THE ROWANS SCHOOL

PERSONAL, SOCIAL, HEALTH AND ECONOMIC EDUCATION POLICY, INCLUDING FUNDAMENTAL BRITISH VALUES

This policy applies to all children in the school, including those within the EYFS setting. It should be read in conjunction with The Rowans School Relationship and Sex Education (RSE) Policy.

1 Rationale

The values and skills associated with the school's Personal Social, Health and Economic Education (PSHEE) curriculum are at the heart of the school's ethos. Learning to be healthy, independent and responsible members of our community, and wider global society, are key to happy and harmonious living. Children are encouraged to play a positive role in contributing to the life of the school and the wider community; in doing so we help them to develop their sense of self-worth. PSHEE helps children to acquire the skills, knowledge and understanding, attitudes and values, which are necessary to make sense of their life experiences and to feel confident and secure.

2 Aims

At The Rowans School, we aim to prepare our children for their future through the delivery of a broad PSHEE programme. The aims of PSHEE are to enable the children to:

- know and understand what constitutes a healthy lifestyle;
- promote awareness of safety issues (personal safety and the safety of others);
- encourage respect for similarities and differences;
- develop self confidence and self-esteem, allowing them to make informed choices regarding personal and social issues;
- understand and manage their emotions;
- understand what makes for good relationships with others;
- be independent and responsible members of the school and local community;
- promote and encourage confident, well rounded and resilient individuals;
- understand the fundamental British values of democracy, the rule of law, individual liberty, and mutual respect and tolerance of those with different faiths and beliefs;
- Promoting and developing virtues, such as courage, kindness, persistence, love of learning and self-discipline.
- encourage respect for others, paying particular regard to the protected characteristics set out in the 2010 Act.

3 Spiritual, Moral, Social and Cultural Education

At The Rowans School we recognise that the personal development of pupils; spiritually, morally, socially and culturally (SMSC) plays a significant part in their ability to learn and achieve. We therefore aim to provide an education that provides pupils with opportunities to explore and develop:

- their own values and beliefs,
- spiritual awareness,
- high standards of personal behaviour,
- a positive, caring attitude towards other people,
- an understanding of their social and cultural traditions
- an appreciation of the diversity and richness of the cultures.
- An understanding of the key virtues to enable pupils to be morally independent.
- an understanding 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

3.1 All curriculum areas have a contribution to make to the children's spiritual, moral, social and cultural development and opportunities for this will be planned in each area of the curriculum.

3.2 All evidence of SMSC across the curriculum is recorded by both teaching and support staff on The Rowans SMSC grid: https://www.gridmaker.net/therowans/index.php

4 Teaching and Learning

4.1 The importance of PSHEE cannot be overstated and we endeavour to incorporate PSHEE into all aspects of school life at the school.

4.2 All children will have equality of access to a broad and balanced PSHEE curriculum irrespective of gender, ethnicity or special educational needs.

4.3 PSHEE lessons are vital in the establishment and understanding of school rules and expectations. They encourage consideration and thought towards others and the development of sound moral values. They help children to feel safe and valued within the school environment.

4.4 PSHEE lessons provide the vehicle for the establishment and development of understanding of class and school-wide rewards and sanctions.

4.5 Teaching will consist of class and whole-school activities. There will be a combination of discrete curriculum time, cross-curricular coverage and delivery through whole school events e.g. school productions, celebration assemblies, whole school PSHEE/SEAL/Citizenship teaching topics, events organised by the school or the Events' Committee, as well as school outings and visitors.

4.6 We use a range of teaching and learning styles, placing an emphasis on active learning by including children in discussions, investigations and problem solving activities. Within each lesson a variety of techniques are used to best meet the children's needs and help develop understanding. These include:

- speaking and listening games/activities
- warm-up and ending games/activities
- discussion
- thought-showering
- problem-solving
- drama and role-play
- using problem pages role play
- video clips
- news items/ articles
- improvisations
- teaching others (peer education)

- Circle Time
- debating opportunities
- scaling activities
- values continuums
- small group discussion
- consensus building
- real life stories
- use of puppets
- use of story books
- use of photographs
- listening to a visiting speaker or visiting a place of interest
- information gathering and sharing
- question box activities
- working with feelings and imagination, including the use of drawing
- opportunities for reflection
- preparatory activities for School Council

4.7 Awareness of what the title 'PSHEE education, Citizenship and SEAL' stands for is important for children in order that they know they have a space to discuss issues of relevance to them.

5 Provision

Kindergarten	Daily
Reception	Daily
Year 1	30 minutes a week
Year 2	30 minutes a week

In addition, pupils attend whole-school assembly on Monday, Wednesday and Friday each week.

6 Planning

6.1 We plan the coverage in PSHEE so that children build upon prior learning. Children of all abilities have the opportunity to develop their skills and knowledge and, through planned progression built into the scheme of work, we offer them an increasing challenge as they move up the school.

6.2 As with other subjects, curriculum planning is in three phases: long-term: the scheme of work for PSHEE; medium-term: half-termly plans; short-term: weekly PSHEE plans.

Our curriculum planning is in three phases (long-term, medium-term and short-term).

The co-ordinator agrees and reviews plans in conjunction with class teachers and copies of all weekly and half-termly plans are available on the central drive under Planning. Where possible, teachers link learning with work in other subject areas.

6.3 The long-term plans (scheme of work) covers the broad PSHEE skills/areas of knowledge that are covered for each year group.

6.4 Our medium-term (half-termly) plans give further detail of each area of PSHEE being covered per half-term, listing specific learning objectives. These are reviewed regularly by the PSHEE co-ordinator and class teachers to ensure that children have coverage of the PSHEE curriculum and that adequate provision and progression is being made by the children.

6.5 Our short-term (weekly) planning is carried out for each year group by individual teachers, or collaboratively if more than one teacher in a year group teaches the subject. Every week, in advance of the week's teaching, each class teacher makes their weekly PSHEE plans available on the central drive. Short-term plans incorporate specific learning objectives, differentiated teaching and learning activities (including use of adults), key questions, success criteria, resources and, where relevant, cross-curricular and I.C.T. links.

6.6 Planning is reviewed regularly, with teachers recording alterations/evaluations on either hard copies of their plans or directly onto the electronic version of their plans. The aim of this is to provide guidance for future planning so ensuring progression in children's learning and more general curriculum reflection.

6.7 All planning is kept centrally. Teachers are expected to keep individual copies of plans and discuss possible improvements with other teachers on an informal basis.

7 Assessment and Recording

7.1 The holistic nature of PSHEE means that teachers are constantly monitoring and assessing children in the subject. Observations of children's behaviour, learning, playtimes, interactions and relationships are on-going.

7.2 Lessons are planned in conjunction with learning objectives, learning intentions and success criteria. Children are assessed in relation to these and teachers are expected to keep adequate records in accordance with the school assessment policy, which enables teachers to track individual children's progress.

7.3 We report formally to parents twice a year during parent meetings and in a written report in the summer term.

7.4 Our Celebration Assembly celebrates personal achievement and rewards thoughtful, caring behaviour.

8 Contribution of PSHEE to teaching in other curriculum areas

8.1 PSHEE permeates all areas of school life. With this in mind, not only is every effort made to ensure cross-curricular links are identified and planned for accordingly within lessons, but every opportunity to enhance the well-being of children and utilise learning opportunities outside the classroom are also taken.

8.2 It is important that the children are aware of their wider global community and how, as individuals and as part of a group, they may contribute in a positive way so as to foster respect and promote harmony. We actively participate in fundraising for different causes that are relevant to our children. Representatives from a variety of charities come to speak with the children about the purpose of given charities in order to make fundraising more meaningful to the children.

8.3 PSHEE plays an important part in the behaviour management of children at the school.

8.4 Children are expected to work together and, particularly while adjusting into school life, the discussions and relationships built inside and outside the classroom help to provide a secure and welcoming environment for all children.

8.5 Fundamental British Values are actively promoted at the school through:

- the Curriculum- including PSHEE, SMSC, RSE and RE but also promoted across the full range of subjects

- assemblies- all pupils attend three assemblies a week providing opportunity to share information about our community and the wider world, to reflect, celebrate and join in with collective worship and appreciation of and for each other.
- the House system-all pupils are members of one of the three House Teams, led by Year 2 House Captains where they are encouraged to work together on tasks and on their personal conduct for the good of the team.
- Co and extra-curricular activities- the many different experiences on offer broaden the range of experience each child receives. Outings to places of worship, museums, galleries and welcoming visiting speakers
- responsibility and leadership
- special services
- models and examples
- the School ethos and rules

9 Early Years Foundation Stage

In the EYFS, PSHEE is related to the objectives set out in the Early Learning Goals, matching the aim of developing a child's Personal, Social and Emotional Development. This area is subdivided into the categories of *Self-Regulation*, *Managing Self*, B*uilding Relationships*. Much of the curriculum is delivered through oral and practical activities.

9.2 We provide experiences and support to enable children to develop a positive sense of themselves and of others. We also help children to develop respect for others, social skills and a positive disposition to learn.

9.3 We also support Citizenship education in the Foundation Stage through other areas of learning such as *Understanding the World* and *Communication & Language*.

10 Special Education Needs and Disabilities (incorporating Able, Gifted and Talented)

10.1 We teach PSHEE to all children, regardless of ability. It is part of the school curriculum policy to provide a broad and balanced education to all, including supporting and extending SEND pupils.

10.2 In PSHEE lessons the needs of SEND children are supported through the use of visual cues, group work, discussion, differentiated work and through teacher support. Where necessary all relevant ISP information related to a child will be incorporated into planning.

11 Homework

11.1 Although not scheduled, PSHEE may influence homework activities. When children are carrying out projects they are expected to consider those around them and the local community. If issues have arisen in class, children may be asked to think about and discuss these with parents and others at home.

12 Resources

12.1 A range of resources is being collected to assist with supporting and enhancing learning in PSHEE. SEAL documents and other published materials are accessed on the relevant websites and are used as a basis for teaching PSHEE. These resources are modified and adapted as appropriate to suit the needs of the children within our school.

12.2 Without doubt, the teacher and individual class members are the best resource available to the class. A high emphasis is placed on teachers and children to use their discretion when deciding upon topics to cover during PSHEE. They are able to employ topics which are

relevant and meaningful to the unique situations and characteristics of their own particular class.

13 Health and Safety

13.1 Health and safety must always be considered when carrying out any activities. Should any equipment be used during PSHEE sessions, children will be taught how to use it safely, and in line with the school Health & Safety Policy.

14 Monitoring and Review

14.1 Monitoring the standards of children's learning and of the quality of teaching in PSHEE is the primary responsibility of the coordinator. Other responsibilities include:

- providing the strategic lead and direction for the subject in the school;
- supporting colleagues in planning, teaching and assessing the subject;
- being informed about current developments in the subject;
- attending relevant courses for professional development;
- identifying and evaluating strengths and weaknesses in the subject and indicating areas of focus for inclusion into the School Development Plan;
- informal lesson observations of colleagues;
- conducting an annual review of the teaching and learning of PSHEE across the school, through 'Pupil Work Sampling' which takes place in January;
- annually reviewing and updating the subject policy document.

This document will be reviewed annually
Policy Owner: Curriculum Lead & PSHEE Lead
Approved: TR Head
Date of last review: June 2026
Next review: July 2027