



DOWNSEND
SCHOOL
PRE-PREP ASHTEAD

PSHE Policy

(Including SMSC and British Values)

PSHE Policy – including SMSC and British Values

At Downsend Pre-Prep Ashtead, the PSHE programme of study brings together citizenship with personal well-being through a values-based education. It is intended to support the school in developing a coherent whole-school approach to personal, social, health and economic well-being (PSHE).

It supports all five outcomes of the ECM agenda and provides a context for school to fulfil our responsibilities to:

- promote the physical, social and emotional well-being of pupils
- provide sex and relationships education
- promote community cohesion
- achieve the aims of the whole curriculum

PSHE also provides school with an opportunity to focus on the delivery of social and emotional aspects of learning (SEAL).

Through PSHE, we endeavour to foster the notions of responsibility and empowerment to promote a sense of achievement and to enhance self-confidence. PSHE education is guided by the values of:

- Honesty
- Kindness
- Trust
- Responsibility
- Friendship
- Self-control
- Empathy
- Respect
- Tolerance

Aims

PSHE education at Pre-Prep Ashtead aims:

- to give pupils the knowledge and develop the self-esteem, confidence and self-awareness to make informed choices and decisions
- to encourage and support the development of social skills and social awareness
- to enable pupils to make sense of their own personal and social experiences
- to promote responsible attitudes towards the maintenance of good physical and mental health, supported by a safe and healthy lifestyle
- to enable effective interpersonal relationships and develop a caring attitude towards others
- to encourage a caring attitude towards and responsibility for the environment;
- to help our pupils understand and manage their feelings
- to understand how society works and the rights and responsibilities involved

Early Years

In the Early Years Foundation Stage, PSHE is encouraged through the 'Personal, Social and Emotional Development' curriculum.

PSHE is about making connections and is strongly linked to play. PSHE is taught through activities that are part of topics, as well as on an individual basis to develop personal skills such as dressing, feeding and toileting. Positive experiences are built through daily opportunities to share and enjoy a range of different activities. The children are given the opportunity to engage in social activities, as members of a small group or occasionally during whole school activities

Year One

The children are encouraged to engage in activities that promote an understanding of themselves as growing and changing individuals and as members of a wider community, based on their own first hand experiences. These activities also encourage pupils to understand how their choices and behaviours can affect others. The children are encouraged to play and learn alongside and also collaboratively with their peers. They may use their personal and social skills to develop or extend these activities. The children are also given the opportunity to make choices about their health and environment and are encouraged to develop a caring attitude to others. SEAL materials and themes may be incorporated into the curriculum.

Implementing the aims

1. Developing confidence and responsibility and achieving potential
2. Preparing to be an active, successful and positive citizen
3. Developing skills and knowledge for a healthier and safer lifestyle
4. Developing positive relationships and respecting others

Objectives

1. Developing confidence and responsibility and achieving potential

Pupils will develop confidence and take responsibility for themselves and for the environment as we encourage them to:

- a) Talk and write about themselves
- b) Face new challenges positively by collecting information, seeking help and advice and making responsible choices
- c) Recognise their strengths and weaknesses, set personal targets
- d) Acknowledge the range of jobs carried out by people they know and those they encounter in school e.g. scientists, artists, sports people, dancers, composers
- e) Be prudent with money and understand the benefits of saving

Typical activities to support this objective:

- Helping to make and follow classroom rules
- Assemblies and positive reinforcement during normal classroom lessons
- Pupils are responsible for keeping their classrooms clean and tidy

- Activities and clubs
- Visits and visiting speaker
- Assembly themes

2. Preparing to be an active, successful and positive citizen

Pupils will play an active role as citizens when encouraged to:

- a) Contribute to the life of the class and the school
- b) Make sensible choices and develop a sense of fairness and unfairness and a sense of right and wrong
- c) Identify, describe and deal effectively with their feelings towards themselves and others
- d) Understand that they belong to communities e.g. families, school clubs
- e) Learn from experiences
- f) Learn about the damage and good that can be done to our local environment and that resource availability has significant effects on individuals, communities and the sustainability of the environment
- g) Discuss and debate topical issues e.g. simple environmental issues, such as litter, aggressive behaviour
- h) Understand the need for rules and laws and their adherence
- i) Understand that all members within a family, school or broader community have certain rights, duties and responsibilities
- j) Respect and understand the diverse national, regional, religious and ethnic identities, societies and cultures in the United Kingdom

Typical activities to support this objective:

- Encourage independence
- Assign leadership and responsibility
- Circle Time
- Recycle
- Celebrate the traditions of additional cultures in school
- Acknowledge other languages spoken in school

3. Developing skills and knowledge for a healthier lifestyle

We help pupils to develop a knowledge and understanding of:

- a) Safety rules for different environments
- b) What contributes to a healthy lifestyle including such elements as regular exercise, balanced diet, maintenance of good personal hygiene and a reduction in risk-taking.
- c) The names and functions of parts of the body

Typical activities to support this objective:

- Discuss diet and exercise
- Maintain a healthy lifestyle and reinforce importance through topic work and Circle Time

4. Developing positive relationships and respecting others

Pupils will develop positive relationships and respect for others as we teach them to:

- a) Play and work co-operatively
 - b) Realise that other people and living things have needs
 - c) Recognise how their behaviour affects others
 - d) Recognise, respect and celebrate the differences and similarities between people
 - e) Listen to other people's feelings and try to understand their point of view
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Pre-Prep Ashtead is committed to furthering the Spiritual, Moral and Cultural Opportunities for even our youngest children.

Spiritual Development

Planned opportunities for spiritual development in all subjects can be seen across the school. Children are given opportunities to reflect upon the meaning of spiritual experiences.

Examples of experiences commonly regarded as spiritual include:

- Curiosity and mystery
- Awe and wonder
- Connection and belonging
- Heightened self-awareness
- Prayer and worship
- Deep feelings of what is felt to be ultimately important
- A sense of security, well-being, worth and purposefulness

The school encourages a culture where all pupils can grow and flourish, respect others and be respected; accommodating difference and respecting the integrity of individuals.

Promoting and developing this culture can occur during any part of the school day, such as when listening to music, discussing the care needed for animals, exercising empathy or creativity, how we live and contemplating the future.

Moral Development

At Pre-Prep Ashtead we believe that a morally aware pupil will develop a wide range of skills.

These can include the following:

- Distinguish right from wrong, based on knowledge of the moral codes of their own and other cultures
- Develop an ability to think through the consequences of their own and others' actions
- Have an ability to make responsible and reasoned judgements
- Ensure a commitment to personal values
- Have respect for others' needs, interests and feelings, as well as their own
- Develop a desire to explore their own and others' views, and an understanding of the need to review and re-assess their values, codes and principles in the light of experience

Our school develops pupil moral development by:

- Providing a clear moral code as a basis for behaviour which is promoted consistently through all aspects of the school
- Promoting racial, religious and other forms of equality

- Giving pupils opportunities across the curriculum to explore and develop moral concepts and values – for example, personal rights and responsibilities, truth, justice, equality of opportunity, right and wrong
- Developing an open and safe learning environment in which pupils can express their views and practice moral decision making
- Rewarding expressions of moral insights and good behaviour
- Recognising and respecting the codes and morals of the different cultures represented in the school and wider community
- Encouraging pupils to take responsibility for their actions, for example, respect for property, care of the environment, and developing codes of behaviour, providing models of moral virtue through literature, humanities, sciences, arts and assemblies; reinforcing the school's values through images, posters and classroom displays as well as monitoring in simple ways, the success of what is provided

Teachers always discuss with their classes a code of conduct for the classroom based on the values held by the school. We teach the children to be aware of their own actions, take responsibility for their own bodies and encourage independence. We will help the children to identify their feelings and think these through so that they are expressed in behaviour that is socially acceptable.

This is done through collective worship, circle time, Social Skills groups and SEAL/PSHE/Circle Time sessions. We are interested in the development of the whole child and will endeavour to raise their self-esteem through praise, stickers, Star of the Week and other means that highlight both academic and social achievements (please refer to our Behaviour Policy).

Social Development

At Pre-Prep Ashtead we recognise that pupils who are becoming socially aware are likely to be developing the ability to:

- Adjust to a range of social contexts by appropriate and sensitive behaviour
- Relate well to other people's social skills and personal qualities
- Work successfully, as a member of a group or team
- Share views and opinions with others
- Resolve conflicts maturely and appropriately
- Reflect on their own contribution to society
- Show respect for people, living things, property and the environment
- Exercise responsibility
- Understand how societies function and are organised in structures such as the family and the school
- Understand the notion of inter-dependence in an increasingly complex society

Our school develops pupil social development by:

- Identifying key values and principles on which school and community life is based
- Fostering a sense of community, with common, inclusive values
- Promoting racial, religious and other forms of equality
- Encouraging pupils to work co-operatively
- Encouraging pupils to recognise and respect social differences and similarities

- Providing positive experiences to reinforce our values as a school community – for example, through assemblies, team building activities, residential experiences, school productions
- Helping pupils develop personal qualities which are valued in a civilised society, for example, thoughtfulness, honesty, respect for difference, moral principles, independence, interdependence, self-respect and an awareness of others' needs
- Providing opportunities for engaging in the democratic process and participating in community life
- Providing opportunities for pupils to exercise leadership and responsibility
- Providing positive and effective links with the world of work and the wider community

Cultural Development

Children should be made aware of the diversity of other cultures both within modern Britain and throughout the world. This can be done through music, PE, art and many other curriculum areas.

Pupils who are becoming culturally aware are likely to be developing some or all of the following characteristics:

- An ability to reflect on important questions of meaning and identity
- An interest in exploring the relationship between human beings and the environment

Our school develops pupils' cultural development by:

- Extending pupils' knowledge and use of cultural imagery and language
- Encouraging them to think about special events in life and how they are celebrated
- Recognising and nurturing particular gifts and talents; providing opportunities for pupils to participate in literature, drama, music, art, crafts and other cultural events and encouraging pupils to reflect on their significance
- Reinforcing the school's cultural links through displays, posters, exhibitions, etc. As well as developing partnerships with outside agencies and individuals to extend pupils' cultural awareness, for example, theatre, museum and gallery visits

British Values

At Pre-Prep Ashtead we uphold and teach pupils about British Values which are defined as:

- democracy
- rule of law
- individual liberty
- mutual respect
- tolerance of those of different faiths and beliefs

These values are taught explicitly through PSHE and SMSC. We also teach British Values through planning and delivering a broad and balanced curriculum.

How we promote these values?

British Values	First Steps 2-3	Rising Reception 3-4	Reception 4-5	Year One 5-6	Whole School
Democracy (in bigger context e.g. referendum)	<ul style="list-style-type: none"> • Planning based on children's choices. 	<ul style="list-style-type: none"> • Prompt cards (taking turns to speak) • CI topic & activities. 	<ul style="list-style-type: none"> • Voted for topic based on opinions. • Collaboration on classroom rules. • Voting on choice of activities • Questions they would like answered. • Children vote for wendy house theme 	<ul style="list-style-type: none"> • School Council representing views of school. • Collaboration on classroom rules. • Questions they would like answered - Role of Government, PM, Royal Family • Children vote for wendy house theme 	
Rule of Law	<ul style="list-style-type: none"> • Bell for classroom tidy up time • Rainbow/sunshine/ rain cloud • Rules for role play • Traffic light faces 	<ul style="list-style-type: none"> • Stars in the jar/poppy petals • Rules for role play 	<ul style="list-style-type: none"> • Rules for role play • Reward schemes promoting good behaviour • Understanding there are rules outside school – CPO visits. 	<ul style="list-style-type: none"> • Reward schemes promoting good behaviour 	<ul style="list-style-type: none"> • Whole school follows playground, classroom and lunchtime rules. • Behavioural expectations in school • Enforcing correct uniform • Rules for using the resources including ICT •
Individual Liberty	<ul style="list-style-type: none"> • Self-registration 	<ul style="list-style-type: none"> • Self-registration • Self-monitoring for computer use • CI activities 	<ul style="list-style-type: none"> • Self-registration • Free flow play • Show & tell • Choice of Clubs 	<ul style="list-style-type: none"> • Choice of activity • Choice of Clubs 	<ul style="list-style-type: none"> • All our classrooms are set up for independent learning & access to resources. • Choice of fruit or dessert at lunch
Mutual Respect	<ul style="list-style-type: none"> • Saying "No thank you" 	<ul style="list-style-type: none"> • Themed assembly once a week • Circle time, listening to each other/taking turns 	<ul style="list-style-type: none"> • Visiting Red House Nursing Home • Assemblies about PSED – friendships, being kind, sharing, how to deal with conflict, good listening, taking turns. • Peer assessments & encouragement. 		<ul style="list-style-type: none"> • Star initiatives in the Hallway • Remembrance Day • Golden Board Assemblies & Personal achievements • Praise & rewards • Charity – Woofability – Dogs for autistic/Downs syndrome/disabled children • Birthdays

<p>Tolerance of those with different beliefs, faiths, cultures and lifestyles</p>				<ul style="list-style-type: none"> • Harvest week • Themed days i.e. Around the World • Christmas Nativity • FS Celebrations • School lunch menus • French day • Assemblies run by Winston Nzinga celebrating different faiths – special days ie Chinese New Year, Diwali, Hanukah, Easter, Guy Fawkes, Shrove Tuesday, Mother and Father Days, Saints’ Days, Thanksgiving
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