



**ALLEYN COURT
PREPARATORY SCHOOL**

Including EYFS

PSHE (Personal, Social, Health and Economic) Education Guidance

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To be reviewed
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ALLEYN COURT PREPARATORY SCHOOL PSHE Guidance

This guidance covers our school's approach to the teaching of PSHE (Personal, Social, Health and Economic) Education as required by the ISI (Independent Schools Inspectorate) Part 1 – Quality of education provided to encourage respect for other people, with particular regard to the protected characteristics (*age, disability, gender reassignment, marriage and civil partnership, pregnancy and maternity, race, religion and belief, sex, sexual orientation*) as set out in the Equality Act 2010. It also takes account of Keeping Children Safe in Education (KCSiE) 2021, the Education Act 2006/ Academies Act 2010 which states that all schools must provide a balanced and broadly based curriculum which:

*Promotes the spiritual, moral, cultural and physical development of pupils at the school and of society, and
Prepares pupils at the school for the opportunities, responsibilities and experiences of later life.*

PSHE education contributes to the Core Purpose and Ethos of Alley Court Preparatory School which states:

Our Core Purpose

We are a Preparatory School. We prepare children to thrive.

Our Ethos

Childhood, at its best, is an exciting and wondrous adventure, where learning is present at every opportunity.

We aim to make it so.

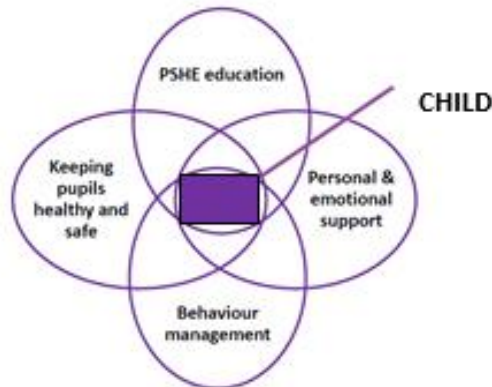
Alley Court Preparatory School aims to:

- educate children up to the age of eleven years old so they emerge as **curious, courageous and compassionate** young people;
- provide a first-class education through an environment that promotes curiosity, creativity, wonder and a love of learning;
- use a broad, rich and stimulating curriculum to inspire each child to attain the highest levels of academic, physical, artistic, and social endeavour, through understanding that sustained effort, reflection and diligence will always enhance results;
- ensure children are best prepared for whatever expectations they encounter when they move to their chosen secondary education;

- instil a passion to pursue dreams to fruition and the skills to contribute to a world of rapidly changing opportunities and technologies.

Our PSHE provision, including Health Education and Relationship Education, is part of the SMSC (Spiritual, Moral, Social Cultural) and ESR (Education for Social Responsibility) curriculum.

PSHE education is part of the holistic approach to a child's wellbeing with the child being at the centre and supported with PSHE education, personal and emotional support, behaviour management and keeping pupils safe.



PSHE equips children and young people with knowledge, understanding, attitudes and practical skills to live healthy, safe, productive, fulfilled, capable and responsible lives, now and in the future. It encourages them to be enterprising and supports them in making effective transitions, positive learning and career choices and in managing their finances effectively. PSHE education also enables children and young people to reflect on and clarify their own values and attitudes and explore the complex and sometimes conflicting range of values and attitudes they encounter now and in the future.

The citizenship strand aims to give the children a social and moral responsibility in and beyond the classroom, to those in authority and towards each other. It aims to give the pupils an involvement in the community and an initial political literacy through an awareness of British institutions – parliament, democracy, the police etc.

Creating a safe and secure learning environment

Because PSHE education works within pupils' real-life experiences, it is essential to establish a safe learning environment.

Clear 'ground rules' and understanding of confidentiality, within each lesson, that is understood by both the children and adults are important elements of creating a safe learning environment.

Teachers cannot offer complete confidentiality; it is important for everyone's safety that teachers and pupils are clear about what can and cannot be kept confidential.

We will create a safe and supportive learning environment by;

- establishing ground rules and confidentiality at the beginning of lessons where children there may be opportunities for pupils to share personal information. When appropriate the need for confidentiality will also be reiterated at the end of the lesson
- ensuring that where pupils indicate that they may be vulnerable and at risk, they will get appropriate support by the teacher or LSA (directed by the teacher) follows up with individual pupils and, where necessary,
 - report to the DSL or other members of the safeguarding team
 - record appropriately (Pink form, Schoolbase)
 - inform parent/carer
- This policy is informed by the school's child protection and safeguarding policy.

Entitlement and equality of opportunity

Full PSHE education provision is accessible to every pupil through an explicit and discreet curriculum and links to other national curriculum subjects.

Our classroom practice is inclusive and meets the needs of all pupils irrespective of age, disability, gender, race, religion or belief, and takes account of the pupils' ability, age and readiness to learn. It is planned to enable all pupils to access the learning and promotes the needs and interests of all pupils, including pupils with SEND.

Teaching considers the age, ability, readiness, and cultural backgrounds of children (and those with English as a second language) to ensure that all can fully access PSHE education provision.

This is achieved with planned differentiation by;

- setting suitable learning challenges
- responding to pupils diverse learning needs
- overcoming potential barriers to learning and assessment for individuals and groups of pupils

We promote diversity and inclusion and consider all pupils' needs by planning explicitly for diversity in all curriculum areas to include cultural, ethnic, racial and religious differences, gender and disabilities which can lead to an appreciation of the diversity of our local area and the wider community.

We will use PSHE education to address diversity issues and to ensure equality and inclusion for all by encouraging children to build on their knowledge, understanding, ideas, views, perceptions, interests, background, culture, values and attitudes in a way that is non-confrontational yet challenging.

Aims of PSHE education

To:

- develop accurate, balanced and relevant knowledge, skills and attributes needed to manage life's challenges and make the most of life's opportunities
- provide opportunities to explore, clarify and, if necessary, challenge their own and others' values, attitudes, beliefs, rights and responsibilities
- provide opportunities to develop personal attributes such as resilience, self-esteem, risk-management, team work and critical thinking.

Overarching Concepts of PSHE include:

- Identity
- Relationships
- A healthy balanced lifestyle
- Risk and safety
- Diversity and equality
- Rights, responsibilities and consent
- Change and resilience
- Power

PSHE contributes to the development of a wide range of essential life skills including;

- The intrapersonal skills required for self-management such as;
 - *self-improvement, resilience, self-regulation, recognising and managing peer influence, self-organisation, identifying and accessing help & support, clarifying and re-evaluating own values and beliefs, recalling and applying knowledge, develop and maintain a healthy concept of self*
- The interpersonal skills and social effectiveness required for positive relationships such as;
 - *empathy and compassion, respect for others' beliefs, values and opinions, evaluating the opinions of others, skills for teamwork, enterprise skills, valuing and respecting diversity, build and maintain a variety of healthy relationships*
- Managing risk and decision making.
 - *identify and manage risk to self and others, formulating questions, analysis, assessing reliability of information, identify links between values and beliefs, decisions and actions, making decisions*

Organisation

PSHE is taught as a spiral curriculum, building on previous learning and experiences. It is explicitly taught in the main school by form teachers in a timetabled lesson of 35 minutes a week. Implicit

teaching occurs through the everyday experiences of a school day as different situations arise and in other subject areas.

In the Pre-Prep it is taught throughout a range of tasks and activities as part of the Montessori and EYFS curriculum. Pupils in Paddington and Winnie the Pooh classes (Reception) also follow the SEALs program and supports the transition of pupils from Pre-Prep to the main school.

The programme followed by the main school is based on the *PSHE Association* scheme of work which is split into three distinct areas; *Relationships, Living in the Wider World, and Health and Wellbeing*. This is supported through resources obtained via accredited websites such as; Growing up with *Yasmine and Tom* from the Family Planning Association, NSPCC, Go Givers, Think u Know, and Google legends. The lesson outlines are stored on the staff shared server and hard copies given to the teachers. The materials are used to plan appropriately for their classes and to ensure both classes in a year group use the same objectives, not all available materials for each unit will be used, the material selected is based on the Teachers' knowledge of the children, and their previous experiences.

During the lessons children's comments, values and beliefs are used to further discussions. The Form teachers encourage and refer to what is generally socially or morally acceptable but will not enforce any views or beliefs upon the children, ensuring a balance between both sides of an issue. The teaching of PSHE is linked closely to current affairs and school events.

Overviews of the areas covered are at the end of this document.

The teaching will be supported in the following ways:

- Discretely through the other curriculum areas.
- Through year group assemblies in front of the whole school and parents, and Pre-Prep assemblies.
- Through RE lessons to complement the RE curriculum, not reduce it. Children will be encouraged to share their own views and listen to the views of others. Whilst discussion might ensue, children will be allowed to challenge the views of others but in a non-critical and non-threatening fashion.
- Through regular 'House' meetings and form periods.
- Through Respect and Responsibility posters and Character Education posters placed strategically around the school. As well as posters created by the children themselves in some PSHE lessons.
- Through assemblies by the SLT, teachers and / or visiting speakers.
- Through any pastoral chats with any member of the school community.
- Through the respect and warnings system agreed by all children from Years 4-6 and class rules agreed by teachers and their classes across the school.
- Through the running of the School Council to develop the school's and wider community projects, and pupil voice.

Staff roles and responsibility

PSHE co-ordinator

The responsibilities of the co-ordinator include:

- monitoring the teaching of PSHE both discrete and explicit
- ensuring resources are updated and used
- liaising with and advising fellow teachers
- supporting and leading training and continued professional development
- liaising with other agencies
- reinforcing positive values and school aims through all actions and interactions with staff, pupils, parents and visitors
- liaising with the teacher responsible for the School Council

Form teacher

The form teacher should ensure that:

- pupils' starting points are considered at the beginning of each topic
- learning is active and all pupils are included in the learning experiences
- opportunities are given for pupils to consider and clarify their values and beliefs and to rehearse and develop their enquiry and interpersonal skills.
- pupils are helped to make connections between the learning they receive in PSHE education and their current and future 'real life' experiences.
- a comprehensive, balanced and relevant body of factual information is used to inform pupils present and future choices.
- planned links are made with other subjects
- children are supported and feel free to express their views in a non-threatening environment
- both classes in a year group have the same learning experiences.

Responding to pupils' questions

It is important that pupils feel able to ask any questions that they wish and that their questions are valued. However, consideration should be given to how to respond to questions.

- Pupils' questions will be answered factually and honestly. If necessary, teachers will ask a pupil to wait for an answer to give them time to consult with colleagues or the school's leadership team if they feel this appropriate, or if the question raises potential safeguarding concerns using a statement such as; *'That is a really interesting question and I need time to think because I want to give you a proper answer'*.

- In lessons that may give rise to more sensitive questions being asked by the pupils they will be able to raise anonymous questions with the use of a question box and pieces of paper. The questions can be submitted to the box before, during or after the lesson.
- If a safeguarding issue is raised by an anonymous question it will be referred to the DSL and the child protection and safeguarding policy will be followed.

Use of ICT

The many resources available on the internet and school server will be included when appropriate to either whole class, via interactive white boards, small groups or individually. There will also be opportunities to present work electronically.

Any use of IT will follow the safety guidelines as set out in our E-Safety policy.

Assessment and recording – Main School

Assessment in PSHE education should focus on learning, set against the lesson objectives and outcomes by teachers using questions such as; Why? What? Who for? How?

The broad areas for assessment include:

- children’s knowledge and understanding
- how well children can use their knowledge and understanding in developing skills and attitudes
- discussion and questioning skills – listening to others and presenting their own views
- respect and awareness of others

Assessment should not imply that children are failing as people or citizens.

Methods of assessment may include:

- pupil self-assessment (Main focus)
- peer group assessment
- teacher assessment (formative)

These will include activities such as;

- draw and write scenarios before and after a new topic
- an end task such as discuss/ write a letter giving advice
- Use of teacher notes against the objectives taught and a traffic light system to show understanding
- use of self-assessment sentence stems
 - Before I knew... now I also know...
 - I always knew... but now I can see how it connects to...
 - I used to feel... but now I feel...

- Before I would have said... but now I can say...
- Before I didn't know how to...but now I know how to...
- Before I could/would say and do... but now I feel I am able to say and do...
- Before I thought that... but now I realise that was just a myth/ stereotype.

These will be central to the organisation of each lesson and focus on lesson outcomes.

At the end of each unit teachers will have recorded the objectives covered using a traffic light system and any appropriate comments recorded. Teachers will keep a copy for their own records and pass on a copy to the PSHE co-ordinator at the end of each unit, along with any examples of work such as; individual work, class notes, group notes, annotated diagrams etc.

Lessons and assessment will be regularly monitored and evaluated by the PSHE co-ordinator. This will be by observing lessons on learning walks, formal observations and by talking to randomly selected groups of children from each year group, about their learning in PSHE.

REPORTING – Main School

As form teachers are responsible for PSHE, they will chat informally with parents at consultation evenings on the involvement and interest shown by specific pupils. Whilst there is no formal report for PSHE, form tutor reports comment broadly on a child's social and personal development.

EVALUATION AND ASSESSMENT – Pre-Prep

Pre-Prep children are continually evaluated and assessed during formal lessons, teacher led activities and play with observations being recorded on their Tapestry Journals and termly LDA (Learning and Development Assessment) reports. Reports are written for the Lower Nurseries under the 3 Prime Areas and for Upper Nurseries and Reception classes under all 7 EYFS areas:

Prime Areas

- Communication and Language
- Physical development
- Personal, social and emotional development

Specific Areas

- Literacy
- Mathematics
- Understanding the World
- Expressive Arts and Design

Links to other school policy/ guidance documents and areas of the curriculum

- Child protection and safeguarding
- RSE (relationship and sex education)
- Anti-bullying
- E-safety

- Equal opportunities
- SEND
- Science
- RE
- PSHE
- History
- ICT
- Maths

Policy review date – July 2023

PSHE Overview

RED = Relationships **BLUE = Living in the wider world** **GREEN = Health & Wellbeing**

	Autumn 1	Autumn 2	Autumn 3	Spring 1	Spring 2	Spring3	Summer 1	Summer 2	Summer 3
Reception (SEAL)	Emotions	New Beginnings	Getting on and Falling out	Say No to Unkindness	Going for Goals	Good to be me	Relationships	Changes	
Year 1	Belonging to a community What rules are; caring for others' needs; looking after the environment	Respecting ourselves & others How behaviour affects others; being polite & respectful	Keeping safe How rules & age restrictions help us; keeping safe online	Families & Friendships Roles of different people; families; feeling cared for	Media literacy & digital resilience Using the internet and digital devices; communicating online	Growing & changing Recognising what makes them unique and special; feelings; managing when things go wrong	Physical health & Mental wellbeing Keeping healthy; food & exercise, hygiene routines; sun safety	Safe relationships Recognising privacy; staying safe; seeking permission	Money & work Strengths & interests; jobs in the community
Yr 1 links	L1 - PE	R21, 22 - PE	H28, 34 – ICT Term 2a		L7, 8 – ICT Term 2a		H1, 3, 8 – PE all yr		
Year 2	Safe relationships Managing secrets; resisting pressure & getting help; recognising hurtful behaviour	Belonging to a community Belonging to a group; roles & responsibilities ; being the same & different in the community	Physical health & Mental wellbeing Why sleep is important; medicines & keeping healthy; keeping teeth healthy; managing feelings & asking for help	Families & Friendships Making friends; feeling lonely & getting help	Respecting ourselves & others Recognising things in common & differences; playing & working cooperatively; sharing opinions	Media literacy & digital resilience The internet in everyday life; online content & information	Keeping safe Safety in different environments; risk & safety at home; emergencies	Money & work What money is; needs & wants; looking after money	Growing & changing Growing older; naming body parts; moving class or year

Yr 2 links	R12, 14 – ICT Term 2a		H7 – Sci Term 1b			L8, 9 – ICT Term 2a	H29, 32 – PE all yr		H25 – covered in Yr 1 sci H26
Year 3	Safe relationships Personal boundaries; safely responding to others; the impact of hurtful behaviour	Belonging to a community The value of rules & laws; rights, freedoms & responsibilities	Physical health & Mental wellbeing Health choices & habits; what affects feelings; expressing feelings	Growing & changing Personal strengths & achievements; managing & reframing setbacks	Media literacy & digital resilience How the internet is used; assessing information online	Families & Friendships What makes a family; features of family life	Respecting ourselves & others Recognising respectful behaviour; the importance of self-respect; courtesy & being polite	Keeping safe Risks & hazards; safety in the local environment & unfamiliar places	Money & work Different jobs & skills; job stereotypes; setting personal goals
Yr 3 links	R19 – ICT Term 2a	L1 – PE all yr	H6 – Sci Term 2a H7 – PE all yr		L11 – ICT Term 2a		R31 – PE – as needed		
Year 4	Families & Friendships Positive friendships, including online	Physical health & Mental wellbeing Maintaining a balanced lifestyle; oral hygiene & dental care	Respecting ourselves & others Respecting differences & similarities; discussing difference sensitively	Safe relationships Responding to hurtful behaviour; managing confidentiality; recognising risks online	Belonging to a community What makes a community; shared responsibilities	Keeping safe Medicines & household products; drugs common to everyday life	Media literacy & digital resilience How data is shared & used	Growing & changing Personal hygiene routines; Personal strengths & achievements; managing & reframing setbacks reflection from Yr 3 work on this	Money & work Making decisions about money; using & keeping money safe
Yr 4 links	R11, 12, 18 – ICT Term 2a	H5 – PE all yr H11 – Sci term 1b	R31 – PE when need arises	R19, 24 – ICT Term 2a	L1 – PE all yr		L13, 14 – ICT term 2b		

Year 5	Families & Friendships Managing friendships & managing peer influence	Physical health & Mental wellbeing Healthy sleep habits; sun safety; medicines, vaccinations, immunisations & managing allergies	Safe relationships Physical contact & feeling safe	Growing & changing Personal identity; recognising individuality & different qualities; mental wellbeing Physical and emotional changes in puberty; external genitalia; personal hygiene routines; support with puberty	Media literacy & digital resilience How information online is targeted; different media types, their role & impact	Keeping safe Keeping safe in different situations, including responding in emergencies, first aid & FGM (discussion needed as to if/how approached)	Respecting ourselves & others Responding respectfully to a wide range of people; recognising prejudice & discrimination	Belonging to a community Protecting the environment; compassion towards others	Money & work Identifying job interests & aspirations; what influences career choices; workplace stereotypes
Yr 5 links	R18 – ICT term 2a	H12 – PE term 3ab H10 – Sci term 1a	R29 – ICT term 2a	H30, 31, 34 – girls – growing up talk Dec	L12, 14 – ICT term 2b		R31 – PE all yr when needed R20 – ICT term 2a		

Year 6	Safe relationships Recognising & managing pressure; consent in different situations	Physical health & Mental wellbeing What affects mental health & managing ways to take care of it; managing change, loss & managing bereavement; managing time online	Belonging to a community Valuing diversity; challenging discrimination & managing stereotypes	Media literacy & digital resilience Evaluating media sources; sharing things online	Respecting ourselves & others Expressing opinions and respecting other points of view, including discussing topical issues	Families & Friendships Attraction to others; romantic relationships; civil partnership and marriage	Keeping safe Keeping personal information safe; regulations & managing choices; drug use & managing the law; drug use & managing the media	Money & work Influences & managing attitudes to money; money & managing financial risks	Growing & changing Human reproduction & managing birth; increasing independence; managing transition
Yr 6 links	R29 – ICT term 2a			H37, L11, 15, 16 – ICT term 2a			H46, 47, 48 – Sci YR 5 term 1a H37, 42 – ICT term 2a		

Resources –

- **PSHE Association** – everyone has login details
- **Yasmine & Tom – Family Planning Association** (www.fpa.org.uk email pastoraldeputy@alleyn-court.co.uk password - Southend)
- **PANTS – NSPCC** (<https://www.nspcc.org.uk/preventing-abuse/keeping-children-safe/underwear-rule/>)
- **GoGivers** – everyone has login details.

Most have also been downloaded onto; Staff shared server – CURRICULUM – PSHE resources – GoGivers folder

- **Think u know** – all year groups see resources file for the ‘tool kits’ or go to the website

<https://www.thinkuknow.co.uk/professionals/resources/online-safety-toolkits/>

also 4 – 7 <https://www.thinkuknow.co.uk/professionals/resources/jessie-and-friends/>

8 – 10 <https://www.thinkuknow.co.uk/professionals/resources/band-runner/>

Red Cross <https://firstaidchampions.redcross.org.uk/primary/>

Google and Parent zone Be Internet Legends – Head of ICT & PSHE have the booklets

Also a digital copy on; Staff shared server – CURRICULUM – PSHE resources