



The Hampshire School
C H E L S E A

**Personal, Social and Health and Economics (PSHEE), SMSC and
Fundamental British Values Policy**

This policy applies to all pupils in the school, including those in Early Years (EYFS)

Rationale:

PSHEE encompasses all areas designed to promote children's personal, social, health and economic development. It gives children the knowledge, skills and understanding that they need to stay healthy and safe, develop worthwhile relationships, respect differences, develop independence and responsibility, and make the most of their own abilities and those of others. It is very closely linked with Every Child Matters, and encompasses our work within Citizenship. Schemes of work for PSHEE are progressive and the topics build upon one another through the year groups. They also take account of any current initiatives and government recommendations. Account is also taken of guidelines provided by the PSHEE Association.

Purpose of policy:

SMSC (Spiritual, moral, social & cultural) and FBV (Fundamental British Values) and Protected Groups

PSHEE should be at the heart of SMSC and FBV focussed teaching and learning in the school and the Teachers of PSHEE should always ensure that SMSC and FBV is considered prior to the start of any lesson. Account is also taken of, and reference made to, the nine protected groups listed within the Equality Act 2010. The protected groups are: age, disability, gender reassignment, marriage or civil partnerships, pregnancy and maternity, race, religion and belief, sex, sexual orientation.

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

Aims and Objectives:

At The Hampshire School we want our children to develop self-awareness, positive self-esteem and confidence, enabling them to become their "best self". The aims of our and objectives of our school are encapsulated in our school motto "Alte Spectumus." This vision is shared by all staff who believe learners should aim high and strive to achieve their full potential. At The Hampshire School, we promise that all learners will be valued, respected and supported in providing a high quality education in a stimulating environment. We are a reflective learning community which prepares learners for an ever evolving world. We aim to inspire a sense of security and belonging which builds confidence and respect through high expectations academically, socially, and emotionally. Nurturing and inspiring the individuals within our community and working in partnership with our parents, we enable our school community to become lifelong learners who strive to achieve personal fulfilment and excellence throughout

OUR SCHOOL AIMS AND THE FIVE CORE VALUES

- To develop pupils' self-esteem, **resilience** and well-being through the application of a growth mindset to learning.
- To create an atmosphere of mutual **respect** and consideration for the ideas, values and feelings of others.
- To value and develop strong partnerships with our parents and the wider **community**.
- To inspire a love of learning and encourage the use of key thinking skills across the curriculum and school life so that every pupil strives for personal and academic **excellence**.

- To encourage **responsibility** in every pupil so they can confidently make decisions and choices for themselves

Learning and Teaching style

At the Hampshire School we believe that all children should be supported and encouraged to achieve their personal goals. This philosophy is embraced by the PSHEE teachers that deliver the exciting and varied curriculum. We encourage children to be independent and embrace the Five Core Values of resilience, respect, community, excellence and responsibility to further develop and succeed both academically and personally.

Effective learning and teaching

Our exciting and creative PSHEE curriculum teaches the children to:

- Be healthy
- Keep themselves and others safe
- Establish 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
- Become involved in the life of their community
- Be aware of democracy and how to be an active citizens
- Learn about the importance of economic wellbeing,
- Encourage respect for other people, regardless of age, disability, gender, marital status, race, sexual orientation, religion or belief
- Actively promote British values through church assemblies, lessons and workshops

Curriculum planning for PSHEE:

Our programme for PSHEE and Citizenship encompasses the 'Jigsaw' programme (FS – Year 6) and 'Grange-Enders' (Year 7&8). Aspects of PSHEE and Citizenship will also be covered within other subject teaching and in special days and weeks (Anti-Bullying Week and Health & Well-being Month). Critical Thinking lessons further enhance the PSHEE curriculum. Clear links are made to Critical Thinking in core subjects in Early Years and Pre-Preparatory. Critical Thinking is taught a separate subject in the Preparatory School, preparing children for the 11+ and 13+ common entrance exams.

Aim of the Jigsaw PSHEE programme

To provide pupils with the knowledge, understanding, attitudes, values and skills they need in order to reach their potential as individuals and within the community.

Pupils are encouraged to take part in a wide range of activities and experiences across and beyond the curriculum, contributing fully to the life of their school and communities. In doing so they learn to recognise their own worth, work well with others and become increasingly responsible for their own learning. They reflect on their experiences and understand how they are developing personally and socially, tackling many of the spiritual, moral, social and cultural issues that are part of growing up. They

learn to understand and respect our common humanity; diversity and differences so that they can go on to form the effective, fulfilling relationships that are an essential part of life and learning.

Term	Puzzle name	Content
Autumn 1:	Being Me in My World	Includes understanding my place in the class, school and global community as well as devising Learning Charters
Autumn 2:	Celebrating Difference	Includes anti-bullying (cyber and homophobic bullying included) and diversity work
Spring 1:	Dreams and Goals	Includes goal-setting, aspirations, working together to design and organise fund-raising events
Spring 2:	Healthy Me	Includes drugs and alcohol education, self-esteem and confidence as well as healthy lifestyle choices
Summer 1:	Relationships	Includes understanding friendship, family and other relationships, conflict resolution and communication skills
Summer 2:	Changing Me	Includes Sex and Relationship Education in the context of looking at change

Grange-Enders

Year 7 and 8 follow the 'Grange-Enders' programme which integrates PSHEE, SEAL and ECM. Its aims are to:

- Support pupils with transition from KS2/KS3
- Create and establish a safe and respectful learning environment in which individuals feel heard and valued, behave well, enjoy coming to school and learn to the best of their potential (as part of an induction/transition programme)
- Developing the social and emotional aspects of learning (SEAL), in line with the Secondary Strategy SEAL materials
- Providing a full teaching programme and school-wide resources to support pupils in achieving the five outcomes of the Every Child Matters (ECM) agenda.

Year 7

The novel provides rich opportunities to explore the issues that really matter to Y7 students – changing friendship patterns, fitting in, tricky choices, falling out and making up, crushes and rejection and the exhilaration of achieving a dream, all set alongside the backdrop of the joys and sadness's that make up family life.

Organised in 4 sections over 13 episodes, the novel is designed to dovetail with the four themes of the Secondary Strategy Y7 SEAL curriculum materials, and the 5 outcomes of Every Child Matters, as shown below.

Grange-Enders	Every Child Matters Outcome	
Section 1: Episodes 1-4	Stay safe	Theme 1: A place to learn
Section 2: Episodes 5-8	Make a positive contribution	Theme 2: Learning to be together
Section 3: Episodes 9-11	Enjoy and achieve/Economic wellbeing	Theme 3: Keep on learning
Section 4: Episodes 12-13	Be healthy	Theme 4: Learning about me

Year 8

Organised in 3 sections over 18 episodes, the novel is designed to dovetail with the four themes of the Secondary Strategy Y8 SEAL curriculum materials, and the 5 outcomes of Every Child Matters, as shown below

Grange-Enders		
Section 1: Episodes 1-6	Social skills and Empathy	Theme 1: Learning to be together/anti-bullying
Section 2: Episodes 6-11	Motivation	Theme 2: Learning to be together/anti-bullying
Section 3: Episodes 12-18	Self-awareness and Managing feelings	Theme 3: Learning about me

Relationship and Sex Education (RSE) delivered through the Cristopher Winter Project (CWP)

At The Hampshire school we believe that ‘RSE is a lifelong learning process of acquiring information, developing skills and forming positive beliefs and attitudes about sex, sexuality, relationships and feelings’ (Sex Education Forum, 1999).

Effective RSE can make a significant contribution to the development of the personal skills needed by pupils if they are to establish and maintain relationships. It also enables children and young people to make responsible and informed decisions about their health and wellbeing. It is important to note that the SRE at our school sits within the school’s values framework and that we consider it vital to do this work in partnership with parents and carers.

We are mindful that parents/carers do have the legal right to withdraw their children from the RSE that is part of the PSHEE (Jigsaw) Programme supplemented by the CWP.

Assessment and recording:

Children’s understanding, knowledge and skills are assessed through observation, discussion and questioning as well as participation in groups. Children will be involved in self-assessment e.g. talking about their own experiences and in PSHEE assemblies through the talking point, celebration assemblies at the end of term or topic.

General comments about PSHEE and Citizenship will be included in termly reports to parents.

Target Setting / Assessing Pupil Progress

- Formative assessments carried out by all staff

- Discussions carried out during assembly
- Pupil surveys
- Work samples
- Lesson observations
- Worries and wonders bag
- Interactions with pupils and planning PSHEE based on pupils needs

Reports

Teachers will now complete a questionnaire with all pupils and ask them to complete.

Pupils will be assessed on effort on their school report. See descriptors below.

Effort and Attitude Descriptors

Number	Descriptor
A	Children display an outstanding effort and attitude to work at all times and in all situations in line with expectation for their age group. They show excellent commitment to their studies and are especially self-motivated, taking control of their own learning. They show outstanding commitment to overcoming challenges. They always give 100% effort to any task and have a positive attitude to all of school life.
B	Children display an excellent effort and attitude to work in most situations in line with expectation for their age group. They consistently demonstrate a high degree of self-motivation. They can take control of their own learning and consistently seek to improve. Their attitude is always positive and they work well independently or collaboratively.
C	Children generally display a steady effort and attitude to work in line with expectation for their age group. They are consistent in completing and submitting work. They engage well with tasks and activities, persevere when finding something challenging. They are attentive and focused in class, listen carefully and collaborate well.
D	Children display irregular patterns of effort and an inconsistent attitude to work. They have shown they have much to offer at times but should do more. On the whole their effort falls short of expectations for their age and ability. This may be because effort is inconsistent, behaviour in class gives rise to some concern or because work is not completed to a satisfactory standard. This grade may be awarded even if effort for some work has been good.
E	Children whose effort is consistently a cause for concern will be given this level. Their attitude to work is poor and the child shows very little self-motivation to improve. Their approach to lessons is impacting on their learning, progress and achievement. They need to improve their engagement and involvement during lessons and in the wider school environment.

Inclusion

All staff at The Hampshire School will work collaboratively to ensure that all pupils, including those with special educational needs and able, gifted and talented, are provided with appropriate support in their personal and social development. In order to achieve this, teachers will work to:

- Set suitable learning challenges
- Respond to pupils' diverse learning needs
- Overcome potential barriers to learning for individuals and groups of pupils
- Create additional opportunities to take responsibility, develop leadership skills, think creatively and use their talents for the good of the class or the wider community.

Equal Opportunities

Provision for PSHEE and Citizenship is in line with all of our policies and Every Child Matters guidance. All children have equal access to the PSHEE and Citizenship 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 sensitivity. It is the responsibility of all staff to ensure that all pupils, irrespective of gender, ability, race and social circumstance are supported in their personal and social development.

Parental involvement

Working closely with parents and ensuring there is a close home school connection is a vital part of the whole school approach to PSHEE at The Hampshire School. We aim to involve parents by:

- Maintaining contact via email, phone, and planners or in person between class teachers and parents; notifying parents of achievements, progress and any concerns either educational or behavioural.
- Inviting parents to PSHEE/class assemblies, observance of religious festivals, trip meetings, exit point celebrations (Pre-Preparatory and Preparatory)
- Inviting parents to specific meetings on an area of the curriculum that may be of concern to parents, for example Online Safety, Relationships and Sex Education providing opportunities during Parents' Evenings to discuss pupils' academic, personal and social development.
- Providing written reports on pupils' academic, personal, social, health education and development.

The school fosters links with the local community, as part of the work in Citizenship, and has a close with the local church. The School involves outside agencies e.g. School Police liaison officer, dental health advisors etc. as much as possible to deliver aspects of the curriculum.

Resourcing

There are a range of resources to support the teaching of PSHEE across the school.

- Jigsaw scheme of work
- Grangers scheme of work
- Critical Thinking Lessons
- Study skills material

- Online Safety cards
- Various games
- Bank of resources collated in curriculum subjects folder available to all staff on the internal shared drive
- Specialist visitors/guest speakers e.g. Loud Mouth
- Workshops e.g. Iknowwhyitsyummm

Monitoring and Review

- Teacher evaluations to inform future planning.
- Samples of work, including photographs, planning and evidence of higher order questioning of children, will be collected by the Head of PSHEE on a termly basis and will be kept in the PSHEE folder.
- Foundation Stage pupils will be assessed in line with baseline assessments and Foundation Stage profiles.
- The Head of PSHEE 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.
- All staff to share good PSHEE practice through professional dialogue, Early Years, Pre-Preparatory and Preparatory meetings, mentoring and team teaching.
- Head of PSHEE to observe lessons jointly with Deputy Head/Head/Head of Section

Roles and Responsibilities

- Monitoring and reviewing the delivery of the PSHEE curriculum
- Offering support and advice on the delivery of PSHEE lessons
- Planning exciting assemblies with the Head to address the PSHEE needs of the school
- Reviewing the PSHEE policy and keeping it up to date
- Keeping evidence that supports the teaching and learning carried out in PSHEE
- Setting and managing the SEF for PSHEE
- Mentoring staff to deliver and teach high quality PSHEE lessons
- Managing the PSHEE orders for the whole school
- Planning workshops and events to further support the needs of children in PSHEE
- Evaluating the pupil surveys and parent questionnaire with SLT

SLT

- Monitoring progress against the targets and recommend support/intervention as required
- Monitoring of the standards of the children's work and of the quality of teaching in PSHEE with the Head of PSHEE

Class Teachers

- Years 1-6 teachers following The Jigsaw curriculum with additional resources to
- Years 7-8 following The Grangers Scheme of work
- Critical Thinking lessons taught in Year 1-8

- Delivering lessons in accordance to the school's policy on teaching
- Communicating pupil progress with pupil, parents, to Head/Duty Head
- Communicating concerns when problems arise
- Setting and marking home learning according to the school's homework policy
- Monitoring, setting and marking classroom tasks and provide feedback
- Setting targets for and with pupils
- Monitoring targets, review when necessary
- Attending curriculum meetings
- Providing termly and yearly overviews of teaching topics

Head of Inclusion

The Head of Inclusion manages concessions in liaison with The Head of PSHEE, to provide concessionary help for relevant pupils and informs parents of such arrangements.

Pupils

Pupils must maintain a good attendance record and make full use of revision and support provided by the school. Their conduct aligns itself to the school's 'Positive Behaviours' policy.

Parents

Parents are encouraged to co-operate with the school to ensure that a pupil's attendance and application across the curriculum is as high as possible to provide best opportunity for progress in PSHEE.