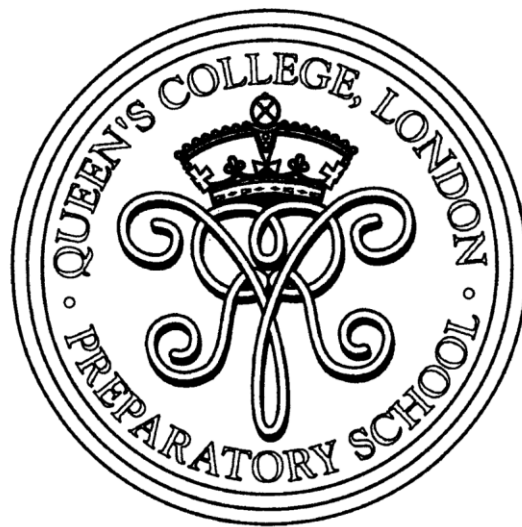


Queen's College Preparatory School
(including Early Years Foundation Stage)

PSHE Policy



Date: January 2011
Review Date: January 2013

PSHE and Citizenship

Personal, social and health education (PSHE) and citizenship help to give pupils the knowledge, skills and understanding they need to lead confident, healthy, independent lives and to become informed, active and responsible citizens. 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 the school and outside. 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 also find out about the main political and social institutions that affect their lives and about their responsibilities, rights and duties as individuals and members of communities. 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.

In the EYFS and in KS1 Department, the girls 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. They learn the basic rules and skills for keeping themselves healthy and safe and for behaving well. They have opportunities to show they can take some responsibility for themselves and their environment. They begin to learn about their own and other people's feelings and become aware of the views, needs and rights of other children and older people. As members of a class and school community, they learn social skills such as how to share, take turns, play, help others, resolve simple arguments and resist bullying. They begin to take an active part in the life of their school and its neighbourhood.

At KS2 in the Prep Department, the girls learn about themselves as growing and changing individuals with their own experiences and ideas, and as members of their communities. They become more mature, independent and self-confident. They learn about the wider world and the interdependence of communities within it. They develop their sense of social justice and moral responsibility and begin to understand that their own choices and behaviour can affect local, national or global issues and political and social institutions. They learn how to take part more fully in school and community activities. As children begin to develop into young adults, they face the changes of puberty and transfer to the secondary school with support and encouragement. They learn how to make more confident and informed choices about their health and environment; to take more responsibility, individually and as a group, for their own learning; and to resist bullying.

All teaching in PSHE directly reflects the five aims of *Every Child Matters*.

Knowledge, skills and understanding in the Early Years Foundation Stage

Developing confidence and responsibility and making the most of their abilities

Personal, Social and Emotional Goals

Dispositions and Attitudes

- DA1. Shows an interest in classroom activities
- DA2. Dresses, undresses and manages own personal hygiene with adult support
- DA3. Displays high levels of involvement in self-chosen activities
- DA4. Dresses and undresses and manages own personal hygiene
- DA5. Selects and uses activities and resources independently
- DA6. Continues to be interested, motivated and excited to learn
- DA7. Is confident to try out new activities, initiate ideas and speak in a familiar group
- DA8. Maintains attention and concentrates
- DA9. Sustains involvement and preserves, particularly when trying to solve a problem or reach a satisfactory conclusion

Social Development

- SD1. Plays alongside others
- SD2. Builds relationships through gesture and talk
- SD3. Takes turns and shares with adult support
- SD4. Works as part of a group or class, taking turns and sharing fairly
- SD5. Forms good relationships with adults and peers
- SD6. Understands that there need to be agreed values and codes of behaviour for groups of people, including adults and children to work harmoniously
- SD7. Understands that people have different needs, views, cultures and beliefs that need to be treated with respect
- SD8. Understands that s/he can expect others to tread his/her needs, views, cultures and beliefs with respect

Emotional Development

- ED1. Separates from main carer with support
- ED2. Communicates freely about home and community
- ED3. Expresses needs and feelings in appropriate way
- ED4. Responds to significant experiences, showing a range of feelings when appropriate
- ED5. Has a developing awareness of own needs, views and feelings and is sensitive to the needs, views and feelings of others
- ED6. Has a developing respect for own culture and beliefs and those of other people
- ED7. Considers the consequences of words and actions for self and others
- ED8. Understands what is right, what is wrong and why
- ED9. Displays a strong and positive sense of self-identity and is able to express a range of emotions fluently and appropriately

Knowledge, skills and understanding at KS 1

Developing confidence and responsibility and making the most of their abilities

Pupils should be taught:

- to recognise what they like and dislike, what is fair and unfair, and what is right and wrong to share their opinions on things that matter to them and explain their views;
- to recognise, name and deal with their feelings in a positive way ;
- to think about themselves, learn from their experiences and recognise what they are good at;
- how to set simple goals.

Preparing to play an active role as citizens

Pupils should be taught:

- [to take part in discussions with one other person and the whole class](#)
- to take part in a simple debate about topical issues
- to recognise choices they can make, and recognise the difference between right and wrong
- to agree and follow rules for their group and classroom, and understand how rules help them
- to realise that people and other living things have needs, and that they have responsibilities to meet them
- that they belong to various groups and communities, such as family and school
- [what improves and harms their local, natural and built environments and about some of the ways people look after them](#)
- to contribute to the life of the class and school
- to realise that money comes from different sources and can be used for different purposes.

Developing a healthy, safer lifestyle

Pupils should be taught:

- [how to make simple choices that improve their health and wellbeing](#)
- to maintain personal hygiene
- how some diseases spread and can be controlled
- [about the process of growing from young to old and how people's needs change](#)
- the names of the main parts of the body
- that all household products, including medicines, can be harmful if not used properly
- [rules for, and ways of, keeping safe, including basic road safety, and about people who can help them to stay safe.](#)

Developing good relationships and respecting the differences between people

Pupils should be taught:

- to recognise how their behaviour affects other people
- to listen to other people, and play and work cooperatively
- to identify and respect the differences and similarities between people
- that family and friends should care for each other
- that there are different types of teasing and bullying, that bullying is wrong, and how to get help to deal with bullying.

Breadth of study

During the key stage, pupils should be taught the Knowledge, skills and understanding through opportunities to:

- a. take and share responsibility [for example, for their own behaviour; by helping to make classroom rules and following them; by looking after pets well, etc]
- b. feel positive about themselves [for example, by having their achievements recognised and by being given positive feedback about themselves]
- c. take part in discussions [for example, talking about topics of school, local, national, European, Commonwealth and global concern, such as 'where our food and raw materials for industry come from']
- d. make real choices [for example, between healthy options in meals, what to watch on television, what games to play, how to spend and save money sensibly]
- e. meet and talk with people [for example, outside visitors, emergency services, assembly speakers]
- f. develop relationships through work and play [for example, by sharing equipment with other pupils or their friends in a group task]
- g. consider social and moral dilemmas that they come across in everyday life [for example, aggressive behaviour, questions of fairness, right and wrong, simple political issues, use of money, simple environmental issues]
- h. ask for help [for example, from family and friends, lunchtime supervisors, older pupils, the police].

Knowledge, skills and understanding at KS2

Developing confidence and responsibility and making the most of their abilities

Pupils should be taught:

- to talk and write about their opinions, and explain their views, on issues that affect themselves and society;
- to recognise their worth as individuals by identifying positive things about themselves and their achievements, seeing their mistakes, making amends and setting personal goals;
- to face new challenges positively by collecting information, looking for help, making responsible choices, and taking action;
- to recognise how people's emotions change as they develop and grow up and how to deal with their feelings towards themselves, their family and others in a positive way;
- about the range of jobs carried out by people they know, and to understand how they can develop skills to make their own contribution in the future;
- to look after their money and realise that future wants and needs may be met through saving.

Preparing to play an active role as citizens

Pupils should be taught:

- to research, discuss and debate topical issues, problems and events;
- why and how rules and laws are made and enforced, why different rules are needed in different situations and how to take part in making and changing rules;
- to realise the consequences of anti-social and aggressive behaviours, such as bullying and racism, on individuals and communities;
- that there are different kinds of responsibilities, rights and duties at home, at school and in the community, and that these can sometimes conflict with each other;
- to reflect on spiritual, moral, and cultural issues, using imagination to understand other people's experiences;
- to resolve differences by looking at alternatives, making decisions and explaining choices;
- what democracy is, and about the basic institutions that support it locally and nationally;
- to recognise the role of voluntary, community and pressure groups;
- to appreciate the range of national, regional, religious and ethnic identities in the U.K.;
- that resources can be allocated in different ways and that these economic choices affect individuals, communities and the sustainability of the environment;
- to explore how the media present information

Developing a healthy, safer lifestyle

Pupils should be taught:

- what makes a healthy lifestyle, including the benefits of exercise and healthy eating, what affects mental health, and how to make informed choices;
- that bacteria and viruses can affect health and that following simple, safe routines can reduce their spread;
- about how the body changes as they approach puberty;
- which commonly available substances and drugs are legal and illegal, their effects and risks;
- to recognise the different risks in different situations and then decide how to behave responsibly, including sensible road use, and judging what kind of physical contact is acceptable or unacceptable;
- that pressure to behave in an unacceptable or risky way can come from a variety of sources, including people they know, and how to ask for help and use basic techniques for resisting pressure to do wrong;
- school rules about health and safety, basic emergency aid procedures and where to get help.

Developing good relationships and respecting the differences between people

Pupils should be taught:

- that their actions affect themselves and others, to care about other people's feelings and to try to see things from their points of view;
- to think about the lives of people living in other places and times, and people with different values and customs;
- to be aware of different types of relationship, including marriage and those between friends and families, and to develop the skills to be effective in relationships;
- to realise the nature and consequences of racism, teasing, bullying and aggressive behaviours, and how to respond to them and ask for help;
- to recognise and challenge stereotypes;
- that differences and similarities between people arise from a number of factors, including cultural, ethnic, racial and religious diversity, gender and disability;
- where individuals, families and groups can get help and support.

Breadth of study

During the key stage, pupils should be taught the Knowledge, skills and understanding through opportunities to:

- a. take responsibility [for example, for planning and looking after the school environment; for the needs of others, such as by acting as a peer supporter; for looking after animals properly; for identifying safe, healthy and sustainable means of travel when planning their journey to school]
- b. feel positive about themselves [for example, by producing personal diaries, profiles and portfolios of achievements; by having opportunities to show what they can do and how much responsibility they can take]
- c. participate [for example, in the school's decision-making process, relating it to democratic structures and processes such as councils, parliaments, government and voting]
- d. make real choices and decisions [for example, about issues affecting their health and well-being such as smoking; on the use of scarce resources; how to spend money, including pocket money and contributions to charities]
- e. meet and talk with people [for example, people who contribute to society through environmental pressure groups or international aid organisations; people who work in the school and the neighbourhood, such as religious leaders, community police officers]
- f. develop relationships through work and play [for example, communicating with children in other countries by satellite, e-mail or letters]
- g. consider social and moral dilemmas that they come across in life [for example, encouraging respect and understanding between different races and dealing with harassment]
- h. find information and advice [for example, through helplines; by understanding about welfare systems in society]
- i. prepare for change [for example, transferring to secondary school]

Teachers' Notes

From September 2010 PSHE in Reception – Form VI has a timetabled allocation of 1 period, to be taught by the Form teacher

The core material used for all forms is 'Telling Tales' by Smart Learning. This series uses a range of quality, familiar and easily accessible texts to teach Primary Citizenship and PSHE and ensures that there is year on year progression through the core PSHE and Citizenship units. The materials used link in closely with the five aims of *Every Child Matters*.

Each year group has a Teacher's Book which contains carefully structured lesson plans enabling teachers to deliver PSHE and Citizenship effectively through a range of children's literature and a book of photocopiable resources sheets.

Each year group is divided into 5 units:

Knowing Me
Staying Healthy
Being with other people
Living in a Community
Protecting the Environment

These five units have each been divided into sub-themes including emotional literacy, healthy eating, bullying, money and charity, pollution etc. For each of these sub-themes there is a choice of two lesson plans based on two different texts. There is also a third page for each sub-theme designed to provide follow-up activities, circle time sessions and assembly ideas.

The order of PSHE topics within the schemes of work is an ideal plan but may be subject to change. Although the scheme of work lays down what should be taught when, it is recognised this may need to alter for a variety of reasons: the scheme of work may not coincide conveniently every time with term dates; school journeys, concert or play rehearsals may also throw the schedule. Flexibility is therefore required at times. An additional factor may cause the scheme of work to be delayed: an important incident or event that arises during the course of the term may justify a change of plan.

In the EYFS, the PSE goals are consistently integrated into the curriculum.

So as to reinforce the importance of the subject each pupil from Form I onwards will have their own PSHE document wallet in which worksheets are stored. As some of the writing may be of a sensitive and personal nature to the child there will be no formal assessment of the written work and the folders will not be requested for scrutiny of work.

Circle Time

Circle Time is encouraged as an activity for each group as appropriate. Role play can also be used to develop a theme. The topic for Circle Time can be followed from

the *Telling Tales* topic being studied, or adapted to address the needs of the class in question.

Each class is encouraged to develop at the beginning of the year a set of ground rules for PSHE and Circle Time (these might well extend to other subjects, too). For example, pupils should decide what they believe is acceptable practice for discussion: the right to speak, the right to be taken seriously etc. Ideally these ground rules should be left in the classroom on display for the whole of the school year.

Ideas and guidelines for Circle Time sessions appear as Appendix 1 to this document.

Assessment and Recording

Assessment will be continuous and informal by the Form Teacher. After each lesson, the teacher should make a brief evaluation and note key points on the topic covered.