



Beechwood Park

# Personal, Social and Health Education (PSHE) Policy

for the whole School including EYFS

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## 1. The Beechwood Park Mission and Values

Staff, pupils, parents and governors at *Beechwood Park* understand the core mission of the School, which is to **Nurture, Engage** and **Inspire** all of its pupils. As demonstrated by the images of the *Beechwood Tree* posted in key locations around the School, our primary aim is to **Nurture** the young people in our care.

**Nurture** is a very specific term at *Beechwood* and we advocate happiness, wellbeing, fun, enjoyment community, safety, security, thriving and friendship as being the soil into which our pupils can bury the deep roots of engagement. The *Beechwood* educational philosophy goes further than this by encouraging its pupils to recognise the child-centred part they play in the School's success. It is their School, to which they belong and play an important part, each according to their unique abilities and strengths. In accordance with Maslow's *Hierarchy of Need*, we believe that once our pupils feel **nurtured** they will **engage** influentially in their learning in and out of School.

To **Engage** is again a very specific term at *Beechwood Park*. Engagement is the process of incrementally building confidence and independence in every pupil and across a wide range of academic, co-curricular pastoral and spiritual educational experiences. **Engagement** encourages pupils to establish increasingly confident dialogues with their teachers, recognising them as human resources and managing them in such a way as to get the very best of them. It is about promoting their own learning, collaborative learning and the learning of others and promotes participation and active learning, curiosity, attentiveness, perseverance, determination and scholarship. Through effective **engagement** the School **inspires** in pupils the skills which will prepare them for a future life of learning.

**Inspiration** is a two-way process; we inspire in pupils with the skills which will powerfully contribute to their success in future years. The *Beechwood Tree* identifies those core skills.

### Values

The *School Mission* forms the basis of the Schools sixteen core *Values*, which the School publishes in the School Calendar. One of the functions of the *School Forum* is annually to review and agree the *Beechwood Values* for the following academic year. The *Deputy Head (Pastoral)* decides on the order of the *School Values*, assigning one Value to each fortnight throughout the School year. He ensures that the *School Value of the Fortnight* is the first slide on the projected assembly notices at every Monday assembly, enabling the Headmaster or the Chaplain to develop pastoral messages around this core *Value*. Form Teachers and other staff refer closely to these core Values throughout the fortnight in *Form Periods*, in *PSHE* lessons, in all areas of academic, co-curricular and pastoral education.

## 2. Rationale and ethos

At *Beechwood*, we believe *PSHE* is important for our pupils because it promotes their physical, emotional, social, moral and spiritual development as well as their economic awareness. It supports them to develop the knowledge, skills and attributes they need to manage their lives, now and in the future. It helps them to stay healthy and safe, while preparing them to make the most of life and work.

*PSHE* is at the heart of everything that takes place in the School and permeates its ethos.

This policy covers *Beechwood's* approach to *PSHE*. It was produced by the *PSHE Coordinator* through consultation with the *Head of Science* and the *Heads of the Junior, Middle and Senior Departments* and is overseen by the *BPS Pastoral Care and Welfare Committee*.

The aim of this policy is to clarify the content of our *PSHE Programme* and the way it is delivered through the School.

The objectives of *PSHE* are to:

- Promote the personal, social, health and economic development of all pupils at *Beechwood*;
- *Nurture, engage and inspire* the pupils to develop into confident, responsible, healthy, thoughtful, and caring individuals;
- Ensure pupils value themselves and others, and develop positive, healthy relationships;
- Encourage pupils to be active and responsible citizens, understanding how this relates to fundamental *British Values*;
- Foster an understanding of democracy, government and how laws are made and upheld;
- Teach pupils to explore political and social issues critically, to weigh evidence, debate and make reasoned arguments;
- Develop the knowledge, skills and understanding to live a healthy, safe, and fulfilling life;
- Enable pupils to make responsible and well-informed decisions about their lives;
- Provide pupils with an understanding of *Beechwood's* values, fundamental British values and the knowledge and understanding to help them make informed choices about their lifestyle;
- Make pupils feel valued as individuals so that they can make positive contributions to the wellbeing of the school and the wider community;
- Help pupils develop sensitivity and a positive attitude to matters relating to equal opportunities and life in a diverse society;
- Help pupils to move with confidence from childhood through adolescence into adulthood;
- Equip pupils with the knowledge, skills, and attributes to make the most of changing opportunities in learning and work;
- Ensure pupils develop as questioning and informed consumers and learn to manage their money effectively;
- Provide pupils with accurate and age-appropriate knowledge and information;
- Help pupils to gain access to information and support.

### **3. Roles and responsibilities**

*PSHE* forms a valuable part of the curriculum at *Beechwood* and adds to the provision of a broad and balanced education for all the pupils. Daily, all staff members are involved in the pastoral development of pupils either directly in the classroom or indirectly through discussions with them.

The *Head of PSHE*, will co-ordinate the *PSHE* programme and provide resources that are relevant and age appropriate. Teachers lead lessons in accordance with the *School Mission* and the *16 School Values*.

The *Head of PSHE* keeps staff up to date with developments through emails and meetings as well as regularly updating the *PSHE* Sharepoint with news posts, events and resources.

### **4. Legislation (statutory regulations and guidance)**

*PSHE* is a compulsory subject in independent schools. In all schools, *Relationships Education* is compulsory in the primary years, *Health Education* is compulsory from key stage 1–4 and *Relationships and Sex Education (RSE)* is compulsory in all secondary schools.

Schools also have duties in relation to promoting pupil wellbeing, pupil safeguarding and community cohesion. At *Beechwood*, we go beyond statutory guidance ensuring that we cover wider aspects of *PSHE* such as economic wellbeing and careers education.

The *RSE Policy* supports/complements the following policies and areas:

- *BPS Relationship and Sex Education*;
- *BPS Spiritual, Moral, Social and Cultural (SMSC) Development of Pupils*;

- *Fundamental British Values;*
- *BPS Child Protection;*
- *BPS Equality;*
- *BPS Pupil Conduct;*
- *BPS Anti-Bullying;*
- *BPS Online Safety;*
- *BPS Preventing Extremism and Radicalisation;*

Documents that inform the *BPS PSHE Policy* include:

- *Relationships Education, Relationships and Sex Education (RSE) and Health Education (2019)*
- *Keeping children safe in education – Statutory safeguarding guidance (2023)*
- *Equality Act (2010)*
- *Children and Social Work Act (2017)*
- *Education Act (2011)*

## 5. Curriculum design

Our *PSHE* curriculum is based on the *PSHE Association Programme of Study* which sets out learning opportunities for key stage 1 to 3, based on following core themes:

- Me and My Relationships
- Valuing Difference
- Keeping Safe
- Rights and Respect
- Being my Best
- Growing and Changing

Topics covered include age appropriate lessons on healthy living, relationships and sex education, anti-bullying, diversity, personal safety (including online), drugs awareness, citizenship, building resilience to radicalisation, and economic awareness.

In addition to timetabled *PSHE* lessons, we also deliver parts of the programme through assemblies, events, and other curriculum subjects such as *Future Skills, Science, PE, Geography* and *Theology, Philosophy and Religion*. An overview of the learning in each year group can be found in the *Programmes of Study* for those subjects.

At *Beechwood*, *PSHE* is treated and timetabled in the same way as any other subject. Lessons last between 30 minutes and 1 hour depending on the year group. Children also have opportunities throughout the week during form periods to check-in with their form teacher about how they are feeling as well as completing journaling activities.

The School delivers topics using a range of teaching methods including class discussions, role-plays, drama, films, extracts from books and case studies.

Our *PSHE* provision is supported by high quality resources from reputable organisations, mainly [SCARF](#) and the *Head of PSHE* monitors and reviews their effectiveness.

All staff encourage pupils to take part in a range of activities and tasks that promote active citizenship and enterprise, for example charity fundraising.

### Junior Department

*PSHE* in the *Woodlands Nursery* and *Reception* is taught as an integral part of topic work covered during the year through the *Early Learning Goals*. Teachers also respond to the needs of the children as they arise.

Aspects of *PSHE* are taught through *RS, Science, Drama, PE*, assemblies, and the *School's Values*. Each class also has a weekly circle time session.

### **Middle Department**

All *Middle Department* classes have a weekly timetabled *PSHE* lesson, following the *Programme of Study*.

Year 3, 4 and 5 all have an hour lesson.

In addition, pupils have a *Form Period* during which they reflect on topical matters, national or international events or pastoral issues.

Both lessons are taken by the *Form Teacher*.

Pupils also meet with their *Form Teacher* every morning for registration and assemblies during which issues and relevant topics can be discussed.

Each class presents two assemblies a year to the *Middle Department*. The subject matter is the choice of the class and is *PSHE* based.

### **Senior Department**

All *Senior Department* classes have a weekly hour *PSHE* lesson, following the *Programme of Study* in addition to their *Form Period*. Lessons are taught by form teachers and the Head of *PSHE*.

Pupils also meet with their *Form Teacher* every morning for registration and assemblies during which issues and relevant topics can be discussed.

Pupils in the *Senior Department* also have a variety of responsibilities which all promote good citizenship throughout the School.

*Top Form* pupils participate in a five week *Moving On, Moving Up* programme after their summer term examinations. Guest speakers and School staff deliver sessions covering topics such as citizenship, careers, mental health, drugs, alcohol, relationships, and sex education. Educational trips and visits form an important part of the delivery. The programme also includes an opportunity to raise money for charity and to leave a legacy behind once the pupils move on to senior school.

*Top Form* participate in a five-day residential visit to *Skern Lodge* in the summer term and Year 7 embark on a three-day residential trip, normally at the start of the Michaelmas term. Both residential trips provide the opportunity to make a successful transition and to develop team building, resilience and leadership skills.

## **6. Equality of provision**

The *DfEs Regulatory Requirements* state that *PSHE* must encourage respect for other people, with particular regard to the protected characteristics under the *Equality Act 2010*. These are as follows:

- a) Age
- b) Disability
- c) Gender reassignment
- d) Marriage and civil partnership
- e) Pregnancy and maternity
- f) Race
- g) Religion or belief
- h) Sex
- i) Sexual orientation.

At *Beechwood*, *PSHE* at all ages focuses on the development of skills and attitudes, not just the acquisition of knowledge. Staff delivering the lessons are aware of their obligations under the *Equality Act* and the School's *Equality Policy*. They will always nurture a careful culture of respect and tolerance toward diversity and different

beliefs and lifestyles.

## 7. Safe and Effective practice

We ensure a safe learning environment by establishing ground rules at the start of the year and again before each unit of RSE. An underlying principle in supporting pupils in our School is that they engage sensitively and objectively. The wording of ground rules is developed in consensus with everyone in the lesson but the teacher ensures that they cover the following:

- Appropriate terminology
- Appropriate questions
- Respecting the contribution of others
- Telling an adult if you feel someone may be at risk

During sensitive topics, pupils raise questions anonymously using a question box. Teachers endeavour to answer questions as honestly as possible but if faced with a question they do not feel able to answer within the classroom, provisions will be made to meet the individual child's need.

Teachers are aware that the nature of some of the *PSHE* topics may lead to disclosure of a child protection issues. All *Beechwood* staff receive regular Safeguarding training and they manage concerns about the safety pupils in accordance with the *BPS Child Protection Policy*.

Visitors / external agencies enrich our provision. Those that come into School to support the delivery of *PSHE* will be required to follow the protocol laid down in the *BPS Visiting Speaker Policy*.

## 8. Engaging stakeholders

The *Head of PSHE* meets annually with parents to review the programme and resources, gauge parental perceptions and inform future planning.

We will inform parents about the policy through the School newsletters and on the website.

There will be a parent consultation meeting for all parents on Tuesday 8<sup>th</sup> October at 8.30am.

## 9. Monitoring, reporting and evaluation

Pupil work is recorded in *PSHE Floor Books* from Reception to Top Form. A double page spread in the floor book should reflect the discussions and learning that has taken place in the lesson or series of lessons. Teachers must record the date, title and objective for each lesson or series of lessons.

The floor books are essential in demonstrating assessment of learning in *PSHE*.

Assessment is as **central to effective teaching and learning** in *PSHE* education as it is in any other subject. Without assessing *PSHE* education, all you can do is describe provision; you cannot show its impact.

We recognise that the personal nature of *PSHE* means that it cannot be assessed in the same way as most other subjects and that it would be inappropriate for assessment to include marks or grades.

To be successful independent learners, pupils need regular opportunities to reflect on and identify what they have learned, what needs to be learned next and what they need to do to continue their learning, especially when that learning relates directly to the individual's identity – their personal qualities, attitudes, skills, attributes, achievements and influences. Personal reflection in *PSHE* lessons is essential, so ensuring pupils have time and space within the lessons to reflect on this, either privately or through discussion, is a vital part of the assessment process.

Assessment increases pupils' motivation and improves learning, as their increased awareness of their own progress and development illustrates the value of their learning.

It is important for teachers to feel confident that learning has taken place, to be able to demonstrate progress, and to identify future learning needs.

Assessment in *PSHE* must not imply that pupils are failing as people or as citizens. Instead, we use a variety of methods to recognise and evidence progress and attainment in the knowledge, understanding, skills and attributes *PSHE* strives to develop. We are currently developing the use of ipsative assessment in *PSHE* lessons. Ipsative assessment compares where a pupil is at the end of a lesson or series of lessons against where they were before the lesson(s). The benchmark against which progress is measured is the pupil's own starting point, not the performance of others or the requirements of an exam syllabus. The use of a baseline activity informs the teacher's delivery for that module. Then, at the end of the lesson or series of lessons, an activity will be carried out which allows pupils to demonstrate the progress they have made since doing the baseline activity.

Teachers also assess the personal development of the pupils out of the classroom. This happens on a continual basis and can be seen throughout the School where pupils use their knowledge and understanding in developing skills and attitudes. For example, through participating in discussions, group tasks and activities, managing conflict, making decisions, and forming positive relationships.

There is a clear structure in place for monitoring the delivery of *PSHE*. Teachers follow a Programme of Study and inform the *Head of PSHE* of any changes at the end of each half term.

We are committed to regularly revisiting our policy and provisions to meet the needs and issues arising for our pupils in our rapidly changing society. The *PSHE* working group take an active role in this process. The *Head of PSHE* reviews this policy biennially, ensuring that at the time of the review the policy is also ratified by the Schools *Pastoral Care and Welfare Committee*.

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