



FINTON HOUSE
SCHOOL

PSHEE POLICY

Member(s) of staff responsible: Nicholas Lane

Date Revised: January 2019

A copy of this policy is available to all governors and parents via the school website or a hardcopy on request from the School Office. It is accessible to all staff electronically (in the Policy folder on the Staff Admin Drive) and a hardcopy held on file in the Head's Office. This policy applies to all at the school including those in Reception (the EYFS).

Contents

1. Introduction	2
2. Aims in Teaching PSHEE	2
3. PSHEE Curriculum.....	3
Curriculum Map for PSHEE.....	4
4. Lesson Allocation	6
5. Teaching and Learning	6
6. Assessment, Monitoring and Reporting	7
7. Appendix - The Finton Goals.....	8

1. Introduction

At Finton House, PSHEE is a timetabled subject taught each week and also forms an intrinsic part of the ethos of the school, which is reflected in other curriculum areas and assemblies. Finton House aims to educate the 'whole child', throughout the school day, in and out of lessons. We believe that PSHEE cannot wholly be taught in isolation for it to be successful. As a result all staff are responsible for delivering the aims of PSHEE in the school (see below for aims). Within the school a calm, safe and secure learning environment is created for personal and social development and the development of self-esteem. It is an environment of trust and one of non-judgmental attitudes.

PSHEE has contributions to make in developing the children's confidence and sense of responsibility, in preparing them to be active citizens, in developing healthy and safer lifestyles and in helping them to form good relationships and to respect their spiritual, moral, social and cultural development. As such, PSHEE is essential to ensuring that children at Finton House School are effectively prepared for life in British society.

PSHEE promotes spiritual development through fostering children's awareness and understanding of issues that involve differing beliefs and values in human society. It helps children to develop self-knowledge through an exploration of their identity and belonging, their ideals and the meaning they see in life. It aids their moral development through helping them to acquire a critical appreciation of issues of right and wrong, justice, fairness, rights and obligations in society. It promotes social development through helping children to acquire the understanding and skills they need to become responsible and effective members of society. Cultural development is promoted through helping children to understand the nature and role of the different groups to which they belong, to learn about the diversity in society and to develop respect for difference.

2. Aims in Teaching PSHEE

Aims:

- To foster a sense of social and moral responsibility.
- To promote and develop the personal attributes through our Finton House Personal Goals which reflect the school's aims and ethos.
- To develop confidence in talking or writing about their opinions and to explain their views on issues and events that affect themselves, society and the world.
- To promote mutual respect and tolerance of others through understanding different types of lifestyles, faiths, disability, beliefs and relationships, paying particular regard to the Protected Characteristics set out in the 2010 Equality Act.
- To provide a safe place to debate controversial issues such as terrorism and extremism, to be aware of the risks associated with them and to enable children to challenge extremist views.
- To ensure that children are effectively prepared for life in British society; enabling children to distinguish right from wrong.
- To understand the nature of democracy, dictatorship and a communist state and to encourage respect for the fundamental British values of democracy. To support the participation in the democratic process and to respect the basis for how the law is made and applied in England.
- To develop a sense of citizenship through understanding how a community works and to facilitate an understanding of the contribution they can make to their community through active involvement and participation.
- To understand the concept of disability and to act in a caring, but appropriate manner to those with special needs, both educationally and socially. As a result, to seek confidently a wide variety of relationships and to adopt appropriate behaviour.
- To encourage children to gain a respect for others, paying particular regard to the issues of gender, stereotyping, individual liberty, prejudice, discrimination, beliefs, or race. To encourage an appreciation and respect for their own and other cultures whilst building resilience to radicalisation through the promotion of fundamental British values.
- To appreciate that their bodies are their own and special and to learn what they should do if they don't like what is being done to them, i.e. bullying and abuse.
- To recognise their worth as individuals by identifying positive things about themselves and their achievements and in so doing promote self-awareness, self-esteem and self-confidence.

- To know how to develop a healthy mind by identifying difficult emotions and through a range of techniques, including mediation practice, be able to develop a present and calm mind.
- To learn about health risks and safety issues and how to respond in an emergency, i.e. drugs, nicotine, eating disorders, alcohol, fire, water, accidents, 999 calls and basic first aid.

Objectives:

- To know about public institutions and services in England.
- To know about global environmental issues, knowing how precious all life is on earth and how we all have a responsibility to take care of it.
- To know about people who have made a difference in the world and to consider how they could themselves perhaps make a difference.
- To know about the concepts of 'interest', 'loan', 'debt', and 'tax' (e.g. their contribution to society through the payment of VAT)
- To know the role money plays in their own and others' lives, including how to manage their money and about being a critical consumer.
- To know how to live healthily, making informed and reasoned choices.
- To recognise, as they approach puberty, how people's emotions change at that time and how to deal with their feelings towards themselves, their family and others in a positive way. As well as beginning to develop understanding as to how to approach sexual relationships in both a respectful and safe manner.

3. PSHEE Curriculum

Throughout the school, all classes have timetabled PSHEE sessions each week. The termly focus for PSHEE are based on Health and Wellbeing, Relationships and Living in the Wider World. These are linked where appropriate to other curriculum areas e.g. RE, science, maths, etc.

Curriculum Map for PSHEE

	Autumn Term	Spring Term	Summer Term
Reception	<p>Hygiene and Development</p> <p>To introduce the Zones of Regulation</p> <p>To be able to develop healthy hygiene habits (hands, body, teeth). To know that everyone is unique/special.</p>	<p>People Who Help Us</p> <p>To actively promote a respect for public services and institutions.</p> <p>Development</p> <p>To know about the changes from babies to childhood.</p>	<p>Respect</p> <p>To actively promote respect for other people considering disability and appearance</p>
Year 1	<p>Hygiene and Health</p> <p>To know the importance of sleep and hygiene</p> <p>To know the importance of healthy foods</p> <p>To know the importance of exercise</p> <p>To know that drugs can help make people healthy</p>	<p>Living with Others</p> <p>To promote the rule of law and why we need them.</p> <p>To know how to be safe in different environments (playground, water etc)</p> <p>To actively promote respect for the individual liberty of others</p> <p>To know what bullying means</p>	<p>Stewardship</p> <p>To know how to look after animals - what do they need</p> <p>To know some of the environmental problems facing our world</p> <p>To begin to know how to look after our world</p>
Year 2	<p>Emotions and Feelings</p> <p>To consolidate the use of Zones of Regulation</p> <p>To be able to identify a range of emotions and feelings.</p> <p>To begin to know how to deal with negative emotions</p>	<p>Safety</p> <p>To know what a risk and hazard is.</p> <p>To know how to be safe on road</p> <p>To know about stranger danger</p> <p>To know about inappropriate behaviour</p>	<p>Heart Start Level 1</p> <p>To know the dangers and hazards in the home and outside.</p> <p>To know what to do if someone is hurt and conscious.</p> <p>To know how to get help by making a 999 or 112 call.</p>
Year 3	<p>Emotions and Feelings</p> <p>To consolidate the Zones of Regulation</p> <p>To consolidate how to deal with negative emotions</p> <p>To develop the skills requires to maintain positive mental health.</p> <p>To know how our behaviour impacts others.</p>	<p>Diversity and Interdependence</p> <p>To promote respect and harmony between different cultures within our community</p> <p>To know how we are connected with communities in other parts of the world.</p> <p>To know the basic rights and liberties of human beings</p>	<p>Hygiene and Development</p> <p>Personal hygiene</p> <p>To revise how to keep clean</p> <p>To begin to know parts of the world where health and hygiene is a problem</p> <p>To know how babies develop before and after birth</p>

In Reception PSHEE lessons follow the above termly focuses and also reflect aspects of what is covered under bodily awareness (PD).

	Autumn Term	Spring Term	Summer Term
Year 4	<p>Mindfulness – Paws B To know the main parts of the brain</p> <p>To be able to develop concentration</p> <p>To be able to deal with difficult emotions</p> <p>To be able to develop meditative techniques</p> <p>To know some ways of coping with loss</p>	<p>Sustainability To know the term sustainability</p> <p>To know how to make lives more sustainable</p> <p>To be able design a sustainability product</p>	<p>People who have made a difference To know about famous people living in other places and times</p> <p>To know how people made significant changes to society</p>
Year 5	<p>Healthy Living Heart Start – Level 2</p> <p>To revise what constitutes a healthy life</p> <p>To know how to stop serious bleeding</p> <p>To know how to help someone who is choking</p>	<p>Discrimination To promote respect for others including those of different faiths, beliefs and abilities.</p> <p>To know what is meant by bullying</p> <p>To know reasons for bullying</p> <p>To know what to do if someone is bullied</p> <p>To know what is meant by discrimination</p>	<p>Stewardship To revise some of the ways we are damaging the environment</p> <p>To consolidate knowledge of how we can look after the environment</p> <p>To know some of the organisations involved in protecting the environment</p> <p>SRE (Reproduction Science)</p> <p>To know about the emotional and physical changes which happen during puberty</p>
Year 6	<p>Global Health Issues To know some of the serious global health issues.</p> <p>To identify some of the organisations involved in solving world health problems.</p> <p>To know the importance of climate in health issues.</p> <p>Economics To understand the terms interest and tax, debt and credit.</p> <p>To know the term critical consumer.</p>	<p>Heart Start Level 2 and 3</p> <p>To know the signs of a heart attack and how to help someone with these symptoms</p> <p>To be able to administer CPR</p> <p>Mindfulness – Paws B</p> <p>To be able to develop concentration</p> <p>To be able to deal with difficult emotions</p> <p>To be able to develop meditative techniques</p>	<p>Mindfulness – Paws B (continued from Spring Term)</p> <p>Promoting Democracy To promote respect for civil and criminal law and the fundamental British values</p> <p>To promote understanding of and respect for the democratic process, including respect for the basis on which law is made and applied</p> <p>SRE To consolidate knowledge of the emotional and physical changes to the body during puberty.</p> <p>To know about human reproduction.</p>

In addition to the subject objectives, learning opportunities in PSHEE are further enhanced by the following extra-curricular and cross-curricular events:

- E-safety teaching (see Computing SOW) and annual workshops run by Childnet.com
- Cycle training
- Road Safety
- Stranger Danger
- Pupils' Council
- Y6 Positions of Responsibility

The Finton House Goals (see Appendix) help develop pupils' personal attributes. When used in conjunction with the subject objectives, and whole school initiatives like the Pupils' Council, these goals help to develop the character qualities which will prepare and enable children to take an active part in British society. Assemblies which reinforce each personal goal are led by teachers, classes and external speakers and are organised by the PSHEE coordinator and the Heads of Upper and Lower School.

The goals are rewarded by the giving of 'good behaviour house points' and are linked to the corresponding school rules.

4. Lesson Allocation

- All classes have a 40 minute timetabled PSHEE lesson each week.
- In addition, there are timetabled Class Time sessions each week when teachers can address topical or pastoral issues that may arise.
- Assemblies are used as an opportunity by both staff, visiting speakers and children to develop and reinforce aspects of the PSHEE curriculum.
- In addition to teaching mindfulness through the Paws B programme in Y4 and Y6, there is also a lunchtime drop in session available for Years 4 to 6.
- In addition to the teaching of Zones of Regulation covered in Reception, Year 2 and Year 3, there is an early morning session to which children requiring extra support are invited to attend.

Please see the Curriculum Policy for further details regarding lesson allocation.

5. Teaching and Learning

- Predominantly, PSHEE lessons are taught to the whole class and, where appropriate, individual or group work tasks are differentiated. The emphasis is on first-hand experience and we encourage children to take control of their learning. Groups may be mixed or of a similar ability level.
- Learning in PSHEE is most effective when it is central to the culture and ethos of the school. Accordingly, it forms the focus of assemblies through the personal goals (see section 3) which are delivered by members of staff and external speakers.
- Curriculum PSHEE is taught through a range of different methods depending on the age group of the children. There are many opportunities for cross curricular links in PSHEE. In Year 5 and Year 6, for example, many of the SRE (sex and relationships education) objectives are covered in science lessons. Owing to the nature of the subject, there are many opportunities for cooperative learning; the children being placed in mixed ability groups.
- Some pupils with Special Needs are supported by a Teaching Assistant and more formal learning is recorded on sheets or in books which allows for differentiation.
- Resources are stored in the ET building. This cupboard contains fiction and non-fiction books for children along with general books for teachers' use. These focus on activities to develop self-esteem and for circle time. Further teaching resources are located in classrooms and resources for children are located in the library.
- When appropriate, books are used to record learning. Books are used for Y2 to Y6 with Y1 working in folders and Reception in topic books. Where tasks are more practical, photos may be placed in books to record the learning that has taken place. Children annotate the photos where necessary.

- Although there is no formal homework for PSHEE, a range of resources and links are shared on Frog (VLE). The pupils are able to access these at home to consolidate and extend their learning.

6. Assessment, Monitoring and Reporting

- Assessment is carried out in a variety of ways to ascertain the children's level of understanding of specific tasks and of their overall understanding of a PSHEE topic. Assessment methods include observation, discussion, questioning and marking.
- Pupils will be assessed by observation in class, and questioned to ascertain both their level of understanding and knowledge, and their development of personal and social skills.
- Marking together with verbal feedback is intended to be constructive and in particular aims to raise each child's self-esteem and encourage further thought.
- In the Lower School, two full reports are written throughout the year (December and July) and parents have the opportunity to meet with teachers at Parents' Evenings (October and March).
- In the Upper School, two full reports and one progress report are written each year (November, March and July). Parents have the opportunity to meet with teachers at Parents' Evenings (November and March).

Please see the Assessment, Recording and Reporting Policy for further information.

7. Appendix – The Finton Goals



Finton Goals

At Finton House we aim to be our best selves every day by achieving our goals. This enables us to be a happy and successful team.

Self-Belief

We recognise our own strengths and understand that they may be different from those around us. We encourage others to believe in themselves. We learn from our mistakes and can deal with success and failure.



Kindness

We are kind and helpful, thinking of others and working co-operatively. We include everyone, especially those who are different from ourselves and have differing needs. We are givers, not takers.



Respect

We show respect for the needs of other people, living things and the environment. We value everyone's views and celebrate different faiths, beliefs and cultures. We treat others as we would like to be treated ourselves.



Communication

We can share our thoughts and feelings with others through listening, speaking and our actions. We can co-operate with each other, sharing and taking turns.



Curiosity

We are interested in the world around us and are keen to question, explore, learn and understand.



Resilience

We keep on going when things become difficult and try to keep optimistic and never give up. We always try to do our very best.



Morality

We know the difference between right and wrong and show this through what we say and how we behave. We are honest and truthful with each other. We are able to forgive people when they do or say things which hurt our feelings.

