



PSHECE and UW (Prep School) Policy

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Document Owner: **Amy Lovell (PSHECE Coordinator)**

Description: This policy outlines the Prep School's approach to the teaching of Personal, Social, Health, Economic and Citizenship Education and Understanding the World

OUR SCHOOL AIMS

- ❖ *To foster intellectual curiosity and a love of learning.*
- ❖ *To achieve high academic standards in a supportive but disciplined atmosphere.*
- ❖ *To equip pupils with the skills and knowledge to meet the challenges of our rapidly changing world.*
- ❖ *To instill an enthusiasm in interests and opportunities beyond the classroom.*
- ❖ *To support pupils' development of a sense of justice and an awareness of their rights and responsibilities as global citizens.*

1.0 Introduction

- 1.1 In the Foundation Stage, Personal Social and Emotional Development (a prime area of development) and Understanding the World (a specific area of development) are taught as part of a creative curriculum and are incorporated into the children's day-to-day development through discussion and a variety of activities linked to topics and children's interests.
- 1.2 Personal, Social, Health, Economic and Citizenship Education (PSHECE) schemes of work are taught either as discrete units of work or as part of a creative curriculum in Years 1 to 6. When it is part of a creative curriculum unit, PSHECE is taught through a carefully chosen 'topic based' approach which combines the learning of key skills with opportunities to apply and consolidate knowledge in practical ways.
- 1.3 At Lingfield College Prep (the Prep School), we recognise that the personal development of pupils morally, socially and culturally plays a significant part in their ability to learn and achieve. We provide children with opportunities to explore and develop their own values and beliefs, high standards of personal behaviour, a positive caring attitude towards other people, an understanding of their social and cultural traditions and an appreciation of the diversity and richness of other cultures. PSHECE is a key curriculum area in which Fundamental British Values are regularly explored and promoted. See *Fundamental British Values Policy*.
- 1.4 All curriculum areas have a contribution to the child's personal, moral, social and citizenship development and opportunities for this will be planned into each subject.
- 1.5 All adults will model and promote expected behaviour, treating all people as valuable individuals and showing respect for pupils and their families. Children should learn to differentiate between right and wrong in as far as their actions affect other people. They will be encouraged to value themselves and others.



- 1.6 Children should understand their rights and responsibilities and the need to respect the rights of others. Prep School and classroom charters should promote responsible behaviour. All curriculum areas seek to use illustrations and examples drawn from as wide a range of cultural contexts as possible. This will be reflected in the teacher's planning and learning resources.
- 1.7 At Lingfield College Prep (the Prep School), we focus on promoting the skills needed to equip the modern child in our rapidly changing world. This is incorporated into the Educational Vision (April 2019), which focusses on 12 key skills, some of which link with PSHECE. One skill is resilience and we aim to develop pupils' resilience and growth mindset so that they gain confidence to try (School Target between 2017-2019).
- 1.8 Children in EYFS will focus on two character traits per term. Each character trait will be promoted through displays (recognising both pupils' and staff achievements), assemblies and events in the school calendar.

2.0 Aims for PSHECE, PSED and UW

We aim to ensure:

- That everyone connected with the Prep School is aware of the principles behind our School Aims.
- A consistent approach to the delivery of PSHECE (Years 1 to 6), PSED and UW (EYFS) and issues related to these subject areas through the curriculum and the general life of the Prep School.
- That a child's education is set within the context that is meaningful and appropriate to their age, aptitude and background.
- Every child is a unique child who is constantly learning and can be resilient, capable, confident and self-assured. *
- Children learn to be strong and independent through positive relationships. *
- Children learn and develop well in enabling environments, in which their experiences respond to their individual needs and there is a strong partnership between practitioners and parents and carers. *
- Children develop and learn in different ways. The framework covers the education and care of all children in early years provision, including children with special educational needs and disabilities. * (* Development Matters 2012)

3.0 SCHEME OF WORK

3.1 Through the schemes of work for PSHECE, PSED and UW, across the curriculum and through being a part of the Prep School community, pupils are given opportunities to:

3.2 Personal Development

- Share their achievements and successes with others
- Talk about personal experiences and feelings.
- Speak about difficult events, e.g. bullying, death etc.
- Develop their capacity for critical and independent thought.
- Explore relationships with friends/family/others.



- Consider the needs and behaviour of others and show empathy.
- Discuss their beliefs, feelings, values and responses to personal experiences.
- Form and maintain worthwhile and satisfying relationships.

3.3 Social Development

- Recognise the unique value of each individual and develop self-knowledge, self-esteem and self-confidence.
- Develop an understanding of their individual and group identity.
- Listen and respond appropriately to the views of others.
- Gain the confidence to cope with setbacks and learn from mistakes.
- Learn to work collaboratively with other children in the school through 'buddying' opportunities.
- Take responsibility e.g. class monitors, door monitors, register monitors, assembly monitors, cloakroom monitors, delivering messages and looking after younger children.
- Gain an increased awareness of what is going on in the news, at home and abroad.
- Recognise the value of being charitable towards others.
- Understand that children in other countries may not benefit from the same opportunities as children in the U.K and acquire a broad general knowledge of and respect for public institutions and services in England (for example, Parliament).
- Find out why water conservation is important on a global level.

3.4 Economic Development

- Talk about the value of money.
- Begin to understand the concept of taxation.
- Recognise the value of businesses within communities
- Recognise what is meant by 'Fair Trade.'
- Create a small business and work within a team with a specified budget.

3.5 Health Development

- Recognise the importance of eating a healthy diet. See *Healthy Eating Policy*
- Learn some of the basic hygiene rules.
- Find out about how medicines should be used safely.
- Learn how to keep themselves safe on the road
- Discuss the importance of having access to clean water.

3.6 Citizenship Development - explore themes related to Fundamental British Values.

- Show initiative and act responsibly with consideration for others.
- Develop a respect for others.
- Learn an awareness of treating all as equals and accepting people who are different, paying particular regard to the protected characteristics set out in the 2010 Equality Act.



- Distinguish between right and wrong.
- Show respect for the environment.
- Make informed and independent judgements.
- Talk about the value of rules in society: discuss existing Prep School rules and create their own class rules; beginning to develop an awareness of the need to respect the civil and criminal law of England, including a respect for democracy, the democratic process and the basis on which the law is made and applied in England.
- Be actively involved in raising funds for the Prep School charity fundraising activities, understanding how they can contribute positively to the lives of those living and working in the locality of Lingfield and to society more widely.
- Study the contributions to society that certain famous people and members of the British Royal Family have made.

3.7 We seek to make links with the wider community and where possible:

- Visitors are welcomed into our Prep School.
- The Prep School will support the work of a variety of international and local charities.

3.8 Where political issues are brought to the attention of pupils, care is taken to ensure that as far as is reasonably practicable they are offered a balanced presentation of opposing views, and visiting speakers are checked to ensure that they have not demonstrated extreme views or been linked to extreme actions See *Prevent Duty Risk Assessment/Action Plan*.

3.9 The development of a strong home-school agreement is regarded as very important, enabling parents and teachers to work in an effective partnership to support the children.

4.0 ORGANISATION

PSHECE, PSED and UW are viewed as an integral part of the whole curriculum.

- In the EYFS pupils experience an adult focused session each week to promote learning from the Personal, Social Educational Development (PSED) and Understanding the World (UW) areas of the Foundation Stage Learning Journey. Within Child Initiated Play sessions adults working with the children will support learning to develop skills and understanding in these areas where appropriate.
- Over the course of the year in Years 1 to 6, PSHECE units may be taught in stand-alone lessons. However, when a creative curricular approach is being adopted, the PSHECE objectives may be integrated within a topic. When a blocked creative curricular unit is being taught, teachers must ensure full coverage of the termly objectives for PSHECE. This often means that, in practise, in addition to their timetabled PSHECE or R.E. lesson, pupils are covering a significant additional amount of PSHECE study through their topic work.
- Over the course of the year, the equivalent of approximately 45 minutes each week is spent on the teaching of PSHECE or R.E. objectives in Key Stage 1. In Key Stage Two the equivalent of approximately 60 minutes each week is spent on teaching PSHECE or R.E. objectives. In Years 1 to 6, the time spent teaching PSHECE and Religious Education should be divided as evenly as possible between the two subjects, and this should be evidenced within medium term planning. Each term, this will be monitored by the subject co-ordinator.



- Over the course of the year, children in Years 1-6 will take part in a minimum of 6 circle time sessions, 2 per term. These sessions will have a specific focus, as detailed in the Medium Term Planning, and will take place in an assembly slot. Any additional circle time sessions can take place in PSHECE lessons. Each term, circle time will be monitored by the subject co-ordinator.

5.0 PLANNING

- 5.1 As classes are split up and re-formed in every year group at the start of the new academic year, all children will take part in an Induction Programme at the start of the Autumn Term every year to ensure that they feel settled, comfortable and supported in their new school environment. This also aids the integration of pupils who are new to the Prep School. See *Induction Planning appendix to the Transition Policy*.
- 5.2 Medium Term Planning will be recorded by class teachers on the foundation subject proforma and saved on Prep Staff Common (PSC) drive.
- 5.3 Short term planning is completed weekly and includes learning objectives, teaching and learning activities and learning outcomes. All planning is stored in a folder on the PSC drive.
- 5.4 In Years 4 to 6, Relationships and Sex Education is planned into the PSHECE curriculum. See *Relationships and Sex Education Policy*

6.0 RECORDING

- 6.1 PSHECE and PSED and UW are all extremely practical based subjects and children will be given opportunities to:
- Work together in different groupings and situations.
 - Play Circle Time games.
 - Discuss and debate
 - Role-play
 - Participate in educational visits/ performances.
- 6.2 Where possible, class teachers (particularly those in the EYFS) will take photos to record the children's practical experiences in this subject. However PSHECE work will still be recorded regularly on paper in Years 1 to 6.
- 6.3 In the EYFS children have work folders in which any pieces of work may be collected. Photographs of the children will be placed within their individual learning journeys and class photo album.
- 6.4 Where teaching of the subject takes place within creative-curriculum topics, work may be located within a range of subject books and folders. Class teachers should note where the work is to be found on their weekly plan.

7.0 MONITORING AND EVALUATION– SEE MARKING AND ASSESSMENT POLICIES.

Marking of books will reflect the Prep School marking policy and will include the use of children's self-evaluation.

- In EYFS all assessments are based on Class Teacher and Teaching Assistant observations of the children's learning and development, initially in relation to the Foundation Stage Profile.



- In Years 1 - 6 the children are expected to participate in self-assessment of their progress and understanding in PSHECE. They should be using the self-assessment codes introduced in September 2013.
- Short term assessments take place during lessons through questions and answers and the evaluation and marking of children's work.

8.0 DISPLAY AND RESOURCES

- 8.1 All year groups should try to have one PSHECE display during the course of the year which;
- is a reflection on what has been taught
 - ask open questions to promote thinking and reasoning
 - contains key vocabulary
 - celebrate children's achievements in the subject
 - mainly consists of the children's own work
- 8.2 PSHECE resources are located in year groups. Resources for use on the IVB are stored on PSC.
- 8.3 A selection of specially purchased books to support children who are experiencing difficult times has been placed in the Library. These books have been listed and a copy of this list is available on PSC in the PSHECE folder.

9.0 INCLUSION

- 9.1 See Inclusion and Special Educational Needs Policy, Gifted and Talented Policy and Equal Opportunities Policy.
- 9.2 Activities will be planned and organised to enable all pupils to participate and learn from the PSHECE curriculum, including differentiation for those with additional needs or talents.
- 9.3 The staff will ensure that all children will have an equal opportunity to develop their potential within this subject, regardless of gender, ability, cultural or religious background in line with the School's policy on equal opportunities.

10.0 CHILD PROTECTION

- 10.1 See Child Protection and Safeguarding Policy
- 10.2 Effective teaching of PSHECE may bring about disclosures of child protection issues and staff should be aware of the procedures for reporting their concerns.

11.0 CONTROVERSIAL AND SENSITIVE ISSUES

Staff are aware that views around some PSHECE related issues are varied. However, while personal views are respected, all PSHECE issues are taught without bias. Topics are presented using a variety of views and beliefs so that pupils are able to form their own, informed opinions but also respect others that may have different opinions.



12.0 PSHECE CO-ORDINATOR

The role of the PSHECE Coordinator is to:

- create and implement an action plan to develop the subject
- advise the Director of Studies and Head of Prep School of the action required to develop the subject
- budget for, purchase, organise and maintain teaching resources for Years 1 to 6
- encourage and assist in-service training
- keep up-to-date with changes to the subject
- provide guidance and support in implementing the year group syllabus
- monitor the provision of PSHECE throughout the Prep School
- liaise with the EYFS and Reception Leaders to discuss how they are monitoring the provision for PSED and UW in EYFS

Last reviewed March 2021

Next review due March 2022