

BRIGHTON GIRLS POLICY (PREP)

PSHE

Document Control

Document Owner & Contact Person :
Heather Bates
PSHE Coordinator

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TABLE OF CONTENTS

| | | |
|--------|---|---|
| 1. | PURPOSE & APPLICABILITY | 2 |
| <hr/> | | |
| 2. | LIST OF ABBREVIATIONS & MEANINGS | 2 |
| <hr/> | | |
| 3. | GENERAL REQUIREMENTS | 2 |
| <hr/> | | |
| 3.1 | WHAT IS PSHE | 2 |
| <hr/> | | |
| 3.2 | AIMS | 3 |
| <hr/> | | |
| 3.3 | PRINCIPLES OF THE TEACHING AND LEARNING OF PSHE | 3 |
| <hr/> | | |
| 3.4 | REWARDS | 4 |
| <hr/> | | |
| 3.5 | BULLYING | 4 |
| <hr/> | | |
| 3.6 | Sensitive Issues | 4 |
| <hr/> | | |
| 3.7 | STRATEGIES FOR THE TEACHING OF PSHE | 5 |
| <hr/> | | |
| 3.8 | DIFFERENTIATION | 5 |
| <hr/> | | |
| 3.9 | HOMEWORK | 5 |
| <hr/> | | |
| 3.10 | STRATEGIES FOR ENSURING PROGRESS AND CONTINUITY | 5 |
| <hr/> | | |
| 3.11 | THE ROLE OF THE CURRICULUM CO-ORDINATOR IS TO: | 6 |
| <hr/> | | |
| 3.12 | | 6 |
| <hr/> | | |
| 3.13 | | 6 |
| <hr/> | | |
| 3.13.1 | | 6 |
| <hr/> | | |

| | |
|--|---|
| 3.14 STRATEGIES FOR THE USE OF RESOURCES | 6 |
| 3.15 HEALTH AND SAFETY ISSUES IN PSHE | 7 |
| 4. APPENDIX | 8 |
| 5. DOCUMENT HISTORY | 8 |

1. PURPOSE & APPLICABILITY

This document is a statement of the aims, principles and strategies for teaching and learning of PSHE at Brighton Girls. 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 Brighton Girls.

2. LIST OF ABBREVIATIONS & MEANINGS

| | |
|------|---------------------------------------|
| BG | Brighton Girls |
| GDST | Girls' Day School Trust |
| KS | Key Stage |
| LCP | Language Centre Publications Limited |
| PSHE | Personal, Social and Health Education |
| RE | Religious Education |
| RSE | Relationships and Sex Education |
| LTP | Long Term Plan |

3. GENERAL REQUIREMENTS

3.1 What is PSHE

At BG, 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 interpersonal 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.

PSHE is planned within a framework of providing the students 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 is on the development of the "whole" student – leading and stimulating them to develop their full potential – intellectually, physically, socially, spiritually, emotionally, morally and aesthetically.

It is now a statutory requirement to teach the majority of PSHE education. This statutory content – often summarised as RSHE – covers Relationships Education at key stages 1 and 2, Relationships and Sex Education (RSE) at key stages 3 and 4, and Health Education from key stage 1 to 4. The whole school RSE policy outlines this in more detail.

Each class does a Diversity lesson each half term, in their weekly PSHE lesson.

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
- Be taught about positive emotional and mental wellbeing, including how friendships and other relationships can support mental wellbeing.
- Develop personal autonomy by encouraging self-awareness, self-esteem and self-confidence
- Develop character traits such as believing they can achieve, persevere with tasks, work towards long-term rewards and continue despite setbacks.
- Acquire a sense of social and moral responsibility
- Make decisions and understand the implications of those decisions
- Develop a whole variety of positive relationships both online and offline
- Learn how to stay safe both online and offline
- 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.
- be able to establish personal space and boundaries, showing respect and understanding the differences between appropriate and inappropriate or unsafe physical, and other, contact.
- Know how to behave appropriately and stay safe online.
- Know how to report concerns and seek advice when they suspect or know that something is wrong both online and offline.

BG Prep POLICY

PSHE

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.

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.

At BG 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 "Friendship Benches" in both the Prep and Pre-Prep playgrounds to support them at playtimes. The students know that they can go and sit on the bench if they would like a friend to play with. They also know that they can talk to the adults on duty, if they have an issue.

3.4 Pastoral Care

The pastoral care of the girls is seen as of the utmost importance at BG 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 immediately if possible, or if it isn't then during a form time.

Pastoral issues are recorded on CPOMS by staff, so that the relevant staff are informed and a record of each individual is built upon.

There is a pastoral team at BG consisting of the PSHE Coordinator, the Pastoral Deputy Head, The SENDCO and the E-Safety Coordinator who meet regularly to discuss any issues which have arisen.

3.5 School Council

Each Reception-Year 4 class elects 1 School Council representative at the beginning of the academic year, to represent their class, so that all student voices can be heard. Years 5 and 6 elect 2 representatives. The reps gather ideas from their class and feed them back to the Council in weekly meetings with Mrs Bates. The Year 5 and 6 reps come to every meeting and the younger reps come a few times a term, when it is most relevant and useful for them to come. The ideas get fed back to each class by their rep in form times. The Council come together to suggest and implement ideas for improving the school. There is a display board by the office which let's everyone know who the reps are and what they have been discussing/implementing.

3.4 Rewards

Each week a student is chosen from each class by their teachers 'Pupil of the Week', to receive a special certificate in Friday's Celebration Assembly. The students can also earn house points for doing things such as a great piece of work, being kind, thoughtful or bold. Once they have

BG Prep POLICY

PSHE

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. Whole Prep School House point totals are collected for each House every half term and are celebrated at the end of term/half term assembly.

3.5 Bullying

The BG 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 (on CPOMS or in a staff pastoral Briefing) and are vigilant when difficult situations arise.

3.6 Sensitive Issues

Teachers at BG recognise their responsibilities and exercise their own professional skills in dealing with controversial and sensitive issues. The Head teacher, Deputy-Head and PSHE co-ordinator are 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.

3.7 Strategies for the Teaching of PSHE

The "1decision Ltd" resource is the main resource used to deliver PSHE and RSE to Years 1-6. There are separate booklets for 1-3 and for 4-6 which go up the school with the students. There are lesson plans, slides and videos to accompany the booklets, so it is easy for all teachers to share the lessons. The scheme is supplemented by other resources to ensure all the statutory requirements are met. Guided discussions, group work, circle-times, games, websites, DVDs, posters, books, the internet and worksheets are also used. I-pads or Chromebooks are also used as appropriate.

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 the PSHE co-ordinator or class teacher, but not necessarily the students own class teacher. Learning Support 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.

3.8 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.

3.9 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.

3.10 Strategies for ensuring progress and continuity

- Statutory content is covered by learning opportunities for each key stage across the Programme's three core themes: 'Health and Wellbeing', 'Relationships', and 'Living in the Wider World'. The PSHE curriculum is structured around an overarching question for each term or half term and taught in weekly lessons. These begin in key stage 1 as 'What?' and 'Who?'" questions and build throughout Key Stage 2 into 'Why?' and 'How?' questions. The three core themes from the Programme of Study are fully covered, although some half term blocks will draw on more than one core theme. Teaching builds according to the age and needs of the pupils throughout the primary phase with suggested developmentally appropriate learning objectives given to respond to each key question.
- Long and medium term plans are drawn up by the PSHE Co-ordinator, for each term and provide an overview of the learning intentions.

3.10.1 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 plans and implementation of the scheme of work
- 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.

3.11 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

BG Prep POLICY

PSHE

- 1 Decision on-line resources and pupil booklets for Years 1-3 and 4-6
- 'Working with Others' teacher resources-a folder per year group and additional boxes to be shared
- The Internet
- Espresso
- DVDs
- games, activities and circle games
- worksheets and posters
- textbooks and teacher resource books

3.12 Health and safety issues in PSHE

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

4. APPENDIX

PSHE LTP: [PSHE LTP 2022-2023](#)

5. DOCUMENT HISTORY

| Document Title | Version | Date of Issue | Change | Updated by | Status |
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| BHHS PSHE Policy | 01 | September 2016 | Initial creation | Heather Dev | Expired |
| BHP PSHE Policy | 02 | April 2018 | Full review & new policy template | Charlie Parker | Expired |
| BG PSHE Policy | 03 | February 2022 | Full review | Heather Bates | Expired |

BG Prep POLICY
PSHE

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| BG PSHE Policy | 04 | September 2022 | Full review | Heather Bates | Live |
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