



PERROTT HILL SCHOOL

**DEPARTMENTAL
HANDBOOK
2016-2017**

**PERSONAL, SOCIAL AND
HEALTH EDUCATION
(PSHE)**

Contents Page

THE SUBJECT IS CALLED PERSONAL, SOCIAL AND HEALTH EDUCATION (PSHE). WHERE THE SUBJECT NAME IS REFERRED TO THROUGHOUT THIS DOCUMENT, IT ALSO INCLUDES CITIZENSHIP.

- 1 PSHE at Perrott Hill
- 2 Rationale
- 3 Aims and Objectives
- 4 Subject Provision
 - 4.1 Time Allocation
 - 4.2 Staffing.
 - 4.3 Organisation
- 5 Curriculum
 - 5.1 PSHE Overview / Long-term Plans
 - 5.2 NC Requirements for PSHE/Citizenship.
- 6 Medium Term Plans
- 7 Differentiated Learning
 - 7.1 Differentiation
 - 7.2 Pupils with Learning Plans
 - 7.3 Pupils who have English as an Additional Language (EAL)
- 8 Departmental Policies
 - 8.1 Assessment and Recording
 - 8.2 Marking
 - 8.3 Pupils Self-Assessment/Reviewing of work.
 - 8.4 Pre-prep PSHE
 - 8.5 Discipline
 - 8.6 Pastoral
 - 8.7 Bullying
 - 8.8 Equal Opportunities
 - 8.9 Registration
 - 8.10 Presentation, Handwriting and Spelling
 - 8.11 Sex and Relationship Education
 - 8.12 E-Safety
- 9 Resources
- 10 School-Parent Link
11. Use of Outside Agencies/People to deliver PSHE topics.
12. Setting work when absent

13. Guidance
 - 13.1 Appraisal
 - 13.2 Professional Development
 - 13.3 Liaison

14. Cross Curricular Links

Appendices

- I. Pupil review sheet
- II. Pupil termly review sheet.

1. PSHE at Perrott Hill

PSHE and Citizenship is an important aspect of the curriculum and PSHE lessons play an important part in the academic and pastoral life of the pupils. The PSHE curriculum is extensive, but the most important aspect, which pupils learn quickly, is trust. It is stressed from the outset that “trust” is the most important part of any lesson. Trust, between the member of staff and children, is built up in a variety of ways, but students highly value PSHE lessons and are disappointed when they miss them. The children are encouraged to talk freely, airing their views and thoughts on the subject under discussion, but it is important to recognise that the member of staff always sets good ground rules in order to develop a positive, sympathetic and confidential environment which facilitates open discussion and learning.

There is good understanding of confidentiality, within the school; anything said which is specifically about individuals or groups, in the PSHE room remains there. It is not talked about by classmates or the member of staff outside that room without agreed permission. The children are, however, aware and accept, that should anything emerge of major pastoral concern it will be passed, discreetly, to the school nurse, their tutor, the Deputy Head or the Headmaster; this is often done with the pupils’ permission, but may, in a few cases, be done in order to maintain the safety of the children. The continuation of this trust is nurtured throughout the years and has in the past enabled children to feel confident in discussing personal problems, knowing they will be listened to and dealt with sympathetically and in confidence.

Above all, the children know that they can come and talk to their PSHE teacher or any member of staff if they feel there is a problem or an issue which has come about because of the lesson. It is important to stress that the school’s “Circle of Care” is learnt about and promoted in all year groups.

The curriculum for Years 7 & 8 has been developed and adapted over the last 5 years by the previous Head of PSHE; it is broad, extensive, appropriate and engaging. It is important to recognise that the curriculum is also adaptable and should address important issues or topics which occur throughout the year. For Years R to 6 we have started the ‘Jigsaw’ scheme of work (Sept 2016) - a mindful approach to PSHE - which brings together PSHE education, emotional literacy, social skills and spiritual development in a comprehensive scheme of learning. Teaching strategies are varied and are conscious of preferred learning styles and the need for differentiation.

Reasons for this policy/handbook

This policy reflects the values and philosophy of PSHE in relation to its teaching and learning. It gives a framework within which staff, both teaching and non-teaching staff may operate.

The PSHE policy/handbook has been written to:-

- Establish an agreed approach to its teaching and inclusion within the school.
- To ensure continuity and progression of the subject.
- To ensure that the subject is part of the curriculum, either hidden or taught.
- To inform staff, parents, governors and inspectors.

The policy/handbook was developed by the Head of PSHE, after consultation with Pre-Prep staff, Prep School staff. It uses the current National Curriculum guidelines for EYFS and Key Stages 1, 2 and 3 as a guide.

2. Subject Rationale

PSHE and Citizenship help to give pupils the knowledge, skills and understanding they need to live confident, healthy, independent lives; it also helps them become informed, active and responsible citizens. Pupils are encouraged to take part in a wide range of activities and experiences across and beyond the curriculum, contributing fully to the life of the school and community. In doing so they learn to recognise their own worth, work well with others and become increasingly responsible for their own learning. They reflect on their experiences and understand how they are developing personally and socially, tackling many of the spiritual, moral, social and cultural issues that are part of growing up.

They also find out about the main political and social institutions that affect their lives and about their responsibilities, rights and duties as individuals and members of a community. They learn to understand and respect our common humanity, diversity and differences so they can go on to form the effective, fulfilling relationships that are an essential part of life and learning.

Children are taught to know their own minds, to operate from a position of self-awareness and self-valuing, and to develop the capacity to empathise with others.

The Department of Education statement about British Values reads: ‘We want to create and enforce a clear and rigorous expectation on all schools to promote the fundamental British values of democracy, the rule of law, individual liberty and mutual respect and tolerance of those with different faiths and beliefs.’

‘Jigsaw contributes, as a good PSHE programme should, to the British Values agenda very significantly, both through the direct teaching of information and through the experiential learning children will enjoy.’ (Jigsaw 2016)

3. Aims and Objectives

The aims of teaching PSHE / Citizenship at Perrott Hill are consistent with the school's philosophy and aims. The school is also fully aware of the current National Curriculum statutory and non-statutory Guidelines (PSHE / Citizenship has non-statutory guidelines for EYFS, known as PSED, and Key Stages 1-4. Citizenship has non-statutory guidelines for Key Stages 1 and 2, and a Programme of Study for Key Stages 3 and 4).

The aims of PSHE are;

- To teach the children facts which are essential to their growth and development as individuals and as members of a particular community.
- To prepare children for living and working in the contemporary world.
- To fulfil most of the requirements set in the National Curriculum for PSHE.
- To ensure the progressive development of concepts, knowledge, skills and attitudes.
- To provide a curriculum which is broad, balanced, relevant and differentiated.
- To promote positive attitudes towards and enthusiasm for PSHE work in the school.
- To help children understand those concepts such as tolerance, respect and liberty, which are foundations to a democratic society.
- To enable the children to acquire skills, such as those relating to personal safety, discussion and decision making, which are vital to their well-being and interaction with others.
- For children to value PSHE as a subject in its own right as well as understanding its contribution to other curriculum areas and cross-curricular themes and dimensions.
- To encourage children to develop informed opinions and attitudes for themselves about a range of personal, social and moral issues.
- To nurture in children a particular set of values and Morals. They are the keys to the good ordering of the school community and explicit values which are enshrined in the school's, discipline policy.

PSHE aims to promote and develop emotional literacy as well as the personal skills and attitudes which our children will need to lead happy and fulfilled lives.

Citizenship gives pupils the knowledge, skills and understanding to play an effective role in society at local, national and international levels.

- It helps them to become informed, thoughtful and responsible citizens who are aware of their duties and rights.
- It promotes their spiritual, moral, social and cultural development.
- It encourages pupils to play a helpful part in the life of their schools, neighbourhoods, communities and the wider world.
- It also teaches them about our economy and democratic institutions and values.
- It encourages respect for different national, religious and ethnic identities.

- It develops pupils' ability to reflect on issues and take part in discussions.

4. Subject Provision

4.1 Time Allocation

PSHE lessons per week:-

Pre-Prep

Montessori Foundation Stage Taught discreetly as part of the overall curriculum and one 20 minute lesson.

Year 1 and Year 2	One 40 minute lesson	Key Stage 1
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Prep School

Year 3	One 40 minute lesson	
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Year 4	One 40 minute lesson	Key Stage 2
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Year 5	One 40 minute lesson	
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Year 6	One 40 minute lesson	
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Year 7	One 40 minute lesson	Key Stage 3
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Year 8	One 40 minute lesson	
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4.2 Staffing of PSHE

Foundation Stage

Mrs. C McKenzie

- EYFS Teacher

Year 1

Miss S Bresland – BEd (Inst of Ed London) , Mont. Dip PGCPSE

- Year 1 teacher

Year 2

Miss Abigail Lawrence

- Teaching assistant

Year 3 and 4

Mrs N Sheldon. BSc (Bath) PGCE

- Year 3 Teacher
- Head of PSHE

Year 5

Mrs K Lewendon

- Music & peripatetic Strings teacher

Year 6

Mrs N Sheldon BSc (Bath) PGCE

- Year 3 teacher
- Head of PSHE

Year 7

Mr M Ringelberg BEd (Reading)

- Head of ICT & Computing

Year 8

Mr T Butcher BA (Warwick) PGCE

- Headmaster

4.3 Form Organisation and Teaching Style

PSHE is taught in the following rooms:-

EYFS

In the Nursery

Year 1, 2,

In their respective classrooms.

Year 3 & 4

In 3S

Year 5,6 & 7

In their respective classrooms

Year 8

In 8F

Within a class, pupils may be taught individually; children may be grouped according to ability or other criteria such as friendship. Such groupings are organised so as to promote co-operation and effective learning and understanding.

Every effort is made to ensure that the work is carefully differentiated and matched to each group.

Whole-class teaching takes place on a regular basis, but it is up to the class teacher to plan lessons which involve different and interesting ways of engaging the students, therefore helping them to achieve the expected outcome.

The organisation of the class will be matched to the learning task or activity, the PSHE topic being studied and resources being used.

Teaching methods in PSHE will vary depending on the subject being studied and the expected outcome of learning.

Those used are:

- Whole class teaching and discussion, suitable for acquiring knowledge and evaluation of individual learning.
- Small group work to achieve an objective as a group or pair.
- Role-play to develop understanding and empathy.
- Individual work – to promote independent learning / thinking.

5. Curriculum

5.1 PHSE Overview/Long-term Plans.

The long-term plan and medium-term plans are a suggested course which are followed and which fulfil many of the requirements of the National Curriculum. It is recognised that events, media, behaviour of the children and many other factors can influence what is being taught in PSHE and this is important to recognise and promote. With this in mind, teachers of PSHE may wish to teach different topics than that stated below; this is encouraged as it means PSHE, in the school, is proactive, but also reactive which helps pupils to develop spiritually, morally and healthily.

Year	Autumn Term	Spring Term	Summer Term
Montessori Foundation Stage	<p>Being me in my world Helping others to feel welcome Trying to make our school community a better place- thinking about how I am feeling Thinking about everyone’s right to learn- being in reception To care about other people’s feelings- gentle hands Working well with others- managing our feelings and behaviour Our responsibilities</p> <p>Celebrating difference What I am good at, accepting that everyone is different. To include others when working or playing. Families- similarities and differences among people Houses and homes- Making friends- trying to solve problems</p>	<p>Dreams and Goals Challenge- staying motivated Never giving up- keep trying even when it is difficult Setting a goal- working well with a partner or group Obstacles and support- Having a positive attitude Flight to the future- helping others to achieve their goals Award ceremony- working hard to achieve their own dreams and goals.</p> <p>Healthy Me Everybody’s body- to have made a healthy choice We like to move it! to be physically active Move it!- Food Glorious food- eating a healthy and balanced diet Sweet dreams- trying to keep themselves and others safe Keeping clean- To know how to be a good friend and enjoy healthy friendships Stranger danger- how to keep calm and deal with difficult situations</p>	<p>Relationships My family and me Make friends- to know how to make friends and to solve friendship problems when they occur. To help others feel part of a group. Falling out and Bullying- to show respect in how they treat others To know how to help themselves when they feel upset or hurt. Being the best friend we can be- To know what makes a good relationship</p> <p>Changing me My body- understand that everyone is unique and special. Respecting my body- how they feel when change happens. Growing up- Understand the changes they see in themselves. Growth and change- understand and respect the change they see in other people. Fun and Fears- to know who to ask for help if they are worried about change. Celebration- looking forward to change</p>
1	<p>Being me in my world Special and safe- helping others to feel welcome My class- making the school community a better place Rights and responsibilities- everyone’s right to learn Rewards and feeling proud- Care about other people’s feelings Consequences- working well with others</p> <p>Celebrating Difference To accept that everyone is different and to include them when working and playing. Bullying- to know how to help someone</p>	<p>Dreams and Goals Treasure chest of success- staying motivated when doing something challenging. Steps to goals- Keep trying even when it is difficult Achieving together- working with a partner or group Stretchy learning- Having a positive attitude Overcoming obstacles- Helping others achieve their goals. Working hard to achieve their own goals and successes.</p>	<p>Relationships Families Friendships- how to make friends and solving friendship problems when they occur. Greetings0 helping others to feel part of a group People who help us Being my own best friend- to know how to help themselves when they feel upset or hurt. To know what makes a good relationship</p> <p>Changing Me Life Cycles Changing me- everyone is special and unique. My changing body- Express how they feel</p>

	<p>who is being bullied. To try to solve problems. Making new friends- using kind words Celebrating difference- to know how to give and receive compliments</p>	<p>Healthy Me Being Healthy- to make healthy choices Eating a balanced and healthy diet. Being physically active. Medicine safety- keeping themselves and others safe. Road safety To know how to be a good friend and enjoy healthy friendships. Keeping calm and dealing with difficult situations.</p>	<p>when change happens. Understand and respect the changes they see in themselves. Girls and Boy's bodies Learning and growing- to know who to ask for help if they are worried about change. To look forward to change.</p>
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2	<p>Being Me in my world Hopes and Fears for the year Rights and responsibilities- trying to make our school community a better place. Rewards and Consequences- thinking about everyone's right to learn. Caring about other people's feelings. Working well with others</p> <p>Celebrating Differences Boys and Girls- accepting that everyone is different. Including others when working and playing. Bullying- To know how to help if someone is being bullied. Standing up for myself and others- try to solve problems. Making new friends using kind words. To know how to give and receive compliments</p>	<p>Dreams and Goals Goals to success- staying motivated when doing something challenging. My learning strengths- keep trying, even when it is difficult. Learning with others- working with a partner or a group. Having a positive attitude Helping others to achieve their goals. Working hard to achieve their own goals and dreams.</p> <p>Healthy Me Being healthy- making healthy choices and eating a healthy, balanced diet Being physically active Being relaxed Medicine safety- keeping themselves and others safe Knowing how to be a good friend and enjoy healthy friendships. Keeping calm and dealing with difficult situations</p>	<p>Relationships Families Making friends Solving friendship problems as they occur Keeping safe- exploring physical contact. Friends and conflict- helping others to feel part of the group. Showing respect in the way they treat others. Secrets Trust and appreciation To know how to help themselves and others when they feel hurt or upset. To know and show what makes a good relationship.</p> <p>Changing Me Life cycles in nature Growing from young to old The changing me- express how they feel when change happens. Understand and accept the changes that they see in themselves. Boys' and Girls' bodies- respect the changes they see in other people. Looking ahead- looking forward to change.</p>
3	<p>Being Me in My World Helping others to feel welcome. Trying to make our school community a better place. Thinking about everyone's right to learn and to care about other people's feelings. Working well with others. Celebrating Differences Accepting that everyone is different. Including others when working and playing. Knowing how to help if someone is being bullied. Trying to solve problems and using kind words.</p>	<p>Dreams and Goals Staying motivated when faced with challenges. To keep trying even when things get difficult. To work well with a partner or group and to have a positive attitude. To help others achieve their goals and to work hard to achieve their own dreams and goals.</p> <p>Healthy Me Making healthy choices and eating a healthy, balanced diet. To be physically active and to keep themselves and others safe. To know how to be a good friend and to enjoy healthy friendships. To know how to keep calm and deal with difficult situations</p>	<p>Relationships Know how to make friends. To try and solve friendship problems when they occur. To help others to feel part of a group and to show respect towards others. To know how to help themselves and others when they feel upset. To know and show what makes a good relationship.</p> <p>Changing Me Understand that everyone is unique and special. To express how they feel when change happens and to respect the changes they see in themselves. To respect the changes they see in other people. To know who to ask for help if they are worried about a change and to look forward to change.</p>
4	<p>Being Me in my world Helping others to feel welcome</p>	<p>Dreams and Goals Hopes and dreams- staying motivated</p>	<p>Relationships Relationship web- understands the web of</p>

	<p>Trying to make our school community a better place- being a school citizen</p> <p>Rights, responsibilities and democracy- everyone's right to learn.</p> <p>Caring about other people's feelings</p> <p>Working well with others</p> <p>Celebrating difference</p> <p>Judging by appearances- accepting that everyone is different</p> <p>Understanding influences</p> <p>Understanding bullying- to know how to help someone who is being bullied</p> <p>Problem solving</p> <p>Special me- using kind words</p> <p>To know how to give and receive compliments</p>	<p>when faced with a challenge.</p> <p>Broken dreams- keep trying even when it is difficult</p> <p>Overcoming disappointment</p> <p>Creating new dreams- having a positive attitude</p> <p>Achieving goals- helping other to achieve and working hard to achieve their own dreams and goals.</p> <p>Healthy me</p> <p>My friends and me</p> <p>Group dynamics</p> <p>Smoking</p> <p>Alcohol</p> <p>Healthy friendships- To know how to be a good friend</p> <p>Celebrating inner strength and assertiveness- to know how to keep calm and deal with difficult situations.</p>	<p>relationships they are part of.</p> <p>Love and loss- why someone is special to me</p> <p>Memories- talking about someone you no longer see</p> <p>Are animals special?- animal rights issues</p> <p>Special pets</p> <p>Celebrating relationships with people and animals.</p> <p>Knowing how to help themselves and others when they feel upset or hurt.</p> <p>Changing Me</p> <p>Unique me- everyone is unique and special</p> <p>Having a baby- labelling internal and external body parts</p> <p>Girls and puberty- understand and respect the changes they see in themselves and others</p> <p>Accepting change- to know who to talk to if they are worried about change</p> <p>Looking forward to change.</p>
5	<p>Being me in my world</p> <p>My Year ahead- facing challenges positively</p> <p>Being me in Britain</p> <p>Year 5 responsibilities- everyone's right to learn, my responsibilities within school.</p> <p>Rewards and consequences</p> <p>Behaviour- understanding how an individual's behaviour can impact on the group.</p> <p>Democracy and having a voice- how this benefits the school community and how they can participate in this</p> <p>Celebrating difference</p> <p>Different Cultures- understanding cultural differences can sometimes cause conflict</p> <p>Racism</p> <p>Rumours and name-calling</p> <p>Types of bullying</p> <p>Does money matter- comparing life with people in the developing world.</p> <p>Celebrating difference across the world.</p>	<p>Dreams and Goals</p> <p>When I grow up- my dream lifestyle</p> <p>Investigate jobs and careers</p> <p>My dream job- why I want it and the steps to get there.</p> <p>Dreams and goals of young people in other cultures</p> <p>How can we support each other?- helping others to achieve their goals</p> <p>Rallying support- Encouraging peers to support young people here and abroad to meet their aspirations and suggest ways we might do this.</p> <p>Healthy Me</p> <p>Smoking</p> <p>Alcohol</p> <p>Emergency Aid</p> <p>Body image- how media and celebrity culture promotes certain body types</p> <p>My relationship with food- different roles that food can play in people's lives.</p> <p>Healthy me- What makes a healthy lifestyle and the choices they can make to be happy and healthy.</p>	<p>Relationships</p> <p>Recognising me- who I am. My characteristics and personal qualities</p> <p>Getting on and falling out</p> <p>Girlfriends and boyfriends</p> <p>Relationships and technology</p> <p>Staying safe when using technology to communicate with friends</p> <p>Changing Me</p> <p>Self and Body image</p> <p>Puberty for girls</p> <p>Puberty for boys</p> <p>Conception</p> <p>Looking ahead- What they are looking forward to about becoming a teenager.</p> <p>What I am looking forward to in Year 6</p> <p>To know who to ask for help if they are worried about change.</p>

6	<p>Being me in my world</p> <p>My year ahead</p> <p>Being a global citizen</p> <p>Making our school community a better place.</p> <p>Universal Rights of the child</p> <p>Working well with others- how</p>	<p>Dreams and Goals</p> <p>Personal Learning goals- staying motivated when doing something challenging</p> <p>Steps to success- keep trying even when it is difficult.</p> <p>My dream for the world- discussing</p>	<p>Relationships</p> <p>Significant people in my life</p> <p>Love and loss- Understanding the different stages of grief and identifying feelings when someone dies or leaves.</p> <p>Power and Control- recognising when someone is trying to gain power</p>
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	<p>individual behaviour can impact on a group.</p> <p>Celebrating difference Am I normal? Accepting that everyone is different Understanding disability Power struggles- understanding influence of a single person or group. Why bully- bullying behaviours. To know how to help if someone is being bullied Celebrating differences- giving and receiving compliments.</p>	<p>problems in the world Helping to make a difference- working with others to make the world a better place. Recognising our achievements- working hard to help others and themselves achieve their dreams and goals.</p> <p>Healthy Me Food Drugs Alcohol Emergency Aid Emotional and Mental health Managing stress- knowing how to keep calm in challenging situations</p>	<p>Being safe with technology- understanding e-safety and using technology positively and safely to communicate with my family and friends.</p> <p>Changing Me Self- image Attraction Transition to Year 7 Puberty/ girl talk/ boy talk/ babies- conception and birth covered separately by SRE lessons</p> <p>E-Safety talk. Puberty talk.</p>
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7	<p>Managing your time. Anxieties and worries. Stress. Self Esteem. Bullying. Homophobic Bullying People with disabilities. Beliefs, Customs and Festivals. Firework Safety.</p> <p>Puberty talk</p>	<p>Friendship. Growing up and responsibility. Boyfriends, girlfriends and feelings. Listening. Values. Feelings about babies. Eating and exercise. Eating disorders. Safety in the streets. Safety at home.</p>	<p>Charities - choosing charities for next year. Charities- Present chosen charity to class. E-safety Britain's Government. The UK as part of the Worlds Community – Belonging to groups/ organizations. The United Nations The Commonwealth The European Union Achievements and reviewing your progress. E-Safety talk.</p>
8	<p>How to make decisions. Making the most of your leisure. Pocket money, budgeting and saving. Dealing with loss. Being assertive. Other cultures and lifestyles. Racial stereotypes. Alcohol Drugs. Smoking.</p>	<p>Boys and girls growing up. Priorities. Parents. Being a mum, being a dad, and what really matters Sexism. The school as a community. Human rights issues. Children's rights. Homophobic bullying.</p>	<p>Global warming What can we do locally about Climate change? Electricity and Transport cause climate Change Food E-Safety Puberty-Sex-growing up seminars. E-Safety, Drug Awareness, Personal Safety, New School and SRE talks.</p>

Curriculum in red delivered as extra-curriculum session

5.2 NC Requirements for PSHE/Citizenship.

Perrott Hill School is fully aware of the current National Curriculum programmes of study in PSHE and citizenship. It also recognises that a holistic approach to PSHE is more important than just what is taught in lessons. Perrott Hill School, through its PSHE Lessons, its assemblies, its pastoral support, its boarding, its broad curriculum, provides a programme which is flexible, balanced and meets the needs of all pupils. It gives valuable experiences which all pupils at the school benefit from spiritually, morally, culturally, mentally and physically.

NC Programmes of Study used as guidance:

PSHE EYFS, Key stage 1 and 2

Citizenship Key stage 3

PSHE: Personal Wellbeing Key stage 3

Key Concepts of PSHE: Economic Wellbeing and Financial Capability, Key Stage 3.

6. Medium Term Plans

All Medium Term plans are stored on the School's Academic drive under Medium Term Plans/PSHE. Any changes to these plans must be in consultation with the Head of PSHE.

With all Medium Term Plans (MTP) it is possible that major or world events may overtake planned lessons. It is also possible that school based situations such as bullying, bereavement, building friendships and peer group pressure may also arise, causing the plan to be put on hold.

It is recognised that a PSHE lesson may be taught which is different than that outlined in the MTP. This lesson should be recorded by the individual planning of the teacher and a copy of the lesson plan should be placed within the yellow PSHE teaching folder, provided by the Head of PSHE for all PSHE teachers. These folders are to be handed back to the Head of PSHE at the end of the academic year or upon request.

7. Differentiated Learning

7.1 Differentiation

It is important to provide an education which offers a challenge to ALL pupils and allows them to develop the highest standards of personal achievement, enjoyment and satisfaction.

The department aims to match the appropriate teaching methods to the differing styles of learning used by pupils.

The differentiated tasks set need to be appropriate to the pupils' age, intellectual ability and level of confidence.

Within a lesson it may be appropriate to use:-

- Different teaching points for different pupils.
- Different teaching styles.
- A range of tasks/activities.
- Different groupings – ability, friendship, gender.

7.2 Pupils with Learning Plans

The dept. is aware of the Learning Support department and provision, where necessary, is made for those children on Learning Plans, through consultation, reading of the LP's and through carefully planned lessons.

7.3 Pupils who have English as an Additional Language (EAL)

The department is aware of pupils who have English as an Additional Language and provision, where necessary, is made during lessons for these students through support, buddies and carefully planning.

8. Policies

8.1 Assessment and Recording

PSHE in the ISEB and scholarship syllabus

At present PSHE and Citizenship is not examinable at CE or Scholarship level, although some elements appear in the Science, RE and Geography exams.

PSHE Assessment

In accordance with school assessment procedures, two termly assessments of the pupils' effort in lessons are made and parents then notified of these assessments. (These are known as grades.) Within the Jigsaw scheme, each subject area has a built-in assessment task. This task is the formal opportunity for teacher assessment, but also offers children the chance to assess their own learning and have a conversation with the teacher about their respective opinions.

There is no formal reporting of the teaching of PSHE in the end of term reports.

8.2 Marking

Due to the nature of the work, pupils' work in PSHE is not formally marked. The majority of lessons are discussion based and group work. Often written notes are pupils' opinions or notes relating to group work. The pupils' books are a source of reference for the pupils and are used in order to get pupils to reflect upon what they have learnt on a regular basis.

Effort within a lesson is marked on a regular basis and feedback to pupils who are not meeting the expected level should be given as well as praise for those who are. How the individual class teacher records this is up to them, but a copy should be available for the Head of PSHE to see upon request; these assessments should be used to award termly grades.

8.3 Pupils' Self-Assessment/ Reviewing of work.

An important part of teaching PSHE is for pupils to understand what they are going to learn about. The danger, due to the openness of topics covered, is that pupils may not actually quantify what they are supposed to be learning and then drift through lessons not really aware of its focus. This is why pupil self-assessment and reviewing of work is essential.

Each PSHE lesson, on the MTP's, has clear Objectives/Outcomes. It is important that these are stated at the beginning of the lesson and displayed on the board where appropriate. These objectives should be revisited throughout the lesson and during the plenary so that learning can be checked.

Our whole-school assemblies are very much PSHE based and give all the children a chance to voice their opinions in an open, yet safe environment.

In Years 1, 2, 3, 4, 5, and 6 the children are given a 'Jigsaw learning record' at the beginning of each new topic area, so that it is clear to them what they are aiming to achieve. The child colours the attainment descriptor he thinks he has achieved. The teacher does the same and facilitates a discussion with the child about his learning progress for that topic. They then both complete the evaluation boxes and focus on how progress could be made in the next topic.

In Years 7 and 8 pupils review what they have learnt on a regular basis. Pupils review what they have learnt and achieved by assessing themselves against lesson outcomes and success criteria. Pupils' reflection can be through written statements, discussion or by other media such as Learning Logs.

Reflection is a powerful tool which allows pupils to assess what they have learnt and gives them a reference point about what they have done in the lessons before. Reviewing is used at the start and end of each topic; this could be over one lesson or more.

See an example of possible review sheet over page. A large version is available from Head of

Example review sheet for Years 1-6:

Puzzle 3 Dreams and Goals - Year 2

My Jigsaw Learning Record

Where am I with my learning? Colour in the box to show where you think you are. Does your teacher agree with you?						
	Working towards		Working at		Working beyond	
How am I doing?	I can tell you what I did to help my group create the end product		I can explain some of the ways I worked cooperatively in my group to create the end product		I can explain how my own and other people's contributions helped the group to create the end product	
	Me	Teacher	Me	Teacher	Me	Teacher
	I can say how I felt about working in the group		I can express how it felt to be working as part of this group		I can explain what felt good and what felt difficult about working in our group	
	Me	Teacher	Me	Teacher	Me	Teacher

I think...	<p>I enjoyed learning.....</p> <p>I could learn better if.....</p> <p>I still wonder about....</p>
My teacher thinks...	<p>I am Impressed with.....</p> <p>Next time.....</p>

Years 7 & 8

<u>Autumn Term 2016</u>		
<u>Name:</u> _____		<u>Tutor Group:</u> _____
<u>Topic/Lesson Outcomes</u>	<u>Success Criteria</u>	<u>What did I learn/ Achieve?</u>

8.4 Pre-Prep PSHE

In Years 1, 2 and the Early Years Foundation Stage, it is recognised that reviewing of lessons is completed, on the whole, through Question and Answer and that focus on the experience of the lesson is far more valuable than spending time completing a written review. It is, however, important to guide pupils to review what they have learnt during Q & A sessions as this underpins learning. Children in the Early Years Foundation Stage respond to practical PSHE lessons with simple recordings of their understanding, such as drawings or charts and these are kept to monitor in their individual profiles.

PSHE in the Pre-Prep, as in the rest of the school is an on-going daily process. Children are encouraged to be kind and caring to others as well as look after their environment. They are taught to be responsible for their own behaviour and learning; be constructively critical and questioning and to build effective and meaningful relationships within the school environment.

During weekly KS1 lessons a class overview is kept and records whether a child has participated (P) or actively participated (AP) in a PSHE lesson. A child, who participates, answers questions when asked. A child who ‘actively participates’ volunteers answers.

Tracking of participation enables children who do not offer any participation to be highlighted and future questions should be differentiated to encourage participation. No books or written work are kept.

8.5 Discipline

Behaviour and Sanctions

All staff should expect good levels of behaviour at all times in order to maximise learning. Each member of staff is responsible for the behaviour of pupils in his/her lessons.

The Department supports the whole school policy for discipline, as laid out in the School Policy.

8.6 Pastoral

The PSHE department is aware of its place in the Circle of Care (see pupils' contact book or school policy). It works closely with other areas of the school to provide a holistic approach to pupils' personal wellbeing. Friday staff meetings and other such forums are key to providing pastoral support and it is recognised by all PSHE staff that confidentiality is important, but the sharing of information in a general sense is essential in order to highlight areas which may need to be addressed further. It may also be that individual pupils highlighted in the meeting have presented some relevant information in PSHE lessons, which may need to be passed on; it is at this point that it is important for PSHE teachers to recognise how to pass this on, to whom and when. Confidentiality of the individuals is still key, but individual pupils' protection and safeguarding overrides this. The Head of PSHE sits on the Pastoral Development Committee which is run by the Pastoral Deputy Head and is designed to tackle and promote whole school pastoral issues.

8.7 Bullying

The department supports the whole school policy for counter bullying as laid out in the policyfile.

The topic of bullying forms part of the PSHE syllabus.

8.8 Equal Opportunities

All teaching and non-teaching staff at Perrott Hill are responsible for ensuring that all pupils, irrespective of gender, ability and social circumstance, have access to the whole curriculum and opportunities, to make the greatest progress possible in all areas of the curriculum whilst in the school.

PSHE provides a variety of opportunities for teaching, which reinforces this ideal.

- Developing confidence and responsibility and making the most of their abilities.

- Developing a healthier, safer lifestyle.
- Preparing to play an active role as citizens.
- Developing good relationships and respecting differences between people.

8.9 Registration

All pupils are registered at the beginning of the day. The School Nurse provides information on pupils who are absent.

A register should be taken prior to every P.S.H.E lesson. There should be a register for every module undertaken. It is the responsibility of the member of staff taking the group to ensure that a register is taken.

8.10 Presentation, Handwriting, spelling

In line with the whole school policy for handwriting, presentation and spelling, the PSHE department works towards neatly presented, legible work. However, at times the work, by its very nature, may not be presented as required by the policy.

8.11 Sex and Relationship Education

Sex and Relationships Education (SRE) within our school is an important part of the PSHE curriculum and aims to provide opportunities for pupils in the Preparatory school to develop the skills, knowledge and understanding they need to lead confident, healthy, independent lives and to become active and informed citizens. Information will be delivered in an accepting and honest way, which will enable young people to contribute. Such information will be age-appropriate. Parents will be fully informed of policy, practice and curriculum.

Parents have the right to withdraw their children from lessons where SRE is studied. They are reminded, via letter, of the curriculum content at the start of each academic year and also via email, a week before, when the topics are deemed sensitive. For full details see the SRE policy.

8.12 E-Safety Policy

E-Safety is an integral part of the PSHE and IT curriculum. Wider school links are being continuously created e.g. E-safety posters within Art. It is essential for teachers of PSHE to be aware of E-safety issues, policy and receive training. Close links between the Head of PSHE and IT have been created; reviewing of the curriculum is current and occurs annually. For further details contact the Head of Computing and IT and read the E-Safety policy.

9. Resources and Resource Ordering

A wide variety of resources are available in school. Teachers using the Jigsaw scheme each have a Jigsaw folder containing all planning, a chime, CD Rom and plush Jigsaw toy. Additional resources including , reference books, CD Roms and DVDs are all kept by the Head of PSHE in the filing cupboard in 3S. Text books relevant to specific year groups are kept by the teacher taking that year group.

The Head of PSHE is responsible for maintaining resources and monitoring their use.

The Head of PSHE periodically asks the department to list any resources required to either top up or develop a new topic. After discussion and consideration, the Head of PSHE will order any resources. A copy of the resources ordered is kept in the PSHE department finance file, which is kept by the Head of PSHE.

When orders arrive, they should be checked and signed for. Invoices should be agreed by the Head of PSHE before being paid. Any mistakes should be reported at once so that they can be rectified.

Text Books Used:-

Your Life 1 John Foster
Your Life 2
Your Life 3

This is Citizenship 1 Terry Fiehn

‘JIGSAW’ the mindful approach to PSHE by Jan Lever is used for Years R-6

Spellbinder Education Resources:-

Drug Education lesson Plans KS 2
Relationships in Sex Education KS 2
Global Citizenship KS 3 and 4
Relationships in Sex Education KS 3 and 4
Assessment of Citizenship in Secondary Schools

10. School Parent Link

The department supports the whole school policy for School–parent links as laid out in the policy file.

There is no formal reporting of the subject, but grades are presented twice a term and the Head of PSHE attends the parent teacher meetings for each form receiving PSHE lessons, and is available for discussion at any time.

11. Use of Outside Agencies/People to deliver PSHE topics.

People with an interest in, or expertise in, a particular topic or area of PSHE may be invited into school to work with the children. Such visitors may include parents, other family members, neighbours and people from the local community.

The use of outside agencies/people to deliver elements of PSHE/Citizenship is a growing part of the school's curriculum. Recent events such as Karl Hopwood's talk on E-Safety, the local police officer and the fire brigade visiting the School have occurred in the last few years. Many of these are annual events or events which are arranged when deemed necessary to address the need of the pupils and staff. When inviting outside agencies or speakers into school, staff should be aware of and follow the School's policy and procedures regarding the 'Prevent' agenda.

12. Setting work when absent

When Staff are absent from school they must inform Mr Bryan Kane (Academic Deputy Head) of this absence.

If the absence is known in advance, staff need to leave written instructions for the cover teacher or make arrangements with covering staff.

Members of the department who are absent on the day must phone Mr Kane by 7.30am and set work for groups by phone or email.

13. Guidance

13.1 Appraisal

PSHE teachers are part of the school's Professional Development and Review (PD&R) programme, details of which can be found in the staff handbook. At these meetings, all matters related to current and recent performance are discussed and targets for future professional and personal development are agreed.

During the year, PSHE staff are encouraged to discuss all aspects of their teaching at any time with the Headmaster, Head of PSHE or Deputy Heads

13.2 Professional development

All staff try to ensure that best practice is employed during teaching at Perrott Hill by using the PD&R process.

The School's training budget is designed to meet all appropriate training needs, and having discussed them with the Head of PSHE, staff should first submit their requests for training to the Professional Development and Review Coordinator via the SMT meeting agenda stored on the Academic drive.

The School has INSET days at the end of each holiday, during which all staff undertake training of a more general nature.

13.3 Liaison

Day-to-day liaison with staff from other departments in the school is encouraged and in any case happens informally on a daily basis.

An overview of the PSHE curriculum is on the school's computer network, together with the medium term plans, both of which can be used by other staff to inform the teaching of their particular subject and to maximise the opportunities for cross curricular learning by the pupils.

14. Cross curricular Links/Contribution to the whole curriculum

PSHE is a thread that runs through the whole fabric of the school. This thread is woven with others to make the fabric that comprises the ethos, aims and culture we seek to foster and develop at Perrott Hill.

PSHE planning and evaluation is carried out by the Head of PSHE.

At times, links with other subjects occur and PSHE can allow the subject to be viewed and discussed from a different perspective.

PSHE / Citizenship contributes to all aspects of school life, these include:-

- Classroom atmosphere

Pupil – pupil and pupil – staff interaction.

- Games / activities

Pupils working together

- P.E.

Health, healthy eating, exercise and diet.

- Geography

The environment, pollution, sustainability, global citizenship – water, electricity, transport, food.

- Science

Sex and relationships, health.

- R.E.

Religious Festivals, Other cultures and lifestyles, stereotypes, racism.

- Pastoral Systems

Appendices

Appendix I For Years 7 & 8

PSHE Topic Review

Autumn Term 2016

Name: _____ Tutor

Group: _____

<u>Topic/Lesson Outcomes</u>	<u>Success Criteria</u>	<u>What did I learn/ Achieve?</u>

Appendix II

PSHE Termly Review Years 7 & 8

Autumn Term 2016

Name: _____ Tutor

Group: _____

<u>Most Important thing I have learnt.</u>	<u>How has this affected me?</u>	<u>What are you going to do about it?</u>
<u>PSHE</u>		
<u>School</u>		
<u>Other</u>		