



BROOKE PRIORY SCHOOL



PERSONAL, SOCIAL, HEALTH (PSHE) EDUCATION POLICY (INCLUDING SMSC, RSE AND EYFS)

Scope of this Policy

All Teaching staff and pupils (including EYFS)

AIMS

To develop pupils as 'rounded people' by enabling the children to:

- Understand what makes for good relationships with others
- Have respect for others regardless of race, gender, religion and mental and physical disability
- Be independent and responsible members of the school community
- Be positive and active members of society
- Develop self-knowledge, self-confidence and self-esteem and make informed choices regarding a healthy lifestyle, personal and social issues
- Develop good relationships with other members of the school and the wider community
- Explore and practice the fundamental British Values of democracy, the rule of law, individual liberty and mutual respect and tolerance of those with different faiths and beliefs

Many of these aspects are values and aims of our school which are a prominent feature of school life.

Brooke Priory School Values:

- Friendliness and Happiness
- Confidence
- Respectfulness
- Hard Work and Resilience
- Honesty
- Teamwork

Brooke Priory School Aims:

- Excellence in teaching and learning
- A world of opportunity
- Positive relationships
- A sense of belonging
- Global contributor

PSHE DEFINITION

Personal, Social, Health and Economic (PSHE) Education enables children to become healthy, independent and responsible members of society. We encourage our pupils to play a positive role in contributing to the life of the school and the wider community. In doing so, we help develop their sense of self-worth. PSHE is the process whereby pupils' physical, mental, social and spiritual welfare is fostered through the inculcation of desirable attitudes and habits which accord to the tone and ethos of the school.

The personal and social development of the individual is not restricted to school hours and we seek to work with parents in fostering and encouraging desirable values and attitudes. We support the endeavours and achievements of children outside school. We encourage children to participate in community activities and to act responsibly and courteously when out in the community.

PSHE is not only taught as a separate subject but is seen as cross-curricular, a vital and continuing aspect of everything that is taught and an integral part of all that we do.

Lessons allow opportunities for pupils to gain insights into the origins and practices of their own culture and those of the wider community, and ensuring that pupils appreciate racial and cultural diversity, promoting tolerance and harmony.

POLICY STATEMENT

PSHE in our school will follow the Framework for PSHE, given as non-statutory guidance in the National Curriculum. This framework will be delivered through a variety of teaching strategies including scope for enquiry and drawing relationships between their life experiences and the lives of those in the wider community and other countries. PSHE is taught as a separate subject but is linked closely to work in other subjects across the curriculum. It will also be approached through school assemblies (often the theme for collective worship identifies, promotes and celebrates one of the school's values) and other activities or school events (residential visits, Enrichment, extra-curricular clubs, special activities planned to allow the children to work together under different circumstances).

In our framework for PSHE the children will learn about:

- themselves as growing and changing individuals with their own experiences and ideas, and as members of communities
- staying healthy and safe, managing risk
- the wider world and the interdependence of communities within it
- showing harmony and tolerance for other people's faiths and beliefs
- the importance of identifying and combating discrimination
- distinguishing right from wrong and understanding social justice and moral responsibility
- how living under the rule of law protects individual citizens and is essential for their wellbeing and safety
- how their own choices and behaviour can affect local, national or global issues and political and social institutions
- how to make more confident and informed choices about their health, behaviour and environment
- taking more responsibility, individually and as a group, for their own learning
- defining and resisting bullying including online abuse and safety

PSHE PROCEDURES

Contents:

1. Teaching and Learning
2. Homework
3. Assessment
4. Extra-Curricular Contributions

1. Teaching and Learning

At Brooke Priory the intention is to fulfil all the requirements of the National Curriculum Programme of Study up to Key Stage 2. To enhance the children's enthusiasm for the subject, additional topics are studied and additional skills taught from the area of special interest of the Form Teachers who deliver the curriculum.

We use a range of teaching and learning styles with an emphasis on active learning by including the children in discussions, investigations and problem-solving activities. PSHE will be provided in a variety of ways, to reflect the age of the pupils and ensure a whole school approach to the subject.

Opportunities will be found within other curriculum areas e.g. links with drama and role-play, debate and discussion in literacy, working together in pairs or small groups, improving health in PE, environmental, health and drug issues in science and beliefs, values and practices in RE/P4C. Activities are also be provided as group, class or school events and initiatives e.g. community projects, school productions, assemblies for parents and friends, celebration assembly and annual residential trips for the prep children.

The social, moral, spiritual and cultural aspects as outlined by ISI are covered in variety of ways throughout the school including through our PSHE curriculum. See appendix I for further detail.

At playtimes and lunchtimes, opportunities exist for playing co-operatively using play equipment.

Much of the curriculum is delivered through oral and practical activities.

Where appropriate, pupils will record or investigate their work using a variety of mediums including books, internet, specific adults e.g. medical agencies, police service, fire service etc. This encourages children to develop their learning to enquiring skills and assists in equipping them for adult life.

In the pre-prep, a range of teaching and learning styles are used to meet the PSHE requirements of the National Curriculum. This includes active learning by including the children in discussions, investigations and problem-solving activities. Children are encouraged to take part in a range of tasks that promote active citizenship e.g. charity fundraising, the planning of special school events. The P4C curriculum encourages and facilitates discussion through agreed form room rules of behaviour and ways to resolve any conflicts. Children have the opportunity to hear visiting speakers in school to talk about their role in creating a positive and supportive local community.

All staff are responsible for evaluating strengths and weaknesses in the subject and indicating areas for further improvement.

PSHE is delivered and planned by the class teachers. The programme of study is reviewed each year to ensure growth and development of this area of study.

A protected time slot for PSHE has been given to the all class teachers, following 1 decision scheme. Assessment shall be done by the class teachers and evidence will be shown through the PSHE journal for each child.

2. **Homework**

No homework is set.

3. **Assessment**

Teachers assess the children's work by making informal judgments as they observe them during lessons. We have clear expectations of what the pupils will know, understand and be able to do at the end of each key stage.

The children's written work, drawings and practical skills should all be used as part of a programme of formative assessment, as detailed in the medium-term plans. The children's work will be collated in a PSHE journal. House points and /or stickers should be awarded on all occasions when a child's effort is praiseworthy.

We keep records of the contribution to the life of the school and community in photograph and video form. Relevant achievements are showcased in our assemblies. Particular references are made to our school values at this time.

4. **Extra-curricular contributions**

Assemblies: here we explore personal values and attitudes, respect for others and their beliefs and desirable models are also given. Assemblies also give the opportunity to sharpen pupils' awareness of important issues such as bullying, maintenance of good standards and self-discipline.

Where pupils are involved in the presentations, this can give them opportunity for drama, public speaking, reading or musical performance. Pupils' achievements outside school can also be recognised.

Wider issues may be explored through presentations on subjects of current national or international concern such as poverty in third world countries (Christmas shoe box appeal), plight of abused children and the disabled.

Church Services: Annual church services provide spiritual focus for school life for parents and friends who are invited to them. All pupils participate with the exception of Nursery, Kindergarten and Form I.

Forms and Houses: these are two important grouping systems within the school. Both offer a base for building up confidence, interacting with children of different ages and being part of a small community. Both develop loyalty and healthy competition.

Well – being initiatives:

- Healthy snacks such as fruit are encouraged to be eaten at break time to promote healthy eating within school.
- Birthday 'books' are donated by children as opposed to cakes and sweets to support a healthy eating ethos.

School Council: Children have the opportunity to have their voices heard through the School Council. Each form councillor is elected through children's votes.

Relationships education, relationships and sex education (RSE) and health education

The new curriculum was made compulsory from September 2020. Schools started teaching from that date if they meet the statutory requirements.

What is RSE?

The focus in primary school should be on teaching the fundamental building blocks and characteristics of positive relationships, with particular reference to friendships, family relationships, and relationships with other children and with adults. This is covered in numerous subject such as Science, PSHE, Physical Education and Religious Education. Parents are the first teachers of their children. They have the most significant influence in enabling their children to grow and mature and to form healthy relationships.

Who will deliver the Sex Education workshops?

The sex education element will be delivered by an external agency therefore, as with any visitor, schools are responsible for ensuring that they check the visitor or visiting organisation's credentials as per the visiting speaker policy. Brooke Priory will also ensure that the teaching delivered by the visitor fits with their planned programme and their published policy. Prior to the sessions, we will discuss the detail of how the visitor will deliver their sessions and ensure that the content is age-appropriate and accessible for the pupils. The Form VI teacher/s will ask to see the materials visitors will use as well as a lesson plan in advance, so that they can ensure it meets the full range of pupils' needs (e.g. special educational needs). It is important to agree how confidentiality will work in any lesson and that the visitor understands how safeguarding reports should be dealt with in line with school policy. Sex education will be delivered during Form VI and parents will be sent a letter informing them of the workshop dates. Parents do have the option to withdraw their child should they wish to do so (reasons for this may include but not limited to cultural, personal or religious reasons). Mr Flint will automatically grant a request to withdraw a pupil from any sex education delivered at BPS, other than as part of the science curriculum. The list of pupils that have been granted withdrawal will be reviewed and signed off by the headmaster and proprietor of the school, Mrs Bell. Any changes made by parents will be counter signed by the proprietor.

**Appendix i: Spiritual, Moral, Social and Cultural Education of Pupils Audit based on ISI
The Standards**

5 a: Fundamental British Values: Promotes British values of democracy, rule of law, liberty, respect, tolerance of others with different beliefs.

Page and Paragraph	Theme	Examples of what could be done	Evidence of what is being done at Brooke Priory. How is this standard achieved?
P 4	Understanding of how citizens can influence the decision-making process through democracy	<p>Advantages and disadvantages of democracy.</p> <p>School council</p> <p>Pupil's feedback.</p> <p>Mock elections</p> <p>Opportunity for argue and defend points of view.</p>	<p>Prep: School Council Elections hosted within class, regular meetings led by D. Flint.</p> <p>All: school assemblies looking at issues from the point of view of others.</p> <p>Pupil voice conducted in Term 1 to all year groups. Evidence: feedback from all sessions filed.</p> <p>Prep: Children can nominate their peers for house points linked to the school values.</p> <p>PE: Player of the Day Scheme in place where pupils can nominate their classmates as P.O.D, pupils give reasons why they deserve the award. Evidence: Observation of lessons.</p> <p>Pre-Prep: Circle time. Children given opportunity to share views. Discussion of playground and classroom behaviour. Evidence: Lesson observation/PSHE Journals</p> <p>Keeping promises work in RE.</p>

			<p>Themes of Democracy (voting, Elections, Ballots) Evidence: Classroom displays, teacher planning.</p> <p>P4C introduced from Form II. Curriculum based on questioning and listening. Respect of others and total inclusion on equal status of each child. Evidence: Scheme of work</p> <p>Pre Prep- ‘Picking Pot’ to select groups for activities or voting for books.</p> <p>Discussion work in lesson listening skills and respect of others opinions.</p> <p>Class voting for rewards/stories keeping a democracy where suitable. Evidence: Lesson observation.</p>
	<p>Appreciation of how the law protects citizens and is essential for their well-being.</p>	<p>How does democracy work in England comparison with other countries?</p>	<p>All: Clear rewards and sanctions policy carried out by staff and understood by pupils and parents. Evidence: Policy documents.</p> <p>All: The school values are encouraged, then demonstrate how society also need laws/rules. Evidence: School values introduced and reiterated at the start of each school year. Continuously discussed through learning, praise and planning. Also throughout the PSHE syllabus.</p> <p>All: Awarding of house points linked to the school values.</p>

			<p>Pre- school: Visit from the Police Evidence: introduced through the people ‘who help us topic’ photo available.</p> <p>1: Historical emphasis on how people were treated in the past. Evidence: History books</p> <p>2: Traffic Lights system to help pupils understand how to behave with a set of rules. Rewards to help pupils understand positive aspects of behaviour. Evidence: On boards in classrooms.</p> <p>5: Debating scenarios, building to courtroom scene. Understanding the language and philosophies of debate. Evidence: Scheme of work for P4C.</p>
	An understanding that people have the freedom to hold different faiths and beliefs.		<p>French: Celebration of Easter and Christmas in France.</p> <p>Pre-Prep: Throughout year different faiths are covered. Examples include Coverage of Diwali, Christmas, Chinese New Year, Hinduism, Judaism, Christianity. Evidence: S.O.W</p> <p>1: Topic - ‘Some people believe’. Evidence: RE S.O.W.</p> <p>Prep Dept: Judaism, Buddhism, Sheiks, 6 Islam a half term on each topic per year. Evidence: S.O.W</p>
	Understanding that people should not show		All: Role model this behaviour at all times from staff.

	discrimination towards different faiths/beliefs.		<p>Prep and Pre prep: Assembly each week incorporating faith/belief/morals. Evidence: Assembly rota</p> <p>5. Trip to Leicester to Mosque or Synagogue.</p> <p>French: Culture days planned Evidence: Planning</p> <p>Pre-Prep: Throughout year different faiths are covered. Examples include Coverage of Diwali, Christmas, Chinese New Year, Hinduism, Judaism, Christianity. Evidence: S.O.W</p> <p>French: Recognising people do things differently, culture and values. Evidence: Film at the end of each year.</p> <p>Visitor for Hinduism, church visit, Talking about children from different faiths.</p> <p>Understanding diversity and the global child. Evidence: PSHE S.O.W Spring Term</p>
	An understanding of identifying and combating discrimination		<p>All: School anti-bullying policy. Evidence: Policy</p> <p>PE: Teaching is inclusive to allow all pupils to take part in all session, teams are selected on ability but also PE policy directs all pupils have the opportunity to</p>

			<p>play in each sport. Children demonstrate “fixtures ethos”. Evidence: PE Policy.</p> <p>Pre-Prep: Circle time discussion as appropriate if an issue arises within class which requires attention.</p> <p>Pre-Prep: Various stories selected to demonstrate how pupils should be aware of individual differences. Evidence: Books in Pre-Prep rooms</p> <p>All: Friendships/Relationships/Understanding the needs of others. Evidence: Throughout PSHE syllabus</p> <p>Awareness that ability can be an area of discrimination. Evidence: Care taken to avoid this, 1 to 1 intervention if this arises. Discuss with staff</p> <p>Idea: More stories to avoid racial stereotyping, more multi-cultural thinking. More multicultural visitors.</p>
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5bi: Pupils should develop self-knowledge, self-esteem and self confidence

Page and Paragraph	Theme	Examples of what could be done	Evidence of what is being done at Brooke Priory. How is this standard achieved?
Page 6	<p>Schools do all they can to help pupils develop: -</p> <ul style="list-style-type: none"> - Self-Assured - Confident - Happy 	<p>Role models from staff</p> <p>Role models from Year 6</p> <p>Celebrate achievements</p> <p>Where are we giving pupils a chance to ask for guidance/help.</p>	<p>All: Good work display, Certificates, House Points</p> <p>All: School ethos. Evidence: ‘Being your best self’</p>

		<p>Relationships with pupils and the environment to allow them to develop/have a go. (confidence)</p> <p>Range of experiences provided to develop these traits. (camp/PGL)</p> <p>Pupils are permitted to question unfair discrimination.</p>	<p>All: Drama/dance lessons discussing emotions, confidence etc.</p> <p>All: Phone calls home to parents from class teachers and Headmaster</p> <p>All: Drama Productions. All year groups. All: Music</p> <p>All: Speaking at church e.g. Christmas service.</p> <p>All: Policy of giving all pupils an opportunity to play.</p> <p>All: A wide variety of choice and coverage of all areas with Specialists such as Music, Art, Drama and Sport.</p> <p>All: Pupil led assemblies. Each group delivers one per year.</p> <p>All: Trips for all age groups, gradually increasing in duration.</p> <p>All: Staff always make every effort to listen to children, particularly if they are in some</p>
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		<p>distress. Evidence: Agenda item in staff briefing.</p> <p>PE: Sport captains of teams</p> <p>PE: Pupils are given the opportunity to coach each other in PE lessons. Evidence: Form VI leadership programme and swimming programme.</p> <p>PE: A variety of pupils are used for demonstration in class, acting on feedback from pupil voice.</p> <p>PE: Pupils are grouped in some lessons to allow fair competition to promote confidence. Evidence: Rugby Groups.</p> <p>French: The concept of learning a new language give confidence. Evidence: Role play, poems, songs, assembly</p> <p>K: Reward Stickers, Moving to behaviour/effort rainbow/Pot of gold.</p> <p>K: Show and tell- pupils talk about objects brought from home. People who are</p>
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			<p>important to me, Children to bring in photographs from home of family and discuss with peers.</p> <p>Pupils gradually get dropped off rather than escorted to school to increase independence. Evidence: Observation of the process</p> <p>Classroom display of roles and responsibility. Always up in classrooms.</p> <p>Buddy system where a Form VI pupil acts as support during occasional lessons and play time for Kindergarten. Evidence: Observation by agreement with staff</p> <p>Wellbeing break times with Mrs Shaw.</p>
	<p>Pupils should be given opportunities to articulate their feelings in informal and formal settings</p>		<p>All: School council discussion. Evidence: Minutes of meetings</p> <p>All: Day to day in lessons when discussing issues. Evidence: Lesson planning.</p> <p>4.Increased independence organising belongings,</p>

			<p>attending music lessons and writing down homework etc.</p> <p>K and 1: Colour monster emotions work. Children to talk about emotions and colours, articulating their feelings through play and drawing. Evidence: Displays</p> <p>All: Buddy benches added to the playground. Evidence: Playground benches</p> <p>All: Worry boxes in all classrooms.</p> <p>PE: Peer analysis work, pupils describe strength and areas for development following demonstrations. Evidence: All PE lessons.</p> <p>PE: Non-doers complete analysis sheets. Evidence: Non-doers in each lesson. Sheets in PE Office.</p> <p>Wellbeing break times with Mrs Shaw.</p> <p>Pupils bring in interests from home. (show and tell) Evidence: Observations</p>
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5b ii: Enable pupils to distinguish right from wrong respectful of the civil and criminal law of England.

Page and Paragraph	Theme	Examples of what could be done	Evidence of what is being done at Brooke Priory. How is this standard achieved?
Page 6	Potential conflicts between criminal law and religious law.	School rules.	All: School Rules, displayed in the classroom. All: Playground closing routines Understanding friendships in PSHE/RHE/RE- Evidence: 1 decision scheme. School values

5biii: Encourage pupils to accept responsibility for their behaviour, show initiative, contributions to society.

Page and Paragraph	Theme	Examples of what could be done	Evidence of what is being done at Brooke Priory. How is this standard achieved?
Page 7	Interaction and contribution to local, national international society	Links with community Links with national/international community.	All: Carol Singing in public places such as the bank. All: Boys' Choir encouraging pupils' to be involved in choir group. PE: Fixtures with other schools, providing team teas. PE: Visits from outside coaches. Tennis coach K: Visits to recycling center, market and farm K and 1: Trip to theatre. Ospreys link

			<p>All: Involvement in Rutland Sports events (mainstream schools)</p> <p>All: School pen pal (proposed)</p> <p>All: Set charity events for each term.</p> <p>All: Hosting mini gym, ballet/carried along for the community on our site.</p> <p>All: Range of charities (Local/National/International) e.g. Rutland food bank. NSPCC, Water Aid.</p> <p>French: Studying and acting out French plays. Evidence: Photographic</p> <p>French: Individual and group project work. Evidence: Work scrutiny.</p>
	Pupils know how to act responsibly	<p>Group activities</p> <p>Responsibilities within school</p> <p>Behaviour logs</p>	<p>All: Prefects in Form VI, all pupils in Form VI to get some responsibility on a rotation. Evidence: Lists in the office</p> <p>Prep: use of the planner to interact with parents. Headmaster rings parents for a star pupils per class once a week. Class teachers call parents once a term to praise child. Evidence: Check planners</p>

			<p>PE: Behaviour log on system. Evidence: MIS system</p> <p>PE: Roles and responsibilities of Sports Captains.</p> <p>Pre-Prep: Golden Time (half hour Friday play) as a reward for consistent good behaviour, with time lost for inappropriate behaviour. Evidence: Staff/Pupil interview</p> <p>K and 1: 'Special Helper of the Day'</p> <p>3 and 4: Development of organisation skills in preparation for moving up to the upper school.</p> <p>4. Year group reward chances for individuals to win prizes each week.</p> <p>All: Taking responsibility unit as part of 1 decision scheme.</p> <p>6: Pupils given topic in Science and given opportunity to design the experiments.</p>
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			All: general consistent expectation of responsible behaviour.
	Pupils show independence	<p>Pupil led learning AFL (peer assessment)</p> <p>Cultural behaviour at lunchtimes when unsupervised.</p>	<p>All: AFL in all areas of the school. Evidence: Lesson plans.</p> <p>Prep: Research topics in science, history, geography. Evidence: S.O.W</p> <p>PE: AFL in all lessons, Learning intentions, success criteria, Peer and self-assessment. Evidence: Observations.</p> <p>PE: Pupils invent their own questions to ask others at the close of the lesson based on the learning intentions.</p> <p>K: Pupils put on their own tractor suits, foot wear. Support levels decrease depending on pupil progress. Evidence: Observation of a session/changing.</p> <p>Research based tasks and homework</p>

5biv: Pupils have knowledge and respect of public institutions/services in England.

Page and Paragraph	Theme	Examples of what could be done	Evidence of what is being done at Brooke Priory. How is this standard achieved?
Page 8	Pupils know what public institutions are. What they contribute. Police/fire/ parliament/post office	Educational visits Projects Visiting speakers	Pre school: Understanding developed through 'People who help us'. Evidence: Visiting speaker photos. All: Road safety/Warning Zone. Evidence: Trip arranged for each pupils a they go through the school. 5: Law and Parliament in P4C. Evidence: Planning S.O.W. All: School assemblies

5b v: Acquire appreciation of and respect for their own and other cultures.

Page and Paragraph	Theme	Examples of what could be done	Evidence of what is being done at Brooke Priory. How is this standard achieved?
Page 9	Pupils should respect all faiths: - Knowledge of other religions Pupils should respect and be aware of different cultures: - Custom Dress	Exchange programme/twinning What does it mean to be British? Trips Projects Evidence of these aspects: -	All: Jubilee celebrations. Evidence Photographic. Prep: One world religion per year. As above. French: Film study.

	Food Traditions	Bullying Logs Behaviour policy PSHE/RE Curriculum Records of assemblies	French: Study of French menu and how it is different (including religion and tradition). Evidence: S.O.W All: Express yourself day Wear clothes that show your heritage and culture. Evidence: Photos/S.O.W 2: Covered in RE. Places of worship, Different Religions, assemblies. Evidence: As above
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5b vi: Encourage respect to others (equality act 2010)

Page and Paragraph	Theme	Examples of what could be done	Evidence of what is being done at Brooke Priory. How is this standard achieved?
Page 10	Compliance with equality act	Job descriptions Admittance policy Respect for alternative lifestyles.	Information on policies

5bvii: Encourage respect for democracy and participation in the democratic process

Page and Paragraph	Theme	Examples of what could be done	Evidence of what is being done at Brooke Priory. How is this standard achieved?
Page 10	Understand that in England we perceive democracy as the fairest form of political organisation.	Pupil generated rules Agreements reached	All: Assembly

	Why is democracy a good thing?		School Council
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5c: Precludes the promotion of partisan political views. And 5d: Political issues should be balanced presentation of opposing views

Page and Paragraph	Theme	Examples of what could be done	Evidence of what is being done at Brooke Priory. How is this standard achieved?
Page 11-13	Looking at both sides of political issues. Not to promote either angle.	<p>Appropriate visiting speakers.</p> <p>Balance of visiting speakers. (anti/Pro)</p> <p>Promotional literature</p>	<p>All: Open the book</p> <p>French: French books discussion based follow up.</p> <p>French: Using French authors as a balance for pupils. (culturally diverse)</p>