



**Northbourne Park School**  
**Personal, Social, Health and Economic Education (PSHEE) Policy**

Author	Issue date	Review date	Purpose	Scope	Version	Agreed by
DoPECA	May 2010	May 2012	Academic	PSHEE Teachers	1	DofS SP
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DoPECA	May 2015	May 2017				

Please read this document in conjunction with the *NPS Curriculum Policy*.

### **Document Purpose**

This policy reflects the values and philosophy of Northbourne Park School in relation to all aspects of the school's planned provision to promote the children's personal and social, health, well-being and economic education. It gives a framework to which all teaching and non-teaching staff work. It gives guidance on planning, teaching and assessment. This policy is intended to be used in conjunction with the Main Themes for each year group which give details of what pupils in each age group will cover.

### **Audience**

This policy document which is agreed by the whole staff and the *NPS Education Committee of the Governors* every two years and is published for all Teaching Staff and Governors on the School Intranet.

### **Subject Purpose**

This subject is about emotional well-being, knowing who you are and where you fit in, and feeling good about yourself. It is also about developing respect for others, social competence and a positive disposition to learn and develop talents and interests to the maximum whilst at this school and in preparation both for senior schools and for later life. It also recognises the importance of economic awareness in PSHEE education.

### **Subject Aims**

Our aims are to provide experiences and learning which will enable children to develop the self-awareness, positive self-esteem and confidence to:

1. stay as healthy as possible
2. keep themselves and others safe
3. have worthwhile and fulfilling relationships
4. respect the differences between people
5. develop independence, responsibility initiative and personal confidence
6. play an active role as members of a democratic society making pupils aware of the importance of team work, community values and economic factors which may influence their lives.
7. make the most of their own and others' abilities

Education for citizenship comprises of three related strands:

- **Social and moral responsibility.** Pupils learning from the very beginning self-confidence and socially and morally responsible behaviour both in and beyond the classroom, towards those in authority and towards each other.
- **Community involvement.** Pupils learning how to become helpfully involved in the life and concerns of their neighbourhood and communities, including learning through community involvement and service.
- **Political literacy.** Pupils learning about the institutions, issues, problems and practices of our democracy and how citizens can make themselves effective in public life, locally, regionally and nationally through skills and values as well as knowledge – this can be termed political literacy, which encompasses more than political knowledge alone.
- **The School Forum** provides all children with a voice to address and present issues in a democratic environment where they can be sure of being heard. Every term each class elects a representative who is responsible for putting forward class issues to the School Forum.

### Curriculum Planning

As an independent IAPS school we adhere to the *Independent Schools Standards Regulations* (2015). Whilst we do not follow the IAPS 'The Prep School Curriculum 3-13' or the National Curriculum (2014), we do have knowledge of and pay due regard to both of these curricula in formulating and modeling our own PSHEE curriculum.

### Curriculum and School Organisation

PSHEE is a cross-curricular subject and opportunities exist throughout the curriculum for promoting pupils' personal, social, physical and spiritual and emotional development. NPS teachers are aware of the cross-curricular nature of this subject and through other curricular lessons, assemblies, boarding and EYFS, actively promote PSHEE education when relevant.

Every class has one formal PSHEE lesson per week (Year 3 have two lessons) taught by the Class / Form Tutor. This allows pupils to raise PSHEE-related issues in both a formal PSHEE lesson and as part of the morning Form Tutor period.

Each Form is allocated at least two assemblies per year, for which they choose their own topic to present to the rest of the school. This system encourages pupils to discuss matters pertinent to them and to investigate issues from the PSHEE curriculum.

PSHEE lessons, and Form Periods, enable all pupils to debate and present any issues which arise to the **School Forum** which meets two or three times per year.

There are different forms of curriculum provision for PSHE and citizenships:

- Discrete curriculum time: PSHEE/Leadership programme
- Teaching PSHEE and Citizenship through and in other subjects/curriculum areas:
  1. **English** – skills in enquiry and communication, stories that illustrate aspects of personal and social development. Work through drama for Years 5 and 6.
  2. **Mathematics** – aspects of financial capability, counting and sharing.

3. **Sex and Relationships Education** – will be taught in P.S.H.E.E. curriculum time and through the Science curriculum.
4. **Science** – drugs (including medicines), sex, health including healthy eating, safety and the environment.
5. **ICT** – communication with others via e-mail, finding information on the internet and checking its relevance. Safe use of ICT, embedding e-safety issues into the ICT curriculum.
6. **History** – use of sources, reasons for and results of historical events, situations and changes, diversity within societies studied, significant people, events, ideas and experiences of people from the past.
7. **Geography** – topical issues concerning environment, sustainable development, land use, study of pupils' own locality and places in different parts of the world, including less economically developed countries.
8. **Art and Design** – reflecting on and responding to ideas and experiences communicated through works of art, craft and design from different times and cultures.
9. **Music** – making the most of abilities in playing or singing, issues of cultural diversity, their value and their expression.
10. **Physical Education** – teaching and learning about health and safety, development of personal and social skills through team and individual activities, games and sports.
11. **R.E.** – religious and moral beliefs, values and practices that underpin and influence personal and social issues, and relationships.
12. **Design and Technology** – health and safety, realising that people have needs as they generate design ideas, use of technology.
13. **Through PSHEE and Citizenship activities and school events.**  
Residential experiences, visits and special days or weeks in school provide opportunities for children to plan and work together and develop and maintain relationships under different circumstances. They can discover new qualities and characteristics through volunteering, participating and reflecting on new experiences.

### **LDD/SEN/Differentiation**

Where special educational needs are identified, teachers will provide pupils with appropriately challenging work at each key stage in line with the National Curriculum. Every effort is made to ensure that the activities and experiences are differentiated to include every pupil.

Please refer to the *NPS SEN Policy*, *NPS SEN Register*, the *NPS Inclusion in the Classroom Policy* and the *NPS Gifted and Talented Policy* for further information.

### **Teaching Methods, Class Organisation and Teaching Style**

Teaching methods vary according to the age, ability and experience of the children and the subject taught. Circle time, scenario boards, stories, assemblies, role play and group discussion all form part of our PSHEE provision.

At Northbourne Park, Form Tutors are responsible for the organisation of their own Form. The school encourages different teaching styles, while ensuring that these complement and reflect the overall aims and philosophy of the School's PSHEE provision. Teachers provide children with the opportunity to work as a class, as individuals and as part of a group.

To facilitate pupils learning in PSHEE and citizenship the teacher will:

- Make the Learning Objective purpose of each lesson clear
- Provide the pupils with opportunities to work as a class, as part of a group and individually
- Provide appropriate learning experiences that are planned and meet the needs of **all** the pupils in the class
- Provide learning experiences that draw on the pupils own experiences or existing knowledge and provide a range of opportunities for pupils to learn, practice and demonstrate skills, attitudes and knowledge and understanding
- Give time to pupils to reflect, consolidate and apply their learning
- Develop a safe and secure classroom climate
- Be aware of staff training needs and opportunities

At the beginning of every term, the DOPECA will provide all Form Tutors with one copy of the *NPS PSHEE Evidence Form*.

During the term, Form Tutors will bullet-point evidence of

1. formal PSHEE discussions, as laid out in the appendix below and
2. any informal Form discussions that are pertinent to the form's PSHEE.

At the end of every term, the DOPECA will collect a copy of the *NPS PSHEE Evidence Form* from each Form Tutor. The DOPECA will audit them, sign and date them, make one copy for every pupil in each form and then file a copy of the term's *NPS PSHEE Evidence Form* in the *PSHEE Record File*. The DOPECA will then provide each Form Tutor with the next term's *NPS PSHEE Evidence Form*.

### **Independent Learning**

PSHEE teachers encourage pupils to develop as independent learners from an early stage by raising their confidence and self-esteem so that they are enabled in terms of reflecting on their own experiences and can better understand how they are developing personally and socially. They should be aware that they have responsibilities, rights and duties as individuals and members of communities and as such their contribution is important and valued.

### **Assessment**

Pupils do not pass or fail in PSHEE but have the opportunity to reflect on their own learning and personal experiences and to set personal goals, agreeing strategies to reach them. This process of assessment has a positive impact on pupil's self-awareness and self-esteem.

Teachers encourage pupils to take responsibility for their own reflective learning and to record their own progress on the *NPS Self-Appraisal Form* which pupils complete with the help of their Form Tutors, at the end of every term. These are discussed with the Form Tutors, who helps each pupil to identify three to five SMART targets which are written on that term's reports.

### **Resources**

The framework for PSHEE as subscribed by QCA ([www.qca.org.uk](http://www.qca.org.uk)) is available in the staff room.

The framework enables the teacher to:

- Be free to build on what they do in a flexible innovative ways
- Ensure that all of the subject matter is relevant to pupils, connecting with their interests and experiences
- Encourage pupils to investigate and think critically about issues of current interest, using problem-solving, reasoning and evaluation skills
- Relatethe subject matter to pupils' abilities and backgrounds
- provide pupils with opportunities to discuss and address real-life issues, and to see that they can participate in activities that make a difference in their schools and the wider community

Years 3/4/5/6 also use the Smart Learning 'Telling Tales' books which provides a Teacher's Book and photocopiable resource sheets for each Year Group.

Years 7/8/6e/5e PSHEE teachers use of the John Fosters YOUR LIFE series (COLLINS). These books contain guidance and suggestions for further activities which extend the pupil's books. Each book also gives 20 copymasters including self-assessment tasks and stimulus material concerning sensitive topics. Resources can also be downloaded from [www.CollinsEducation.com](http://www.CollinsEducation.com).

### **Health and Safety**

A variety of trips and events take place in conjunction with the Leadership aspect of PSHEE and Citizenship. All teachers are aware of health and safety implications, and risk assessment documents are completed where appropriate.

### **INSET Provision**

See *NPS INSET Policy*.

### **Equal Opportunities**

See *NPS EQUAL Opportunities Policy*.

*Appendix below.*

## APPENDIX 1

### **Pre-Prep - Years 1 & 2 (Key Stage 1)**

*The objectives will include and build on the previous objectives and will further develop these to:*

- Enable children to learn about themselves as developing individuals and as members of their community
- Develop responsibilities for themselves and their environment
- Develop respect for themselves and others
- Develop social skills enabling them to interact with others, resolve conflict and resist bullying
- Promote basic skills for keeping healthy and safe
- Enable children to recognise their own worth, co-operate with others and become increasingly responsible for their own learning.

**Delivery of PSHEE at Pre-Prep - Years 1 & 2** *PSHEE will be delivered through:*

- Planned schemes of work, including other curriculum areas
- Circle time
- Assembly time
- Story time
- Class / School Forum issues
- Visitors from the community, e.g. Police, Fire Service, theatre groups

### **Key Stage 1 PSHEE**

During key stage 1 PSHEE, children learn about themselves as developing individuals and as members of their communities, building on their own experiences and on the early learning goals for personal, social and emotional development.

The relevant components of the PSHEE framework are:

#### **Developing confidence and responsibility and making the most of their abilities**

*Children should learn:*

1a – to recognise what they like and dislike, what is fair and unfair, and what is right and wrong

1b – to share their opinions on things that matter to them and explain their views

1c – to recognise, name and deal with their feelings in a positive way

#### **Preparing to play an active role as citizens**

*Children should learn:*

2a – to take part in discussions with one other person and the whole class

2b – to take part in a simple debate about topical issues

2c – to recognise choices they can make, and recognise the difference between right and wrong

2f – that they belong to various groups and communities, such as family and school

**Developing good relationships and respecting the differences between people**

*Children should learn:*

4a – to recognise how their behaviour affects other people

4b – to listen to other people, and play and work cooperatively

4c – to identify and respect the differences and similarities between people

## YEARS 3/4/5/6 PSHEE CURRICULUM

Unit Title	Year			
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	3	4	5	6
Taking part – developing skills of communication and participation	*			
Choices	*			
Animals and us	*	*		
People who help us – the police	*	*		
Living in a diverse world	*	*	*	
Developing our school grounds	*	*	*	
Children’s rights – human rights		*	*	*
How do rules and laws affect me?		*	*	*
Respect for property			*	*
Local democracy for young citizens			*	*
In the media – what’s the news?				*
Moving on				*



## YEAR 7/6e PSHEE

Understanding Yourself	Keeping Healthy	Developing Relationships	Developing as a Citizen
<u>Self:</u> feelings, anxieties, and worries	<u>Body:</u> smoking	<u>Family:</u> getting on with others	<u>Law:</u> children's rights
	Eating and exercise	<u>People:</u> bullying	<u>Community:</u> being a good neighbour
<u>Time:</u> managing your time	Sexual development and changes - puberty	<u>Responsibilities:</u> respecting other's beliefs	<u>Citizen:</u> Britain's system of government
<u>Money:</u> pocket money, budgeting and saving	Drugs and drug taking 1	<u>People:</u> people with disabilities	<u>Media:</u> the power of TV
<u>Achievements:</u> reviewing your progress			<u>Opinions:</u> how to express your ideas
			<u>Values:</u> right and wrong
			<u>Global issues:</u> resources, waste and recycling
			<u>Taking action:</u> raising money for a charity
<u>Feelings:</u> feeling good/being positive	<u>Body:</u> drinking and alcohol	<u>Family:</u> divided families	<u>Law:</u> the police
<u>Time:</u> making the most of your leisure	Contraception and safer sex	<u>Friends:</u> friendship	<u>Community:</u> the school as community
<u>Money:</u> gambling	<u>Safety:</u> on the street	<u>Responsibilities:</u> other cultures and lifestyles	Citizen of Europe
			<u>Media:</u> the power of advertising

## YEAR 8/5e PSHEE

Understanding yourself	Keeping Healthy	Developing Relationships	Developing as a Citizen
<u>Achievements:</u> reviewing your progress	Drugs and drug taking 2	<u>Others:</u> older people	<u>Opinions:</u> speaking on topical issues
<u>Feelings:</u> dealing with loss	<u>Body:</u> adolescence	<u>Family:</u> becoming an adult	<u>Values:</u> where do you stand?
<u>Decisions:</u> how to make decisions	Safer sex and STDs/AIDS	<u>Others:</u> being assertive	<u>Global issues:</u> food and water
<u>Money:</u> banking and ways of saving	Eating disorders	<u>Responsibilities:</u> racism, tolerance, prejudice and discrimination	<u>Taking action:</u> looking after the local environment
<u>Achievements:</u> review your progress	Drugs and drug taking 3	<u>People:</u> people with mental illnesses	<u>Law:</u> crimes and punishments
			<u>Community:</u> local organisations
			Citizen of the world
			<u>Media:</u> the power of the press
			<u>Opinions:</u> which political party do you support?
			<u>Values:</u> human rights issues
			<u>Global issues:</u> poverty
			<u>Taking action:</u> pressure groups and campaigning

**APPENDIX 2**  
**How the S.R.E. topics apply to PSHEE**

Unit Title	Year 3	
PSHEE themes	3	SRE element
Taking part – developing skills of communication and participation	*	(self esteem)
Choices	*	(decision making)
Animals and us	*	
People who help us – the police	*	(safety)
Living in a diverse world	*	(differences between males and females/family differences/challenging gender stereo types)
Developing our school grounds	*	
Children’s rights – human rights		
How do rules and laws affect me?		
Respect for property		
Local democracy for young citizens		
In the media – what’s the news?		
Moving on		

Unit Title	Year 4	
PSHEE themes	4	SRE element
Taking part – developing skills of communication and participation		
Choices		
Animals and us	*	
People who help us – the police	*	
Living in a diverse world	*	(thinking, feeling, doing – changing relationships)
Developing our school grounds	*	
Children’s rights – human rights	*	(assertiveness)
How do rules and laws affect me?	*	(your questions answered)
Respect for property		
Local democracy for young citizens		
In the media – what’s the news?		
Moving on		

		To be covered in Science: Growing and changing , body changes and reproduction, what is puberty.
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Unit Title	Year 5
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PSHEE themes	4	SRE element
Taking part – developing skills of communication and participation		
Choices		
Animals and us		
People who help us – the police		
Living in a diverse world	*	(building good relationships)
Developing our school grounds	*	
Children’s rights – human rights	*	
How do rules and laws affect me?	*	
Respect for property	*	
Local democracy for young citizens	*	
In the media – what’s the news?		
Moving on		

S.R.E. to be covered in Science:

Talking about puberty

Becoming men and women

Puberty and Hygiene

Menstruation and wet dreams

Menstruation education for girls

Unit Title	Year 6
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PSHEE themes	6	SRE element
Taking part – developing skills of communication and participation		
Choices		
Animals and us		
People who help us – the police		
Living in a diverse world		
Developing our school grounds		
Children’s rights – human rights	*	Your questions answered Being a parent
How do rules and laws affect me?	*	
Respect for property	*	
Local democracy for young citizens	*	
In the media – what’s the news?	*	
Moving on	*	

S.R.E.covered in Science

Puberty and reproduction  
Relationships and reproduction  
Contraception and pregnancy  
HIV Transmission

### YEAR 7/6e PSHEE

<b>Understanding Yourself</b>	<b>Keeping Healthy</b>	<b>Developing Relationships</b>	<b>Developing as a Citizen</b>
<u>Self:</u> feelings, anxieties, and worries	<u>Body:</u> smoking	<u>Family:</u> getting on with others	<u>Law:</u> children's rights
	Eating and exercise	<u>People:</u> bullying	<u>Community:</u> being a good neighbour
<u>Time:</u> managing your time	Sexual development and changes - puberty	<u>Responsibilities:</u> respecting other's beliefs	<u>Citizen:</u> Britain's system of government
<u>Money:</u> pocket money, budgeting and saving	Drugs and drug taking 1	<u>People:</u> people with disabilities	<u>Media:</u> the power of TV
<u>Achievements:</u> reviewing your progress			<u>Opinions:</u> how to express your ideas
			<u>Values:</u> right and wrong
			<u>Global issues:</u> resources, waste and recycling
			<u>Taking action:</u> raising money for a charity
<u>Feelings:</u> feeling good/being positive	<u>Body:</u> drinking and alcohol	<u>Family:</u> divided families	<u>Law:</u> the police
<u>Time:</u> making the most of your leisure	Contraception and safer sex	<u>Friends:</u> friendship	<u>Community:</u> the school as community
<u>Money:</u> gambling	<u>Safety:</u> on the street	<u>Responsibilities:</u> other cultures and lifestyles	Citizen of Europe
			<u>Media:</u> the power of advertising

S.R.E. Link

'Taking Stock' – **Understanding Yourself** – self: feelings, anxieties, and worries.

'Managing Feelings' – **Understanding Yourself** – Feelings; feeling good/being positive  
'Getting Help and Support' – **Developing as a Citizen** – Community – being a good neighbour.  
'Friendships' – **Developing Relationships** – Friends: friendship

S.R.E. to be covered in Science: 'Changes in Puberty' 'Puberty and Reproduction'

### YEAR 8/5e PSHEE

<b>Understanding yourself</b>	<b>Keeping Healthy</b>	<b>Developing Relationships</b>	<b>Developing as a Citizen</b>
<u>Achievements:</u> reviewing your progress	Drugs and drug taking 2	<u>Others: older people</u>	<u>Opinions:</u> speaking on topical issues
<u>Feelings:</u> dealing with loss	<u>Body:</u> adolescence	<u>Family:</u> becoming an adult	<u>Values:</u> where do you stand?
<u>Decisions:</u> how to make decisions	Safer sex and STDs/AIDS	<u>Others:</u> being assertive	<u>Global issues:</u> food and water
<u>Money:</u> banking and ways of saving	Eating disorders	<u>Responsibilities:</u> racism, tolerance, prejudice and discrimination	<u>Taking action:</u> looking after the local environment
<u>Achievements:</u> review your progress	Drugs and drug taking 3	<u>People:</u> people with mental illnesses	<u>Law:</u> crimes and punishments
			<u>Community:</u> local organisations
			Citizen of the world
			<u>Media:</u> the power of the press
			<u>Opinions:</u> which political party do you support?

			<u>Values:</u> human rights issues
			<u>Global issues:</u> poverty
			<u>Taking action:</u> pressure groups and campaigning

S.R.E. Link:

'SRE Questionnaires' – **Understanding yourself** – Achievements: reviewing your progress.

'Talking About Sex and Relationships' -**Developing Relationships** – Family: becoming an adult.

'Social Pressures on Young People' – **Developing Relationships/Developing as a Citizen** – Others: being assertive/Values: where do you stand? /Values: human rights issues.

S.R.E. to be covered in Science:

'Conception & Pregnancy'

'Contraception' – **Keeping Healthy** – Safer sex and STDs/AIDS

'Consequences of Sexual Activity' – **Keeping Healthy** – Safer sex and STDs/AIDS.