Prep and supports the school to fulfil our statutory duty to teach pupils to keep themselves safe.

Health, relationships and economic wellbeing are all linked. PSHEE is the glue that binds them together. PSHEE gathers all of these aspects of preparing for modern life into a coherent curriculum subject for our pupils. During PSHEE lessons, pupils are given the opportunity to explore their attitudes, values and beliefs about various issues embedded in the three main core themes, Health and Wellbeing, Relationships and Living in the Wider World, and to develop the skills, language and strategies necessary to manage these issues should they encounter them in their lives.

This Policy links to our Safeguarding Policy, as it addresses the welfare, health and safety of our Pupils, alongside preparing them for the opportunities, responsibilities and experiences of their later lives. This Policy covers Forest Prep's approach to Personal, Social, Health and Economic Education, drawing on good practice.

Parents are informed about this Policy through our Website as well as by half termly scheme of work updates, where details of what is being covered for each year group each term is posted. We also offer PSHEE and RSE parent forums where different aspects of our PSHEE Programme are discussed. Parents are also encouraged to suggest topics they would like to be included in these forums.

Implementation

PSHEE in the Prep School (PSED in the EYFS) is delivered by form teachers. This enables clear ground rules to be established to ensure a safe learning environment. One timetabled lesson is allocated every week for all the Year groups. At the Prep School, we follow the Jigsaw Programme (Ages 4 - 11), the mindful approach to PSHE, and tailor it to our pupils' needs. It is a programme which offers us a comprehensive, carefully thought-through scheme of work bringing consistency and progression to our students' learning in this vital curriculum area.

The Jigsaw's spiral curriculum covers:

- all the outcomes in the DfE statutory Relationships, Sex and Health Education guidance (England 2019)
- all the outcomes in the PSHE Association Programmes of Study (2020) all set within an inclusive, comprehensive and holistic whole-school PSHEE Programme.

Further to this, Jigsaw has a strong safeguarding thread running throughout and a clear focus on positive mental health and respect for self.

Aims and Objectives for PSHEE, including RSE

The aim of PSHEE is to provide pupils with age-appropriate information, allow them to explore attitudes and values, as well as develop skills in order to empower them to make positive decisions about their health-related behaviour. This should take place with consideration of the qualities of relationships within families.

The objectives of PSHEE and RSE are;

- To understand the characteristics of a good friendship and know tools to be a positive friend for other pupils in the School (all year groups)
- To know what a healthy relationship looks like (all year groups)
- To provide the knowledge and information to which all pupils are entitled (all year groups)
- To raise pupils' self-esteem and confidence, especially in their relationships with others (all year groups)
- To help pupils' develop skills (language, decision making, choice, assertiveness) and make the most of their abilities (all year groups)
- To provide the confidence to be participating members of society and to value themselves and others (all year groups)
- To develop skills for a healthier safer lifestyle (all year groups)
- To help pupils understand their own feelings and behaviour, so they can lead fulfilling and enjoyable lives (all year groups)
- To contribute to the teaching of Fundamental British Values and Spiritual, Moral, Social and Cultural development
- To develop and use communication skills and assertiveness skills to cope with the influences of their peers and the media (all year groups)
- To respect and care for their bodies (all year groups)
- To be prepared for puberty and adulthood (Years 5&6)

Teaching and Learning

As in all of our learning environments throughout the day, PSHEE lessons will involve the creation of ground rules with the pupils, so that a safe and supportive environment can be provided. Confidentiality will form a part of this so that pupils can feel safe to discuss potentially difficult feelings or experiences. A clear link to our Safeguarding Policy ensures that appropriate action can be taken where required.

A range of teaching methods which involve pupils' full participation are used to teach PSHEE & RSE. We place an emphasis on active learning by including pupils through a variety of means. These include use of video, circle times, discussions, reading stories, solving problems, looking at case studies, drama and role play. It is also important that pupils have the time to reflect and develop their own views, which is built into sessions. In addition, classes watch and discuss topical issues through a daily Newsround during 10-minute sessions. Assemblies, including the use of visiting speakers are also included in our provision.

PSHEE is delivered in mixed gender groups however, there may be occasions where single gender groups are more appropriate and relevant.

We provide our PSHEE curriculum through a number of different settings: Form Time, Tutor Time, year group assemblies, whole school assemblies, weekly PSHEE sessions that is delivered by the Head of PSHEE, debates, discrete RSE lessons with experienced RSE teachers from our staff body, and indeed throughout all of our subject lessons, where equality matters, age and ability, skills and attributes for learning, independence, cultural considerations, gender, values of respect and kindness are all a running thread.

Pupils are given regular opportunities to clarify their opinions, values and beliefs, and to practise their interpersonal skills alongside strategies to manage themselves. They will also be given comprehensive, balanced and age-appropriate information to help them with understanding themselves, each other, and the wider world as they are growing up. They will also regularly encounter the balance between their rights as an individual and their responsibilities to others.

A range of active learning methods will be used, involving plenty of opportunities for critical reflection. Teachers remain sensitive to a range of views, whilst holding clearly to the principles of how to stay safe, to respect others and to human rights which belong to every one of us. The consequences of discrimination, bullying, aggressive behaviours and prejudice-based language are made clear.

Democracy and the Rule of Law, including mutual respect of those with different faiths and beliefs is covered both specifically and throughout the wider curriculum. Through pupil voice opportunities pupils are encouraged to participate fully and to contribute positively to the wider community.

We assess pupils' learning through reflection, evaluation, and discussion so that we can be clear that learning is progressing and return to topics which the pupils feel they need more time with. We listen carefully to pupils and their feedback, which has for example informed our practice of holding occasional PSHEE sessions for boys and girls separately.

Evaluation: We use a variety of methods to evaluate our PSHEE curriculum, including questionnaires (e.g. on bullying, homesickness, emotional literacy), feedback groups (e.g. Pupil Parliament and E-safety groups) and evaluation discussions during discrete PSHEE lessons.

Equal opportunities

The RSE programme is provided in accordance with the School's Policy for Equal Opportunities and takes due regard to the Equality Act 2010 which provides a legal framework to protect the rights of individuals and advance equality of opportunity for all.

Fundamental British Values

FBV are embedded throughout PSHEE lessons in content as well as activities and are reinforced through the Rights Respecting Schools programme to ensure spiral coverage throughout EYFS, KS1 and 2.

Inclusion

Every child is entitled to receive RSE regardless of ethnicity, gender, religion, age, culture, disability, sexuality, language, special educational needs, disadvantaged and looked after pupils. It is our intention that all pupils have the opportunity to experience a programme of RSE at a level which is appropriate for their age and physical development with differentiated provision if required.

Relationship and Sex Education (RSE):

As required by the DfE, a separate policy is available for RSE. The Jigsaw PSHE Programme makes it possible for us to identify which lessons specifically address these aspects of learning, thereby making it straightforward for us to communicate this to parents/carers in relation to their right to request to withdraw their children from Sex Education.

APPENDIX 1: Example of a PSHEE Lesson Plan

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| <p>Y6 PSHEE</p> <p>LO: Can I Identify my goals for the year?</p> |
| <p>Aims and Objectives</p> <p>Pupils will be able to:</p> <ul style="list-style-type: none"> • Create some targets for the year ahead • Identify with feelings for being at the top of the School • Identify and evaluate new opportunities for helping younger pupils • Demonstrate the ability to work effectively in the tutor group • Negotiate ground rules to prepare a safe space for PSHEE learning |
| <p>Rules</p> <p>Listening to others – consider what active listening consists of, everyone has the right to feel listened to</p> <p>Sharing opinions – topics should be explored openly and honestly, everyone is entitled to express an opinion</p> <p>Questions – everyone has the right to join in and speak if they want to</p> <p>No Assumptions – we have a responsibility to ensure people to not feel judged or put down</p> <p>Language – we have the responsibility to use correct language so as not to cause offence</p> <p>Confidentiality – we do not talk about personal experience or people we know, we do not name names</p> <ul style="list-style-type: none"> - if the teacher is concerned about a child at risk, they will have to follow Safeguarding policy <p>Seeking help and advice – teachers should direct pupils to websites, helplines or text services</p> <ul style="list-style-type: none"> - we know we can ask for further help and advice if we want to |
| <p>Assessment Opportunities</p> <p>Teachers check pupils have created some SMART targets for the year ahead</p> |
| <p>Introduction</p> <p>Discuss the framework of rules for PSHEE lessons and discuss why each one is important Create a mind map of important rules for PSHEE for your tutor group</p> <p>Create a poster of your agreed rules to be laminated and displayed in classrooms</p> |
| <p>Task(s)</p> <p>View power point on Smart Targets Complete work sheet on Smart targets Target setting in diaries</p> |
| <p>Discussion</p> <ul style="list-style-type: none"> - What feelings might people have about being in a new Form group - How might someone feel if they are left out of the group - What can people do if they are feeling left out of the Form group - How can a person manage pressure and influence to fit in? - What are the expectations within PSHE education lessons? |
| <p>What have we learnt today and how can we use these skills and information in the future?</p> <p>Ensure there is internal signposting for those struggling with reaching targets</p> |

APPENDIX 2: PSHEE Curriculum Map (Jigsaw)

| Age Group | Being Me In My World | Celebrating Difference | Dreams and Goals | Healthy Me | Relationships | Changing Me |
|----------------------------|---|---|---|---|---|---|
| Ages 3-5 (F1-F2) | Self-identity Understanding feelings Being in a classroom Being gentle Rights and responsibilities | Identifying talents Being special Families Where we live Making friends Standing up for yourself | Challenges Perseverance Goal-setting Overcoming obstacles Seeking help Jobs Achieving goals | Exercising bodies Physical activity Healthy food Sleep Keeping clean Safety | Family life Friendships Breaking friendships Falling out Dealing with bullying Being a good friend | Bodies Respecting my body Growing up Growth and change Fun and fears Celebrations |
| Ages 5-6 | Feeling special and safe Being part of a class Rights and responsibilities Rewards and feeling proud Consequences Owning the Learning Charter | Similarities and differences Understanding bullying and knowing how to deal with it Making new friends Celebrating the differences in everyone | Setting goals Identifying successes and achievements Learning styles Working well and celebrating achievement with a partner Tackling new challenges Identifying and overcoming obstacles Feelings of success | Keeping myself healthy Healthier lifestyle choices Keeping clean Being safe Medicine safety/safety with household items Road safety Linking health and happiness | Belonging to a family Making friends/being a good friend Physical contact preferences People who help us Qualities as a friend and person Self-acknowledgement Being a good friend to myself Celebrating special relationships | Life cycles – animal and human Changes in me Changes since being a baby Differences between female and male bodies (correct terminology) Linking growing and learning Coping with change Transition |
| Ages 6-7 | Hopes and fears for the year Rights and responsibilities Rewards and consequences Safe and fair learning environment Valuing contributions Choices Recognising feelings | Assumptions and stereotypes about gender Understanding bullying Standing up for self and others Making new friends Gender diversity Celebrating difference and remaining friends | Achieving realistic goals Perseverance Learning strengths Learning with others Group co-operation Contributing to and sharing success | Motivation Healthier choices Relaxation Healthy eating and nutrition Healthier snacks and sharing food | Different types of family Physical contact boundaries Friendship and conflict Secrets Trust and appreciation Expressing appreciation for special relationships | Life cycles in nature Growing from young to old Increasing independence Differences in female and male bodies (correct terminology) Assertiveness Preparing for transition |
| Ages 7-8 | Setting personal goals Self-identity and worth Positivity in challenges Rules, rights and responsibilities Rewards and consequences Responsible choices Seeing things from others' perspectives | Families and their differences Family conflict and how to manage it (child-centred) Witnessing bullying and how to solve it Recognising how words can be hurtful Giving and receiving compliments | Difficult challenges and achieving success Dreams and ambitions New challenges Motivation and enthusiasm Recognising and trying to overcome obstacles Evaluating learning processes Managing feelings Simple budgeting | Exercise Fitness challenges Food labelling and healthy swaps Attitudes towards drugs Keeping safe and why it's important online and off line scenarios Respect for myself and others Healthy and safe choices | Family roles and responsibilities Friendship and negotiation Keeping safe online and who to go to for help Being a global citizen Being aware of how my choices affect others Awareness of how other children have different lives Expressing appreciation for family and friends | How babies grow Understanding a baby's needs Outside body changes Inside body changes Family stereotypes Challenging my ideas Preparing for transition |

| Age Group | Being Me In My World | Celebrating Difference | Dreams and Goals | Healthy Me | Relationships | Changing Me |
|-------------------|--|---|---|--|--|--|
| Ages 8-9 | Being part of a class team Being a school citizen Rights, responsibilities and democracy (school council) Rewards and consequences Group decision-making Having a voice What motivates behaviour | Challenging assumptions Judging by appearance Accepting self and others Understanding influences Understanding bullying Problem-solving Identifying how special and unique everyone is First impressions | Hopes and dreams Overcoming disappointment Creating new, realistic dreams Achieving goals Working in a group Celebrating contributions Resilience Positive attitudes | Healthier friendships Group dynamics Smoking Alcohol Assertiveness Peer pressure Celebrating inner strength | Jealousy Love and loss Memories of loved ones Getting on and Falling Out Girlfriends and boyfriends Showing appreciation to people and animals | Being unique Having a baby Girls and puberty Confidence in change Accepting change Preparing for transition Environmental change |
| Ages 9-10 | Planning the forthcoming year Being a citizen Rights and responsibilities Rewards and consequences How behaviour affects groups Democracy, having a voice, participating | Cultural differences and how they can cause conflict Racism Rumours and name-calling Types of bullying Material wealth and happiness Enjoying and respecting other cultures | Future dreams The importance of money Jobs and careers Dream job and how to get there Goals in different cultures Supporting others (charity) Motivation | Smoking, including vaping Alcohol Alcohol and anti-social behaviour Emergency aid Body image Relationships with food Healthy choices Motivation and behaviour | Self-recognition and self-worth Building self-esteem Safer online communities Rights and responsibilities online Online gaming and gambling Reducing screen time Dangers of online grooming SMART internet safety rules | Self- and body image Influence of online and media on body image Puberty for girls Puberty for boys Conception (including IVF) Growing responsibility Coping with change Preparing for transition |
| Ages 10-11 | Identifying goals for the year Global citizenship Children's universal rights Feeling welcome and valued Choices, consequences and rewards Group dynamics Democracy, having a voice Anti-social behaviour Role-modelling | Perceptions of normality Understanding disability Power struggles Understanding bullying Inclusion/exclusion Differences as conflict, difference as celebration Empathy | Personal learning goals, in and out of school Success criteria Emotions in success Making a difference in the world Motivation Recognising achievements Compliments | Taking personal responsibility How substances affect the body Exploitation, including 'county lines' and gang culture Emotional and mental health Managing stress | Mental health Identifying mental health worries and sources of support Love and loss Managing feelings Power and control Assertiveness Technology safety Take responsibility with technology use | Self-image Body image Puberty and feelings Conception to birth Reflections about change Physical attraction Respect and consent Boyfriends/girlfriends Sexting Transition |