

CHEPSTOW HOUSE



All School Policy for PSHE

September 2021 - August 2022

Policy Reviewed by Karen Etherington

Review date: June 2021

Next review date: June 2022

Signed: 

Submitted: June 2021

This Policy was created 2009 and has been reviewed annually since.

CHEPSTOW HOUSE
PSHE POLICY

Unless a difference between school and nursery is stated any reference to school refers to the school and nursery.

Policy Statement

Chepstow House attaches great importance to Personal, Social, Health and Economic Education and its place in the school curriculum. The PSHE curriculum is created in line with the PSHE Association Programme of Study, National Curriculum and EYFS Framework.

Our philosophy is to promote the physical, spiritual and social well-being of the individual child at Chepstow House. In all areas of the curriculum, our teaching will endeavour to provide the skills necessary to develop responsibility, independence, ownership, a sense of belonging and the development of positive attitudes. All members of Chepstow House will be part of a positive and supportive learning environment.

PSHE Aims

The curriculum focuses on three key themes: Health and Wellbeing, Relationships and Living in the Wider World. In accordance with PSHE Association guidelines our aim is to:

- Identify their personal qualities, attitudes, skills, attributes and achievements and what influences these. understanding and maintaining boundaries around their personal privacy, including online.
- Relationships including different types and in different settings, including online
- A healthy (including physically, emotionally and socially) balanced lifestyle. (including within relationships, work-life, exercise and rest, spending and saving and lifestyle choices).
- Risk (identification, assessment and how to manage risk, rather than simply the avoidance of risk for self and others) and safety (including behaviour and strategies to employ in different settings, including online in an increasingly connected world.
- Diversity and equality (in all its forms, with due regard to the protected characteristics set out in the Equality Act 2010).
- Rights (including the notion of universal human rights), responsibilities (including fairness and justice) and consent (in different contexts).
- Change (as something to be managed) and resilience (the skills, strategies and 'inner resources' we can draw on when faced with challenging change or circumstance).
- Power (how it is used and encountered in a variety of contexts including online; how it manifests through behaviours including bullying, persuasion, coercion and how it can be challenged or managed through negotiation and 'win-win' outcomes).
- Career (including enterprise, employability and economic understanding).

Objectives

- Develop the children's confidence and responsibility to make the most of one's abilities
- Develop good relationships with peers, teachers, keyworkers and other members of staff
- To recognise personal achievements in all areas of learning
- To develop independence and recognise one's own worth
- To learn to respect differences in others and to share in similarities
- To play an active role as citizens
- To develop a healthy and safe lifestyle
- To develop an awareness of themselves
- To promoting the spiritual, moral, social and cultural development of our pupils.
- To understand that there are many regions, beliefs and cultures that people follow within the local community and the wider world
- To value their own beliefs and the beliefs of others.

Planning and Assessment

In Nursery and Reception topics are based around the objectives from the EYFS Personal, Social and Emotional Development area of learning. For the curriculum and assessment in EYFSN see the EYFSN Framework Policy. In EYFSR see the EYFSR Framework Policy.

In key stages 1 & 2 a curriculum map provides an overview of PSHE topics. Teachers use the curriculum map and termly plans for PSHE to write their unit plans which outline the objectives, teaching, activities and differentiation. These can be found on the school curriculum drive.

Relationships and sex education lessons are covered from Reception to year 6 as part of the PSHE lessons. From year 5 explicit Sex and Relationship Education lessons will be taught. Classes will be split into gender groups and where possible the unit will be delivered by two members of staff of the same gender.

Assessment is undertaken in lessons on an observational basis and based on the success criteria for the lesson. The children are assessed in the way they are using their accumulating knowledge and understanding to develop skills and positive attitudes through discussion, debates, making friendships, resolving conflicts, taking responsibility and through self-assessment. Each class has a PSHE evidence folder to record examples of work completed and all classes should have a PSHE classroom display of their current topic.

Marking and Presentation

All work should be marked and presented in accordance with the Marking and Presentation Policy.

Other Areas where PSHE is covered with the School

The Nursery may not take part in all of these areas.

- Assemblies - Aspects of PSHE will be covered in assemblies.
- Leadership roles for children - We recognise the importance of leadership roles for children within the school environment promoting responsibility, belonging and ownership within the school community. Designated roles will be encouraged in individual classes. Across the school leadership roles extend into, but are not exclusive to, the school council, captains and deputies for the school houses, travel ambassadors, deputy and head girl and deputy and head boy.
- School Council - The school council is an important forum for the children to express views and opinions about life at Chepstow House.
- Awards – behaviour badges and star of the week awards are given out weekly. End of academic year certificates and awards are also given out to mark all achievements.
- Well-being – the well-being lead shares resources with staff and parents to promote the well-being of all.
- Eco-Committee – children from all classes take part in the Eco-Committee promoting good practice across the school.
- Charity work – We support Stand By Me and link with the Dembi Dollo 'Abdi Academy' in Ethiopia as our on-going international charity. We select one main local charity to support for the year. We also take part in local and national charities such as the Salvation Army and Breaking Barriers.
- Links with the community - children take part in local visits to promote responsibility and knowledge about our community and local history. Food donations collected at Harvest Festival are distributed to the needy in our local community. Christmas presents suitable for children are collected and donated to a variety of local charities which distributes them to needy children. These may change annually.

Equal Opportunities and SEND

- All teaching and non-teaching staff at Chepstow House are responsible for ensuring that all pupils, irrespective of ability, ethnic origin, belief and social circumstances have access to the whole curriculum and the opportunity to make the greatest progress possible in all areas of the curriculum while at our school.
- All teachers/keyworkers should be aware of the individual and differing needs of pupils, including those who are able or talented and those with emotional and learning needs.
- Appropriate differentiation will be made to meet pupils' needs and the delivery of the curriculum will embrace a range of teaching and learning styles.
- Any child who has been identified as falling in to this category must have access to extension work with in the subject, preferably through appropriate technology resources.

Coordinators Role

The Assistant Head (Curriculum) will be responsible for liaising with members of staff to discuss progress and keeping the policy up-dated. Opportunities for teachers to review the scheme, policy and published materials are given on a regular basis during staff meetings. The Assistant Head (Curriculum) orders and updates resources and acts as a sounding board for helping to teach a particular concept.

Computing

Children use computing in PSHE lessons where appropriate. Each classroom is fitted with an interactive whiteboard enabling the teacher to use video clips and demonstration programmes to enrich lessons.

Resources

Resources are kept in the nursery and school classrooms. To support the learning, teachers are encouraged to research and use relevant websites. Useful websites for children to use at home are published on the school SharePoint.

Health and Safety

- The children should be supervised fully when using resources
- All equipment should be stored safely and returned to the correct place at the end of each session
- The correct procedures and techniques should be shown to the children before they use resources

Appendix 1: Topics to be covered; EYFSN, EYFSR and Key Stages 1 & 2

Nursery & Reception (EYFSR) There is no formal curriculum. Activities are based on the EYFS framework and they study topics that are relevant to the children and the time of year.



PSHE Curriculum Map

	RECEPTION	YEAR 1	YEAR 2	YEAR 3	YEAR 4	YEAR 5	YEAR 6		
Autumn Unit A	<p>Developing a sense of self-worth</p> <p>Knowing you are different to others</p> <p>Having a positive self image</p> <p>Building resilience</p> <p>Building intrinsic motivation</p> <p>Living in the Wider World</p> <p>Class rules</p> <p>Respect</p> <p>Communities</p>	<p>Living in the Wider World</p> <p>Class rules</p> <p>Respect</p> <p>Communities</p> <p>Local environment</p>	<p>Living in the Wider World</p> <p>Class rules</p> <p>Respect</p> <p>Communities</p> <p>Local environment</p>	<p>Living in the Wider World</p> <p>Rules</p> <p>Human rights</p> <p>Anti-social behaviour</p> <p>Responsibilities</p> <p>Resolving differences</p> <p>Communities</p>	<p>Living in the Wider World</p> <p>Rules</p> <p>Anti-social behaviour</p> <p>Resolving differences</p> <p>Communities</p> <p>Diversity & customs</p>	<p>Living in the Wider World</p> <p>Rules - Parliament</p> <p>Anti-social behaviour / bullying</p> <p>Resolving differences</p> <p>Communities</p>	<p>Living in the Wider World</p> <p>Rules</p> <p>Human rights</p> <p>Diversity & customs</p> <p>Anti-social behaviour / bullying</p> <p>Debate</p>	MENTAL WELLBEING TO BE EMBEDDED ACROSS CURRICULUM	
Autumn Unit B	<p>Physical development and wellbeing</p> <p>Exercise</p> <p>Healthy choices</p> <p>Feelings</p> <p>Personal hygiene</p> <p>Becoming more independent</p>	<p>Health & Wellbeing</p> <p>Exercise</p> <p>Healthy choices</p> <p>Feelings</p> <p>Things that may get lost</p> <p>Personal hygiene</p> <p>Becoming more independent</p>	<p>Health & Wellbeing</p> <p>Healthy food, sleep, rest</p> <p>Goals</p> <p>Feelings</p> <p>Change – people leaving/friendship arguments</p> <p>Personal hygiene</p>	<p>Health & Wellbeing</p> <p>Pressures/risk taking</p> <p>Fire safety / fireworks</p> <p>Habits</p> <p>Substances & drugs</p>	<p>Health & Wellbeing</p> <p>Balanced lifestyles & diet</p> <p>Informed choices</p> <p>Media images</p> <p>Achievements & personal targets</p> <p>Feelings, changes & loss</p>	<p>Health & Wellbeing</p> <p>Healthy Lifestyles</p> <p>Achievements & personal targets</p> <p>Road Safety (Bikeability)</p>	<p>Health & Wellbeing</p> <p>Healthy Lifestyles</p> <p>Media</p> <p>Independence / risk</p> <p>Substances & drugs</p>		
Spring Unit A	<p>Making relationships</p> <p>Being a good friend</p> <p>Showing care and concern for others</p> <p>Understanding the impact of my own behaviour on others</p>	<p>Health & Wellbeing</p> <p>Mental Health Week</p> <p>Household products</p> <p>Online safety</p> <p>Road safety</p> <p>Rail / Fire /Water safety</p> <p>Family support</p> <p>Privacy</p>	<p>Health & Wellbeing</p> <p>Mental Health Week</p> <p>Household products</p> <p>Online safety</p> <p>Road safety</p> <p>Rail / Fire /Water safety</p> <p>Family support</p> <p>Privacy</p>	<p>Health & Wellbeing</p> <p>Mental Health Week</p> <p>Road safety (scooter safety)</p> <p>Online safety, People who help us stay safe</p>	<p>Health & Wellbeing</p> <p>Mental Health Week</p> <p>Water safety</p> <p>Habit</p> <p>Drugs in everyday life</p> <p>Online safety</p> <p>People who help us</p>	<p>Relationships</p> <p>Mental Health Week</p> <p>Confidentiality</p> <p>Listening / responding skills</p> <p>Collaboration</p> <p>Stereotypes</p> <p>Discrimination</p> <p>Bullying</p> <p>Dealing with dares</p> <p>Privacy</p>	<p>Relationships</p> <p>Mental Health Week</p> <p>Positive, healthy relationships</p> <p>Civil partnerships, Marriage</p> <p>How actions affect themselves & others</p> <p>Acceptable physical contact</p> <p>How feelings and emotions can be managed at changing, challenging or difficult times</p>		

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PSHE Curriculum Map

	RECEPTION	YEAR 1	YEAR 2	YEAR 3	YEAR 4	YEAR 5	YEAR 6		
Spring Unit B	Relationships Fair / Unfair Moral awareness Opinions Working cooperatively Similarities & differences Identifying and talking about feelings Understanding how feelings affect behaviours	Relationships Fair / Unfair Secrets Opinions Working cooperatively Similarities & differences Identifying and talking about feelings Understanding how feelings affect behaviours	Relationships Fair / Unfair Secrets Listening & working cooperatively Opinions Similarities & differences Identifying and talking about feelings Understanding how feelings affect behaviours The link between mental and physical health	Relationships Friendships Body parts & physical contact Secrets Valuing difference. How feelings and emotions change and what helps people to feel good Expressing feelings and emotions and why this is important	Relationships Friendships How actions affect themselves & others Body parts Acceptable physical contact, Confidentiality & secrets Managing feelings and emotions in different situations Getting help, advice and support with feelings and emotions	Relationships Relationships & Sex Education Human life cycles Puberty Differences between boys & girls What mental health means and mental health; what it means and how we can take care of it How feelings and emotions are affected and can be managed at changing, challenging or difficult times	Health & Wellbeing Communities First Aid Hygiene	MENTAL WELLBEING TO BE EMBEDDED ACROSS CURRICULUM	
Summer Unit A	Behaviour/ Managing self Independent most of the day Solving conflict without adult help different cultures	Relationships Special people appropriate/inappropriate touch bodies & feelings teasing & bullying	Relationships Special people Body parts appropriate/inappropriate touch bodies & feelings teasing & bullying	Relationships Collaboration Conflict/disputes Similarities & differences Bullying Stereotypes.	Relationships, Listen & respond respectfully, Identity Bullying, Dares Privacy / personal boundaries	Health & Wellbeing Independence Risks Bacteria & viruses Peer pressure Habits	Relationships Relationships & Sex Education Changes to the body Reproduction Puberty Respect How feelings and emotions can be managed at changing, challenging or difficult times		
Summer Unit B	Living in the wider world Understanding our impact on the world (recycling, climate change) Community and helping others How are you unique?	Living in the Wider World Money – what it used for Being unique Similarities Community & how to get help	Living in the Wider World Money – what it used for Being unique Similarities Community & how to get help	Living in the Wider World Money budgeting, saving, global resources, enterprise Media	Living in the Wider World Charity Helping others First Aid	Living in the Wider World Role of money, budgeting, saving, global resources, enterprise, media	Living in the Wider World / Health & Wellbeing Rail Safety Mobile Phone Safety Aspirations Feelings and common anxieties pupils face when moving to secondary school and ways of managing these feelings.		