



HEADINGTON

PREPARATORY SCHOOL • OXFORD

Personal, Social, Health & Economic Education Policy and Personal Social & Emotional Development Policy for EYFS

Reviewed by:	PSHE Subject Leader
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Meets:	In line with legislative updates

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Aims

Headington Prep School's philosophy is that Personal, Social, Health and Economic Education (PSHE) which incorporates the Personal, Social and Emotional Development area (PSED) in EYFS, is central to the development and wellbeing of all young people. Relationships and Sex Education (RSE) is an important and integral part of PSHE/PSED education (see separate Relationships and Sex Education Policy). Our provision helps to promote the Fundamental British Values of mutual respect, tolerance, democracy, rule of law and individual liberty. Taken together our overall programme makes a significant contribution to the promotion of spiritual, moral, social and cultural, mental and physical development of pupils in order to prepare them for the opportunities, responsibilities and experiences they will meet in later life. It is vital to recognise that this involves implementing a whole school approach, with the understanding that PSHE/PSED issues may arise in any area of the curriculum both inside and outside the classroom.

The PSHE/PSED programme promotes pupil wellbeing and pupils' safeguarding (in relation to the Children Act and KCSIE). With a focus on equality we keep protected characteristics groups safe and address and prevent prejudice-based bullying from happening (fulfilling our duties set out in the Equality Act 2010 – see Appendix 1)

The aim of PSHE/PSED education is to provide pupils with:

- accurate and relevant knowledge
- opportunities to turn that knowledge into personal understanding to help to develop their self-knowledge, self-esteem and self-confidence
- opportunities to explore, clarify and, if necessary and appropriate, challenge their own and others' values, attitudes, beliefs, rights and responsibilities
- the skills and strategies they need in order to live healthy (in body and mind), safe, fulfilling, responsible and balanced lives and to contribute positively to the lives of those living and working within their local community, as well as in the wider society
- the ability to recognise and develop caring friendships and respectful relationships, including how to deal with the issue of bullying (including prejudice-based and discriminatory) online or face-to-face
- a knowledge of families and people who care for us
- a knowledge of how to use the internet safely especially regarding online relationships and what to do when faced with inappropriate content or contact
- a knowledge of safeguarding where particular attention is paid to school practices to help children adjust their behaviours in order to reduce risks and build resilience, including to radicalisation, with particular attention to the safe use of electronic equipment and the internet
- an understanding of what it is to be a positive and active member of a democratic society and to respect the fundamental British values of democracy, the rule of law and individual liberty
- the principle of mutual respect and acceptance of those with different faiths and beliefs in a way which promotes tolerance and harmony between different cultural traditions and non-discrimination against protected characteristics (see Appendix 1)
- the ability to distinguish right from wrong and to respect the civil and criminal law of England
- respect for democracy and support for participation in the democratic process, including respect for the basis on which the law is made and applied in England
- the ability to accept responsibility for their own behaviour and show initiative and understand how they can contribute positively to the lives of those living and working in the locality in which the school is situated and to society more widely
- a broad general knowledge of public institutions and services in England
- a basic understanding of personal finance

- effective preparation for their future life through the rich provision of classroom and extra-curricular activities that develop a range of character attributes such as resilience and grit, which underpin success in education and employment

Research has shown that an effective PSHE/PSED programme within a school impacts positively on the progress and achievements of pupils across all other areas of the curriculum.

Organisation and teaching methods

The 1decision Programme is to be used as a framework for planning but teachers are encouraged to supplement this with other resources where suitable and relevant:-

- Kapow for wellbeing
- Votes for School for current affairs and FBV
- KS1 and EYFS, the Cornerstones Curriculum

1decision

- This scheme provides a spiral programme with each lesson building on previous work covered in earlier terms and years. In this way opportunities are provided to revisit previous topics.
- There are three overlapping core themes covered in PSHE education:
 - health and wellbeing
 - relationships
 - living in the wider world
- Each class teacher is responsible for teaching PSHE/PSED to their class. At the primary level this is recommended as they are the people most in touch with the pupils at school each day. Teachers need to be aware of the readiness of their pupils to engage with planned topics and to adapt their lessons accordingly.
- Years 1 & 2 have at least one 30 minute lesson timetabled every week (one hour a fortnight for alternating PSHE/RE for Years 3-6) but it is understood that the principles of PSHE education should be infused across the school day and therefore other opportunities for development and learning may arise and should be addressed by the teacher concerned.
- In EYFS (Nursery and Reception classes) PSED will be embedded throughout the curriculum rather than taught as a discrete subject, focusing on the three areas: self confidence and self awareness, managing feelings and behaviour, and making relationships.
- In addition, delivery of PSHE is enhanced by the assemblies programme, school visits to British institutions such as the Houses of Parliament and various responsibilities (eg reps for School Council, Eco Council and Ambassadors).
- A wide variety of teaching methods should be used with an emphasis on interactive learning and the teacher as facilitator. These methods may include, but not be limited to, role play, art activities, games, circle time, drama, discussion and debate.
- Pupils are given opportunities to learn through practical and relevant activities and events, including fundraising for charity, links with the local community and visitors to the School.
- The school precludes the promotion of partisan political views in the teaching of any subject (see Appendix 2).

- On occasion School Council and Eco Council may be used as an opportunity to obtain ideas and feedback from pupils
- The School Newsletters may be used to share information about PSHE/PSED topics with parents (eg., food, playground, clubs)

Inclusion and differentiation

Children of all abilities, beliefs and cultures should have access to the PSHE/PSED curriculum without prejudice and irrespective of their religion or ethnic background.

The School is committed to providing equality of opportunity for all who are associated with it. No pupil should be excluded from accessing the PSHE/PSED programme on the grounds of age, disability, social background, family status, gender, colour, religion or belief.

Provision for children with Special Educational Needs is the responsibility of the class teacher with support from the Head of Learning Development.

Where political issues are presented to the pupils, either in school or as part of extra-curricular events, there should be, as far as is reasonably practicable, a balanced presentation of opposing views.

On occasion specific issues may arise that are particular to a class, group or individual and these should be dealt with sensitively and within an appropriate time-frame.

Assessment

Assessment is an integral part of teaching PSHE in accordance with the School's Assessment, Recording and Reporting Policy. Children's achievements and growth in PSHE/PSED are assessed and recorded by the class teacher.

Assessment for Learning should be built into all that is taught in the PSHE/PSED curriculum and used to promote learning, respond to the needs of the children and provide feedback to inform next steps.

Children are encouraged to assess themselves and their peers. Evidence for assessment may include written work, video evidence, self-evaluation sheets, peer evaluation records and teacher observation.

Monitoring and evaluation

In order to effectively monitor and evaluate the teaching of PSHE/PSED, the Subject Leader will:

- support teachers via co-planning, observing lessons and giving feedback
- monitor teachers' medium term planning and pupils' work
- review and maintain the provision of resources
- discuss and review regularly, with the Deputy Head, Teaching & Learning and (if applicable) the Head Teacher, progress with implementing this policy in the School.
- to keep up-to-date with developments in PSHE/PSED education and provide INSET activities when necessary

Links to other policies

PSHE should underpin the whole of a pupil's school experience and therefore its objectives may be present in any area of the curriculum as well as outside the classroom (e.g. lunchtimes, playtimes, residential visits).

Specific links however, are seen with the following policies:

- Behaviour
- E-safety
- Anti-bullying
- Science
- Relationships and Sex Education
- Equal opportunities
- Health and Safety
- Drama
- English
- PE
- History
- Geography

Additional resources and useful information may be found on the PSHE Association website:
<https://www.pshe-association.org.uk/>

Appendix 1 – Protected characteristics & Equality Act 2010

Everyone in Britain is protected by the Equality Act 2010.

The Equality Act 2010 brings together a number of existing laws into one place so that it is easier to use. It sets out the personal characteristics that are protected by the law and the behaviour that is unlawful.

The “protected characteristics” under the Act are (in alphabetical order):

- Age
- Disability
- Gender reassignment
- Marriage and civil partnership
- Pregnancy and maternity
- Race
- Religion and belief
- Sex
- Sexual orientation

Appendix 2 – Definitions of Key Terms

The following are definitions of the key terms used in this policy document.

Partisan – in a case relating to the alleged promotion of partisan political views in maintained schools the judge considered that the best synonym for “partisan” was “onesided”.

Political views – views expressed for a political purpose. A political purpose is either directly or indirectly seeking:

- To further the interests of a particular political party; or
- To procure changes to the laws of this or another country; or
- To procure the reversal of government policy or of particular decisions of governmental authorities in this or another country.

Appendix 3

The 1Decision scheme of work [mapping](#) document