



PSHE Policy (including EYFS)

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Document purpose

The policy reflects the values and philosophy of Moreton Hall in relation to the teaching and learning of PSHE. It sets out a framework within which all staff work. It gives guidance on planning and teaching.

Aims

The PSHE scheme at Moreton Hall is underpinned by the values and ethos of the school, the school's pastoral system and especially staff and student relationships and student interrelationships. The international nature of the school supports them in appreciating what it means to be a positive member of a diverse and multicultural society.

The aims of personal, social and health education and citizenship are to enable the children to:

- understand what makes for good relationships with others
- have respect for others
- be independent and responsible members of the school community
- be positive and active members of a democratic society
- develop self-confidence and self-esteem, and make informed choices regarding personal and social issues
- develop an understanding of what it means to be British
- develop good relationships with other members of the school and the wider community

Underpinning all aspects of life at Moreton Hall for both staff and pupils are our Values of: Caring, Sharing and Daring.

- Thinking of others
- Helping wherever it is needed
- Giving without keeping count
- Standing up for others
- Being the best friend I can be
- Trusting others
- Doing my best to be my best

School organisation

PSHE refers also to all planned learning opportunities, which the school provides to promote personal, social and health development through the curriculum as a whole. This includes:

- Subjects of the School Curriculum
- Assemblies and Church services
- Tutorial sessions
- Guidance and support systems
- Trips and Extra-curricular activities
- Extra responsibilities taken on by pupils as they progress through the school
- Living Together Day
- Other special events

A range of teaching and learning styles are used, with the emphasis being on discussions. Pupils are also encouraged to take part in a range of practical activities that promote active citizenship, e.g. charity

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Review: October 2018 Deputy Head

fundraising, the planning of school council events and class and house assemblies.

The PSHE programme is coordinated by the Director of Studies and delivered via the Form Tutors and members of staff. Transition to Year 8 have one period a week. Form Tutors also use this time to collect and record house points. The Pre Prep and Prep meets regularly in house groups where house captains are encouraged to take the lead.

Each year, the Director of Studies organises mornings of activities for the whole school. The mornings are based on a theme which supports the PSHE curriculum. Each year, the Director of Studies organises a Safer Internet Day which ensures that pupils and staff are kept up to date with dealing with issues.

The teaching of puberty and sex is taught in accordance with our school policies and is taught by the science teacher as part of the science curriculum.

Where appropriate, pupils may discuss a current issue in a PSHE lesson with their Form Teacher or with a subject teacher. Issues are presented in a non-biased way and pupils are encouraged to discuss opposing views.

The School Council meets on alternate weeks and comprises of one pupil from each form in the Prep School. All pupils are given the opportunity to represent their form when elections are held at the beginning of the school year. Pupils are able to discuss ideas with their representative who will bring the idea to a meeting. The School Council also organises fundraising events. The two Heads of School Council lead the meetings and organise events.

Scheme of work

Transition

Health and Well Being:

- To celebrate diversity: You are unique
- To reflect on personal qualities: What are you like?
- To explore preferences and values: Put them in order
- To explore preferences: A room of your own
- To think about the benefits of rising to the challenge: Do you like a challenge?
- To consider taking appropriate risks: Risky Rita
- To celebrate a variety of foods: Food, wonderful food

Relationships, Opinions & Values:

- To consider behaviour that helps a person get on with others
- Getting on with other people
- To consider why we apologise and how to do it well: Saying Sorry
- To understand how a situation can escalate: As the story unfolds
- To consider how acts of kindness can be easy to carry out: Kindness
- To consider different personality traits: Nasty Norbert
- To explore what causes sadness or difficulties in someone's life: Getting rid of three
- To consider what skills pupils value: Three 'gifts'
- To reflect on what makes something wrong: What makes something wrong?
- To consider mistakes & what can be done: Making mistakes

Living in the Wider World

- To revise road safety: A road safety poster
- To consider what contributes towards a school's well-being: A happy or sad school
- To consider how to decide fairly how to spend money: The school library
- To consider how to persuade people to change their habits: Litter in Hilltop Park
- To consider the over use of packaging: All packaged up

Year 4

Health and Well Being

- To boost self-esteem and self-awareness: Wonderful me!
- To increase self-awareness and self-esteem: Your strengths
- To consider the positive impact of getting compliments: Getting compliments
- To establish personal areas for development: What goals can I set myself?
- To consider how everyone becomes more equipped to stay safe as they get older: When would it be safe?
- To consider potential dangers: Danger detective
- To consider what maintains a healthy body: A manual for my body
- To explore a healthy lifestyle: Follip & Fullop
- To consider responses to someone who is upset: How does it make you feel?

Relationships Opinions & Values

- To consider the value of friendships: Friendships
- To consider what pupils value in friendships: What do you look for in a friend?
- To consider communication during volatile situations: A good and a bad ending
- To understand the importance of sharing problems: Good to talk
- To explore how opinions can change: Changing opinions
- To recognise people may have similarities and differences: Similarities and differences
- To challenge sexual stereotyping: Boys and girls
- To understand that it is Ok to have different points of view: Different points of view

Living in the Wider World

- To develop ground rules: Rules to help poor Melvin
- To empathise with new pupils: A welcome policy
- To consider different ways to raise money: Fundraising
- To increase awareness of the local community: Your journey to school
- To consider how adverts may exaggerate things: Would you believe it?

Year 5

Health and Well Being

- To encourage pupils to value themselves: About me
- To reflect on outlooks and behaviours that pupils value: Life Motto
- To encourage pupils to explore their future aspirations: Wishes for your future
- To consider how most situations can be looked upon positively or negatively: Optimist or pessimist
- To self-reflect: Skills for life
- To reflect on school behaviour: How do I behave at school?
- To consider what a healthy lifestyle is: Healthy Hetty
- To explore what contributes to happiness: What makes us happy?

Relationships, Opinions and Values

- To consider the varied roles that friends play: My friends
- To look at different ways to respond to someone making you angry: Sam made Pat angry
- To appreciate that people have similarities and differences: Similarities and differences
- To explore prejudices: What assumptions do we make?
- To explore values: Seven Gifts
- To debate about behaviours that benefit a school community: If you could...
- To consider luxuries taken for granted: Desert island luxury
- To realise that there is no such thing as a perfect person: The perfect person
- To explore qualities that we most value: The qualities shop
- To challenge prejudice: Can you guess?
- To raise awareness of other peoples' influence: To do or not to do?

Living in the Wider World

- To consider danger & how to minimise risk: Safety Susan
- To encourage pupils to reflect on playtime and possible improvements: Inspection
- To explore messages that adverts may give: Advert investigation
- To consider what adverts aim to do: Can you believe it?
- To consider how to influence others: Persuade them to slow down
- To consider what does and does not help resolve conflict: Conflict

Year 6

Health and Well Being

- To encourage pupils to value themselves: About Me
- To develop ideas about individual futures: You as an adult
- To develop self-reflect: Skills for life
- To consider appropriate risk taking: Taking risks
- To consider laws that protect young people: Age limits
- To consider why people smoke: To smoke or not?
- To understand what stress is & how to deal with it: Stress
- To develop the skill of describing feelings: How are you feeling?

Relationships, Opinions and Values

- To consider behaviour that can damage a friendship: The dos and don'ts of a friendship
- To consider what makes a team work together: Teamwork
- To consider positive communication: Effective communication
- To consider the impact of criticising in contrast to making suggestions: Criticise or suggest
- To explore prejudice: What assumptions do we make?
- To consider sexual stereotyping: What are we meant to do?
- To explore opinions: What's your opinion?
- To consider what makes something wrong: Is it wrong?
- To explore which qualities we most value: The qualities shop
- To challenge prejudice: Can you guess?

Living in the Wider World

- To understand that the media may portray the same story from different views. How the story is told
- To consider what adverts intend to do: Can you believe it?
- To persuade people not to travel by car: Get out of the car
- To consider influencing people to think about what they are doing: Persuade them to slow down
- To consider buying choices: The power of the consumer
- To consider what does and does not help conflict: Conflict

Year 7

Health and Well Being

- To understand what drugs are: What do we mean by drugs?
- To understand the dangers of drugs: Drugs Fact or Fiction?
- To understand the importance of a healthy lifestyle: What do we need to keep healthy
- To understand the importance of a healthy lifestyle: What is my personal health profile?
- To understand the outcome of risk taking: What do we mean by risk?
- To understand the outcome of risk taking : How do I manage risky situations?
- To understand that it is acceptable to refuse: How do I practise refusal skills?
- To understand the effects of bullying: How can we tackle bullying?
- To evaluate strengths: What am I good at?
- To understand when it is appropriate to be assertive: What does assertiveness mean?

Relationships, Opinions and Values

- To understand PSHE: What is PSHE?
- To appreciate peers: How will we work together?
- To understand responsibilities: How is Year 7 different?
- To understand differences in feelings: Why am I feeling like this?
- To understand the differences between boys and girls: Boys and Girls- is there a difference?
- To understand what affects our identity: Who am I?
- To understand the differences in families: What does family mean?
- To appreciate others: How do I work best with others?
- To evaluate communication skills: How do I improve my communication skills?
- To understand when to plan ahead: What do I want and how do I get it?
- To understand how to plan ahead: How do I plan for my future?

Living in the Wider World

- To understand what makes a community: Who is in our communities?
- To appreciate differences: How do I feel about difference?
- To understand the importance of budgeting: How do I save and how do I budget?

Year 8

Health and Well Being

- To understand the dangers of drugs: How do drugs affect people?
- To understand moods: What happens when we are feeling down?
- To understand what makes us resilient: What is resilience?
- To look at how pupils feel about themselves: Is anybody perfect?
- To understand the importance of a healthy lifestyle: How do I keep healthy?
- To understand the outcome of risk taking: What is risking on purpose?
- To understand the outcomes of gambling: Can gambling be good?
- To understand when not to take risks: How do I reduce risks?

Relationships, Opinions and Values

- To consider roles within families: How can I contribute to my family?
- To practise relationship skills: How do I respond to other people?
- To reflect on what pupils have accomplished: How am I doing?
- To review changes experienced in the last year: What is it like here?
- To understand the importance of friendships: Why are friends important?
- To understand different types of relationships: What are the different types of relationship?

Living in the Wider World

- To understand what makes a community: How can we value each other?
- To understand what makes a community: What makes a successful community?
- To understand what makes a community: What can cause problems in a community?
- To understand how to plan ahead: What do I need to plan for?
- To understand how to plan ahead: What opportunities are out there for me?
- To understand how to plan ahead: What influences our spending?

Teaching PSHE to pupils with Special Educational Needs

PSHE is taught to all pupils regardless of their ability. Learning opportunities are provided by the Staff, which matches the individual needs of all pupils. When teaching PSHE the targets set in the IEP's are taken into account.

Teaching PSHE to EAL pupils

PSHE is accessible to all pupils. Their background is taken into account and cultural issues are discussed and shared as appropriate.

Assessment

Teachers assess pupils' work by making informal judgements as they observe their contributions and interactions during the lessons.

Developments

A list of suggested activities is forms part of this document provided. This will be reviewed at the end of the academic year.

Review

A review of the PSHE policy and will take place in September 2017 or when the need arises. Throughout the year the whole staff are encouraged to feed back information and ideas to the Director of Studies

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