

Personal, Social, Health and Economic Education and Relationship and Sex Education (RSE)

Pre-Preparatory School

Policy Owner(s)	PSHEE Coordinator
Approved by	Principal Pre-Preparatory School
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1. Rationale

At Highgate Pre-Preparatory School, the importance of a child's personal, emotional and social development, as well as their health and mental wellbeing is paramount, and is implicitly linked to what happens in the teaching and learning environment. As such, the PSHEE programme reinforces the whole School's ethos and its framework of morals and values by supporting its three key aims:

- To be a place for learning and scholarship
- To be a reflective community
- To be an exemplar for the healthy life

PSHEE is delivered formally, through the PSHEE programme and religious education classes, and informally, through assemblies, circle time, the pastoral and disciplinary systems, the curriculum and the day-to-day interactions between members of our School and wider communities. We encourage our pupils to play a positive role in contributing to the life of the School and the wider community.

2. Aims of PSHEE at Highgate Pre-Preparatory School

- To develop pupils' personal skills, social awareness and understanding of both emotional and physical health, in order to prepare them for the challenges, opportunities and experiences they may encounter in the future;
- To teach pupils the importance of adopting a healthy lifestyle, including hygiene, diet and healthy eating; exercise; illnesses and staying safe both at home and in their online interactions;
- To teach children to value and celebrate difference and uniqueness in themselves and other individuals and communities;
- To encourage pupils to consider their own attitudes and values and those of others;
- To provide pupils with the ability to make sound monetary decisions in their everyday lives, and to grow into adults who know how to keep track of their finances, plan ahead and spend wisely;
- To conduct the School in a manner consistent with the Christian values, which are central to our tradition, fostering understanding and tolerance and reflecting the diversity of modern London;
- To encourage commitment to the wider community and an awareness of the needs of others;
- To provide comprehensive, unbiased and correct information;
- To give children the opportunity to experience genuine challenge and to take risks in order to develop and promote self-confidence and resilience;
- To inspire and facilitate our children in developing their full potential;
- To encourage pupils' creativity and encourage them to extend their horizons.

3. Aims of RSE Education

- To help pupils to understand and demonstrate the characteristics of positive relationships;
- To support pupils to understand how to build friendships;

- To help pupils to understand family relationships, and relationships with other children and with adults;
- To teach children to respect others and themselves;
- To support pupils with their emotional and mental wellbeing and how this links to supportive friendships;
- To teach children the process of asking for and giving consent, seeking and giving permission for physical contact.

4. PSED in the Early Years

Education in the early years is concerned with developing many of the qualities which will help children to grow up as ‘good citizens’. They learn:

- About themselves as individuals; to see themselves as valuable individuals
- To see themselves as members of a class or as part of a team;
- Basic social skills, such as how to co-operate and share with others;
- Rules of behaviour in the School, and health and safety at home and in the immediate neighbourhood;
- What is right and wrong;
- To develop personal hygiene and independence routines.

5. PSHEE at Key Stage One

- Work at Key Stage One focuses on the children’s growing awareness of themselves as developing individuals and as members of society, as well as how to stay safe and healthy. The emphasis is on understanding oneself and on the attitudes and skills needed to understand and develop positive relationships with those around us.
- At this stage, the relevant communities are family, school, friendship groups and the people who live and work in the immediate environment, though there is ample opportunity to learn about the wider world.

NB. The Pre-Prep has a separate [Anti-Bullying Policy](#), although this topic is covered during the course of the PSHEE programme.

6. Planning and Delivery

Our curriculum is divided into half-termly units in the Early Years and termly in Key Stage One. Our PSHEE Curriculum is a spiral learning experience, where pupils will revisit topics as they progress through the Early Years into Key Stage One, and then into Key Stages Two, Three and Four.

As PSHEE underpins the overall education of our pupils, we believe that to reinforce topics we are covering, it is best to do this through interlinking our RE, PSHEE and assemblies.

Although new topics are followed each term, there are times when ‘extra’ PSHEE is required. This may be due to incidents that have occurred to individuals or to a class. These issues are often tackled through Circle Time sessions or assemblies. Parents do not have the right to withdraw their child from Relationships Education.

7. Organisation

- PSHEE and RSE lessons are delivered by class teachers
- Lessons should be delivered with an understanding of the relevant School policies on: Behaviour and Anti-Bullying;
- PSHEE is delivered using a variety of teaching methods which include (but are not limited to): discussions, role play, stories, You Tube clips, Circle Time, assemblies and outside speakers or theatre groups;
- Pupils should be allowed to develop ideas and values (i.e. these should not be imposed);
- It is important that lessons are conducted in an atmosphere where pupils and teachers show respect for each other and for the learning environment;
- PSHEE should be a whole School approach: the way that pupils and staff are treated throughout the School should reinforce the messages conveyed in the PSHEE sessions;
- Many aspects of PSHEE are delivered through assemblies and circle times;
- Pupils' spiritual and cultural development is also enhanced through religious forums (e.g. assemblies, talks given by parents) and through religious education lessons;
- Outside speakers/agencies come to School to talk to pupils. Speakers may include: Police liaison officers, charity workers, firefighters etc.

8. PSHEE and PSED curriculum planning

This is planned in conjunction with our RE planning and weekly assembly themes. Topics are planned half-termly in the Early Years and termly in KS1, but it is also recognised that issues may arise which need to be discussed immediately. Also certain events throughout the calendar may prompt PSHEE lessons, e.g. Bonfire Night and these will be included as part of our PSHEE programme as they occur.

Lessons are planned weekly and these are based on the topics described below. Teachers plan a variety of activities and record children's contributions in shared class journals. Early years teachers follow the statutory frameworks and use the Development Matters document to plan and assess. Progress is measured through observations and evaluations.

At the beginning of a new topic children will share their previous knowledge either verbally, through pictures or vocabulary they already know relating to the topic. This is then repeated at the end of the unit of work to show the pupils' attainment. These are kept as evidence of teaching and learning in PSHEE.

9. Curriculum

9.1. EYFS

The EYFS PSED curriculum is divided into the following half-termly topics:

<i>Michaelmas 1</i>	Ourselves - “All About Me”
<i>Michaelmas 2</i>	Family Festivals and Keeping Safe
<i>Lent 1</i>	Independence (developing a Growth Mindset)
<i>Lent 2</i>	Growing up (including keeping growing bodies healthy)
<i>Summer 1</i>	Being Positive including building positive Relationships.
<i>Summer 2</i>	Change and transitions

9.2. Key Stage One

The Key Stage One curriculum is divided into the following termly topics:

<i>Michaelmas</i>	Relationships
<i>Lent</i>	Health and Wellbeing and Living in the Wider World
<i>Summer</i>	Health and Wellbeing and Living in the Wider World

Each topic is subdivided into sections:

9.3. Year 1

Michaelmas Relationships incorporates:

- Feelings and Emotions
- Valuing difference (including the difference between males and females)
- Healthy Relationships

Lent Health and Wellbeing and Living in the Wider World incorporates:

- Healthy lifestyles
- Keeping Safe
- Money

Summer Health and Wellbeing and Living in the Wider World incorporates:

- Growing and Changing
- Rights and responsibilities
- Caring for the environment

9.4. Year 2

Michaelmas Relationships incorporates:

- Feelings and Emotions
- Valuing difference
- Healthy Relationships

Lent Health and Wellbeing and Living in the Wider World incorporates:

- Keeping Safe
- Rights and responsibilities
- Money

Summer Health and Wellbeing and Living in the Wider World incorporates:

- Healthy lifestyles
- Growing and Changing
- Caring for the environment

These topics run alongside regular e-safety lessons that are incorporated into the ICT lessons.

10. The Role of the Coordinator

Monitoring of the standards of children's work and of the quality of teaching is the responsibility of the PSHEE Coordinator. The work of the PSHEE Coordinator also involves supporting colleagues in the teaching of the subject, being informed about current developments in the subject, and providing a strategic lead and direction for the subject in the School. The PSHEE Coordinator gives the Principal an annual summary in which s/he evaluates strengths and weaknesses in the subject and indicates areas for further improvement. The PSHEE Coordinator reviews samples of children's work and undertakes lesson observations of PSHEE teaching across the School.

11. Assessment and Record Keeping

Teachers assess children's work in PSHEE/RSE by making assessments as they observe them working during lessons. They record the progress that children make by assessing the children's work against the learning objectives for their lessons and in a shared class journal. Photographs may form part of the assessment evidence. Each half term the children will also complete a baseline assessment and endpoint assessment as an indicator of their progress (depending on the topic, this assessment may be verbal/discussion based in EYFS).

Children are encouraged to assess and evaluate both their own contributions and those of other pupils. This helps them to develop critical thinking skills, appreciate how they can improve their understanding, and what their targets should be for the future.

12. SEN and LDD Provision

We teach PSHEE to all pupils, whatever their ability and individual needs. PSHEE forms part of our School curriculum policy to provide a broad and balanced education for all our children. We strive to meet the needs of all pupils with special educational needs, disabilities, special gifts and talents.

We recognise the fact that we have children of differing ability in all our classes, and we provide suitable learning opportunities for all children by matching the challenge of the task to the ability of the child. When planning activities, teachers take into account the needs of children with SEN and LDD and the targets in pupils' Target Plans (TPs). We achieve this through a range of strategies:

- Setting tasks that are open-ended and can have a variety of responses;
- Setting tasks of increasing difficulty, where not all children complete all tasks;
- Providing a range of challenges with different resources;
- Having more adults support the work of individual children or small groups.

13. Equal Opportunities

All pupils have access to the PSHEE curriculum:

- All pupils will have access to the PSHEE curriculum through the use of differentiation;
- Teachers take account of TPs and children with EAL when planning PSHEE lessons;
- Respect for cultural and linguistic diversity is promoted through the use of resources on multi-cultural themes.

14. Health and Safety

The general teaching requirement for health and safety applies in this subject. We encourage the children to consider their own safety and the safety of others at all times.

Where children participate in activities outside the classroom (a visit to a public institution, for example), we carry out a risk assessment beforehand, to ensure that the activity is safe and appropriate for all pupils.

15. Resources

We have a range of resources to support the teaching of PSHEE across the school (including, but not limited to, relevant books, puppets, role play dolls etc.). Resources are kept in storage boxes which are labelled clearly. The PSHEE Co-ordinator carries out a resource audit each year and informs staff of any new PSHEE resources purchased.

Table of substantive changes

Paragraph	Detail of Change	Date	Owner
All	Reformatted and updated to reflect current provision	September 2023	HH

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