



Glendower Preparatory School

PSHEEE Policy

2018-2020

Reviewed: June 2018
Next Review: January 2020

Glendower Preparatory School acknowledges the assistance provided by guidance documents prepared by the following public bodies:

- *The Department for Education (DfE)*
- *The Independent Schools Inspectorate (ISI)*

PSHEE Policy

Date: 26th June 2018
Review: 26th June 2020
Staff responsible: Mrs N Kingsmill Moore, Headmistress
 Mrs S Maher, Deputy Head
 Mr D Tucker, Head of Lower School, Assistant Head

Person responsible for review: Mrs Donna Sweeney

This policy also relates to Early Years Foundation Stage.

To be read in Conjunction with: Anti-bullying Policy
 Behaviour Policy
 Curriculum Policy
 PSHEE Jigsaw Scheme of Work
 Safeguarding and Child Protection Policy
 Sex and Relationships Education (SRE) Policy
 Special Educational Needs and Disability Policy

POLICY FOR PERSONAL, SOCIAL, HEALTH, ECONOMIC EDUCATION (2015-2017)

1. Definition and Aim

At Glendower we feel that it is essential that our pupils are given opportunities for personal and social development and that they recognise their role in the school community and thereafter both locally and in a wider sense.

It is through Personal, Social, Health and Economic Education (PSHEEE), in conjunction with, and alongside other lessons, that pupils at Glendower are given the knowledge, skills and understanding they need to lead confident, healthy independent lives and to become informed, active, responsible citizens. The school actively promotes the fundamental British values of democracy, the rule of law, individual liberty and mutual respect and tolerance of those with different faiths and beliefs. These are embedded and promoted throughout the PSHEE curriculum and other curriculum areas such as History, Geography, RE and English as well as extra-curricular activities. 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 the local and wider community (see appendix for a full breakdown of how the school promotes these fundamental British values).

The girls learn to recognise their own worth, work well with others and become increasingly independent learners. They reflect on their experiences and understand how they are developing personally and socially, and they learn about many of the spiritual, moral, social and cultural issues that are part of growing up.

We use PSHEE to help build positive working relationships between children and staff, where all members of our school family are valued as individuals.

2. Scope

PSHEE is an essential part of the school curriculum and as such provides a broad and balanced foundation to promote the spiritual, moral, cultural, mental and physical development in school and society.

The core and foundation subjects of the National Curriculum do not by themselves make up the whole curriculum but are required to be augmented by PSHEE. The elements of PSHEE will therefore be covered by parts of the core curriculum and by additional, separate components. Some of these components include teaching the girls to:

- think and act for themselves
- take a pride in themselves and their community and participate in the process of democracy, understanding how citizens can influence decision-making through the decision-making process, particularly through School Council
- understand that there is a separation of power between the executive and the judiciary, and that while some public bodies such as the police and the army can be held to account through Parliament, others such as the courts remain independent
- exercise self-discipline and self-reliance in the face of social pressures and the complexities of life
- have the independence of mind to question and seek to improve themselves and society, whilst respecting the law and authority, appreciating that living under the rule of law protects individual citizens and is essential for their well-being and safety
- have tolerance, acceptance and respect for themselves and others around them, especially those from different backgrounds, cultures, faiths or beliefs (or those that have none) and that these should not be the cause of prejudicial or discriminatory behaviour
- understand religion and respect other faiths, appreciating that the freedom to hold other faiths and beliefs is protected in law
- understand what a healthy lifestyle is in terms of diet and exercise
- recognise the rights and responsibilities of all citizens
- value and respect belongings / living things / the environment
- share / co-operate and build and maintain friendships
- say sorry and forgive others
- challenge stereotypes and bias and understand the importance of identifying and combatting discrimination

In Year 5 the girls also learn:

- about sexual reproduction and growing up

3. The content and teaching of the PSHEE Curriculum

The content of the PSHEE Curriculum is laid down in the Upper and Lower School as the 'jigsaw' scheme. This comprehensive scheme of learning aims to develop the emotional literacy and spiritual, moral, cultural and social (SMSC) development of our pupils. Each half term, the same theme/ topic is explored at an age appropriate level across all year groups from Reception to Year 6. The new theme is always launched with a linked separate assembly for Upper School and Lower School pupils led by the Headmistress, Deputy Head or Assistant Head. The themes for each half term are as follows:

1st Half of Autumn Term: Being Me in my World

2nd Half of Autumn Term: Celebrating Difference

1st Half of Spring Term: Dreams and Goals

2nd Half of Spring term: Healthy Me

1st Half of Summer Term: Relationships

2nd Half of Summer Term: Changing Me

In addition, Mindfulness has been implemented throughout the Upper School, the Paws b programme was introduced, this is now followed up by weekly extracurricular clubs, where the girls can attend should they wish to make use of their skills.

The curriculum is flexible in that teachers are encouraged to use PSHEE sessions to respond to any particular class needs or issues that may arise throughout the year. The curriculum is reviewed every summer term giving opportunities for any amendments to be incorporated into the schemes of work for the following year.

In addition to the Jigsaw scheme, the PSHEE curriculum incorporates aspects of Mindfulness to promote the emotional well-being and mental health of our pupils. Children are also encouraged to develop their reasoning and critical thinking skills. Through philosophical enquiry and self-reflection, pupils can become more engaged in their learning as well as develop self-awareness, coping strategies, empathy and other important social skills. Pupils will be encouraged to raise questions, share and refine ideas and this will enable them to become even more engaged in their learning. They will also be encouraged to develop a greater understanding of the opinions and feelings of others.

4. Delivering the PSHEE Curriculum:

In the Upper School, each form group receives one lesson of approx. 35 minutes per week. In the Lower School PSHEE is taught through Circle Time sessions and additional classes as appropriate. PSHEE is delivered using a variety of strategies including:

- Individual, peer group and collaborative group work
- Discussions, drama and role-play
- Problem solving activities
- Games
- Circle time
- Outside groups and speakers coming into the school to teach the girls certain topics
- Internet resources and websites

5. Cross-curricular links and ICT

PSHEE provides many opportunities for cross-curricular links. In particular:

- English: Skills in enquiry and communication, drama and role play
- Maths: Aspects of financial capability, counting and sharing.

- History: Diversity within societies studied; significant people, events, ideas and experiences of people from the past.
- Geography: study of pupils own locality and places in different parts of the world including less economically developed countries, also protecting and sustaining the environment.
- RE: Religious and moral beliefs, values and practices that underpin and influence personal and social issues and relationships.
- Science: Our bodies and how to look after them physically and emotionally.
- ICT: collaborative work and using the Internet responsibly.

6. People and Resources

The PSHEE programme is delivered to each class by their form teacher and is coordinated by Donna Sweeney. Karl Palmer delivers the Sex Education module to Y5 in the late Spring/Summer each year. Sharon Maher delivers the menstruation module to Y5 in the same term.

Resources: The 'Jigsaw' scheme is used as a resource throughout the school. Additionally, staff may access other material from a variety of sources, including the Internet, as appropriate for the topic.

As part of their Post-11+ Programme, Y6 pupils participate in a wide range of activities from the second half of the spring term until the end of the summer term. Activities can vary slightly from year to year, but provide a range of opportunities for the girls to develop their social skills, emotional intelligence, leadership capacity and to equip them for their transition to senior school. A residential trip to France is always included and other components of the programme include:

- First Aid course
- Talk on Senior School by past pupils
- Transport for London safety talk
- Sports Leadership Award
- Young Enterprise business project
- Careers talks
- History project with elderly clients of 'New Horizons' Day Centre
- Conservation day with 'Thames 21'
- Debating competitions
- Reading mentorship scheme with Reception girls

7. Equal opportunities

We aim to ensure that all children reach their full potential regardless of race or social background. We aim to make the subject interesting and relevant to everyone, with teachers ensuring that no particular group dominates any aspect of the teaching or learning situation. The subject content reflects a multi-cultural society and one in which the pupils live.

8. Special Educational Needs and Disability

We recognise that children have different needs in their ability to learn and we cater for this by planning a variety of approaches. Provision is made for the very able child and for the less able, as well as those with disabilities and for whom English is an additional language. It is our aim to operate an inclusive policy in PSHEE. The personalised learning plans (PLPs) of pupils are taken into consideration when planning PSHEE sessions.

10. Assessment

There are no statutory requirements for end of key stage teacher assessment in PSHEE.

Nevertheless, throughout the Jigsaw scheme, children are encouraged to reflect on their learning experiences and their progress. By reflecting, children can process and evaluate what they have learnt, which enables them to consolidate and apply their learning. Each ~~class~~ pupil is given a 'Jigsaw journal' at the start of the academic year where they are encouraged to reflect upon and record what they have learnt.

Each unit has a built-in assessment task, which may be completed towards the very end of the topic. This task is the formal opportunity for teacher assessment, but also offers children the chance to assess their own learning and have a conversation with the teacher about their two opinions. The task can usually be used as evidence in the Jigsaw Journal. Each unit of work has a set of three attainment descriptors for each year group:

Working towards

-Working at

Working beyond

The girls also complete a Self-Assessment Form twice a year, which is added to their reports, in which they review their strengths and weaknesses over the past term and as they do in other subject areas.

This policy reflects current practice and thinking and it will be reviewed and updated by the Spring Term of 2020

Appendix 1:

Glendower Preparatory School Spiritual, Moral, Social and Cultural (SMSC) Development

Prepared by S Knollys, Headmistress

In consultation with the SLT

This appendix should be read in conjunction with the PSHEE Policy, Curriculum Policy and Promoting British Values Appendix.

At Glendower Preparatory School (GPS), we recognise that the personal development of the girls' spiritual, moral, social and cultural education plays a significant part in their ability to learn and achieve. We aim to provide an education which provides the girls with opportunities to explore their own values and beliefs, spiritual awareness, high standards of personal behaviour, a positive, caring attitude towards other people, an understanding of their social and cultural traditions and an appreciation of the diversity and richness of many different cultures.

All curriculum areas have a contribution to make to the girls' SMSC development and opportunities for this will be planned when possible. Whilst each dimension is outlined separately below, there is a great deal of overlap between the four areas.

All adults at GPS will model and promote expected behaviour, treating all people as unique and valuable individuals and showing respect for pupils and their families. The school community will be a place where the girls can find acceptance for themselves as unique individuals and where forgiveness and the opportunity to start again is fundamental to the ethos of the school.

Pupils should learn to differentiate between right and wrong in so far as their actions affect other people. They will be encouraged to value themselves and others. The Glendower Golden Rules, the Glendower Guide to Good Behaviour and our Staff Code of Conduct, helps everyone in our community to understand what we expect as a school.

The girls should understand the need for rules and the need to abide by them for the good of everyone. The school and class rules should reflect, reiterate, promote and reward acceptable behaviour and promote opportunities to celebrate the girls' work and achievements.

SPIRITUAL DEVELOPMENT

GPS aims to encourage spiritual development by giving the girls opportunities to:

- learn about different beliefs and views, and to develop the girls' ability to express their own in an informed and unprejudiced way
- appreciate that human endeavour is expressed in many forms and that there are, and have been, many ways in which different peoples express beliefs and live their lives as a form of spiritual expression
- reflect on and appreciate their own and others' work with a sense of value, emotion and feeling.
- express a sense of delight at their own and others' achievements
- understand that quality of life can be influenced through an interaction with other people, nature, the arts and sciences
- recognise and value the worth of everyone's contribution to the whole school community
- express themselves creatively within the curriculum and extra-curricular activities

- feel a wide variety of emotions through a response to experiences encountered in the curriculum and extra-curricular activities
- encounter and experience a spiritual dimension to human experience through, for example, reflection, poignancy, exhilaration, the wonder of growth and natural phenomena
- reflect on and celebrate nature as a source of inspiration

MORAL DEVELOPMENT

Glendower develops the girls' moral development by:

- providing a clear moral code as a basis for behaviour which is promoted consistently through all aspects of the school
- promoting racial, religious and other forms of equality
- giving the girls opportunities across the curriculum to explore moral concepts and values – for example, personal rights and responsibilities, truth, justice, equality of opportunity, right and wrong
- developing an open and safe learning environment in which the girls can express their views and practise moral decision making
- rewarding expressions of moral insights and good behaviour
- recognising and respecting the codes and morals of the different cultures represented in the school and wider community
- encouraging the pupils to take responsibility for their actions, for example, respect for property, care of the environment, developing codes of behaviour
- providing models of moral virtue through literature, humanities, sciences, arts and assemblies
- reinforcing the school's values through images, posters, classroom displays

SOCIAL DEVELOPMENT

Glendower develops the girls' social development by:

- identifying key values and principles on which school and community life is based
- fostering a sense of community with common, inclusive values
- encouraging the girls to work co-operatively
- encouraging the girls to recognise and respect social differences and similarities
- providing positive experiences to reinforce our values as a school community, for example through assemblies, team building exercises, residential experiences, school productions
- helping the girls develop personal qualities which are valued in a civilised society for example thoughtfulness, honesty, respect for difference, moral principles, independence, inter-dependence, self-respect and an awareness of others' needs
- providing opportunities for engaging the democratic process and participating in community life
- providing opportunities for the girls to exercise leadership and responsibility
- providing positive and effective links with the world of work and the wider community

CULTURAL DEVELOPMENT

The girls should be made aware of the diversity of other cultures both within modern Britain and throughout the world. This can be done across many curriculum areas and Glendower develops the girls' cultural development by:

- extending the girls' knowledge and use of cultural imagery and language
- encouraging them to think about special events in life and how they are celebrated
- recognising and nurturing particular girls and talents
- providing opportunities for girls to participate in literature, drama, music, art, crafts and other cultural events and encouraging the girls to reflect on their significance
- reinforcing the school's cultural links through displays, posters and exhibitions
- developing partnerships with outside agencies and individuals to extend the girls' cultural awareness eg theatre, museum and gallery visits
- engaging with artists, musicians, dancers, story-tellers and religious representatives who visit the school
- participating in school and community events such as Christmas bazaar, fund-raising events and charitable activities

Links with the wider community

Glendower has many close links with the local community and charities and additionally close ties to St Augustine's church. These links foster an attitude of care and concern in the girls who commit themselves readily to such activities as fund-raising for the school's nominated charities, supporting the PA fundraising, collecting harvest festival gifts for those in need, carol singing in local homeless and elderly drop-in centres. Our girls compete in district and national sporting and other competitions. International links are maintained with a school in Malawi for which we have raised money to help build a classroom.

Pupil voice

Glendower encourages the girls to give their input to what happens within the school and classroom. Our aim is for them to know that their expertise, opinions and ideas are valued in all aspects of school life. The pupil voice permeates all levels of our work together and the girls are actively encouraged to contribute to the over-arching ethos of the school.

Key areas of school life where evidence of SMSC development may be found:

- School behaviour policy
- Golden Rules
- Glendower Guide to Good Behaviour
- Displays
- Competitions
- Positive relationships between staff and pupils
- Assemblies
- Extra-curricular activities
- Visits, residential trips, visitors etc

- Lunch and play times
- PSHEE/RE lessons
- Community links
- School council involvement
- Themed days/weeks
- Cultural experiences

SK Jan 2016

Appendix 2: Glendower Prep School Promoting British Values

Value	How we promote it
<p>Democracy</p> <p>Links to school values: Respect Tolerance Understanding</p> <p>UN CRC Article 12: Children have the right to say what they think should happen, when adults are making decisions that affect them, and to have their opinions taken into account.</p>	<p>We have an elected school Council which includes all pupils from Y2 to Y6</p> <p>Pupils are involved in voting for a range of posts within the school. These include House Captains, Form Captains, Sports Captains and playground supervisors (Y2). Pupils are aware that the democratic process is important in ensuring fairness and effective representation.</p> <p>The PSHEE scheme supports the concept of democracy. Ancient Greece is taught in history and this helps understand the beginnings of democracy,</p> <p>In additions pupil choices are sought for lunchtime food choices, playground equipment and which charities the school will support.</p> <p>The school ran a mock General Election in 2014</p>
<p>The rule of law</p> <p>Links to school values: Respect Co-operation Courage</p> <p>UN CRC Article 19: Governments should ensure that children are properly cared for, and protect them from violence, abuse and neglect by their parents, or anyone else who looks after them.</p>	<p>The school has a robust Behaviour Policy which clearly sets out expectations of the pupils. Girls are required to sign our “Glendower Guide to Good Behaviour” and to follow class rules and the Golden Rules at all times.</p> <p>Good and caring behaviour is recognised in certificate assemblies with awards for “Star of The Week”, Kindness, Effort and Achievement. In addition the Lower School awards a certificate for following one or more of the Golden Rules.</p> <p>The PSHEE programme reflects the importance of the rule of law.</p> <p>Our safeguarding policy sets out very clear guidelines to ensure the protection of our pupils and this is overseen by our designated Safeguarding Officer.</p> <p>The school looks to build links with local PCSOs and police officers to help emphasise the importance of following the law within the wider community.</p> <p>In addition there are clear sets of rules for other situations such as using computers or how to behaving in the dining hall.</p>
<p>Individual liberty</p> <p>Links to school values: Respect Courage</p> <p>UN CRC Article 31: All children have a right to relax and play, and to join in a wide range of activities.</p>	<p>Our PSHEE Scheme teaches pupils about the importance of personal responsibility, choices, ambition and aspiration.</p> <p>Pupils are encouraged to follow and develop individual interests within the school – such as music, sport and drama. Individual interests undertaken within the wider community are celebrated in our weekly newsletter.</p> <p>Pupils are encouraged to make correct choices to keep themselves safe at all times – this is done through rules and guidelines and emphasised in assemblies and through the PSHEE Policy.</p>

<p>UN CRC Article 15: Children have the right to meet together and to join groups and organisations, as long as this does not stop other people from enjoying their rights.</p>	<p>Pupils are encouraged to select from a wide range of before and after school clubs which support individual interests. Visitors of other faiths (and current staff with personal faiths) are welcomed and encouraged to share their beliefs with the pupils. Pupils are also given the opportunity to visit places of worship within the community.</p>
<p>Mutual respect Links to school values: Respect Friendship Co-operation</p> <p>UN CRC Article 2: The Convention applies to everyone whatever their race, religion, abilities, whatever they think or say and whatever type of family they come from.</p> <p>UN CRC Article 30: Children have a right to learn and use the language and customs of their families, whether these are shared by the majority of people in the country or not.</p>	<p>We have high expectations of pupil conduct and this is reflected in our Behaviour Policy.</p> <p>Through our school's values, PSHEE scheme, circle time and other focused teaching sessions children are taught to respect each other, be cooperative and collaborative and look for similarities while being understanding of differences. Mutual respect is demonstrated by such after school clubs as Debate Mate, where other views and opinions are shown to have value and validity.</p> <p>All pupils are encouraged to understand the need to listen to the ideas of others and celebrate in their achievements. These values are reflected in school policies and the Golden Rules.</p> <p>Through circle time pupils are encouraged to be aware of the need to listen to others and take turns when offering ideas.</p>
<p>Tolerance of different faiths and beliefs Links to school values: Respect Tolerance/Understanding</p> <p>UN CRC Article 14: Children have the right to think and believe what they want, and to practise their religion, as long as they are not stopping other people from enjoying their rights. Parents should guide their children on these matters.</p>	<p>Our school Curriculum for RE promotes tolerance and understanding all faiths and beliefs.</p> <p>Pupils study all the main faiths during their time at school and gain an understanding of different stories and customs. Assembly speakers often use stories from different faiths to both celebrate difference and highlight similarities between faiths.</p> <p>We often draw on the personal faith of both staff members and parents who can share their own personal beliefs with pupils.</p> <p>Pupils of all faiths are always encouraged to share their experiences either within the classroom or within the school. Most significant religious festivals of all faiths are celebrated either as a school or as a class. These include Christmas, Halloweek, Diwali and Eid.</p>