

# **BRIGHTON GIRLS POLICY (PREP)**

**PSHE**

## **Document Control**

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## 1. PURPOSE & APPLICABILITY

This document is a statement of the aims, principles and strategies for teaching and learning of PSHE at Brighton and Hove Prep. It has been drawn up following consultation with all the staff and is regularly reviewed and updated. The implementation of this policy is the responsibility of the Head Teacher and all teaching and non-teaching staff.

This document is only applicable to the Brighton & Hove Prep school.

## 2. LIST OF ABBREVIATIONS & MEANINGS

BG	Brighton Girls
CWP	Certified Wellness Practitioner
ECM	Every Child Matters
GDST	Girls' Day School Trust
KS	Key Stage
LCP	Language Centre Publications Limited
PSHE	Personal, Social and Health Education
RE	Religious Education

**May / Should** Advisory  
**Shall / Must** Mandatory

## 3. GENERAL REQUIREMENTS

### 3.1 What is PSHE

At BHP, PSHE is considered to be the curriculum context for the personal and social development of the individual, and underpins the whole education process. It allows for personal growth through a planned educational programme. The nature of the learning environment is crucial, and the quality of inter-personal relationships is a significant factor. All school activities, both inside and outside the classroom, are valuable learning experiences and ideas can be followed up during assemblies and playtimes.

Much of our policy, at present, is based on the guidelines in the National Curriculum document and the suggestions suggested therein, i.e.

Knowledge, Skills and Understanding:-

- Developing confidence and responsibility and making the most of their abilities
- Preparing to play an active role as citizens
- Developing good relationships and respecting the differences between people
- Developing a healthy, safer lifestyle.

The Government's 'Every Child Matters' programme is also taken into account within our PSHE curriculum. The five aims of ECM are: to be healthy, to stay safe, to enjoy and achieve, to make a positive contribution and to achieve economic well-being.

PSHE needs to be planned for within a framework of providing the girls with a positive self-image, whilst developing consideration for the needs of others; and respect for themselves, others, their environment and the planet. The focus must be on the development of the "whole" girl – leading and stimulating her to develop her full potential – intellectually, physically, socially, spiritually, emotionally, morally and aesthetically.

### 3.2 Aims

Our aims in teaching PSHE are that all children will:

- Understand and value themselves as individuals, and as responsible and caring members of society
- Develop personal autonomy by encouraging self-awareness, self-esteem and self-confidence
- Acquire a sense of social and moral responsibility
- Make decisions and understand the implications of those decisions
- Develop a whole variety of relationships and adopt appropriate behaviour
- Encourage tolerance, respect and sensitivity towards others
- Understand that they can make a contribution to their community and to recognise the value of their involvement
- Develop self-awareness with regards to their personal hygiene, and taking care of their bodies, including issues such as smoking and drugs.

### 3.3 Principles of the Teaching and Learning of PSHE

Lessons take many forms as is deemed appropriate for the subject area/skills being taught. Many areas of PSHE overlap with the Science and RE curricular. Skills of speaking and listening are covered in discussion and debate, especially at Key Stage 2.

The pastoral care of the girls is seen as the utmost importance at BHP and is given high priority. This sets a standard and an example for both staff and girls to follow. As well as in time-tabled PSHE lessons, any pastoral issues which arise are dealt with in KS2 classes during a weekly form time.

Whilst lessons cover specific topics, the very nature of PSHE is such that the majority of such a broad subject is implicit within the nature and ethos of the school. Standards are "caught" as well as taught, by a mixture of instruction and example.

The PSHE curriculum is either centred on themes, such as "Fairness", "Respecting Differences" and "Money Management", which are linked to the topics covered in the humanities subjects where applicable, or are introduced if situations arise, e.g. friendship problems. Lessons are planned to ensure progression throughout the year groups.

At BHP we consider it the duty of all staff to assist girls in their development of personal and social skills, good manners, appropriate behaviour and attitudes towards any person they encounter during the school day. We place great emphasis on mutual respect of both people and their property and have high expectations of the girls.

There are various things in place at BHP to support the students at playtimes. These include a "Friendship Stop" and a "Singing Stop" in the playground. The students know that they can go and wait at the former if they need a friend to play with and the later if they want to sing with someone else or as part of a group.

### 3.4 Rewards

Each week students are chosen by their teachers, to receive a special certificate in Celebration Assembly. The students can also earn house points for doing things such as a great piece of work, being thoughtful or helping someone else. Once they have earned 50 house points, they are awarded a Bronze certificate in Celebration Assembly. The next 50 earns Silver, then it's Gold and finally Platinum, if 200 points are earned. Girls who complete an extraordinary piece of work or achievement can be awarded a Heads commendation which collects 5 house points. House points are always meaningful and positive and are never taken away or negotiated. House point totals are collected for overall House totals each half term.

### 3.5 Bullying

The BHP handbook has a section on bullying which clearly outlines a preventative approach and a strategy for dealing with incidents if they arise. Staff are always informed if there are any problems and are vigilant when difficult situations arise.

### 3.6 Keeping Safe, including on the Internet, with Drugs and other substances

In Year's 1 and 2, within the topics of PSHE and Science, the girls will be encouraged to make the right choices, and will gradually and appropriately be made aware of the potential misuse of some substances.

- A discussion on how medicines help us, but may be harmful if taken by the wrong people
- Dangers in the home and at school
- Keeping medicines away from younger siblings
- All dangerous items are kept locked up e.g. cleaning materials
- Children are not to touch anything found outside that they do not recognise
- Internet safety.

In Year's 3-6, education about drugs and substance abuse, including alcohol and tobacco, is covered in more detail, and more explicitly as the girls mature.

#### Year 3

- Follow school rules on Medicines
- PSHE / Code of conduct includes coping with peer pressure
- It will also include encouraging girls to tell a teacher when they see something happening in the playground, which is unkind or dangerous
- Internet safety.

#### Year 4

- Continue as before. Code of Conduct will include peer pressure discussions.

#### Year 5

- Code of Conduct discussion is more detailed regarding peer pressure
- It also encourages becoming a good citizen and being aware of others and how to help when there is a problem
- Taught about addictions to smoking, gambling and alcohol
- Legal responsibility for own actions (age 10)
- Internet safety especially with regards to i-pads / cyber bullying.

#### Year 6

As before plus:

- Code of Conduct will cover peer pressure and how to say no
- Being safe in school and when travelling to and from school and behaviour outside school
- Continue with learning about addictions to smoking, gambling and alcohol
- Learn about legal and illegal drugs.

### 3.7 Sex Education

In Year 5, girls are taught about menstruation and changes in their bodies by the Head teacher or a class teacher.

In Year 6, girls have a discussion about puberty in both boys and girls, and how to look after your body by keeping fit and healthy. They also learn about the creation and birth of babies.

#### 3.7.1 Aims and objectives

To prepare the girls to:

- Cope with the physical and emotional challenge of growing up
- Learn facts about their changing bodies (puberty) and to feel comfortable about these.
- To understand the nature of feelings and emotions they experience and the importance of healthy relationships
- To develop an understanding of, and sensitivity towards different lifestyles, needs and feelings
- Foster a range of personal skills and qualities such as self-esteem, communication, decision making, negotiation and assertiveness which will enhance their inter-personal relationships
- Talk about issues and concerns that matter to them in a safe and respectful atmosphere.

### 3.8 Organisation

Sex education is primarily located within Science and PSHE. Our policy provides details of sex/health education for each year group.

### 3.9 Sensitive Issues

Teachers at BHP recognise their responsibilities and exercise their own professional skills in dealing with controversial and sensitive issues. The Head teacher and co-ordinators are always available for advice and support. Teachers are prepared to offer balanced and factual information about any issue under the appropriate circumstances. They use their discretion and judgement about how to deal with explicit issues raised by an individual child – it may not be appropriate to address certain issues with the whole class, so it may be necessary to respond individually to the question. Parents are informed by letter as to the content of sex education lessons. At Key Stage 1, the teaching is done by the class teacher. At Key Stage 2, the teaching is done by the Head teacher and certain class teachers, using approved educational dvd's, books, on-line resources and discussion.

#### 3.10 Strategies for the Teaching of PSHE

Guided discussions, group work, circle-times, games, websites, DVDs, posters, books and worksheets are used. I-pads may also be used, if appropriate, in Years 5 and 6.

**THE PREDOMINANT MODE OF WORKING IN PSHE** is class discussion and cooperative group work, although individual work and class teaching are used where appropriate. Within this structure:

- Groups are of mixed ability

- Relevant discussion is encouraged and all opinions are valued
- Groups are encouraged to communicate their findings in a variety of ways.

PSHE is taught by class teachers and the Head teacher, but not necessarily the form tutor. Teaching assistants assist:

- In the classroom by supporting group activities
- On outings and visits
- In providing other help, such as support for children with special needs.

### 3.11 Differentiation

- Pupils with language/communication difficulties are given support with reading and writing during PSHE lessons
- Pupils may use alternative ways of recording when appropriate.

### 3.12 Homework

Is occasionally used to support PSHE through tasks such as finding answers to questions/seeking opinions through discussions posed in school through the use of books (libraries), internet research and interviews with friends and family.

### 3.13 Strategies for ensuring progress and continuity

**PLANNING IN PSHE** is a process in which all teachers are involved, wherein

- the lessons are carefully balanced to ensure full coverage of the National Curriculum
- Long and medium term plans are drawn up by the PSHE Co-ordinator, in consultation with class teachers, for each term and provide an overview of the learning intentions.

#### 3.13.1 The role of the curriculum co-ordinator is to:

- take the lead in policy development and the production of schemes of work designed to ensure progression and continuity in PSHE throughout the school
- support colleagues in their development of detailed work plans and implementation of the scheme of work and in assessment and record keeping activities
- monitor progress in PSHE and advise the Head teacher on action needed
- take responsibility for the purchase and organisation of central resources for PSHE
- keep up-to-date with developments in PSHE and disseminate information to colleagues as appropriate.

### 3.14 Strategies for the Use of Resources

**CLASSROOM RESOURCES IN PSHE** include:

- LCP PSHE and Citizenship Resource Files :Early Years and KS1
- LCP PSHE and Citizenship Resource Files :KS2 Files A & B
- CWP –Teaching Drug and Alcohol Education
- CWP –Teaching SRE with confidence
- 1 Decision on-line resources and pupil booklets for Years 1-2. Year 3 use the photocopied resources from the website for this year (2016-17), then will get the booklets brought up by

the current Year 2s next academic year (this resource is currently being developed to expand to Early Years and Upper KS2)

- 'Working with Others' teacher resources-a folder per year group and additional boxes to be shared
- Espresso
- DVDs
- games, activities and circle games
- worksheets and posters
- textbooks and teacher resource books
- SEAL resources in folder in 'Teachers on J'
- SEAL teacher booklets.

**RESOURCES IN PSHE** are the responsibility of the Curriculum Co-ordinator. They are either on-line or housed in the Head's office, the PSHE Co-ordinator's classroom or the class teacher's classrooms and include:

- Various textbooks, worksheets and DVDs
- Circle time manuals and books
- "Kidscape" materials (assertiveness, bullying, self-esteem etc.)
- Bereavement guidelines.

#### 3.15 Health and safety issues in PSHE

- Safe working practices are followed at all times
- Risk assessments are made before every visit/visitor.

## 4. APPENDIX

NIL



5. DOCUMENT HISTORY

<b>Document Title</b>	<b>Version</b>	<b>Date of Issue</b>	<b>Change</b>	<b>Updated by</b>	<b>Status</b>
<b>BHP PSHE Policy</b>	<b>01</b>	<b>September 2016</b>	<b>Initial creation</b>	<b>Heather Dev</b>	<b>Expired</b>
<b>BHP PSHE Policy</b>	<b>02</b>	<b>April 2018</b>	<b>Full review &amp; new policy template</b>	<b>Charlie Parker</b>	<b>Live</b>

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