

PSHE Policy



Little Lambs
NURSERY



SUTTON VALENCE PREPARATORY SCHOOL

This Policy applies to Sutton Valence School (including, as the context requires, the Little Lambs Nursery, the Pre-Preparatory School, and the Preparatory School).

PSHE Policy

The main considerations when developing this policy were:

1. Relevance to the child;
2. The implementation of the School's new programme of study: P4L (Preparation for Learning, Leadership and Life);
3. Making sure that the content is embedded in the child's understanding;
4. Ensuring that the content of the PoS reflects the vision, ethos and mission of the School;
5. Ensuring that the policy incorporates new directives as proposed by the Department for Education as they arise, such as the new statutory guidance on Health Education and Relationships Education/RSE;
6. That the programme highlights areas where British values (as defined by the Department for Education) are embraced;
7. That the programme reflects recommended topics for coverage advised by the PSHE Association and those topics deemed most urgent/important within society for teaching within schools and will be most likely to help to safeguard and provide important life skills to our pupils;
8. That issues that arise and are relevant and deemed necessary for inclusion in the programme as they are important for the health and wellbeing of the pupils at our School may, at times, be added into the programme at short notice and, under such circumstances may supersede material which may have been included in the original policy;
9. Consistency of approach.

The programme reflects the current programme of study recommended by the PSHE Association. However, as deemed necessary, additional/alternative issues which arise and are specific to the needs of the children at the School will be encompassed and, on occasion, may override the content stipulated in the PoS.

This policy has been written to ensure we are meeting the requirements of the current 2020 National Curriculum; which now includes the statutory teaching of Health Education and Relationships Education (primary) aspects of PSHE in all schools, as of September 2020. It also takes into account previous guidance and incorporates Jigsaw PSHE material, iSpace Wellbeing material and SEAL; seeking to ensure the young people in our care have the support they need to:

- Be healthy
- Stay safe
- Enjoy and achieve
- Make a positive contribution
- Achieve economic well-being

The National Curriculum 2019 states that

“all schools should make provision for personal, social, health and economic education (PSHE), drawing on good practice.”

This policy links closely with the School policies on:

- Relationships and Sex Education
- Science
- ICT
- Positive Behaviour
- Anti-Bullying
- Safeguarding
- Equal Opportunities

What is PSHE?

PSHE encompasses all areas designed to promote children's personal, social, emotional and health development. It is made up of three core strands: Relationships, Health and Wellbeing and Living in the Wider World. It is designed to give children the knowledge, skills and understanding that they need to stay healthy and safe, develop worthwhile relationships, respect differences, develop independence and responsibility, make the most of their own abilities and those of others. It discusses British Values and what they mean to us as individuals and others.

What is P4L?

P4L (Preparation for Life, Learning and Leadership) is an education programme, derived at SVPS to prepare students for life. At SVPS, children's wellbeing, happiness, safety and preparedness for an ever-changing world remain our first priority. PSHE, namely our bespoke P4L curriculum, is the key vehicle through which we share this with our children. The curriculum is broad and balanced, ensuring that it:

- Promotes the spiritual, moral, cultural, mental and physical development of our children and society;
- Prepares our children for the opportunities, responsibilities and experiences they already face and for life;
- Provides information about keeping healthy and safe, emotionally, physically and economically;
- Encourages our children to understand how all actions have consequences and how they can make informed choices to help themselves, others and the environment.

Our PSHE curriculum is split into six main topics: Health and Safety, Thinking and Study Skills, Global Awareness and Understanding, Social Responsibility, Innovate and Create and Practical Skills. Each of these topics also link with our Growth Mindset 'learning powers'. These topics also deal with bullying and online safety. P4L helps children to develop self-awareness, motivation, social skills and managing their feelings.

These skills will help our children to become better learners, get on better with other people and be responsible citizens. They are part of every area of life.

What is Jigsaw?

Jigsaw PSHE perfectly connects the pieces of Personal, Social and Health Education, emotional literacy, social skills and spiritual development into easy to use lessons. Designed

as a whole-school approach, our Jigsaw material remains a detailed and comprehensive tool to aid learning.

In the Early Years Foundation Stage, children are immersed within the Development Matters, Early Years Foundation Stage Framework and the Early Years Outcomes throughout their time in Nursery and Reception. Their communication, emotions and developments are recorded and photographed on an everyday basis.

From Years 1 to 6, the topics include:

- New Beginnings
- Getting on and Falling out
- Going for Goals
- Good to be Me
- Relationships
- Changes

What is iSpace Wellbeing?

The iSpace Wellbeing Curriculum is a whole school approach to mental fitness and wellbeing. The curriculum provides an age appropriate framework including who and how to ask for help, and a common language, which encourages conversations about mental, emotional, social and physical wellness to become part of everyday school and home life.

Aims of PSHE Education at Sutton Valence Preparatory School

Our school mission statement reflects what we hope to achieve in PSHE. We want our children to develop self- awareness, positive self-esteem and confidence, enabling them to:

- stay as healthy as possible
- keep themselves and others safe
- have worthwhile and fulfilling relationships
- respect the differences between people
- develop independence and responsibility
- play an active role as members of a democratic society
- make the most of their own abilities and those of others
- behave in a socially and morally acceptable way including towards authority and each other
- to become involved in the life of their community and the wider world
- to know about democracy and how to be active citizens
- to know about economic wellbeing.

We want our children to:

- value the achievements they make, and the achievements of others
- make informed choices about dealing with risks and meeting challenges now and in the future.
- decide on values by which they want to live their lives.

Our School curriculum and ethos promotes spiritual, moral, social and cultural development and prepares all pupils for the opportunities and responsibilities within their lives.

Curriculum content

Our programme for PSHE encompasses P4L, which has been mapped according to the PSHE Association's PoS, the EYFS framework, SEAL, the Independent Curriculum, Jigsaw and iSpace Wellbeing materials for each year group, with planning adapted to meet the needs of the children in those year groups. Aspects of PSHE will also be covered within other subject teaching and in special days and weeks.

P4L Preparation for life, learning and leadership

- **Health and Safety** - how to look after yourself mentally and physically
 - First aid and CPR;
 - Keeping safe (invite in police, NSPCC etc);
 - Exercise and nutrition;
 - Mindfulness and relaxation.

- **Thinking and Study Skills** – Cognition and preparation for the future
 - Chess;
 - Finding out about your learning style/understanding who you are as a learner;
 - Thinking skills;
 - Philosophy;
 - Revision techniques.

- **Global Awareness and Understanding** – making the most of our sister school to prepare ourselves for life beyond Kent
 - Undertake a joint project with HIKSVS;
 - Environmental issues;
 - Learn some Mandarin;
 - PBL (Project based learning) linked with the Global Goals for sustainable development;
 - Current Affairs.

- **Social Responsibility** – if we are to be leaders we must also serve and take responsibility
 - Being a good friend;
 - Link with a school in Nepal via United World Schools charity;
 - Organising fundraising activities;
 - How to solve conflicts;
 - Learn about water, wealth, fair trade etc.

- **Innovate and Create** - Creativity is innovation.
 - STEM/STEAM competitions/projects;
 - Entrepreneurship;
 - Problem solving;
 - Digital skills used to empower children to innovate and create.

- **Practical Skills** – how to get on in the outside world, communicate effectively and take responsibility for ourselves
 - Plan, organise and lay on a tea party. Invitations and etiquette etc;
 - Make a cup of tea, iron a shirt, sew on a button etc;
 - Plan a budget, learn about banks and finance;
 - Year 6 – How to use public transport;
 - Public speaking.

Each area can be linked with the Growth Mindset ‘learning powers’:

- Health and safety – independence and initiative
- Thinking and Study Skills – independence and initiative, persistence and reflection
- Global Awareness and Understanding – curiosity and originality, flexibility and collaboration
- Social Responsibility – persistence and reflection, curiosity and originality, flexibility and collaboration
- Innovate and Create – independence and initiative, resilience and risk-taking
- Practical Skills – resilience and risk-taking, persistence and reflection, independence and initiative

Delivery of Curriculum

A range of teaching strategies will be used as appropriate. Children will be able to learn through various styles and will use visual, auditory and kinaesthetic approaches to their teaching; with an emphasis on active learning through discussions, investigations and problem-solving activities. Other strategies include:

Circle time, role-play, discussion (whole class, small group, 1:1), visitors; for example, PC, doctor, School nurse and RNIB and so on, stories, such as exploring behaviour of characters, creative activities, and pupil-initiated activities.

There are weekly timetabled P4L lessons in Pre-Prep and Prep, and specific events and activities, as well as through other subjects. There will also be opportunities during collective worship e.g. stories and discussion, Celebration Assembly. The whole school ethos promotes our work in PSHE. In the Foundation Stage, it is taught throughout the whole curriculum in addition to P4L and circle time sessions.

Teachers will choose the method most appropriate for their whole class to meet the objectives of the lesson. All classes use circle time and/or form times to promote and discuss issues within PSHE, and where appropriate we follow the Quality Circle Time model.

The Smart School Council allows all students to participate in democratic elections as well as ensuring full participation by all members of the school; whilst actively promoting PSHE.

Use of ICT

The use of ICT is an important part of PSHE, particularly when offering stimulus for discussions, engagement during lessons and as a means of recording. From Reception to Year 6, each classroom has an interactive whiteboard which the teacher and children can use to support the teaching; there are Microsoft Surface Pros, iPads and Green Room facilities to aid learning. The Internet remains a valuable resource for children to use to research topics.

Cross Curricular links

Links are made with PSHE in other curriculum areas as appropriate; for example, I.C.T., R.E., P.E., Science, Geography and in topic planning in Pre-Prep. Also, in whole School events such as non- curriculum days, Leadership Week and so on.

Differentiation including support and extension

Different teaching styles are also employed which may include whole class, individual, pair work, group work, role play, games and quizzes, and answer sessions (closed / open questioning) and cloze procedure. Each of these provides a tool for varying the teaching and delivery of material so that the needs of all learners are met.

The different learning styles and abilities of the children are also catered for in a variety of ways within the writing skill. Worksheets, writing frames, word banks and paper allows for the task to be differentiated in an appropriate way; so that children are offered the chance to reduce their written output if this is an area of difficulty (as an example, they may sometimes glue in the text rather than writing it) or children are offered extension tasks to develop their writing and grammatical knowledge further. Within the context of a written piece of work, less able children are provided with a structured framework within which they can operate and the more able are encouraged to go beyond this framework in terms of sentence structure and quantity. Where they are given the opportunity of performing role plays or conversations, this always provides scope for more able children to push the boundaries of the expected task. Whereas other children will be happy adhering to a more structured task. During question and answer sessions in class, the teacher will vary the style and sophistication of the questions so that there is something for all abilities. Team games or games in the round creates a fun element and therefore children of all abilities are willing to take part, sometimes feeling more secure that they are working as part of a team and also with the more confident children willing to take the lead.

Assessment

Children's understanding, knowledge and skills are assessed by making informal judgements through observation, discussion and questioning and participation in groups. Children will be involved in self-assessment e.g. talking about their own experiences, recording in their PSHE and other books in each classroom and in special assemblies celebrating achievement. Children will be rewarded in line with School policy; for example, house points, stickers, superstar award, courtesy badge and in the Celebration Assembly.

Teachers will be able to discuss progress made by their pupils in parents' evenings. General comments about PSHE and Citizenship will be included in termly reports to parents, and children will write their own comments about how they have done as part of their self-evaluation.

Marking

The subject of PSHE means that a great deal of work learnt and discussed is not formally written down by the children. It is therefore unrealistic for children to produce a piece of written work every lesson. However, the children are given folders from Reception to Year 6. The folders follow the children in the pre-prep and prep departments; these are taken home after their time at SVPS. Teachers use house points as a reward system for producing work of a high quality. Children will value their work through the teacher's comments. Teacher's

comments may also include targets and stretch the child's understanding by writing down a question for the children to think about.

Monitoring and Evaluation

Planning and samples of work, including photographs and questioning of children, will be collected and monitored by the Head of PSHE/P4L on a termly basis. Pupil books and files will follow the children up through the school so that progress from year to year can be seen.

Foundation Stage pupils will be assessed in line with baseline assessments and Foundation Stage profiles.

When budget allows, staff will attend courses etc. to keep up to date with developments. The PSHE coordinator will pass on to staff any further information as it becomes available and will attend any future training courses for this subject, disseminating information as appropriate.

Equal Opportunities

Provision for PSHE is in line with all our policies and guidance. All children have equal access to the PSHE curriculum and developmentally appropriate materials. Delivery will be differentiated appropriately. Resources etc. are sensitive to the needs and backgrounds of the children and will not reflect gender or cultural stereotypes; and are monitored annually to ensure that sensitivity.

Parental and Community Involvement

Parents are invited to join in events in School, including class and Celebration Assemblies. Parents are regularly informed of events and developments on the weekly newsletter. Working with parents is a vital part of the whole School approach to PSHE.

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