



PSHE Policy

Introduction

PSHE at Cheam School is rooted in the School's Mission Statement:

At Cheam we prepare our children not only for the next stage but for life beyond. The school nurtures and develops intellectual, personal, physical, emotional, creative and empathetic core values and skills in each pupil. This is done through the creation of a happy, stimulating environment in which pupils experience a diverse range of opportunities and strive to give of their best in all they do.

PSHE is a key part of a well-rounded education, preparing pupils for life in and beyond Cheam School. As a school we see it as our duty to promote well-being and, in line with our vision and aims, our PSHE programme aims to ensure that pupils are happy – physically, academically, emotionally, socially, and spiritually. PSHE is a way in which pupils can develop their skills and knowledge, learn to be positive about their gifts and abilities and can develop their self-esteem and self-confidence.

Our policy reflects belief in the need 'to provide a balanced and broadly based curriculum which promotes the spiritual, moral, cultural, mental and physical development of children at school and of society; and prepares children for the opportunities, responsibilities and experiences of adult life.' (Education Act 1996)

It also recognises the five outcomes, identified in the 'Every Child Matters' agenda, as being 'the universal ambitions for every child and young person whatever their background or circumstance.' These are to be healthy, to stay safe, to enjoy and achieve, to make a positive contribution and to achieve economic well-being.

It also takes into account the DfE statement with regard to British values – '... to create and enforce a clear and rigorous expectation on all schools to promote the fundamental British values of democracy, the rule of law, individual liberty and mutual respect and tolerance of those of different faiths and beliefs.' It has regard to the Equalities Act (2010) and, where appropriate, and as required, would seek to 'protect' the 9 Protected Characteristics that are implicit within the Act, with the exception of age and marital status.

Aims

- To help foster an ethos of School life that recognises the Anglican foundations upon which the School was founded;
- To assist pupils in developing awareness of their responsibility to themselves, others and the School.
- To foster a greater sense of security, co-operation and achievement at School.
- To help pupils explore their own performance, feelings, attitudes and values; thereby fostering the development of a positive self-image amongst pupils.
- To work towards the improvement of each pupil's academic performance throughout all areas of the curriculum.
- To help pupils develop a greater sense of understanding and empathy towards important social issues.

- To prepare pupils better for life after School in a time of increasingly accelerating social, moral and economic change.
- To increase awareness of issues on the world-wide stage and promote a caring and sympathetic approach to the plight of others less fortunate than themselves.
- To assist in the promotion of the fundamental British values of democracy, the rule of law, individual liberty and mutual respect and tolerance of those with different faiths and beliefs.
- To assist on providing each and every pupil with the tools and opportunities to develop emotionally (having regard for their emotional and mental wellbeing) as they navigate their School journey here at Cheam.

Overall ... “To give pupils the knowledge, skills and understanding they need to lead confident, healthy, independent lives and to become informed, active and responsible adults.” (DfES framework for PSHE and Citizenship)

This framework (given as non-statutory guidance) comprises four interrelated strands. These are:

- to develop pupil’s confidence and responsibility and to make the most of their abilities.
- to prepare pupils to play an active role as citizens.
- to develop within pupils, a healthier, safer lifestyle.
- to develop good relationships and to respect differences between people.

In keeping with these four interrelated strands we aim to encourage our pupils:

- to acquire knowledge appropriate to their age and understanding in order to prepare them for experiences both within and without the School environment.
- to encourage them to take responsibility for their own learning.
- to make decisions/informed choices and to solve problems which affect them in their everyday lives.
- to develop a sense of awe and wonder for the world in which they live.
- to foster an awareness of, and a respect for, a values framework rooted in the Anglican faith.

The PSHE Curriculum

The PSHE Curriculum at Cheam School has been developed to encompass key aspects of growing up. Every child has one lesson per week dedicated to the teaching of PSHE and these lessons educate our pupils in key areas. In addition to this formal delivery, many aspects of PSHE are taught through other curricular lessons, extra-curricular activities, tutor time, Chapels, boarding, meal times and both division and year meetings. A long term plan of our PSHE curriculum can be found below.

Cheam PSHE: Long-term Plan – OVERVIEW Year 3–8

| | Autumn 1 | Autumn 2 | Spring 1 | Spring 2 | Summer 1 | Summer 2 |
|---------------|---|---|---|---|---|--|
| Year 3 | <p>Friendships: Valuing friendships; what makes a good friend; falling out with friends; what is bullying?</p> | <p>Emotional wellbeing: Expressing and managing every day feelings; changes, loss and grief, managing feelings.</p> | <p>Staying safe (RSE): Giving and seeking permission; personal boundaries; appropriate and inappropriate touch.</p> | <p>Physical health: Healthier eating habits; healthier eating choices and influences; planning and preparing a healthy meal; the importance of regular physical activity; balanced lifestyles.</p> | <p>Summer 1</p> | <p>Shared responsibilities: Safety at home; rules, rights, laws and responsibilities; the difference between rules and the law; why do we have rules?; why do we need laws?</p> |
| Year 4 | <p>Friendships: Managing conflict and repairing friendships; how friendships change over time; friendship and wellbeing; respectful online relationships.</p> | <p>Communities: Community and belonging; personal identity and individuality; diversity; being in an online community.</p> | <p>Economic wellbeing: How money is used; making decisions about money; money worries.</p> | <p>Families: Family relationships; marriage and partnership; diverse families; family changes.</p> | <p>Growing and changing (RSE): Puberty – physical changes, periods and nocturnal emissions; personal hygiene; puberty – emotions and feelings.</p> | <p>Staying healthy: The importance of good sleep; dental hygiene; medicines and household products.</p> |
| Year 5 | <p>Respect and bullying: Including others; positive and respectful friendships; bullying and its impact; challenging stereotypes; addressing extremism; recognising and challenging stereotypes – visual difference.</p> | | <p>Staying safe: Treating others respectfully; understanding consent; staying safe online – suspicious contact.</p> | <p>Mental wellbeing: Mental health and keeping well; managing challenges and change; managing loss and bereavement.</p> | <p>Staying healthy – Basic First Aid: First aid; calling for help; basic life support; asthma; bleeding; allergies; head injuries; choking; bites and stings; burns and scalds.</p> | |
| Year 6 | <p>Managing Change: Dealing with change; changing friendships; loss and bereavement.</p> | <p>Health and Hygiene: Vaccines and medicines; physical and mental wellbeing; sleep and wellbeing.</p> | <p>Friendships and Staying Safe: Respectful online relationships; introduction to cyberbullying; positive self-image online.</p> | <p>Substances: Alcohol and smoking; legal and illegal drugs; influences and pressure; drugs, alcohol and the media.</p> | <p>Media literacy: What can we watch; can we choose what we watch?; social media; spotting fake news; understanding news is targeted.</p> | <p>Puberty and Reproduction: Puberty recap; change and becoming more independent; positive and healthy relationships; how a baby is made.</p> |
| Year 7 | <p>Economic wellbeing: Fraud; identity fraud and data protection; social engineering; the economy; making informed decisions.</p> | <p>Healthy lifestyles: Puberty and emotional changes; menstrual wellbeing; healthy and unhealthy relationships; managing conflict.</p> | <p>Substances: Understanding drugs – caffeine consumption; tobacco – risks and influences; alcohol and risk.</p> | <p>Healthy Lifestyles 2: Healthy sleep habits; fair and healthy opportunities to be healthy; online stress and fear of missing out.</p> | <p>Relationships: My values; being a positive bystander; rights in relationships; gender stereotypes; listening, understanding and communicating; principles of healthy relationships.</p> | <p>Friendships and diversity: Bias and stereotypes; discrimination and the protected characteristics; values and constructive disagreements.</p> |
| Year 8 | <p>Careers: Life and career aspirations; Personal strengths and skills for employment; Stereotypes; Routes into careers; Progression routes; Online presence</p> | <p>First aid and keeping safe: First aid including CPR and defibrillator use; personal safety including travel safety.</p> | <p>Mental health and wellbeing: Attitudes to mental health and emotional wellbeing; digital resilience body image; healthy and unhealthy coping strategies; seeking support for themselves and others.</p> | | <p>Moving forward: Personal strengths; celebrating successes and setting goals; Moving on to a new school; Managing change</p> | <p>Leavers Programme</p> |

Cross-curricular elements

| PSHE area | Subject area | Information |
|---|---|--|
| Democracy | Philosophy & Ethics | Specifically covered in Year 6 as one of the 'Big Idea' topics in the Spring Term |
| Communism | Philosophy & Ethics | Discussed in the 'Big Idea' topic of Democracy vs Dictatorship |
| Parliament | Philosophy & Ethics | Discussed and explained as part of Democracy topic |
| Government | Philosophy & Ethics Whole school | 8S lessons using 'Policy Odyssey' card game where they debate approaches to political problems We operate a mock election at appropriate times |
| Royal Family/monarchy | Philosophy & Ethics | History syllabus from Y6-Y8 is based around the successes and failures of British Monarchs |
| British Values | Philosophy & Ethics | Liberty, Democracy and Tolerance are all covered as specific topics in Year 6 Ph+E |
| Personal freedom (movement, speech, expression) | Philosophy & Ethics History | Liberty, Democracy and Tolerance are all covered as specific topics in Year 6 Ph+E. When discussing revolution we discuss law making in this country/personal freedoms-such as freedom of speech. |
| Respect for diversity and difference | Philosophy & Ethics | Liberty, Democracy and Tolerance are all covered as specific topics in Year 6 Ph+E. Different religions and cultures are studied in Y3 (Celebrations and key figures in the Islamic/Hindu/Christian/Jewish faiths) and Islam is covered in detail in Winter term of Y6. |
| Law making and respect for Laws/how they are passed | History | When discussing revolution we discuss law making in this country/personal freedoms-such as freedom of speech. |
| Respect for positions of service in our community | Form time Assemblies | Children are regularly encouraged to write letters of appreciation to the serving members of our school community. Various external speakers and preachers are invited to reinforce the importance of service and gratitude. We sometimes have visits from members of the emergency services. Children are taught CPR by St. John's Ambulance trained visiting personnel. |

It is, we believe, a curriculum which seeks to remain fluid and relevant to our pupils.

Relationships and Sex Education

Details of our approach to Relationships and Sex Education can be found in our Relationships and Sex

Education Policy. Elements of this are taught through PSHE lessons and some are taught through other lessons, such as Science. In addition to a PSHE lesson each week, every child in Year 8 receives an RSE lesson, delivered by trained specialists. The topics which are covered in RSE in Year 8 include:

Relationships:

Healthy and positive relationships, including intimate relationships; Expectations and stereotypes in relationships; Managing strong feelings; The concept of consent.

Friendships and managing influences:

Managing social influence, peer pressure and peer approval; Strategies to manage pressure to conform within a group and in relation to substance use.

Relationship expectations and safety:

Stereotypes and expectations of gender roles, behaviour and intimacy; Consent in intimate situations; Introduction to contraception and sexual health.

Balance

This policy precludes the promotion of partisan political views in the teaching of any subject in the School; and takes such steps as are reasonably practicable to ensure that where political issues are brought to the attention of pupils while they are in attendance at the School; while they are taking part in extra-curricular activities which are provided or organised by or on behalf of the School; or in the promotion at the School, including through the distribution of promotional material, of extra-curricular activities taking place at the School or elsewhere; they are offered a **balanced presentation of opposing views**.

Delivery of PSHE at Cheam School

Pupils are encouraged to participate actively in a wide range of activities and experiences across and beyond the curriculum.

- By its very nature, PSHE is cross-curricular and much of its provision remains implicit in other subjects. There is a great deal of opportunity to cover PSHE in the Philosophy and Ethics curriculum. Issues such as healthy eating, personal hygiene, puberty are also covered in the other areas of the curriculum including the Science curriculum. Language development is encouraged throughout with planned opportunities for discussion, observation and reporting.
- All areas of our School life have the potential to contribute to PSHE. The very ethos of our School; how our School community lives; the values, attitudes and behaviours, which underpin healthy relationships, including reconciliation, all contribute to the learning process. Standards of discipline are upheld; pupils are given the chance to learn from their mistakes and their efforts are rewarded with positive feedback and through our reward and sanction system (credits, GWs, PAs and debits).
- Our new Cheam Diploma, which seeks to encourage children to reflect and grow their characters, provides another opportunity for PSHE education.
- There is a whole-school approach to PSHE in that there are clear links to other School policies aimed at promoting pupils' SMSC development, including our Whole School Behaviour Policy,

our Anti-Bullying Policy and our policy Promoting British Values, as well as themes undertaken in other subjects.

- In our Pre Prep, PSHE is an integral part of the topic work covered during the year. It is an inherent component of the Early Learning Goals. Teaching in PSHE matches the aim of developing a child's personal, emotional and social development as set out in the ELG's. Citizenship is also addressed at this level when we teach 'how to develop a child's understanding of the world'.
- Discrete provision for PSHE is made possible through a time-tabled lesson from Year 3 to Year 8 every week. There are, in addition, many other opportunities for addressing elements of the PSHE scheme in Form time with the tutor, mentorials (limited to Year 8), assemblies and through the various Committees that the children are a part of. Pupils are encouraged to participate actively in the life of Cheam School and beyond, through our 'School Council', newly appointed each year following School elections. The School Council enables the 'pupil voice' to be heard and provides great opportunity for raising ideas and for informed decision making, e.g. charity work. Pupils can also be a part of our digital committee and food council.
- Schemes of Work for each year group have been arranged following the key themes of health and wellbeing, relationships and living in the wider world. They are designed to build upon the more implicit and cross-curricular approach to PSHE, to support it and to address issues pertinent to the particular age group. Flexibility and spontaneity in the delivery of PSHE remain important and would, for example, view Careers based discussions as important to our Year 8 pupils as part of the preparation for transition onto future Senior Schools. An element of flexibility is also important to allow us to respond to pastoral issues which may arise in certain year groups from time to time, for example a reminder about table manners or kindness.
- Leadership roles are available throughout the School but especially in KS3 in the form of Heads of School, Monitors, Division Leaders, Senior Boarding Girl and Boy and Head Choristers. From Pre-Prep above, children are asked to assist newcomers to the School, showing them where to go and taking them through the day. They are appointed as "shadows" for their "substances".
- PSHE is also provided for through visits, visitors to School and opportunities provided for in School events. Visits at KS1 and 2 are seen as useful opportunities to reinforce safety issues; stranger danger; respect for others and their property; rules and manners, as well as an opportunity to address difference. Trips to the theatre, concerts and our 'residential experiences' (be they 'in house' or away from School) contribute towards developing co-operation, understanding, respect and responsibility, as well as exposing children to spiritual and cultural aspects.
- Our extra-curricular activity programme also helps to promote PSHE by offering a wide range of activities.
- Many other aspects of School life contribute to the PSHE programme of study – including the opportunity for involvement in the House system (divisions); recognition of pupil achievement through the rewards system (Credit and Debit System, assessment grades and the Cheam Diploma) pupil participation in celebrations/ assemblies; opportunities for prayer and worship, both collective and personal.

Equal Opportunities

Every child is given an equal opportunity to undertake his/her PSHE studies. The subject is studied without bias or discrimination in respect of gender, race or religion, cultural background, ability/disability. All children have access to the PSHE curriculum.

PSHE and SEN

There is close affinity between PSHE and SEN as both aim to identify and build upon pupil strengths, thus enhancing individual and group development. It is intended that our PSHE programme allows for pupils to feel good about themselves and to recognise that they are each unique and different; it provides opportunities for building self-esteem and the schemes of work allow for each child to contribute and to achieve success.

Teaching and Learning Styles

A range of teaching and learning styles is used and these reflect individual teachers. We try to promote active learning by including children in discussions, role-play, investigations and problem-solving activities, as well as making use of a variety of educational resources available for effective PSHE. Visiting speakers e.g. charity workers, health care professionals, serve to support teaching and enhance learning. In addition we have invited in members from the local community, e.g. police, firefighters, to talk about their role in creating a positive and supportive local community and to teach children about road safety and fire safety. Staff within School are also called upon to talk to the children, e.g. our nurses and our catering staff. Parents too, are also called upon to share their expertise, as appropriate.

Issues such as 'Stranger Danger' and 'Anti-Bullying' are addressed in PSHE curriculum but not exclusively. ICT and other curriculum areas compliment and support the teaching of these key areas, among other key topics. Pupils also learn about how to stay safe online in their ICT lessons.

As part of our aim to help children to make healthy choices we explore variety of key themes ranging from diet, exercise, safe use of technology, emotional and social wellbeing, etc. These sessions are all age appropriate as they relate to the children's health and well-being. These begin with hygiene and healthy eating for the Nursery age-group and build steadily to include issues such as the risks and dangers of substance and drug abuse in Years 5 – 8.

Confidentiality and Child Protection

As it is hoped that PSHE will allow for our pupils to talk and ask questions, any issues which a pupil may raise of a sensitive nature will be dealt with in accordance with the School's Safe-guarding Policy.

Resources

There is a wealth of material available for the delivery of PSHE and there are many local and national initiatives which can be and often are, made use of – e.g. Money Matters; keeping safe in the sun, Anti-Bullying materials, NSPCC, Ted talks etc. Almost all of our PSHE resources are in line with the suggested curriculum from the PSHE Association.

The Heads of PSHE issue a yearly Class Notebook with a plethora of suitable resources arranged in the key themes outlined above. Form tutors' discretion is relied upon on choosing the most appropriate resources for their forms from these resources.

Assessment and Recording

- We assess the children's work by making informal judgements as we observe them during lessons. Such on-going assessment serves to lead and direct planning.
- Each child keeps a PSHE book or booklet. The curriculum and the successful completion of learning objectives is assessed with baseline and end-point assessments.
- Some staff will use a digital Class Notebook to keep a record of lessons.
- Where appropriate individual target setting may take place. There are opportunities for pupils to reflect upon their achievements and to identify personal targets for progress. (links with academic achievements).
- There is no formal reporting of PSHE as a subject, but reference to the overall development of our children becomes clear through our report system. Aspects of their work in this area/contribution to School life and achievements outside of School are referred to by the class teacher/form tutor in their general comment.
- There are regular parent/teacher and pupil/teacher consultations/meetings.
- Whilst much of our work, especially in EYFS and KS1 is oral, written work is recorded in exercise books or booklets. There is much recognition of all areas of achievement through reports, awards, assemblies and the weekly review.
- Displays in form rooms and in common areas are used at times to inform and to celebrate achievement.

Monitoring and Review

The Heads of PSHE are responsible for:

- monitoring the standards of children's work and the quality of teaching.
- supporting colleagues in the teaching of PSHE, by giving them information about current developments in the subject and providing a strategic lead and direction for the subject in the School.
- maintaining and purchasing appropriate resources as the budget allows.
- reporting back to the Headteacher and Deputy Head Pastoral, evaluating strengths and weaknesses in the subject and indicating areas for improvement.
- keeping up to date with PSHE developments.
- to lead and assist in School based INSET.

The PSHE programme continues to evolve and by its very nature that's how it should be. There will always be topical and relevant issues which arise and it is important that we do not ignore these by having too rigid a scheme of work.

Evaluation

Collectively, staff, with guidance from the Heads of PSHE, assess work in order to amend and update/change the scheme of work or methods of teaching. This will enable staff to meet the needs of all children.

Policy Owners

Staff: Deputy Head Academic and Head of Character Education
Governors: Teaching and Learning Sub-Committee

Latest Reviews

Staff Policy Owners: June 2024
Compliance: June 2024
Board of Governors: June 2024