

## CUMNOR HOUSE SCHOOL



### PSHCEE POLICY

Cumnor House offers an “education for life” which incorporates the development of the whole person, mind, body and spirit. Central to this is the belief that the education provided is not only about the gaining of knowledge and the acquiring of essential skills, important though they are, but that it is also about the personal development of each child, in its fullest sense.

Personal, Social, Health, Citizenship, Economic Education (PSHCEE) deals with the real life issues affecting our children, families and communities. It is concerned with the social, health and economic realities of their lives, experiences and attitudes. We strive to help all children and young people in our school to achieve their highest potential.

Central to this personal education is the School’s Cumnor Way which serves as an ever-present backcloth to life at the school. This “way of life” is comprised of the following elements: *Be Kind, Be Truthful, Be Helpful, Forgive, Listen, Share, Do Your Best To Be Your Best Self and Treat Others As You Would Like To Be Treated*. This is interwoven throughout the school and brings morality, integrity, commitment, discipline, personal relationship and each pupil’s potential to the forefront of the school ethos.

Due to the on-going changes to present day society where the family and Church has less of an influence upon people and social values, it is falling upon schools and the educational system to redress the balance and re-emphasise the importance of social education (Citizenship). To cope with this present day trend a more general and all-encompassing approach is necessary in schools. The whole process of our PSHCEE syllabus is proactive and on-going with continual assessment and review.

#### Aims and Objectives

The aim of PSHCEE at Cumnor House School is to educate the child’s emotional literacy and social awareness whilst the promoting and developing the pupils’ knowledge, skills and understanding so that they can:

- Have a sense of purpose
- Value themselves and others
- Make and act on informed decisions
- Communicate effectively
- Live and work with others
- Respond to challenge
- Be an active partner in their own learning
- Explore issues related to living in a democratic society

- Become healthy and fulfilled individuals
- Develop confidence, responsibility and make the most of their strengths and abilities.
- Play a positive and active role as a citizen of the school and of the wider community.
- Develop opinions and enhance discussion skills.
- Develop a healthy and safer lifestyle.
- An understanding that 'rights' also imply 'responsibilities'.
- Develop an awareness of what makes good relationships between people.
- Develop respect for themselves and respect the many differences between people, both in the school environment and outside community.

### **Teaching and Learning**

Cumnor House has chosen to base their discreet scheme of work for PSHE on Jigsaw PSHE (for Reception to Year 6) and a combination of Hodder's PSHE Education for KS3 and Citizenship Education for KS3 (for Years 7-8). These schemes are used as a basis for the curriculum; however, deviations away from this are encouraged in order to address the specific needs of the pupils and world events. The PSHCEE course is administered through a designated PSHCEE lesson taught by the Head of Lower School (Years 3-6) and form tutors (Years 7-8). PSHCEE 'topics' are also informally explored through unstructured form periods with form tutors and tutees. Whole school assemblies are used to explore issues pertaining to the SMSC and PSHCEE of the boys. PSHCEE topics are interpolated and woven into the way of life at Cumnor and evident in subjects such as Science, Religious Studies and English.

The PSHCEE programme for all pupils will be delivered through timetabled lessons accompanied by visitor talks on topics such as behaviour on transport, financial responsibility, personal safety, emergency services etc.

### **Cross-Curricular Links (examples only)**

- English lessons – relationships, bullying etc.
- Science lessons – personal hygiene, diet, sex education etc.
- Geography lessons – environment, recycling, pollution etc.
- PE lessons – safety in sport and other related areas.
- Whole School/Year Group assemblies – good behaviour, positive opinion, appearance, manners etc.

### **Curriculum overview**

Pre-Prep have rearranged the Jigsaw scheme of work and Learning Objectives to fit in with their cross-curricular half-termly topics.

For Years 3-6 we follow the Jigsaw approach to PSHE. This is a comprehensive Scheme of Learning for PSHE Education. The Jigsaw Approach is underpinned by mindfulness. The meaning of mindfulness in this context is two-fold: teaching information and skills to empower children to learn now and improve their life- chances later; aiming to help

them develop personal awareness. This enables them to observe their own thoughts and feelings, regulate them and make conscious decisions about their learning, behaviour and lives. It helps them to remain focused on the present moment and thrive in it.

Jigsaw's whole school approach is adopted within the entire Lower School and Year 6 with these year groups working on the same theme (puzzle) at the same time.

The Six Puzzles are:

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

Year 7 and 8 also follow these topics but using the PSHE Education for KS3 and Citizenship Education for KS3 textbooks.

### **Planning**

Planning is provided by the Head of Department and is adapted by teachers to suit their own teaching style but also the needs of the class. It is accepted that topics may be reordered throughout the year to fit in with national and international campaigns, celebration and events as well as to respond to issues within the school/class as they arise. In such cases the MTP will be annotated and recorded by the teacher.

### **Trips and Visits**

The school will be visited by appropriate visitors to enhance the PSHCEE curriculum and discuss related topics with the appropriate year groups. Visitors offer expertise and experience that could otherwise not be offered. Due consideration is given to safeguarding and visitors and trips are planned following the procedures set out in the safeguarding policy.

### **Teaching Children with Special Education Needs including Gifted and Talented**

Teaching strategies are varied and are mindful of preferred learning styles and the need for differentiation.

Children who experience difficulties will be given extra help and guidance by the teacher who will reinforce the learning of skills and concepts. They will be given opportunities to work on a group project with a more able child to enable them to experience success and satisfaction. Children with outstanding abilities will be encouraged by providing opportunities for them to develop their thinking skills further and they will be introduced to new media, skills and concepts.

Our teachers provide learning opportunities matched to the individual needs of all children. Where children have a special educational need the targets set in their action plan are taken into consideration when planning as some of these relate specifically to

the personal or social development of the child.

For gifted and talented pupils, teachers will provide additional opportunities to take responsibility, develop leadership skills, think creatively and use their talents for the good of the class or the wider community.

### **PSHCEE and ICT**

At Cumnor House ICT makes a contribution to the teaching of PSHCEE. In ICT classes children learn to work together in a collaborative manner. They also develop a sense of global citizenship by using the Internet and e-mail. The children are taught about the dangers of indiscriminate Internet use and are advised of safe behaviours to adopt when using the Internet and other technologies. Through discussion of safety and other issues related to electronic communication, the children develop their own view about the use and misuse of ICT, and they also gain an insight into the interdependence of ICT users around the world.

ICT is used by teachers to enhance the topics being taught and to deliver lessons in an active, interesting and engaging way. The use of laptops for individual research and tablet computers with cameras to record learning is actively encouraged.

### **Written Work (Jigsaw/PSHCEE Journals)**

Pre-Prep culminate their work in a PSHE Scrapbook journal that tracks the development of the class across the year.

In Years 3-6 each boy is issued with a Jigsaw Journal as his exercise book. It will include reflective comments. These journals will not be perfectly presented as they are working books. Year 7-8 are issued with a red exercise book.

### **Assessment, Recording, Tracking and Reporting**

Pupils will be assessed on a half-termly basis using the Jigsaw assessment sheets. Adaptations of these have been made to coincide with the Year 7 and Year 8 Syllabus.

PSHCEE is not formally reported on as a subject but is encompassed within Form Tutor comments at the end of each term, and in the Head of Section and Headmaster comments at the end of the academic year.

Child assessment can be done in a variety of ways: through written work, direct oral feedback, child presentations of various kinds, participation in debates and discussions, and most importantly, child demonstration of the relevant values in their wider school life. Assessment of the child's ability to empathise with others in the class and with the issues surrounding the topic/issue being discussed will be monitored. This will be done through discussions and written work.

Our teachers assess the children's work in PSHCEE both with observations during lessons, and through assessments of the recorded work which has been completed. We do not set formal examinations in PSHCEE. The assessments that we make of pupil

achievement are positive and record achievement in its widest sense. We have clear expectations of what all pupils will learn, understand and know at the end of each unit.

### **Marking**

The Jigsaw/PSHE journals used in the Prep School are individual to the child. They will not be marked using the school's WWW and EBI policy as this is deemed inappropriate. Questions and comments will be used to encourage reflection and challenge ideas where required. Pupils will also often self-assess their work against the Learning Objectives set. This could be through the use of a reflective or self-assessment comment or through methods such as traffic lighting/smiley faces. It is expected that this take place at least once a half term at the end of a unit or work.

### **Role of the Head of Department**

- Be responsible for the establishment and maintenance of high teaching standards within the PSHCEE department
- Produce and revise a policy document, syllabus, schemes of work and development plan for department and provide copies for Director of Studies as and when required
- Take responsibility for the development within their subject area (National Curriculum and ISEB), ensure that members of the Department respond accordingly and that policy documents are suitably amended
- Hold regular departmental meetings and prepare agenda in advance, minutes to be recorded and sent to the Director of Studies
- Ensure that staff maintain appropriate records
- Recommend and/or provide books for the library
- Ensure that work is set for absent departmental colleagues
- Order stationery, text books, equipment and appropriate teaching materials
- Promote their subject area through classroom displays
- Identify INSET needs for members of Department
- Organise and Monitor "Book Scrutiny" and 'observations' of all department members
- Ensure that Department and its members adhere to the Health and Safety Policy Document and Safeguarding policies
- Advise Headmaster/Assistant Head on matters regarding staffing and timetabling
- Attend Head of Department meetings

### **Safeguarding**

Within PSHCEE sensitive topic areas are discussed and it is possible that disclosures can occur. Any disclosure made should follow the safeguarding procedures (See Safeguarding Policy).

### **Monitoring and Review**

Monitoring of the standards of the children's work and the quality of teaching in PSHCEE is the responsibility of the Head of PSHCEE. The work of the Head of Department also involves supporting colleagues in the teaching of PSHE, being informed about current

developments in PSHE, SMSC and Citizenship, and providing a strategic lead and direction for the subject in the school. The Head of Department reviews samples of the children's work and undertakes lesson observations across the school. Support is also given from the Head of Department to Form Tutors and those with a pastoral element to their position.

### **Spiritual, Moral, Social and Cultural Development**

Through teaching PSHCEE in our school, we provide opportunities for spiritual and moral development. Children are taught and acquire the knowledge, skills and values essential to a fulfilling membership of human society. We help children to recognise the difference between right and wrong through the study of moral and ethical questions. We enhance their social development by helping them to build a sense of identity in a multicultural society and respect other cultures (see SMSC Policy).

### **Resources**

Jigsaw Folder for Early Years and Years 1-6  
Jigsaw Chime Bars  
Jigsaw Friends (soft toy character)  
Other resources as indicated on the MTPs  
ICT references in the MTP  
Hodder - PSHE Education for KS3  
- Citizenship Education for KS3

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