



St Francis College

PSHE Education Policy – Prep

Introduction

The 'College' refers to all the staff and pupils of the Prep department and Senior School which includes Early Years Foundation Stage (EYFS), Pre-Prep (Key Stage 1), Prep (Key Stage 2), and Senior School (Key Stages 3-5).

Rationale

Personal, Social, Health and Economic (PSHE) Education is a planned programme of learning opportunities and experiences that help children and young people grow and develop as individuals and as members of the College community and their families. By its very nature PSHE Education permeates the whole curriculum, both the formal and the informal. PSHE Education in its broadest sense is part of every student's entitlement through a curriculum that promotes these ends. It is, therefore, the responsibility of all teachers and a major priority for school leadership.

Policy

PSHE Education (Personal Well-being) provides learning opportunities and experiences for the personal development of young people in preparing them for adult life as members of the College, their families and wider communities. PSHE Education is important in combating the social exclusion and disaffection of any student, with the capacity to equip all young people with the skills and attitudes needed to react positively to the pressures of modern life. The programme actively promotes the basic fundamental British values of democracy, rule of law, individual liberty, mutual respect and tolerance of those with different faiths and beliefs. It also encourages students to embrace differences and to value the right of individuals to be treated equally irrespective of Protected Characteristics, as set out in the Equality Act 2010.

Aims and Objectives of PSHE Education

The PSHE curriculum aims to:

- promote the spiritual, moral, cultural, mental and physical development of our pupils, preparing them for the opportunities, responsibilities and experiences of later life.
- develop their sense of social justice and moral responsibility, and begin to understand that their own choices and behaviour can affect local, national or global issues;
- become independent and self-confident;
- respect different national, religious and ethnic identities;
- engage critically with and explore diverse ideas, beliefs, cultures and identities and the values we share as citizens in the UK and the world;
- become informed, critical, active citizens who have the confidence and conviction to work collaboratively, take action and try to make a difference in their communities and the wider world;
- embrace change, feeling positive about who they are and enjoy healthy, safe, responsible and fulfilled lives;
- learn to recognise, develop and communicate their qualities, skills and attitudes and reflect on and clarify their own values and attitudes.

In addition, the PSHE curriculum attempts to cover the following key objectives:

Health and Wellbeing

- Know and understand what constitutes a healthy lifestyle.
- Know how to maintain physical, mental and emotional health and wellbeing.
- Be aware of safety issues, including how to respond in an emergency, as well as internet safety.
- Know how to manage change, including puberty, transition and loss.

Relationships

- Develop and maintain a variety of healthy relationships within a range of social and cultural contexts.
- Know how to recognise and manage emotions within a range of relationships.
- Know how to recognise risky or negative relationships, including all forms of bullying and abuse, and to ask for help.
- Know how to respect equality and diversity in relationships.

Living in the Wider World

- Know the importance of responsible behaviours and actions.
- Be responsible and independent members of the school community.
- Be positive and active members of a democratic society.
- Know about the importance of respecting and protecting the environment.
- Develop self-confidence and self-esteem and make informed choices regarding personal and social issues; to develop a Growth Mindset.
- Develop good relationships with other members of the College community and the wider community.
- Know about where money comes from, keeping it safe and the importance of managing it effectively.
- Have a basic understanding of enterprise.

Organisation and Provision

We currently use the PSHE scheme provided by Cambridgeshire County Council PSHE Service. This is called the Primary Personal Development Programme and comes with a whole variety of lesson plans and resources. PHSE is delivered throughout the Prep with a whole school approach and includes:

- Dedicated curriculum time
- Teaching PHSE through other subjects / curriculum areas
- Form times and circle times
- Special assemblies
- PHSE activities and school events
- Visiting speakers
- Pastoral care

Relationships Within the School

Relationships are based on an atmosphere of trust and respect for everyone, embodying the school motto: *'Cor unum, anima una'* (One Heart, one soul)

The House system allows the Prep pupils to belong to a pastoral group as well as their forms. There are many leadership positions in Prep including: House Captains, Prefects, Digital Leaders and Form and Vice Captains.

There is an active School Council group in Prep, which has members from Prep I through to Prep VI and meets regularly. There are 'worry' boxes in all the classrooms and the weekly staff briefing is dedicated to pupil concerns.

Assessment and Recording

Children are informally assessed by staff throughout their work and reports to parents will reflect this. Recording of work will be in a form appropriate to the planned focus and will be shown in a teacher's planning. Evidence of PHSE can be in the form of photos, scrapbooks, display as well as written work. The very nature of PHSE means that careful consideration should be given to the best means of recording. Written work may not always be appropriate and staff will use their professional judgement in this.

Monitoring of Pastoral Care

The PHSE curriculum is monitored through work scrutinies, lesson observations and through regular staff briefings and meetings. In addition, form teachers complete a pupil tracking grid every term which focusses solely on pastoral skills. We monitor: Health and Hygiene, More Able and Less Able in subject areas (this is also recorded in the academic assessments but does have pastoral implications, which is why we include it on this form too), Team Work, Leadership, Problem Solving Skills, Organisation, Independent Learning and People Skills.

Relationships and Sex Education (RSE)

Relationships and Sex Education (RSE) is delivered as part of the PSHE programme as well as in Science lessons, as part of the Science curriculum.

Relationships Education aims to put in place the building blocks needed for positive and safe relationships, including with family, friends and online. This is taught throughout the Prep Department, from Kindergarten upwards, as part of the PSHE programme.

The children will be taught what a relationship is, what friendship is, what family means and who can support them. In an age-appropriate way, the children will cover how to treat each other with kindness, consideration and respect.

Parents cannot withdraw their child from Relationships Education because it is important that all children receive this content, covering topics such as friendships and how to stay safe.

In the Prep Department some aspects of Sex Education are covered. This mainly involves the children understanding the different names given to the body parts of boys and girls. In addition, in Prep VI the children learn about how babies are made.

Before such Sex Education topics are covered we will inform the parents each year, which is currently in the Spring Term. Parents have the right to withdraw their children from Sex Education parts of the curriculum in line with the statutory guidance: Relationships Education, Relationships and Sex Education (RSE) and Health Education (July 2019).

The Science curriculum in the Prep Department includes content on human development, including reproduction. Parents do not have the right to withdraw their child from this.

We follow guidelines of the DFEE with respect to the teaching of Relationships and Sex Education.

The objective of Relationships and Sex Education is to help to inform and support the pupils during their physical, emotional and moral development.

We recognise the need to supply accurate information and support to the children at the appropriate stages of their development. The staff should act as positive role models for the children.

We regularly monitor the delivery of the Relationships and Sex Education programme in the Prep Department.

PSHE Overview

EYFS

Personal, social and emotional development involves helping children to develop a positive sense of themselves, and others; to form positive relationships and develop respect for others; to develop social skills and learn how to manage their feelings; to understand appropriate behaviour in groups; and to have confidence in their own abilities.

- Self-confidence and self-awareness: children are confident to try new activities, and say why they like some activities more than others. They are confident to speak in a familiar group, will talk about their ideas, and will choose the resources they need for their chosen activities. They say when they do or don't need help.
- Managing feelings and behaviour: children talk about how they and others show feelings, talk about their own and others' behaviour, and its consequences, and know that some behaviour is unacceptable. They work as part of a group or class, and understand and follow the rules. They adjust their behaviour to different situations, and take changes of routine in their strides.
- Making relationships: children play co-operatively, taking turns with others. They take account of one another's ideas about how to organise their activity. They show sensitivity to others' needs and feelings, and form positive relationships with adults and other children.

PSHE Overview. St Francis College Prep School – PSHE and RSE

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Foundation	Beginning and Belonging Classroom rules Playing with others Why I am special	Family and Friends (Incl. Anti-Bullying) My special people Friendships My Emotions Recognising emotions and their causes	Identities & Diversity My classmates Similarities & differences in people Me and My World Looking after things My neighbourhood What is money	My Body and Growing Up How has my body changed as I've grown How I look after my body Learning to take care of myself	Keeping Safe (Incl. Drug Education) What is safe or unsafe? Understanding simple safety rules Saying No Asking for help	Healthy Lifestyles Feeling healthy and unhealthy How I can keep my body healthy Understanding how food, drink, exercise & sleep are good for us
Prep I	Beginning and Belonging Making a safe & fair school Getting to know others Doing something new	Family and Friends Describe friends and friendship How to make up with a friend Anti-Bullying Bullying behaviour Why bullying happens What to do	Diversities & Communities Similarities & differences between me and others MY culture & beliefs My community Looking after the school environment	Sex & Relationships Education My body parts How to stop common illnesses & diseases spreading Drug Education What are medicines? The role of doctors, nurses and hospitals Risky substances at home and school	Personal Safety My home & neighbourhood Who keeps me safe? Understanding good and bad secrets What can I do if someone tries to persuade me	Managing Change How am I changing as I grow up How are my achievements, skills and responsibilities changing? Making choices Coping with losing something special to me
Prep II	Rights, Rules and Responsibilities How rules make me happy & safe Making rules Listening, sharing views and taking turns	My Emotions Naming feelings and managing emotions Controlling my behaviour Anti-Bullying Recognising bullying Understanding how bullying makes people feel What to do	Working Together Listening, group work and taking turns skills Negotiation Evaluation Financial Capability Where does money come from How I might get money How my choices affect my family, others & me?	Sex & Relationships Education Changes since I was a baby Babies needs My responsibilities Drug Education What happens when things enter the body? Why do we use medicines? What can I do if I feel poorly?	Safety Contexts Safe places to play Risks using the roads, near water and getting lost and how can I stay safe	Managing Risk What are risky situations? My name address and phone number and when might I give them What is an emergency? Who helps? Healthy Lifestyles Food and food choices

Prep III	BeginningandBelonging Being valued and belonging Making others welcome Different rules for different places Managing my feelings Who can I talk to	FamilyandFriends What makes a good friend? Coping with relationship changes My network of special people Anti-Bullying Forms of bullying How to keep myself safe How bystanders intervene to help	Diversities&Communities What makes me “me”? Different lifestyles and beliefs Roles of people within my community Caring for the environment	Sex&RelationshipsEducation Differences between males and females and their body parts Why is it important to be clean? What can I do to stay clean Drug Education Medical and legal drugs Who uses and misuses legal drugs? Medicine who uses it and who gives it Safety of storing medicine	PersonalSafety How can I be responsible for my own personal safety? What sorts of physical contact do I feel comfortable with Which adults and friends can I trust and talk about my feelings? When might I need to break a promise or a secret?	ManagingChange What changes have I experienced and may experience in the future Being separated from a special person What emotions my I feel at times of loss and change
Prep IV	Rights, RulesandResponsibilities Why we need rules What we mean by rights and responsibilities Democratic decisions	MyEmotions Communicating emotions Coping with difficult emotions Dealing with fears and worries and who do I talk to. Anti-Bullying Characteristics How bullying affects us	WorkingTogether What I am good at and what others are good at? Listening to others Open questions Sharing my view How to persevere Financial Capability Different ways to earn and spend money Saving, spending and budgeting Ways to pay Value for Money	Sex&RelationshipsEducation The main stages of human life What does it mean to be grown up? How do parents and carers care of babies? Drug Education How many friends and the media influence me What does I do if I find something risky, like a syringe	ManagingRisk What risks are there to my safety, friendships and my feelings? How my friends affect my decisions about risk Who would I ask for help? What action should I take in an emergency? Safety Contexts How are roads, fire and water risky? How may I reduce their risk? How do I keep myself safe during activities and visits?	HealthyLifestyles How can I have a healthy lifestyle? Nutrition and physical activity Healthy eating and the meaning of a balanced meal Looking after my teeth Responsibility of my lifestyle choices
Prep V	BeginningandBelonging Building good relationships Ways to calm down How to solve problems? Who can I talk to?	FamilyandFriends Developing new friendships and maintaining existing ones Positive differences between people	Diversities&Communities My identity Different identities Respect for views, lifestyles and beliefs Stereotyping	Sex&RelationshipsEducation Male and female sexual parts Puberty What influences my view of my body?	PersonalSafety Personal safety Assertiveness When and how I should ask for help	ManagingChange Feelings surrounding loss How changes affect me In what different ways to people grieve

		<p>Different kinds of family Managing pressures</p> <p>Anti-Bullying Can I define bullying? Appropriate responses to bullying Bullying prevention in school and the community</p>	<p>Voluntary organisations Who works for the good of the community? Contributing to looking after our environment</p>	<p>Stopping the spread of viruses and bacteria What is HIV?</p> <p>Drug Education What I know about medicines, alcohol, nicotine, solvents and illegal drugs and how they affect people How drug use affects the brain and body How medicines help people with a range of illnesses Some laws about drugs How and why companies advertise drugs. When and how should I check information I am given</p>		<p>Living through change</p>
Prep VI	<p>Rights, Rules and Responsibilities Making a difference in school Making and changing rules Rights of a child Democracy in action Debates</p>	<p>My Emotions Managing strong emotions How to recognise a bad mood Empathy for others Coping with disagreement Getting support when things are difficult</p> <p>Anti-Bullying Where to seek support How bullying affects behaviour and well-being How people's responses might improve or worsen the situation Bullying prevention</p>	<p>Working Together Strength & Skills Being an effective learner Jobs Being a good listener Effective negotiation to reach agreement How can I give, receive and act on constructive feedback</p> <p>Financial Capability Different ways to gain money What do adults pay for? How can I afford the things I need or want? Why do people not get all the money they earn? What is poverty?</p>	<p>Sex & Relationships Education How babies are made How to express my feelings positively When am I responsible for how others feel What should adults think about before they have a baby?</p> <p>Drug Education What I know about medicines, alcohol, nicotine, solvents and illegal drugs and how they affect people What risks should I look for around substances? How do friends influence my behaviour and decision making?</p>	<p>Managing Risk When might it be good to take a risk? Consequences of taking physical, emotional and social risks I can carry out basic first aid How to help people who need support</p> <p>Safety Contexts How to stay safe on the roads as a pedestrian and a cyclist Staying safe in the sun, at home, and near railways</p>	<p>Healthy Lifestyles The benefits of being healthy How does physical activity help me? How can I plan, prepare and cook healthy meals safely What or who influences me when I'm making lifestyle choices</p>

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Reviewed:	November 2021
Next Review:	November 2022