



TAUNTON
— SCHOOL —
PREPARATORY

TPS.019.

PSHEE Policy

Policy Lead	TPS Deputy Head Pastoral and DDSL
Committee	
Adopted by Governors	Autumn 2023
Last Amended	August 2023
Last Review	August 2023
Review schedule	Annual

Policy Statement

Taunton Preparatory School (TPS) delivers its Personal Social Health and Economic Education (PSHEE) programme through all aspects and areas of school life. The programme includes Spiritual, Moral, Social and Cultural (SMSC) education and statutory Relationships and Sex Education (RSE). Throughout the School (Y3-8), PSHEE is a weekly timetabled lesson, which is supported by extra tutor sessions, assemblies, Enrichment and Chapel services.

This policy has regard to the following:

- Keeping Children Safe in Education (KCSIE) 2023
- Ofsted Review into, "Sexual Violence in school and colleges" June 2021
- DFE Sexual Violence and Sexual Harassment 2021
- DFE Guidance 'Teaching Online Safety in Schools' 2019
- DFE Guidance 'Relationships Education, Relationships and Sex Education (RSE) and Health Education' 2019
- DFE Guidance 'Personal, Social, Health and Economic Education' 2013
- DFE Guidance 'Sex and Relationship Education Guidance' 2000
- PSHE Association
- DFE Guidance 'Promoting Fundamental British Values through SMSC' 2014
- DFE Guidance 'SMSC Development of Students in Independent Schools' 2014
- Equality Act 2010
- The 2011 Prevent strategy to actively promote fundamental British Values through the Spiritual, Moral, Social and Cultural (SMSC) development of students' understanding, personal safety, wellbeing and behaviour.

School Vision

The School's overarching vision is to provide a safe, happy and respectful environment in which we nurture, challenge and inspire young people of diverse nationalities and cultures to enable them to achieve their full potential. In line with the protected characteristics of the Equality Act of 2010, PSHEE at TPS encourages respect for all, regardless of sexuality, culture, religion or beliefs.

Our PSHEE programme develops the qualities and attributes students need to thrive as individuals, family members and members of society in different cultures and environments.

Whole School ethos

TPS recognises that PSHEE is a school subject through which pupils develop the knowledge, skills and attributes they need to keep themselves healthy and safe, and prepare for life and work in the modern world. However, PSHEE is not just a stand-alone subject but is part of a whole school approach to Wellbeing and is therefore intrinsic to pastoral care. With PSHEE working together with pastoral care, TPS can not only keep students safe and well and support them when things go wrong, but can also equip students to make positive choices to keep themselves and others safe and healthy and manage

their own behaviour and relationships. Pupils are also aware and know how to independently access the sources of support they need for themselves or when they are worried about a friend.

Aims, Objectives & Outcomes

The school's PSHEE schemes of work (included in this policy) are based on the Jigsaw programme, which provides both a comprehensive and a mindfulness approach to PSHEE. It is fully compliant with the content set out in the statutory guidance. PSHEE knowledge and skills are taught in a developmental and age-appropriate way.

This PSHEE programme is underpinned by the school values of 'Challenge, Nurture, Inspire'. The learning outcomes of this PSHEE programme will be that students:

- know and understand the key concepts of Health & Wellbeing, Relationships and Living in the Wider World as appropriate to their relative maturity
- be able to say and do the right thing in any situation without fear of retribution or ridicule
- understand they have a right to be respected
- understand they have a responsibility to themselves and others in society.

Throughout the course the SMSC development of students will be central, including the active promotion of British Values to provide cohesion to the international students being taught.

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Throughout the course the Spiritual, Moral, Social and Cultural (SMSC) development of the pupil will be central including the active promotion of British Values to provide cohesion to both the British and international students being taught.

Key Principles & Teaching Methodology

The programme is taught through a range of teaching methods, including teacher-led presentations, debates, role-plays, group tasks, individual exercises, research and discussion. There will be an emphasis on active engagement in learning rather than students passively receiving information to ensure that the teaching is effective.

We ensure learning 'starts from where students are' by assessing students' prior knowledge either formally or informally when introducing a new topic or idea.

We ensure that pupils with EP, EAL and SEND needs, are able to access the curriculum by the use of differentiated tasks and accommodations put in place for students who require them.

We ensure that sessions, including those on risky behaviours, remain positive in tone by maintaining a balance with regard to lesson content and promoting positive behaviours and choices whenever relevant. PSHE teachers should be aware that attempts to scare or shock young people into making a healthy choice rarely work, and can indeed 'backfire' by inadvertently creating excitement, curiosity or presenting a 'challenge' to young people. It is important to remind students that the majority of young people actually make positive, healthy choices; if they feel that they are the odd ones out, they may be encouraged to take part in risky behaviour.

We help pupils make connections between their learning and 'real life' behaviours by promoting the skill of critical reflection.

Each class in Y7-8 has one timetabled lesson per week of PSHEE and Y3-6 have one timetabled lesson every fortnight, all with a specialist PSHEE teacher. In addition, all of Y3-8 have a timetabled PSHEE session (25 mins) with their tutor. Therefore, each child has an average of at least an hour a week of specific PSHEE lessons. These lessons are also enhanced and reinforced in other ways:

- Assemblies
- Chapel Services
- Form time and tutorials
- SMSC half-termly theme
- The Wellbeing Hub
- Praise and reward systems
- TPS Mission and TPS Way
- Year 7&8 Enrichment Programme
- Through relationships child to child, adult to child and adult to adult across the school.

We aim to 'live' what is learned and apply it to everyday situations in the school community.

Equality & diversity

Through PSHEE the School will promote the needs and interests of all students irrespective of gender, culture, ability or aptitude by ensuring the values and expectations of the curriculum are upheld in the classroom, boarding house and staff room between; students, students and staff and between staff.

Teaching and everyday activities will take into account the ability, age, readiness and cultural backgrounds of our young people and those with English as a second language to ensure that all can fully access our PSHEE provision.

We promote social learning and expect our pupils to show a high regard for the needs of others by putting into practice in their everyday lives the lessons learnt in the classroom.

PSHEE is used as a vehicle to address diversity issues and to ensure equality for all by both the students and the staff, as well as a means to promote and develop students' SMSC understanding. Pupils will be encouraged to show respect for other people, paying particular regard to the protected characteristics set out in the 2010 Act (age, disability, gender reassignment, marriage and civil partnership, pregnancy & maternity, race, religion or belief, sex and sexual orientation). Bearing in

mind the range of nationalities amongst the student body at TPS, extreme care will be taken to ensure students own sexual orientation, gender identity and faith or culture are respected by all.

All pupils have access to PSHEE at the level appropriate to their abilities, maturity, level of English, special educational needs and personal circumstances. Taunton Preparatory School is proud of its international pupil body and care is taken to ensure students own faiths and cultures are respected by all. Content and/or delivery is adapted as necessary depending upon the individuals within each class.

Topics to be covered

TPS follows the JIGSAW scheme of work to deliver personal, social ,health and economic education through six topic areas;

- Being Me in My World
- Celebrating Difference
- Dreams and Goals
- Healthy Me
- Relationships
- Changing Me

PSHEE is taught through a spiral programme, revisiting the six topics and the themes within them, whilst increasing the challenge, broadening the scope, and deepening students' thinking. This ensures progression for each student and avoids PSHEE becoming a string of topics or disconnected issues. It also feeds into the whole school PSHEE pathway. These lessons are adapted to ensure that they are tailored to suit our pupil and school needs.

Within each of these core topics there will be some overlap and flexibility through which the British Values of democracy, the rule of law, individual liberty, and mutual respect and tolerance of those with different faiths and beliefs will be actively promoted. These themes represent areas of core knowledge, understanding, language, skills and strategies, and are taught in accordance with students' readiness, and are appropriate across all Key Stages.

There is a strong emphasis on emotional literacy and nurturing mental health as the necessary underpinnings for learning, with a unique mindfulness approach in every session. This approach enables children to identify their feelings and emotions and regulate their own behaviour from the start.

Through their PSHEE studies the students will also develop the following '**transferable skills**';

- **intrapersonal** skills required for self-management
- **interpersonal** skills required for positive relationships in a variety of settings
- skills of **enquiry**

Health Education

Through the PSHEE curriculum, Health Education at TPS covers both physical and mental health, with a strong focus on mindfulness and mental wellbeing.

It is important to explain that whilst the Relationships Puzzle (unit) in Jigsaw covers most of the statutory Relationships Education, the Changing Me Puzzle covers much of the Sex Education and the Healthy Me Puzzle covers much of the Health Education, some of the outcomes are also taught elsewhere in Jigsaw. This holistic approach ensures the learning is reinforced through the year and across the curriculum.

Assessment

Opportunities both for Assessment for Learning and Assessment of Learning are provided through teacher, peer and self-assessment. Baseline assessment, in order to understand students' prior learning, takes place to ensure new learning is relevant and progress can be assessed. The pupils' understanding, knowledge and skills within PSHE is assessed through observation, discussion, questioning and participation in groups. Children are involved in self-assessment e.g. talking about their own experiences and making comments in PSHEE folders. At the end of each topic (half termly) pupils complete a written assessment, either online (via our Bounce software) or on paper, which is commented on by teachers. This allows teachers to gauge knowledge and understanding of topics taught and means where necessary, topics can be revisited. As part of their interim assessments every half term, pupils receive a grade for their attitude to learning in PSHE. Students will be provided with opportunities to reflect on and assess their learning, recognise its relevance to their day to day lives and assess how they are progressing, and their input will be used to help inform the curriculum covered.

Pupil's PSHEE work is completed in books. At the end of each unit, pupils also complete a self-reflection sheet where they reflect on what they have learnt and any questions they have can be addressed.

Children are rewarded in line with school policy e.g. form group rewards, house points and mission points, stickers and certificates.

Learning Environment

A safe and supportive learning environment is created through the following means;

- negotiation of 'ground rules' with the students in each classroom
- use of 'distancing' techniques by the teacher especially when introducing new themes or concepts e.g. use of role-play to create a safe environment to depersonalise a student's learning and create emotional space
- supporting teachers' confidence and knowledge to answer pupils' questions but encouraging honesty when faced with issues that need further research.
- availability of anonymous worry boxes to help indicate where safeguarding/pastoral issues may exist which need follow-up

TPS PSHEE Ground Rules:

1. **Respect privacy.** We discuss examples but do not use names or descriptions that identify anyone, including ourselves.

2. **Listen to others.** It is okay to disagree with each other, but we should listen properly before making assumptions or deciding how to respond. When disagreeing, challenge the statement not the person.
3. **No judgement.** We explore beliefs and misunderstandings about a topic without fear of being judged.
4. **Choose level of participation.** Everyone has the right to choose not to answer a question or join discussion. We never put anyone 'on the spot' (no personal questions or pressure to answer).

Cross-curricular learning is promoted by reminding all staff of the school's vision to create a safe and happy learning environment. Teachers responsible for teaching PSHEE will receive training through targeted INSET and sharing best practise via cascading information.

If any pupil indicates that they may be vulnerable or 'at risk' during whether during a PSHEE lesson or at any other time, they will receive appropriate support through the school's Safeguarding policy.

A balanced Curriculum for all

All pupils will be offered a balanced programme by providing lessons which are sensitive to a range of views whilst ensuring the pupils have access to the learning they need in order to stay safe and healthy, and protect and enforce their human rights. Clear and impartial information will be provided on all issues. As the pupil body changes over time, so will the PSHEE curriculum to best reflect the needs of all whilst reminding all students how to ask for help and support as and when needed. An overview of the PSHEE core themes can be found in the Curriculum Jigsaws which are communicated to parents on a termly basis.

Responsibility for teaching

At TPS the PSHEE programme is overseen by the Deputy Head, Pastoral, who also teaches PSHEE and RSE. The PSHEE Dept. is led by the Head of PSHEE Michelle Coleman. The Head of PSHEE with the addition of a small group of appropriately trained teachers as necessary, teaches the lessons. PSHEE (in particular RSE), is taught by a small team of teachers, who receive regular training and updates. External speakers such as school nurses and other agencies are incorporated into the programme whenever appropriate, to further support students' knowledge, understanding and experiences. External speakers will be clear about the School's rules surrounding confidentiality and safeguarding.

Communication with Parents

The PSHEE and RSE policies are sent to all parents and guardians in TPS each September and this includes a Survey, to gauge parental understanding and concerns. The policies are also available via the school website.

At the start of each term, parents are advised of topics which will be covered that term, allowing time to ask questions and to also aid and promote discussion between pupils and their parents. The school regularly holds PSHEE evenings, where parents can attend, look at lesson resources and discuss any topical concerns they may have.

PSHEE Scheme of Work

Term	Puzzle (Unit)	Content
Autumn 1:	Being Me in My World	Includes understanding my own identity and how I fit well in the class, school and global community. Jigsaw Charter established.
Autumn 2:	Celebrating Difference	Includes anti-bullying (cyber and homophobic bullying included) and understanding
Spring 1:	Healthy Me	Includes drugs and alcohol education, self-esteem and confidence as well as healthy lifestyle choices, sleep, nutrition, rest and exercise
Summer 2:	Relationships	Includes understanding friendship, family and other relationships, conflict resolution and communication skills, bereavement and loss
Summer 1:	Changing Me	Includes Relationships and Sex Education in the context of coping positively with change
Summer 2:	Dreams and Goals	Includes goal-setting, aspirations, who do I want to become and what would I like to do for work and to contribute to society