SUTTON VALENCE SCHOOL
SINCE 1576

PSHE Policy

(Prep School)

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This Policy applies to Sutton Valence School (including, as the context requires, the Nursery and the Prep School).

The main considerations when developing this policy were:

1. Relevance to the child;
2. The implementation of the School's 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; 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 polices on:

- Relationships and Sex Education
- Science
- Digital Learning
- 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 Kapow?

We use the Kapow education scheme of work from Year 1 to Year 6 (in Nursery and Reception, we follow the Early Years Foundation Stage (EYFS) Framework as per the EYFS Policy). This scheme of work and all of its resources have been produced to be fully in line with the Learning Outcomes and Core Themes outlined in the 2020 PSHE Association Programme of Study which is widely used by schools in England and is recommended and referred to by the DfE in all key documentation relating to PSHE provision in schools.

Kapow Primary's RSE/PSHE scheme of work covers the Relationships and Health Education statutory guidance (as set out by the Department for Education), including the non-statutory sex education. The scheme also promotes the four fundamental British values which reflect life in modern Britain: Democracy; Rule of Law; Respect & Tolerance; and Liberty.

Aims of PSHE Education at Sutton Valence 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.

The 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

The Kapow Primary scheme offers a whole school approach which consists of five areas of learning:

- Family and relationships
- Health and wellbeing
- Safety and the changing body
- Citizenship
- Economic well being

Each area is revisited every year to allow children to build on prior learning and the lessons provide a progressive programme. Sex education has been included in line with the DfE recommendations. Kapow Primary supports the requirements of the Equality Act through direct teaching, for example learning about different families, the negative effect of stereotypes and celebrating differences, in addition to the inclusion of diverse teaching resources throughout the lessons.

Planning is adapted to meet the needs of the children. Aspects of PSHE will also be covered within other subject teaching, in assemblies and on other occasions such as leadership experience days.

Delivery of Curriculum

A range of teaching strategies will be used as appropriate. Children will be able to learn through different and appropriate 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), stories, creative activities, and pupil-initiated activities.

There are weekly timetabled PSHE lessons in Pre-Prep and Prep, and specific events and activities at other times The whole school ethos promotes our work in PSHE. In the EYFS, PSHE is taught throughout the whole curriculum.

Pupil voice is also important to PSHE teaching, especially through form teachers. Furthermore, 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 board 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, ICT, RE, PE, Science, Geography and in topic planning in Pre-Prep and also in whole school events such as non-curriculum days (e.g. European Languages Day).

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 the Behaviour Policy.

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 books follow the children in the pre-prep and prep departments; these are taken home after their time at SVPS. Teachers use Hoots 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 routinely collected and monitored by the Head of PSHE. Pupil books 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 EYFS 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 as to not reflect gender or cultural stereotypes. These are monitored regularly.

Parental and Community Involvement

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