



Chafyn Grove School Policy for PSHEE

Aims and Objectives

At Chafyn Grove Personal, Social, Health and Economic Education (PSHEE) enables our children to become healthy, independent and responsible members of society. Our pupils are encouraged to develop their sense of self worth by playing a positive role in contributing to school life and the wider community. They learn how society is organised and governed and experience the process of democracy in school through the school council. We provide opportunities for them to learn about rights and responsibilities and appreciate what it means to be a positive member of a diverse society.

Our aims are to enable the children:

- To recognise their own worth;
- To work well with others;
- To develop positive relationships and respect for others;
- To understand our common humanity, diversity and differences;
- To know and understand what constitutes a healthy lifestyle;
- To develop safety awareness;
- To be positive and active members of a democratic society;
- To develop self-confidence and self-esteem, and make informed choices regarding personal and social choices;
- To form good relationships with other members of the school and the wider community.
- To have an understanding of British Traditional Values;
- To have opportunities to understand the importance of economic matters

Promoting Fundamental British Values

At Chafyn Grove, we actively promote the Fundamental British Values of **democracy, the rule of law, individual liberty, mutual respect and tolerance of those with different faiths and beliefs** as part of our PSHEE provision and whole-school ethos. These values are embedded through daily practice and curriculum experiences: pupils learn about democratic participation through involvement in school council activities, where pupil voice plays a key role in decision-making. We reinforce the rule of law by maintaining clear expectations for behaviour and inviting visitors such as police officers to help pupils understand the purpose of rules and fairness within society. Opportunities for individual liberty are nurtured by encouraging pupils to make informed and responsible choices in a safe, supportive environment, reflecting national guidance on promoting independence and self-esteem. Mutual respect and tolerance are promoted through assemblies, PSHEE lessons, and visits to places of worship, enabling pupils to appreciate diversity and understand a range of cultural and religious perspectives. These practices help to embed British Values across the curriculum and SMSC development, ensuring pupils grow into respectful, thoughtful and active citizens.

Teaching and learning styles

We use a range of teaching and learning styles, including the children in activities such as discussions, role play, games, investigations and problem-solving activities. We encourage the children to take part in a range of practical activities that promote active citizenship, e.g. charity fundraising, the planning of school special events such as an assembly or open day, or involvement in an activity to help other individuals or groups less fortunate than themselves. We organise classes in such a way that pupils are able to participate in discussion



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to resolve conflicts or behaviour. Children have opportunities to meet and work with members of the community, such as fire fighters, police, and representatives from the local church, whom we invite into the school to talk about their role in creating a positive and supportive local community. Children take in different roles of responsibility during their school life.

PSHEE curriculum planning

We teach PSHEE in a variety of ways. Some of the objectives are covered in dedicated PSHE times. Many of the objectives are covered through other areas of the school's curriculum e.g. TPR(Theology, Philosophy, Religion), Assemblies, Science and the 'hidden curriculum'; attitudes and expectations of behaviour promoted by adults in the school. The 'Protected Characteristics' (Equality Act 2010) are taught as a thread throughout all years at Chafyn, although some are less explicit than others depending on the year groups involved. **The RSE policy sits alongside this policy, and the RSE lessons are embedded in the PSHEE curriculum.**

We also develop PSHEE through activities and whole-school events e.g. the school council representatives from each class meet regularly to discuss school matters, Key Stage One and Two visit places of worship and there are many school trips where the children can work on aspects of PSHEE in the wider world. We offer residential trips to children from Y4 - 8, where there is a particular focus on developing pupils self-esteem and giving them opportunities to develop leadership and co-operation skills.

The economic 'section' of PSHEE is covered by speaking to and teaching the children, particularly Y7 & 8 pupils, about money, careers and life after Chafyn. We have used speakers to inform pupils about 'what's out there'. For example, Annabel Venning the journalist coming to speak to the children about journalism.

Each class participates in PSHEE at least once a week. This is delivered by the PSHEE coordinator, form teachers or class teachers (KS1) using the schemes of work developed by the PSHEE coordinator.

Foundation Stage

We teach PSHEE in the Foundation Stage as an integral part of the topic work covered during the year. We relate the PSHEE aspects of the children's work to the areas of learning set out in the Foundation Stage guidance to develop a child's personal, emotional and social development. We also support PSHE Education in the Foundation stage through other areas of learning such as Knowledge and Understanding and Communication, Language and Literacy.

Pre-Prep

Lessons and themes are taught within the class, in assemblies and throughout the day in Pre-Prep. Teachers will plan lessons, however topics may arise from the children's behaviour or a specific theme followed by the department, leading to a flexible scheme. PSHEE is strongly linked to the Golden Rules and the weekly Golden Assemblies.

Teaching PSHEE to children with Special Educational Needs

At Chafyn Grove, we teach PSHEE to all children, regardless of their ability. Our teachers provide learning opportunities matched to the individual needs of children, including those who are gifted and talented or have learning difficulties.



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Assessment and recording

Assessment needs to value and recognise what pupils have done or completed successfully, thereby raising their self-esteem. A variety of approaches to the assessment of individual achievement will therefore need to be practiced by teachers. Teachers need to exercise caution in judging the individual performance of pupils, in terms of attitudes, values and behaviours apparent, as their own will undoubtedly have an influence on this process. All children complete a self-assessment at the end of each term. This helps the children to think about what they have covered but also asks about their own feelings and values.

Resources

There is a comprehensive PSHEE scheme of work. Staff have access to the PSHE Association resources when needed, and the PSHEE coordinator has used a range of other resources which are in the planning provided to staff. At various times during the year, we use outside agencies to come and talk to the children, for example Karl Hopwood who comes to talk to the children about E-Safety (Y6-8 March 2023). The police and various other agencies are other excellent resources used to enhance the children's learning in this subject. We use a local doctor, who speaks to our Y8 children about consent and behaving safely in relationships.

Monitoring and review

The PSHEE Co-ordinator is responsible for monitoring the standards of children's work and the quality of teaching. This person supports KS1 colleagues in the teaching of PSHEE.