

**KINGSMEAD SCHOOL HOYLAKES TRUST LIMITED**  
**Incl. BOARDING AND EYFS**

**Personal, Social, Health and Economic Education (PSHEE)**

**Personal, Social and Emotional Development (PSED) EYFS**

**Policy Document**

**Philosophy**

PSHEE is a statutory subject. All Kingsmead pupils receive a programme of Personal, Social Health and Economic education appropriate to their age. The PSHEE Curriculum takes full account of the school's responsibilities to have due regard to the need to prevent young people from being drawn into terrorism, as outlined in the DfE's 'Prevent Duty' document (June 2015). The school recognises that a major part of this duty is to build pupils' resilience to radicalisation by promoting fundamental British values and enabling children to challenge extremist views.

As a school with a holistic view of education, a distinctive Christian ethos and a strong emphasis on pastoral care, PSHEE is considered to be a vital part of our educational provision. In addition to timetabled PSHEE lessons, teaching in other subjects also reinforces many of the themes in PSHEE. As well as a weekly, timetabled PSHEE lesson (35 minutes taught by one of a number of teachers in Years 1-11), form tutors in years 7-11 have a weekly form period and will frequently use the time to work through:

- understanding physical changes, social demands, pressure and rites of passage and knowing how to respond to those;
- social and relationships issues, including resilience and reflection in friendship issues;
- wider social awareness, including charitable initiatives.

Heads of department and the Senior Master also have a key role in PSHEE as part of our regular pastoral care helping our young people prepare for the challenges and uncertainties of the real world.

**Departmental Overview**

In the Infant department, PSHEE, (PSED in EYFS) is built into the EYFS Development Matters and also forms an essential part of the curriculum in Years 1 & 2, following the SEAL programme.

The Junior department scheme of work is based on NC guidelines drawn from the book "Health and Well-being." (Scholastics).

In the Senior department, the weekly timetabled lessons follow the scheme of work in the series of five text books "Your Life." (Collins). Students are engaged in discussion but also sometimes complete written exercises. A comment on individual student progress and an effort grade appear in the full academic reports twice a year.

There is also an additional programme for Drugs Awareness (DARA) and Relationship delivered by Wirral Youth for Christ (YFC).

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Careers education is also supported beyond PSHEE lessons through a range of additional activities including individual career mentoring (Years 9-11) and interview technique practice (Year 11).

#### **PSHEE Schemes of Work**

Alongside the general education in personal, social, health and economic wellbeing, our schemes of work include many opportunities to expose children, at age-appropriate stages, to discussion about the risks of radicalisation, as well as promoting the British values of tolerance, democracy and mutual respect. This is further evidenced and explained in the school's SMSC Policy.

#### **PSHEE Scheme of Work EYFS and Years 1 – 2 (PSED in EYFS)**

Personal, Social, Health and Economic Education is an essential part of every child's curriculum. It is concerned with the education of the whole child in:

- **developing confidence and responsibility,**
- **making the most of their abilities,**
- **preparing them to play an active role as citizens in a multi-cultural, democratic society**
- **developing a healthy, safe lifestyle, which understands the risks from pressure groups**
- **developing good relationships and respecting differences, between people of varying backgrounds, cultures and beliefs**
- **helping to prepare children for adult life.**

Pupils are provided with a breadth of opportunities to develop knowledge, skills and understanding, underpinning the teaching of these areas.

We are concerned with educating the whole child in a positive climate where responsible attitudes and behaviour are explored, discussed and encouraged within the framework of personal, social, health and citizenship responsibilities.

The framework for PSHEE at Key Stage 1 is taught in four inter-related sections:

- **Personal Development**
- **Social Development**
- **Health Education**
- **Citizenship**

There are clear early learning goals for Personal, Social and Emotional Development at the Foundation Stage.

Pupils are given opportunities to:

- Take and share responsibility (for their own behaviour, class rules, tidiness)
- Feel positive about themselves by having achievements recognised
- Take part in discussions e.g. aspects of local, national concern
- Make real choices, e.g. what games to play at playtime
- Meet and talk with people e.g. outside agencies and visitors e.g. fire officers, RNLI

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- Develop relationships through work and play
- Consider social and moral dilemmas e.g. simple environmental issues
- Know when and where to ask for help e.g. police officers if lost etc.

Foundation Stage Early Learning Goals for Personal, Social and Emotional Development are on-going throughout the year (depending on the needs and stage of the individual children).

We follow the Social & Emotional Aspects of Learning (SEAL) Programme

PSHEE is planned and delivered as scheduled lessons, in Years 1 and 2, 35 minutes per week. However, whenever opportunity arises, the aims and objectives are re-enforced.

Time of Year	Theme Title	Weekly Focus	SEAL Focus
Autumn	New beginnings	<ul style="list-style-type: none"> <li>• Making someone feel welcome</li> <li>• Doing something brave – overcoming feelings of fearfulness.</li> <li>• Solving a problem / remembering to use the problem-solving process</li> <li>• Calming down / helping someone to calm down</li> </ul>	<ul style="list-style-type: none"> <li>• <b>Empathy</b></li> <li>• Self-awareness</li> <li>• Motivation</li> <li>• Social skills</li> </ul>
Autumn	Getting on and falling out	<ul style="list-style-type: none"> <li>• Working co-operatively to help a group</li> <li>• Being a really good friend</li> <li>• Keeping clam and overcoming feelings of anger</li> <li>• Solving a difficult problem with a friend</li> </ul>	<ul style="list-style-type: none"> <li>• <b>Managing Feelings</b></li> <li>• Empathy</li> <li>• Social skills</li> </ul>
One or two weeks in the autumn term (if possible, to coincide with national anti-bullying week in November)	Say no to bullying	<ul style="list-style-type: none"> <li>• FS1/2 – Focus on belonging – celebrating similarities and differences</li> </ul>	<ul style="list-style-type: none"> <li>• <b>Empathy</b></li> <li>• Self-awareness</li> <li>• Social Skills</li> </ul>
Spring	Going for goals	<ul style="list-style-type: none"> <li>• Taking responsibility – for their successes and when things go wrong</li> <li>• Waiting for what they want; persistence (keeping going)</li> <li>• Resilience – bouncing back or maintaining effort through a difficult experience or after a mistake or failure</li> <li>• Setting and achieving goals</li> </ul>	<ul style="list-style-type: none"> <li>• <b>Motivation</b></li> <li>• Self-awareness</li> </ul>
Spring	Good to be me	<ul style="list-style-type: none"> <li>• Doing something to be proud of</li> <li>• Responding in an assertive way</li> <li>• Helping someone with a worry</li> <li>• Stopping and thinking when we are angry</li> </ul>	<ul style="list-style-type: none"> <li>• <b>Self-awareness</b></li> <li>• <b>Managing feelings</b></li> <li>• Empathy</li> </ul>
Summer	Relationships	<ul style="list-style-type: none"> <li>• Changing an unfair situation</li> </ul>	<ul style="list-style-type: none"> <li>• <b>Self-awareness</b></li> </ul>

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		<ul style="list-style-type: none"> <li>• Being pleased for someone's achievements</li> <li>• Telling the truth, saying sorry or asking amends</li> <li>• Helping someone who is feeling sad or lonely</li> </ul>	<ul style="list-style-type: none"> <li>• <b>Managing feelings</b></li> <li>• Empathy</li> </ul>
Summer	Changes	<ul style="list-style-type: none"> <li>• Coping with an unexpected change</li> <li>• Getting better at their learning</li> <li>• Changing their behaviour for the better</li> <li>• Making the best of an unwelcome change</li> </ul>	<ul style="list-style-type: none"> <li>• <b>Motivation</b></li> <li>• <b>Social skills</b></li> <li>• Managing feelings</li> </ul>

**KS2 PSHEE Scheme of Work**

The Key Stage 2 schemes of work are based on the NC guidance and are drawn from the published Scholastic books, 'Health and Well-being'. We deliver one discrete PSHEE lesson per week, based on this scheme of work. This is further enhanced by the rich opportunities afforded us in a school with small class sizes, a strong Christian ethos (where individuals are encouraged to feel valued and to feel tolerant and understanding of others), and a supportive pastoral system in place. The ethics involved in PSHEE are further augmented by our teachings in RE lessons, assemblies and general pastoral care.

**PSHEE Years 3-6 in Broad Outline**

<b>Term</b>	<b>Year 3/Year 4 (2 year rotating cycle)</b>	<b>Year 5</b>	<b>Year 6</b>
<b>Autumn</b>	All about Me/Staying Safe	Discovering Myself	Am I safe?
<b>Spring</b>	My Feelings/My Relationships	Good Days and Bad Days	Relationships
<b>Summer</b>	Healthy Me/My Community and Environment	A Healthy Lifestyle	My Community and Environment

**PSHEE Brief Scheme of Work Years 3-6**

**Years 3/4**

All About Me

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Objective 1: To be able to view oneself in a positive light as a unique individual.

Objective 2: To recognize some personal strengths and begin to recognise some of the similarities and differences between children and groups of children.

Objective 3: To accurately describe the pressures that others put on them and what the consequences of bowing to those pressures might be now and in the future.

My Feelings

Objective: To identify the main emotions that people of their age feel and understand simple ways in which to deal with them. (Happiness, anger, fear, worry)

Objective 2: To begin to understand how behaviours can have both a positive and negative impact on others. (Truthfulness, honesty, etc.)

Objective 3: To identify strong emotions and explain how to manage them. Choosing from a range of strategies to deal with confrontation.

Healthy Me

Objective 1: To be able to explain why it is important to make choices about how to develop a healthy lifestyle in order to keep healthy.

Objective 2: To understand how to take care of their bodies, by keeping themselves clean and free from infection and to identify some factors that affect emotional health and well-being.

My Safety

Objective 1: To be able to identify safe and unsafe places, people and things.

Objective 2: To understand how to keep safe in familiar situations.

Objective 3: To understand why rules are made to keep people safe in these environments

Objective 4: To know ways in which to be able to resist negative peer pressure.

Objective 5: To be able to identify and describe the potential risks and suggest solutions.

Objective 6: To understand road safety rules and use them effectively.

My Relationships

Objective 1: To be able to identify the social groups of which they are part. (Family, school, etc)

Objective 2: To understand some of rights and responsibilities as part of those groups.

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Objective 3: To begin to understand how behaviours can have both positive and negative impacts on the lives of others. (Bullying versus Sharing and Caring)

My Community and Environment

Objective 1: To explain why it is important to make choices about their community and environment including identifying potential risks and how to reduce them.

Objective 2: To understand why we need communities, the benefits and responsibilities they bring and how we can influence change.

Objective 3: To identify how their actions and the actions of others have consequences for their communities.

**Year 5**

Discovering Myself

Objective 1: To be able to identify and describe their individual persona including some strengths and weaknesses and realise that other people will also have views on this and be able to point out some personal qualities that they themselves may be too modest to realise.

Objective 2: To be able to recognise that there are more similarities between people than there are differences

Objective 3: To be able to identify how behaviours are influenced not only by their own personalities but also by the social context within which they find themselves.

Objective 4: To begin to recognise and challenge stereotypical images and to demonstrate effective ways of resisting external pressures, including from their peers.

Good Days and Bad Days

Objective: To be able to identify and describe their emotions and the responsibilities that they have for ensuring that they are controlled.

Objective 2: To begin to realise that they sometimes need to take the emotions of others into consideration.

Objective 3: To be able to identify strong emotions and explain how to manage them; give reasons for the onset of such emotions and choose from a range of strategies when dealing with confrontation.

A Healthy Lifestyle

Objective 1: To explain why it is important to make choices to develop a healthy lifestyle.

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Objective 2: To understand how to take care of your body as you approach puberty.

Objective 3: To demonstrate effective ways of resisting external pressures, including negative pressure from peers.

**Year 6**

Am I Safe?

Objective 1: To be able to identify and describe the potential risks facing them including the direct/ indirect risk of radicalisation

Objective 2: To be able to identify solutions to risky situations

Objective 3: To understand road safety rules and use them effectively.

Objective 4: To know the people they can ask for help if they are in danger and understand why rules keep them safe.

Relationships

Objective 1: To be able to identify and describe the nature of the social groups of which they are part , and the responsibilities that they have for assuring harmony within those groups particularly taking religion and beliefs into account.

Objective 2: To begin to realise that they sometimes need to view events from the perspectives of other group members.

Objective 3: To begin to be able to identify and explain how to manage the dynamics of social groups and give reasons for the concept of individual responsibility to maintain harmony within these groupings.

My Community and Environment

Objective 1: To identify potential risks in and to the community from local and international threats and understand what they can do to reduce them.

Objective 2: To understand how their actions and the actions of others have consequences for their community and environment.

Objective 3: To reflect on and evaluate their actions and those of others to maintain good relationships in their community.

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