



UNICORN SCHOOL

PSHEE POLICY

Academic Year 2022 – 2023

This policy is reviewed every three years, or sooner, depending on developments and legislation.

RESPONSIBILITY

Staff Member: Barbara Young
Governors' Committee: Education & Staffing

Reviewed:	September 2022
Approved Committee:	October 2022

PERSONAL, SOCIAL, HEALTH and ECONOMIC EDUCATION POLICY

This policy takes into account the advice given by the DfE in: ‘*SMSC development of pupils in independent schools. November 2013*’ and ‘*SMSC development of pupils in independent schools: updates. November 2014*’ and *Physical Health and Mental Well Being updated 2021*

Due regard is also given to DfE’s ‘*Counselling in schools: a blue print for the future. February 2016.*’

This policy is a statement of the aims, principles and strategies for teaching and learning of PSHEE at Unicorn School and should be read in conjunction with the Unicorn School ‘RSE Policy’ and the SMSC policy.

What is PSHEE?

Personal, social, health and economic education (PSHEE) enables children to become physically and mentally healthy, independent and responsible members of society. We encourage our pupils to play a positive role in contributing to the life of the school and the wider community. In so doing we help develop their sense of self-worth. We teach them how society is organised and governed. We teach them about rights and responsibilities. PSHEE develops the knowledge, attitudes and skills necessary for effective participation in society so they learn to appreciate what it means to be a positive member of a diverse multicultural society.

Aims:

The aims of personal, social, health and economic education are to enable the children to:

- know, understand and develop what constitutes a healthy lifestyle (physical and mental health)
- be aware of safety issues and develop a safe lifestyle
- understand what makes for good relationships with others
- have respect for others
- be independent and responsible members of the school community
- be positive and active members of a democratic society
- develop self-confidence and self-esteem, making informed choices regarding personal and social issues
- to make the most of their abilities
- develop good relationships with other members of the school and the wider community respecting differences between people

Working with parents:

Unicorn school is committed to consulting parents to develop and review the PSHE and RSE policy as well as to ensure parents are aware what their children will be taught. Consultations will take place on an annual basis, or if the policy has material changes. Parents were last consulted in October 2021 where they were invited to review the newly revised policy and participate in zoom calls with the Head of Pastoral and the Head. Consultations are planned for the Autumn Term 2022 to further publicise and inform parents about the policy and the PSHE scheme of work around RSE. The Relationships Education, Relationships and Sex Education (“RSE”) and Health Education and PSHE Policies are available on the school website and can be sent to any parent should they request it.

Protected Characteristics:

The Equality Act 2010 outlines the following Protected Characteristics.

- age
- sex
- race
- disability
- religion or belief
- gender reassignment
- pregnancy or maternity
- marriage or civil partnership
- sexual orientation

Unicorn is committed to teaching PSHE content that celebrates diversity and examines and challenges discrimination with particular regard to the protected characteristics listed above. Staff are reminded of the protected characteristics on a regular basis and given training on how to challenge any conscious or unconscious bias that may occur

SMSC:

The Spiritual, Moral, Social and Cultural (“SMSC”) development of pupils is a key part of the PSHE curriculum which falls within PSHE lessons, other areas of the curriculum such as science, RE and philosophy, school assemblies and other school forums including ‘school council’, ‘eco warriors’ and ‘smiley people’.

Relationships and Sex Education (RSE)

The PSHE curriculum includes all of the statutory RSE content. This policy should be read in conjunction with Unicorn’s ‘RELATIONSHIPS EDUCATION, RELATIONSHIPS & SEX EDUCATION (“RSE”) AND HEALTH EDUCATION POLICY’.

Teaching and Learning of PSHEE

PSHEE is important because:

- much of what takes place in school contributes to the personal and social development of young people
- by its very nature, PSHEE permeates the whole curriculum and forms an intrinsic part of the ethos of Unicorn School
- these aspects of a child's development are too important to be left to chance and as a result all staff are responsible for delivering aspects of the aims of PSHEE in the School

Unicorn children are courageous, reflective and, above all, kind

Scheme of Work/PSHE curriculum:

The PSHE Scheme of Work has been taken and adapted from the PSHE Association (the national body for PSHE education). <https://pshe-association.org.uk/>

PSHE SoW Overview:

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer1	Summer 2
Year 1	Healthy Lifestyles: Physical and mental wellbeing	Health and wellbeing: Ourselves, growing and changing and keeping safe	Relationships: Families, close-positive relationships and safe relationships	Relationships: Friendships, hurtful behaviour and bullying	Living in the Wider World: Shared responsibilities and communities	Living in the Wider World: Media literacy & digital resilience and economic wellbeing
Year 2	Living in the Wider World: Shared responsibilities and communities	Living in the Wider World: Media literacy & digital resilience and economic wellbeing	Relationships: Families, close-positive relationships and safe relationships	Relationships: Respecting self and others, hurtful behaviour and bullying	Healthy Lifestyles: Physical and mental wellbeing	Health and wellbeing: Ourselves, growing and changing and keeping safe
Year 3	Friendships: Making and maintaining healthy friendships; Similarities and differences	Emotional wellbeing: Expressing and managing every day feelings; Seeking support for self or others	Staying safe: Trusted people and feeling safe; Keeping secrets and when to break confidentiality; Recognising and reporting feeling unsafe	Economic wellbeing: Attitudes and ideas about spending, saving and giving money; Wants and needs; Keeping money safe	Physical health: Healthy lifestyles; Physical exercise and its impact on mental wellbeing; Balanced diets and making choices; Sun safety	Shared responsibilities: Rights and responsibilities; Why we have rules; Responsibility for the local environment; Sustainability; Safety in different environments; Safety at home
Year 4	Friendships: Managing conflict and repairing friendships; Feeling lonely;	Communities: What makes a community; Diversity; Freedom of expression;	Families: Different types of relationships; Characteristics of healthy	Economic wellbeing: Budgeting; Saving; Spending decisions; How	Growing and changing: Growing up; Puberty, including periods and	Staying healthy: Dental health; Hygiene, germs; Basic first aid; Early signs

	Friendship skills, including communicating safely online; Listening and responding; Respecting self and others	Online communities; Identifying and responding to prejudice	family relationships; Feeling safe and cared for	managing money makes us feel; How spending choices affect others	wet dreams; Sleep	of illness and seeking help
Year 5	Respect and bullying: Mutual respect; Sharing points of view; Stereotypes; Types of bullying and how to get help; Discrimination	Mental wellbeing: Taking care of mental health and emotional wellbeing; Managing challenges; Seeking support for themselves and others	Staying safe: Privacy and personal boundaries; Acceptable and unacceptable contact; Permission-seeking and giving; Personal safety including online	Careers: Career types; challenging career stereotypes; economic wellbeing	Substances: Drugs common to everyday life; Risks and effects of alcohol and smoking; Rules and laws	Keeping active: Benefits of a balanced lifestyle; Balancing internet use; How physical activity affects wellbeing
Year 6	Personal Identity: What contributes to who we are; Personal strengths; Interests; Setting goals; Managing setbacks; New opportunities and responsibilities	Health and hygiene: Making informed choices regarding a healthy lifestyle, including nutrition; Hygiene and bacteria and viruses; Allergies and getting help in an emergency; Vaccination and immunisation	Puberty and reproduction: Menstrual wellbeing; Managing the changes of puberty; Developing independence; How a baby is made	Managing change: Developing friendship skills; Changing and ending friendships; Managing change, loss and bereavement; Sources of support	Media literacy: How data is shared and used online; Evaluating reliability of sources; Misinformation and targeted information; Choosing age-appropriate TV, games and online content; Influences relating to gambling	Friendships and staying safe: Opportunities to connect online; The nature of online only friendships; Reporting harmful content and contact; Staying safe online

Teaching and Learning Style

We use a range of teaching and learning styles. We place an emphasis on active learning by including the children in discussions, investigations and problem solving activities as well as whole class teaching. We encourage the children to take part in a range of practical activities that promote active citizenship, e.g. charity fundraising, (children, parents and staff are involved in selecting and supporting charities every term). The children are involved in the planning of special events and activities to help other individuals or groups less fortunate than themselves. Children are also encouraged to think about PSHEE issues in Junior and Infant assemblies. There is a School Council with elected members and a Head Boy and Girl who are elected every term. They are encouraged to represent their class, communicate their ideas which are then implemented. 'Smiley people' are appointed to help children in the playground. We encourage outings throughout the school. In KS2 there are residential field

trips, where there is a particular focus on developing pupils' self-esteem and giving them opportunities to develop leadership and cooperative skills. We organise classes in such a way that pupils are able to participate in discussion to resolve conflicts or set agreed classroom and school rules of behaviour (Unicorn Code). We offer children the opportunity to hear visiting speakers, such as health workers, police, and representatives from the local church, charities, council, whom we invite into the school to talk about their role in creating a positive and supportive local community.

As a staff we teach by example and are responsible for creating a calm, safe and secure learning environment - one of trust and one of non-judgemental attitudes. This includes all members of our school community and they are involved in formulating the rules and aims that create the ethos of the School.

The School has access to local counselling services as required. Each case is sorted on an individual basis.

PSHEE Curriculum Planning

We teach PSHEE in a variety of ways.

Every class has a scheduled PSHE lesson each week. In the first half of each term, class teachers will teach PSHE and in the second half of each term the PSHE Lead (Mrs Young) will teach PSHE content. All teachers plan their sessions according to the PSHE Scheme of Work which was updated in Autumn 2021. This ensures that children benefit from regular lessons and a balanced curriculum throughout their time in the school. This also ensures that all children are learning the required statutory RSE content, all year through. Children build on recurring SEAL (social and emotional aspects of learning) themes each year including new beginnings, getting on and falling out, going for goals, good to be me, relationships and changes. Lessons also cover themes such as feelings, rules and laws, health, drugs and, sex and relationships, as appropriate for each year group.

We introduce PSHEE and citizenship through other subjects, for instance when teaching about local environmental issues in geography, democracy in history or about respecting other cultures in RE. They learn about health and hygiene in PE and Science as well as drugs, alcohol and substance abuse. In Drama they can act in role and improvise. In English they read poems and texts to empathise, reflect on differing views, and debate issues. Philosophy and Thinking Skills activities are related to PSHEE where relevant.

Additional PSHEE issues are covered as and when they are necessary in each class, often in 'circle time', for instance discussing how to make a new child who has just joined the school feel included or role playing how arguments in the playground could have been dealt with in a better way.

Early Years Foundation Stage

We teach PSHEE in Nursery and Reception classes as an integral part of the topic work covered during the year. We relate the PSHEE aspects of the children's work to the objectives set out in the Early Learning Goals (ELGs). Our teaching in PSHEE matches the aim of developing a child's personal, emotional and social development as set out in the ELGs, EYFS curriculum guidance and Unicorn EYFS scheme of work.

SEND

At our school, we teach PSHEE to all children, whatever their ability. PSHEE forms part of the school curriculum policy to provide a broad and balanced education to all children. Through our PSHEE teaching we provide learning opportunities that enable all pupils to make progress. We do this by setting suitable learning challenges and responding to each child's different needs. Differentiation is largely by outcome and support from Teaching Assistants in KS1 and EYFS.

Fundamental British Values

Unicorn School actively promotes principles that encourage respect for other people.

Through the PSHEE curriculum, other curriculum subjects such as science, RE and philosophy, school assemblies and other school forums, including 'school council', 'eco warriors' and 'smiley people', Unicorn:

(a) actively promotes the fundamental British values of democracy, the rule of law, individual liberty, and mutual respect and tolerance of those with different faiths and beliefs;

(b) ensures that principles are actively promoted which—

- enable pupils to develop their self-knowledge, self-esteem and self-confidence;
- enable pupils to distinguish right from wrong and to respect the civil and criminal law of England;
- encourage pupils to accept responsibility for their behaviour, show initiative and understand how they can contribute positively to the lives of those living and working in the locality in which the school is situated and to society more widely;
- enable pupils to acquire a broad general knowledge of and respect for public institutions and services in England;
- show further tolerance and harmony between different cultural traditions by enabling pupils to acquire an appreciation of and respect for their own and other cultures;
- encourage respect for other people, paying particular regard to the protected characteristics set out in the Equality Act 2010; and
- encourage respect for democracy and support for participation in the democratic process, including respect for the basis on which the law is made and applied in England.

Through PSHEE, RE, philosophy and assemblies Unicorn children gain an understanding of the importance of:

- identifying and combatting discrimination
- the prohibition of political indoctrination
- the balanced presentation of opposing views – this precludes the promotion of one-sided views.

Assessment and Recording

Assessment is carried out in a variety of ways to assess the children's level of understanding of specific tasks and of their overall view of the PSHEE topic. Assessment methods include marking, observation, discussion and questioning.

Pupils will be assessed by observation in class and questioned to ascertain both their level of understanding and knowledge and their development of PSHEE skills.

Marking together with verbal feedback is intended to be constructive and in particular aims to raise each child's self-esteem. Stars, stickers, stamps and certificates are used and appropriately placed on work with the child present particularly in EYFS and KS1.

Homework is not generally given in PSHEE, although it may be appropriate if the subject is being taught in a cross curricular manner.

Achievement

Achievement and sharing of work is celebrated by:

- displays, both in the classroom and around the School
- presentations to the class and to the whole school in celebration assemblies,
- the presentation of commendation certificates for examples of acts that display particular awareness of others e.g. courtesy awards, certificates, sticker charts
- House Points

Monitoring and Review

The PSHEE subject co-ordinator (Mrs Young) is responsible for monitoring the standards of children's work and the quality of teaching. PSHEE lessons are observed termly on a rota and written feedback given. There is an annual review of pupil's recorded work. The co-ordinator supports colleagues in the teaching of PSHEE, by giving them information about current developments in the subject and by providing a strategic lead and direction for the subject in the school. The coordinator is also responsible for evaluating strengths and weaknesses in the subject through discussion with staff at specific co-ordinators meetings to further develop and improve the teaching of the subject.

Resources

A wide range of resources are kept in the staff room and in the school library. These include DVDs, stories and reference books, games, puppets, posters, materials produced by charities & organisations, commercially produced schemes of work, computer-based resources for interactive whiteboard use and the school has paid to have access to the PSHE Association, where there are many tools and resources available. We also have lesson plans and content from 'Jigsaw' uploaded onto our Teams system, giving all teachers access.