

# AYSCOUGHLEE HALL SCHOOL



## PSHEE POLICY

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### Rationale

Personal, social, health and economic education promote pupils' personal social and emotional development, as well as their health and well being. It helps to give children the knowledge and skills they need to lead confident, healthy and independent lives. It aims to help them understand how they are developing personally and socially, and tackles many of the moral, social and cultural issues that are part of growing up. It gives children an understanding of the rights and responsibilities that are part of being a good citizen and introduces them to some of the principles of prudent financial planning and understanding.

As part of the schools PSHEE programme every pupil is provided with Relationship and Health Education under section 80A of the Education Act 2002. Please refer to the school's Relationship and Health Education policy.

### Aims

At Ayscoughlee Hall School we believe that the personal, social and health development of each child, in conjunction with their citizenship skills, has a significant role in their ability to learn. We aim to promote pupil's spiritual, moral and cultural development and prepare all pupils for the opportunities, responsibilities and experiences of life. In addition we believe that a child needs to learn about the many emotional aspects of life and how to manage their own emotions. We are also aware of the way that PSHEE supports many of the principles of Safeguarding. (See Safeguarding and Child Protection Policy.)

We aim to help the children to:

1. Develop confidences and responsibilities and make the most of their abilities.
2. Prepare to play an active role as citizens and understand British values of democracy, law, individual liberty, mutual respect and tolerance of those with different faiths and beliefs and those without faith.
3. Develop a healthy, safe lifestyle with the ability to make appropriate risk assessments.
4. Develop good relationships and respect the differences between people.
5. Understand some basic principles of finances.
6. Make a positive contribution to the life of the school

### Organisation

As an independent school we must provide PSHEE and Relationship and Health Education as per sections 34 & 35 of the Children and Social Work Act 2017. We do not have to follow the National Curriculum but we must offer a curriculum of similar breadth and depth. We have a PSHEE Scheme of work from Kindergarten to Year 6 children. From Year 1 to Year 6 this is based on the PSHE Association materials and supplemented with books by Collins and other internet resources as recommended in our Medium Term Plans by the PSHE Association. We also use a wide range of resources including SEAL – Social and Emotional Aspects of Learning, Folens, Scholastic and the Internet. In Year 6 children experience a Life Skills and Community module which we have created.

In addition, teachers will aim to set aside time in class to discuss matters arising from School Council meetings and address current and recent issues.

Recent and topical issues as well as British Values will be covered in assemblies and through Circle Time, which we recognise as a useful teaching model for many aspects of the PSHEE.

Themed, success and class assemblies are all part of our PSHEE policy, promoting the key aims of the policy and may well involve visiting speakers, clergy or children leading the assembly.

In teaching Relationship and Health Education we have regard to guidance issued by the secretary of state as outlined in section 403 of the Education Act.

***PSHEE and Citizenship will enable children to practise specific skills in structured contexts and in their daily life including:-***

1. Encouraging everybody to take responsibility for their actions and to respect each other through the agreement of class rules and voting in line with British Values.
2. Involving children in the setting of their targets for learning, encouraging individual liberty.
3. Encouraging children to recognise, respect and be tolerant of others including those with different faiths, beliefs, abilities and cultures.
4. The election of a School Council in a democratic manner, which actively develops the direction of the school and respects the rule of democracy.
5. Encouraging children to take responsibility for their behaviour and always have respect for others and their surroundings no matter of their faith, beliefs, background, abilities and gender.

***There are wider opportunities for personal and social development at school. These include:-***

1. The development of each child's ability to work as part of a team, become active within the school community and recognise the qualities of good citizenship.
2. Consideration of the holistic needs of every child with regard to their race, culture, language and faith.
3. Planning class visits and trips which widen children's experiences beyond the immediate local environment.
4. Coming together as a school for assemblies to celebrate academic and personal achievements.
5. Planning events which encourage the school to work together e.g. Christmas Nativity, Games Afternoon, Maths Day, Charity Events, and Summer Production.

***We seek to promote a healthy lifestyle and self confidence for our community by:***

1. The provision of a range of lunch time and after school clubs e.g. football, choir, netball, Lego, sewing, and French which help foster a healthy lifestyle and encourage children to explore individual talents.
2. Providing opportunities in school for children to learn musical instruments and play in special assemblies.
3. Promoting walking to school. Bikeability course for Year 6.
4. Encouraging activity in the playground
5. Healthy snacks at break time and promoting healthy eating during the year through PSHEE.
6. Participation by every child in class assemblies and productions in front of an audience developing self- confidence.

***We seek the involvement of the whole school community through:-***

1. Encouraging parents/ carers to support trips or whole school events and special days.
2. Weekly newsletters, school diaries / home communication books in Kindergarten are sent to parents/carers.
3. Sharing news and information on the school's website and social media platforms
4. The Home/ School agreement.
5. The Parents, Teachers and Friend's Association particularly with events such as Mother's and Father's Day shops which promote giving to others.

6. Performing and helping in the community and inviting the community to events e.g. Georgian Court elderly, Agape Food Bank.
7. Year 6 Community/Life skills module which include aspects such as keeping healthy, financial understanding and helping in the community.

### **Time Allocation**

Each class teacher will aim to allocate a minimum of 1 hour fortnightly following our PSHEE scheme and alternate with 1 hour RE which we acknowledge is closely linked.

### **Monitoring**

The Headteacher and Coordinator will carry out a programme of sampling lessons and book scrutiny over the year, which is then reviewed by the Governor responsible for PSHEE, who will then write's their annual report to the Governors.

### **Equal Opportunities**

PSHEE follows the Equality Policy of Ayscoughfee Hall School. The curriculum will be accessed by all and adaptations such as pre-teaching, small group work or 1:1 sessions can be used, in conjunction with parents.

### **Responsibilities**

The PSHEE Co-ordinator is responsible for:

- Monitoring the teaching and learning of PSHEE through observations, book scrutiny and discussions.
- Overseeing and implementing the policy.
- Writing an annual action plan for The School Improvement Plan and evaluating progress throughout the year along with the Governor responsible for PSHEE.
- Attending INSET and providing staff with appropriate feedback.
- Actively searching for relevant, updated resources and opportunities for the children to develop skills and understanding of this important subject.
- Ensuring parents are involved in the review of the policy and pupils can be asked to comment on this through the pupil questionnaire.

This policy reflects school practices under normal circumstances. Should extra-ordinary situations arise (e.g. COVID-19 pandemic) it may be necessary to review and adjust practices as required.

**This policy must be read in conjunction with other related school policies:**

- **Appendix 1 & 2 of the PSHEE policy**
- **Safeguarding and Child Protection Policy**
- **Equality Policy**
- **Anti-Bullying Policy**
- **Behaviour Policy**
- **Curriculum Policy**
- **Relationships and Health Education Policy**

***Any reference to the word 'School' implicitly includes all its associated clubs/activities including Kids Club. This policy also applies to EYFS***

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## **Appendix 1 Spiritual, Moral, Social and Cultural Development (Including British Values)**

### **British Values**

At Ayscoughfee Hall School British Values are reinforced regularly in the following ways:

#### **Democracy**

Each year the children decide upon their class rules and the rights associated with these. All the children contribute to the drawing up of the rules.

Children have many opportunities for their voices to be heard.

- We have a school council which meets regularly to discuss issues raised in class meetings. The council has its own budget and is able to genuinely effect change within the school. Two council members for each year group from Year 2 up are voted in by their class.
- Suggestion boxes in classrooms
- Speeches by Year 6 in front of the school for House official positions (voting by pupils & staff.)
- Kindness Ambassadors

#### **Democracy – what do we do?**

- Provide pupils with a broad general knowledge of, and promote respect for, public institutions and services
- Teach pupils how they can influence decision-making through the democratic process
- Encourage pupils to become involved in decision-making processes and ensure they are listened to in school
- Help pupils to express their views
- Teach pupils how public services operate and how they are held to account
- Year 6 participate in UK Parliament week e.g. Year 6 visit to South Holland Council Offices

#### **The Rule of Law**

The importance of Laws, whether they be those that govern the class, the school, or the country, are consistently reinforced throughout regular school days, as well as when dealing with behaviour and through school assemblies. Pupils are taught the value and reasons behind laws, that they govern and protect us, the responsibilities that this involves and the consequences when laws are broken.

- Visits from authorities such as the Police and visit to the Fire Service help reinforce this message.
- We were part of the junior police community officer scheme, with children from Yr. 6 being chosen and undertaking tasks such as taking assembly to highlight importance of safe trick & treating and consequences of tricking the elderly.
- To encourage and promote good behavior, attitude and work, we have devised a reward system which is consistently followed throughout the school.
- We are committed to praising children's efforts. We endeavor to praise the children informally, individually, during group work, in front of the whole class and the whole school. Children are rewarded not only for achievement in curriculum areas, but for behaviour and general adherence to the school rules
- Rewards are given in the form of stickers, sport points, house points and stars of the week certificates. Children's achievements are also recognised during Celebration of Success Assemblies.

#### **Rule of law – what do we do?**

- Ensure school rules and expectations are clear and fair
- Help pupils to distinguish right from wrong
- Help pupils to respect the law and the basis on which it is made
- Help pupils to understand that living under the rule of law protects individuals
- Include visits from the police in the curriculum

## **Individual Liberty**

Within school, pupils are actively encouraged to make choices, knowing that they are in a safe and supportive environment. As a school we educate and provide boundaries for young pupils to make choices safely, through provision of a safe environment and empowering education. Pupils are encouraged to know, understand and exercise their rights and personal freedoms and advised how to exercise these safely, for example through our E-Safety and PSHE lessons. Whether it be through choice of learning challenge, of how they record, of participation in our numerous extra-curricular clubs and opportunities, pupils are given the freedom to make choices.

### **Individual liberty – what to do?**

- Support pupils to develop their self-knowledge, self-esteem and self-confidence
- Encourage pupils to take responsibility for their behaviour, as well as knowing their rights
- Model freedom of speech through pupil participation, while ensuring protection of vulnerable pupils.
- Challenge stereotypes
- Implement a strong anti-bullying culture

## **Mutual Respect**

Mutual respect is at the heart of our values. Children learn that their behaviour has an effect on their own rights and those of others. All members of the school community treat each other with respect. Part of our school ethos and behaviour policy are based around core Christian values such as 'respect' and 'responsibility' and these values determine how we live as a community at Ayscoughfee Hall School. Collective Worship is based on 'Christian Values for Life' which are central to how we expect everyone to go about their life at our school.

Kindness Ambassadors are chosen annually and our concentration on the value of kindness is the antithesis of bullying. We have Infant and Junior Kindness Awards given weekly in success assembly.

### **Mutual Respect– what do we do?**

- We use a lion and the term PRIDE with our children to help them understand key values we expect. At all times we encourage children to take PRIDE in their work, appearance and actions. PRIDE stands for Polite, Respectful, Independent, Do your best, Everybody matters.
- We have high expectations in terms of good manners and being respectful to others around the school. E.g. opening doors and giving a helping hand such as Juniors taking Infants back from the dining room and helping them put on coats for the playground.

## **Tolerance of those of Different Faiths and Beliefs**

At Ayscoughfee Hall School our intake is not greatly culturally diverse, therefore we place a great emphasis on promoting diversity with the children. Assemblies are regularly planned to address this issue either directly or through the inclusion of stories and celebrations from a variety of faiths and cultures. Our RE and PSHE teaching reinforce this. Members of different faiths or religions are encouraged to share their knowledge to enhance learning within classes and the school. Children visit places of worship that are important to different faiths e.g. Peterborough mosque, Spalding Catholic Church and Baptist Church.

### **Respect and tolerance – what do we do?**

- Promote respect for individual differences
- Help pupils to acquire an understanding of, and respect for, their own and other cultures and ways of life
- Challenge prejudicial or discriminatory behaviour
- Organise visits to places of worship
- Develop links with faith communities
- Discuss differences between people, such as differences of faith, ethnicity, disability,

At Ayscoughfee Hall School we will actively challenge pupils, staff or parents expressing opinions contrary to fundamental British Values.

## **Appendix 2 Spiritual, Moral, Social and Cultural Development (Including British Values)**

### **EYFS**

As part of our daily set up in EYFS, children are taught the value of *individual liberty* through self-selecting their learning activities. Children are taught about the value of *democracy* through collaborative decision making, for example, choosing names for class pets and role play areas. They learn about *respect for other faiths* and beliefs through their learning of the festivals e.g. Chinese New Year, Diwali. Chicks, lambs, frogs and butterflies all help children understand life cycles and *spirituality*. Children are given many *social* opportunities e.g. use of manners on visit to Spalding market, Greggs, Crystal Inn.

### **Year 1**

Year 1 children are taught the value of *democracy* through voting for different activities in the classroom. Children's ideas are heard and shared with others, resulting in democratic decisions. They are taught about the *value of laws and rules* through their learning in the classroom. Children are actively encouraged to make *personal choices* about the foods they eat following their learning about Healthy Living. They use a reward system which recognises when their behaviours and attitudes show *respect* towards others. In RE they study the celebrations that Jewish and Christian Faiths use to thank their god for the natural world.

### **Year 2**

From Year 2 upwards children *vote* for children to represent the class in school council. These children report back to the class and include them in the *decision making process*. In R.E, they develop a greater understanding of Christianity. They learn to show *mutual respect* for one another working in team groups frequently. Children develop a clear understanding of the need for rules through their PSHEE curriculum.

### **Year 3**

In PSHEE children learn about the *importance of rules* and their *responsibilities* for the local community and the environment. They are reflected in the rules in our classrooms, school and within our society, children learn to recognise how this helps our world get along. Through their history topic on World War Two, children learn about Europe's fight for freedom and a *democratic* Europe. In R.E, they investigate concepts such as *What is faith?*, they start to have an understanding of other faiths such as Hinduism and different customs.

### **Year 4**

Year 4 children look at rules from different viewpoints and the importance of accepting responsibility. The children initiate and take responsibility for organising charity events. Children look at Buddhist and Christian religions in RE. Children discuss environmental issues and learn the importance of *mutual respect* for the natural world around them.

### **Year 5**

Children in Year 5 are taught the value of *individual liberty* by making their own choices about the content of project work which they deliver to the rest of the class. Children are taught about Christian beliefs and *values* through their R.E. unit. Within PSHEE, there are links to why we have rules and the consequences that follow if these are broken and the importance of telling the truth and respecting others.

### **Year 6**

Children use a *voting system* to elect the Year 6 house captains. As part of their PSHEE, children in Year 5 or Year 6 visit 'Warning Zone' where they are taught to make the *right choices* surrounding

use of the internet, railways, roads, drugs and alcohol. They learn *about the rules* that are in place in society to prevent misuse of these and learn how to keep safe. Children continue to build on the value of *individual liberty* making choices on their residential visits to Hilltops/Edinburgh. These trips promote both independence and responsibility. *Mutual respect* is a value learnt from an early age and this is re-emphasised in Year 6 with the infant help system with EYFS. Children give and receive respect from the younger children, acting as positive role models in the school environment and society. The children learn about a school in India, recognising the *similarities and differences between our daily lives*. In R.E., they learn to *respect other faiths* through their unit on different churches and an understanding of the Islamic faith. Children in year 6 participate in community work and also have a weekly lesson to discuss current affairs.

***N.B. See purple class folders for evidence***