

# PSHE POLICY

## INTRODUCTION

This policy covers Cranleigh Prep School's approach to PSHE lessons which are called LEARNING for LIFE. The policy is made available to parents through our website. Within the lessons we reinforce the pupils' social, moral, spiritual and cultural development and use the School's values and school ethos as our benchmark.

**This policy relates to the school Relationship and Sex Education Policy, Drugs Education Policy, Behaviour Policies, SEN Policy, Safeguarding (Child Protection) Policy, Equal Opportunities Policy, Disability Policy, Health and Safety Policy and Staff Code of Conduct.**

## AIMS

The LEARNING for LIFE curriculum of Cranleigh Prep School aims to prepare the children pupils develop the knowledge, skills and attributes they need to keep themselves healthy and safe, and prepare for life and work in modern Britain. Our objective is to provide them with teaching and learning opportunities that will allow them to enjoy their childhood to the full and progress to their next schools at 13 with the technical abilities, knowledge and ideals to allow them to take advantage of opportunities presented to them in the future.

Through the curriculum which is based on three 'core themes': **Health and Wellbeing, Relationships and Living in the Wider World**. We aim to give pupils the skill, knowledge and understanding to lead confident, healthy, independent lives and to become caring, informed, active and responsible citizens of the school community and their local communities, whilst developing their well-being, self-belief and confidence through a variety of activities and discussions.

- **Social:** We aim to foster healthy and respectful social interaction amongst pupils, through examining and discussing issues such as bullying. We encourage the pupils to have regard for, and an ability to relate to, everyone in their class, developing each child's understanding of relationships and helping them to manage a wider range of relationships as they grow up.
- **Moral:** We aim to develop a moral code in each pupil, which helps him or her to make good choices and leaves a positive impression on other people. We aim to prepare the children for any moral, social and cultural dilemmas they might face as they approach adulthood. We aim to encourage the children to take responsibility for their learning and future choices, teaching them to live healthily and safely and to reflect on their experiences.
- **Spiritual:** We aim to develop each child's awareness, understanding and respect for the environments they live in and secure their commitment to sustainable development at a personal, local, national and global level. We aim to foster an understanding in the pupils that they are each unique, special and loved by others and to develop a realisation that they need to take time to appreciate our world and other people.
- **Cultural:** We aim to promote the children's understanding and respect of different cultures,

lifestyles and beliefs, including an appreciation of their diversity and of their influences on individuals and on societies. We aim to give them a wealth of experiences, both simple and big, to develop their outlook on life.

Learning outcomes that are fostered within the lessons are:

- Develop their self-esteem, self-confidence and resilience, including an understanding of how to improve their own learning and performance, so that they are well prepared for the next stage of their lives
- Understand that the decisions they make are important determinants of their own success and well-being
- Develop spiritual understanding and an appreciation of non-material aspects of life, whether religious, philosophical or other
- Distinguish right from wrong, understand and respect systems of rules and laws, and accept responsibility for their own behaviour, including towards others
- Are socially aware and so are able to work effectively with others, including to solve problems and achieve common goals
- Fulfil responsibilities and contribute positively to the lives of others within the school, including in boarding, the local community and wider society
- Respect and value diversity within society, show respect for and appreciation of their own and other cultures, and demonstrate sensitivity and tolerance to those from different backgrounds and traditions
- Know how to stay safe and understand how to be physically and mentally healthy, particularly in terms of diet, exercise and a balanced lifestyle.
- Understand the features of healthy relationships, family relationships they are likely to encounter. At KS2 will develop the foundations of Relationship Education upon entering Form 5 the teachers will build upon these foundations by extending the teaching to include intimate relationships as well (See RSE Policy)

## **DELIVERY**

The LEARNING for LIFE programme is delivered in a relatively relaxed, informal style, with group discussion guided by the member of staff. The method and style of delivery is dependent on the topic being taught. We create a safe and supportive learning environment by establishing clear ground rules. Those facilitating the lessons are fully aware of the Confidentiality Policy and if a child should indicate that he or she is vulnerable or 'at risk', procedures in the school's Safeguarding Policy are followed and the child given appropriate support.

Clear 'Ground Rules' of expected behaviour and confidentiality are reinforced regularly in order to create a safe and supportive learning environment.

Usually the class sit in a circle (known as 'circle time'), which provides the perfect environment for pupils to share and listen to each other's views. The subject lends itself to this style of delivery, as opposed to the traditional style lesson, where pupils sit at desks.

We ensure that lessons are positive in tone. We promote the needs and interests of all pupils, irrespective of gender, culture, ability or aptitude through a variety of activities.

We promote social learning and expect our pupils to show a high regard for the needs of others through reinforcement of listening skills, expecting pupils to take turns to speak and allowing all to express their opinion without 'put-downs' by others. Pupils need opportunities to clarify their values and beliefs and develop enquiry and interpersonal skills.

We seek to understand pupils' prior knowledge through questioning, discussion, mind maps or brainstorming. Sometimes this knowledge is incorrect or has gaps which need correction.

An overview of the topics to be covered in each year groups is available to pupils and parents on Firefly.

## **ASSESSMENT**

### **KSA**

Using the 1decision scheme teachers are able to conduct baseline, formative and summative assessments throughout all topics. This highlights each pupil's prior knowledge and allows their progression to be tracked. The baseline assessments are completed in hb pencil or blue inked pen. This allows the pupil to revisit during the follow up activities. Children can then use a different colour to highlight new learning.

Pupils also complete posters to show their learning and understanding. Complete Google Quizzes, or record videos to demonstrate their understanding at the end of a topic.

### **KS2 and KS3**

Other methods that are used to assess pupils' learning are: verbal questioning, Google Quizzes, mind-maps, role-plays, self-assessment and peer assessment. At different stages throughout the academic year all pupils receive a formal written report which outlines their child's involvement in LEARNING for LIFE lessons. It is important to recognise that assessment in this subject is not about passing or failing but recognition of what has been taught and learned and the pupil's contributions.

Homework is not timetabled for LEARNING for LIFE. Sometimes pupils will be asked to research or discuss a topic at home.

LEARNING for LIFE is a non-examination subject. This is due to the nature of the subject, which is principally about developing the pupils personally and socially, to become responsible citizens. It serves to prepare children for life, so they can make informed decisions. The staff delivering LEARNING for LIFE structure lessons to encourage maximum involvement from pupils.

Academic achievement grades are not given in LEARNING for LIFE but it is recognised that there are two broad areas for assessment:

- Children's knowledge and understanding of topics.
- How well children can use their knowledge and understanding in developing skills and attitudes, through participating in class discussions, group tasks and activities, managing conflict, making decisions and promoting positive relationships.

Every pupil completes an anti-bullying questionnaire in the middle of the Lent term. This is completed using an online questionnaire and helps us to evaluate behaviour in the school and address any emergent problems.

## **DIFFERENTIATION**

Differentiation is achieved through structuring questions appropriately, according to the ability level of the pupils and by their responses.

No additional provision is made for pupils with Specific Learning Disorders in discussions; however, it may be that a child's problems with sight, speech or hearing need to be taken into account.

Those teaching LEARNING for LIFE and Form tutors are made fully aware of any emotional issues which might affect a child in discussions- for example a bereavement or illness in the family.

## **USE OF VISITORS**

There are various people able to resource and support the school in the delivery of the LEARNING for LIFE programme. These people might include a school nurse or matron, religious and health professionals, representatives of various charities or parents with a particular expertise.

All of these people will be expected to work within the terms of the school's LEARNING for LIFE policy statement. They are used to extend the learning for the children, giving particular input into the work of charities supported by the year groups. Learning objectives and outcomes are agreed in advance.

Form Tutors are involved in the LEARNING for LIFE programme by the nature of their role. Tutor Groups have a weekly Tutor period in which current issues or problems can be discussed and progress etc. can be reviewed.

## **PROCEDURES FOR MONITORING**

This policy statement is reviewed annually using a consultative process, which identifies feedback on the LEARNING for LIFE programme from teachers and children. The Headmaster will report to the Governing Body on a regular basis about LEARNING for LIFE and Pastoral care and a summary will be given to parents as and when appropriate.

Lessons are observed regularly by the Head of Department and by colleagues.

## **DISSEMINATION OF THE LEARNING FOR LIFE POLICY**

All members of staff and Governors have access to a copy of this policy statement. The policy statement has been fully discussed and approved by the Governing Body.

This policy complements the following school policies:

- Acceptable use of IT
- Anti-bullying
- Anti- cyber bullying
- Child Protection (Safeguarding)
- Drugs and Substance Misuse
- Equal opportunities
- Ethos and Aims of Cranleigh Prep School
- Healthy Eating
- Relationships and Sex Education
- Smoking
- Welfare of pupils

**Policy reviewed annually**

**Last reviewed July 2022**

**E F Lewis.**

**Deputy Head, Pastoral**