



*inspirans flammam
posteritatis*

**ROSEMEAD
PREPARATORY
SCHOOL & NURSERY**
DULWICH

**Personal, Social, Health and Economic
Education
POLICY**

Revised: Autumn term 2023
For Board approval: Autumn term 2023
To be reviewed: Autumn term 2024

Introduction:

This document is a statement of the aims, principles and strategies for Teaching and Learning in Personal, Social, Health and Economic Education at Rosemead Preparatory School. It was developed through a process of consultation with the teaching staff. This policy is reviewed annually by the subject co-ordinator and Senior Leadership Team, ratified by the Education Committee and submitted to the Board of Governors for approval.

Aims and Rationale:

Teaching and learning is the purpose of our school. It is the method through which we offer a curriculum, which is broad and balanced.

Our aims for Teaching and Learning in Personal, Social, Health and Economic Education (PSHE) including Relationships and Sex Education (RSE) are that all children will:

- be healthy
- stay safe
- enjoy and achieve
- make a positive contribution
- achieve economic well-being

British Values:

In PSHE we actively promote the fundamental British values of democracy, the rule of law, individual liberty, and mutual respect and tolerance of those with different faiths and beliefs. Children are encouraged to listen to others and value opinions that are different from their own. There are equal opportunities for all to take part in all activities. We ensure that all children have a voice that is listened to, and demonstrate how democracy works by actively promoting democratic processes. Wherever possible the curriculum content of this subject is delivered in such a way as to promote British Values and prevent extremism or radicalisation.

Principles of Teaching and Learning in PSHE:

In PSHE we see teaching and learning as a process of co-operative teamwork. We welcome and encourage the involvement of parents and others in the community.

All members of the school community (teaching and non-teaching staff, parents and children) work towards PSHE aims by:

- working as a team, supporting and encouraging one another
- valuing children as individuals and respecting their rights, values and beliefs
- fostering and promoting good relationships and a sense of belonging to the school community
- providing a well ordered environment in which all are fully aware of behavioural expectations
- offering equal opportunities in all aspects of school life and recognising the importance of different cultures
- encouraging, praising and positively reinforcing good relationships, behaviour and work

Teachers work towards PSHE aims by:

- maintaining an up-to-date knowledge and seeking advice from the PSHE Association
- providing a challenging and stimulating programme of study designed to enable all children to reach the highest standards of personal achievement for their given potential
- recognising and being constantly aware of the needs of each individual child according to their ability and aptitude
- making learning objectives and success criteria explicit to the children
- ensuring that learning is progressive and continuous
- being good role models - punctual, well prepared and organised

- having a positive attitude to change and the development of their own expertise
- working collaboratively with a shared philosophy and commonality of practice

Children work towards PSHE aims by:

- attending school in good health maintained by adequate diet, exercise and sleep
- attending school regularly, avoiding term time holidays
- being punctual and ready to begin lessons on time
- being organised - bringing necessary clothing and equipment, taking letters home promptly, returning reading books regularly
- completing tasks and homework well and on time
- conducting themselves in an orderly manner

Parents work towards PSHE aims by:

- ensuring that children attend school in good health, regularly and punctually
- providing support for the discipline within the school and for the teacher's role
- being realistic about their child's abilities and offering encouragement and praise
- participating in discussions concerning their child's progress and attainments
- ensuring early contact with school to discuss matters which affect a child's happiness, progress and behaviour
- giving due importance and relevant support to homework and assisting in learning

Strategies for Teaching and Learning in PSHE:

Our PSHE curriculum is organised in a way that provides opportunities for topic work and cross curricular activities.

Modes of working include individual work, paired work, small group work and whole class work, where appropriate within this structure:

- relevant discussion is encouraged, although some periods of personal thinking time are set aside
- teaching assistants are available to provide support
- parent helpers may assist on outings and visits as appropriate
- college students, on work experience, may be accepted into the school at the discretion of the Headmaster.
- commercially available schemes of work are used where appropriate to support the teaching of a number of subjects
- children with special needs are withdrawn for extra support provided by the Enrichment Team and receive extra support in the classroom when necessary - an holistic approach is at the heart

Homework is considered to be a valuable element of the teaching and learning process therefore:

- children are encouraged to communicate their findings in a variety of ways as appropriate to the task Formal homework is not set although the children may continue reflective thinking and report back

Excellence is celebrated in display and performance wherein:

- each child is given the opportunity to have work displayed
- school events such as concerts, sporting events and play productions are seen as opportunities for all children, not just the most gifted, to demonstrate their best
- weekly Celebration Assemblies are opportunities for a wide spectrum of successes to be recognised and celebrated

Strategies for Ensuring Progress and Continuity in PSHE:

Regular staff meetings are used to discuss various aspects of the PSHE curriculum and ensure consistency of approach and standards across EYFS, Key Stage 1 and Key Stage 2. Subject

co-ordinators design the subject overviews to ensure progression and continuity in their subjects throughout the school. Feedback to children about their own progress is achieved through the marking of work.

Continuity across the age groups is ensured by:

- regular Senior Leadership Team meetings
- regular Key Phase meetings between teachers
- liaison meetings between subject co-ordinators in Key Stage 1 and 2

Strategies for Recording and Reporting in PSHE:

Records of progress kept for each child are regularly updated and reviewed by form teachers and the Senior Leadership Team.

Reporting to parents is done through parent consultation evenings, one written reports per year and through informal discussions via email or telephone calls. Parents are made aware that they may meet their child's teacher or a member of the Senior Leadership Team by appointment at any other time, to discuss particular concerns.

Formative Assessment is used to guide the progress of individual children. It involves identifying each child's progress in each area of the curriculum, determining what each child has learned and what therefore should be the next stage of learning. Formative assessment is mostly carried out informally by teachers in the course of their teaching. Suitable tasks for assessment include:

- individual questioning
- small group discussions perhaps in the context of a practical task
- specific assignments for individual children

Use of PSHE Resources:

Classroom resources are the responsibility of classroom teachers who ensure that:

- there is a range of appropriate, accessible resources available from which they can select materials suitable to the task in hand
- all children know where resources are kept and the rules about their access and use
- children are encouraged to act independently in choosing, collecting and returning resources. where appropriate
- children and teachers act together to establish an attractive, welcoming and well organised environment engendering respect, care and value for all resources

Central resources are generally the responsibility of subject co-ordinators.

Use of Computing in PSHE:

Computing is a resource which is valued and used across the whole curriculum. Teachers are expected to make full use of their classroom interactive screen. Chromebooks and iPads can be booked-out for timetabled computing lessons or any other lesson that would benefit from the use of computers. Each teacher is provided with a laptop and an iPad for lesson preparation and delivery.

Health and Safety:

The school has a Health and Safety Policy which is regularly reviewed and health and safety issues are the responsibility of all who work in the school. Health and Safety is a standing agenda item for every staff meeting and every Senior Leadership Team meeting. Problems should be reported to the Health and Safety Officer.

SEN/ EAL and More Able Children:

The school welcomes children from many parts of the world. It also appreciates that children have a variety of special educational needs:

- through formal meetings, informal discussions and periodic assessment their needs are explored and solutions provided both within the formal and informal curriculum
- the SENCO and other members of the enrichment team are available to discuss areas of concern and advise on strategies for addressing the needs of each individual child with members of staff and with parents
- staff are aware of and actively engage with the needs of each child. This awareness is expressed primarily through their planning and classroom organisation

Planning in PSHE:

Planning is a process in which all teachers are involved, wherein:

- the foundation of which is the School Development Plan, progressed by collaboration between staff and the Senior Leadership Team.
- subject overviews for individual subjects are developed by subject co-ordinators (in collaboration with the whole staff)
- medium and short term work plans are drawn up by year groups for each term and monitored by Year Group Leaders.

Feedback in PSHE:

Feedback aims to help children learn, not to find fault, and comments aim to be positive and constructive. It is often done while a task is being carried out through discussion between child and teacher. Feedback is used sensitively and with discretion so that a child can assimilate and reflect - this will vary according to age and ability.

Differentiation in PSHE:

Children learn in different ways, at different paces and at different levels. To ensure that all children are able to access the curriculum at their level, it is necessary to differentiate. Differentiation is achieved for both the less able and more able through:

- the selection of appropriate tasks
- adapting the questions asked
- the use of specifically differentiated materials such as specially designed activities, and additional resources
- differentiating the amount of individual support given within a lesson support or extension materials

External Links:

It is important that the children's learning is supported and enhanced through educational visits. The school also encourages links with external agencies that may visit or send supplementary material.

Roles and Responsibilities:

Class teachers are responsible for:

- promoting children's wellbeing
- delivering a suitably differentiated curriculum to allow all children to learn across a range of subjects
- assessing children's progress

The PSHE subject co-ordinator is responsible for:

- taking a lead in policy development and the production of subject overviews designed to ensure progression and continuity in their subject throughout the school

- supporting colleagues by giving advice and guidance about the implementation of the subject
- monitoring progress by visiting lessons
- taking responsibility for the purchase and organisation of central resources for their subjects
- keeping up-to-date through reading and attending relevant courses
- reviewing all departmental documentation

Year Group Leaders are responsible for:

- monitoring medium and short term planning
- monitoring curriculum continuity and identifying cross curricular possibilities

