



# PSHE Policy

Personal, Social, (Citizenship), Health and Economic

## COVERING FELSTED PREPARATORY SCHOOL INCLUDING EYFS AND BOARDING

<b>Governors' Committee normally reviewing:</b>	Governance Committee
<b>Date last formally approved by the Governors:</b>	ESR Policy approved Oct 2015 <i>Replaced by PSHE Policy re-written Oct 2017</i>
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<b>Period of Review:</b>	2 Yearly
<b>Next Review Date:</b>	October 2019 <b>Interim Review Autumn Term 2018</b>

<b>Person responsible for implementation and monitoring:</b>	Head, Member of Staff i/c PSHE
<b>Other relevant policies:</b>	Safeguarding (Children Protection and Staff Behaviour) Policy, Learning & Teaching Policy, Collective Worship Policy, Curriculum Policy, Drink to Think Policy, Educational Visits Policy, Equal Opportunities Policy, Health and Safety Policy, Healthy Body, Healthy Mind Policy, E-Safety and Computer Usage Policy, Leadership Policy, Learning Support Policy, Class Size Policy, Pastoral Care Plan , Sports, Games and Activities, Supervision Policy,

**The following Policy covers the Aims and Ethos of the Preparatory School**

**Mr Simon James  
Head, Felsted Preparatory School**

**[Aims and Ethos](#)**

**SAFEGUARDING STATEMENT**

***Felsted is committed to maintaining a safe and secure environment for all pupils and a 'culture of vigilance' to safeguard and protect all in its care, and to all aspects of its 'Safeguarding (Child Protection and Staff Behaviour) Policy'.***

**EQUAL OPPORTUNITIES STATEMENT**

***The aims of the School and the principles of excellent pastoral care will be applied to all children irrespective of their race, sex, disability, religion or belief, sexual orientation, gender reassignment or pregnancy or maternity; equally these characteristics will be recognised and respected, and the School will aim to provide a positive culture of tolerance, equality and mutual respect.***

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## **1. Introduction and our PSHE Philosophy**

**This policy applies to all pupils at Felsted Prep School including those in the Early Years Foundation Scheme.**

Personal, Social, (Citizenship), Health and Economic Education (PSHE) is a key feature in the development of pupils in Felsted. The range of topics covered is broad and appropriate to the age of the pupils. PSHE encompasses all areas designed to promote children's personal, social and health development. (see Schemes of Work for greater details).

Felsted's philosophy is that PSHE is central to the development and well-being of young people. We believe in Growth Mindset and the positive effects that this can have on a child's wellbeing in all areas of his/her development. The school takes a broad holistic view of education and sees it as a core task to develop young people to prepare them for life beyond school, building up their resources and resilience, their self-belief, mentally, emotionally, socially and strategically, allowing them to relish challenge and cope with complexity and uncertainty. In this, pupils are expected to take responsibility for their own learning, to develop self-knowledge and understanding, capacity to reflect and show self-discipline, confidence, capability and compassion, and to gain real awareness of how they can make a difference in society. The promotion of Fundamental British Values is an integral part of PSHE and supports the whole school ethos.

## **2. Aims and Objectives**

The PSHE curriculum aims to make a significant contribution to pupils' spiritual, moral, social and cultural (SMSC) development, their behaviour and safety. In addition the learning provided by the whole-school and curriculum PSHE provision is essential to safeguarding our pupils. (See Safeguarding Policy) PSHE core themes of Health and Well-being, Relationships and Living in the Wider World are embedded within the curriculum and links learning to economic and cultural difference and helps to promote the Fundamental British Values of mutual respect, service, leadership, character, empathy and tolerance. The PSHE Scheme of Work includes specific modules for all ages to engage with the Fundamental British Values, this is more broadly supported by Chapel services, assemblies and more. (See Section 5)

A commitment to self, others and the planet is encouraged. The ongoing development of pupil understanding of the Law and the Democratic Process is integrated into their education.

Overarching objectives developed through the PSHE programme of study are inextricably linked to the Felsted values and Fundamental British Values;

1. Identity / Individual Liberty / Mutual Respect / The Rule of Law (their personal qualities, attitudes, skills, attributes and achievements and what influences these; understanding and maintaining boundaries around their personal privacy, including online)
2. Relationships / Individual Liberty / Mutual Respect / Democracy / Tolerance of those of different faiths and beliefs (including different types and in different settings, including online) Welcoming (open-minded, supportive, inclusive and caring community)
3. A healthy (including physically, emotionally and socially), balanced lifestyle (including within relationships, work-life, exercise and rest, spending and saving and lifestyle choices) Mutual Respect / Individual Liberty / The Rule of Law
4. Risk (identification, assessment and how to manage risk, rather than simply the avoidance of risk for self and others) and Safety (including behaviour and strategies to employ in different settings, including online in an increasingly connected world) Individual Liberty / The Rule of Law / Mutual Respect / Tolerance of those of different Faiths and Beliefs
5. Diversity and Equality (in all its forms, with due regard to the protected characteristics set out in the Equality Act 2010) Individual Liberty / The Rule of Law / Mutual Respect / Tolerance of those of different Faiths and Beliefs / Democracy
6. Rights (including the notion of universal human rights), responsibilities (including fairness and justice) and consent (in different contexts) Individual Liberty / The Rule of Law / Mutual Respect / Tolerance of those of different Faiths and Beliefs / Democracy
7. Change (as something to be managed) and resilience (the skills, strategies and 'inner resources' we can draw on when facing challenging change or circumstance) Individual Liberty
8. Power (how it is used and encountered in a variety of contexts including online; how it manifests through behaviours including bullying, persuasion, coercion and how it can be challenged or managed through negotiation and 'win-win' outcomes) Individual Liberty / Mutual Respect / The Rule of Law

9. Career (including enterprise, employability and economic understanding)  
Individual Liberty / The Rule of Law / Mutual Respect / Tolerance of those of different Faiths and Beliefs / Democracy

### **3. The PSHE Curriculum**

We have a spiral curriculum. The PSHE learning is organised into a series of recurring themes, each lasting at least three weeks, which pupils experience every year from Reception to Year 8. At each encounter, the level of demand increases and learning is progressively deepened. Prior learning is revisited, reinforced and extended in age and stage appropriate contexts. There is extensive overlap within each core theme as knowledge and understanding are interlinked and learning from one area may be pertinent to another.

It is vital that our PSHE programme allows our pupils to have the opportunity to explore their attitudes, values and beliefs about the issues covered in each theme and to develop the language, skills and strategies necessary to manage these issues should they encounter them in their lives.

Our three recurring core themes are

Health and Wellbeing  
Relationships  
Living in the Wider World

### **4. SMSC/ British Values Development**

1. Social / Democracy and Individual Liberty

Pupils who are socially aware adjust appropriately and sensitively to a range of social contexts. They relate to others and work successfully as a member of a team. Pupils develop their ability to share their views and opinions and work towards trying to reach a sensible solution to problems. They show respect for people, living things, property and the environment.

Pupils who are becoming socially aware are likely to be able 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
- challenge, when necessary, and in appropriate ways, the values of a group or wider community
- share views and opinions with others, and work towards consensus

- resolve conflicts and counter forces which militate against inclusion and unity
- reflect on their own contribution to society and to the world of work
- show respect for people, living things, property and the environment
- benefit from advice offered by those in authority or counselling roles
- exercise responsibility
- appreciate the rights and responsibilities of individuals within the wider social setting
- understand how societies function and are organised in structures such as the family, the school and local and wider communities
- participate in activities relevant to the community
- understand the notion of interdependence in an increasingly complex society

Our School encourages pupils' 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 which ensure that everyone, irrespective of ethnic origin, nationality, gender, ability, sexual orientation or religion is protected from harm and neglect and can flourish
- encouraging pupils to work co-operatively
- encouraging pupils to recognise and respect social differences and similarities
- providing positive corporate experiences – for example, through assemblies, team 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, inter-dependence, self-respect
- helping pupils to challenge, when necessary, and in appropriate ways, the values of a group or wider community
- helping pupils resolve tensions between their own aspirations and those of the group or wider society
- providing a conceptual and linguistic framework within which to understand and debate social issues
- providing opportunities for learning about, engaging in and promoting the fundamental British values of democracy, the rule of law, individual liberty and mutual respect and tolerance of those with different faiths and beliefs and encouraging them to 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
- providing opportunities for pupils to exercise leadership and responsibility including learning to take growing responsibility for

- their own physical, mental and emotional well-being
- providing positive and effective links with the world of work and the wider community so that they can learn the value of contribution and social and economic well-being
- monitoring, in simple pragmatic ways, the success of what is provided

## 2. Moral / The Rule of Law

Moral development is about pupils building a framework of moral values which regulates their personal behaviour; developing an understanding of society's shared and agreed values; understanding that there are issues where there is disagreement and that society's values change; developing knowledge of a range of views on moral and ethical issues, the reasons for the range and their own response to the different views.

Moral development is also concerned with pupils' knowledge, understanding, intentions, attitudes and behaviour in relation to what is 'right' and 'wrong' in both civil and criminal law. Moral development then is concerned with fundamental judgments and precepts about how people should behave and act and reasons for such behaviour.

Debate about moral values, about their relativity to certain historical eras or cultural contexts and about the possibility of universal moral standards is at the heart of moral education and the task of schools is to promote, at an appropriate level, pupils' understanding of basic moral philosophy and the skills of analysis, debate, judgment and application to contemporary issues.

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

- an ability to distinguish right from wrong, and to respect the law, both criminal and civil, based on a knowledge of the moral codes of their own and other cultures
- a confidence to act consistently in accordance with their own principles
- an ability to think through the consequences of their own and others' actions
- a willingness to express their views on ethical issues and personal values
- an ability to make responsible and reasoned judgment on moral dilemmas
- a commitment to personal values in areas which are considered right by some and wrong by others.
- a considerate style of life
- a respect for others' needs, interests and feelings, as well as their own

- a desire to explore their own and others' views
- an understanding of the need to review and re-assess their values, codes and principles in the light of experience

Our School encourages pupils' moral development by:

- providing a clear moral code as a basis for behaviour which is promoted consistently through all aspects of the School
- promoting measures to encourage respect for other people with a particular emphasis on the protected characteristics of race, religion or belief, gender, gender reassignment, sex, sexual orientation, pregnancy and maternity, marriage, civil partnership, disability, age and other criteria
- 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 practise moral decision-making
- rewarding expressions of moral insights and good behaviour
- making an issue of breaches of agreed moral codes where they arise – for example, in the press, on television and the internet as well as in school
- modelling, through the quality of relationships and interactions, the principles which they wish to promote – for example, fairness, integrity, respect for people, pupils' welfare, respect for minority interests, resolution of conflict, keeping promises and contracts
- 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, assemblies and acts of worship
- reinforcing the School's values through images, posters, classroom displays, screensavers, exhibitions
- monitoring, in simple, pragmatic ways, the success of what is provided.

### 3. Spiritual / Reflection / Tolerance of others of different Faiths and Beliefs / Mutual Respect

Spirituality is some or all of the following:

- the essence of being human, involving the ability to surpass the boundaries of the physical and material
- an inner life, insight and vision.

- an inclination to believe in ideals and possibilities that transcend our experience of the world.
- a response to God the 'other' or the 'ultimate'
- a propensity to foster human attributes such as love, faithfulness and goodness that could not be classed as physical.
- the inner world of creativity and imagination
- the quest for meaning in life, for truth and ultimate values.
- the sense of identity and self-worth which enables us to value others.

*'A spiritual sense can be seen as a prerequisite for learning since it is the human spirit that motivates us to reach beyond ourselves and existing knowledge to search for explanation of existence. The human spirit engaged in a search for truth could be a definition of education, challenging young people to explore and develop their own spirituality and helping them in their own search for truth'*

[School Curriculum and Assessment Authority (SCAA) report (1996)]

A fundamental element of children's education and the adults they are to become, and a significant aspect of other areas of learning. Both spiritual and intellectual development is associated with curiosity, the inclination to question, and the exercise of imagination, insight and intuition. They relate to the ways in which individuals acquire personal beliefs and values and determine whether life has a purpose and, consequently, how they behave personally and in relation to others.

'Spiritual' is not synonymous with 'religious' but schools and inspectors need to recognise that some pupils will express their spiritual awareness in religious terms, while for others the spiritual quest involves other forms of expression.

A working definition of spiritual development

'Spiritual development' is the development of the non-material element of being human which animates and sustains individuals and, depending on their point of view, either ends or continues in some form when they die. It is about the development of a sense of identity, self-worth, personal insight, meaning and purpose. It is about the development of a 'spirit'. Some people may call it the development of a pupil's 'soul'; others as the development of 'personality' or 'character'.

Pupils who are developing spiritually are likely to be developing some or all of the following characteristics:

- a set of values, principles and beliefs, which may or may not be religious, which inform their perspective on life and their patterns of behaviour

- an awareness and understanding of their own and others' beliefs
- a respect for themselves and for others
- a sense of empathy with others, concern and compassion
- an increasing ability to reflect and learn from this reflection
- an ability to show courage and persistence in defence of their aims, values, principles and beliefs
- a readiness to challenge all that would constrain the human spirit: for example, poverty of aspiration, lack of self-confidence and belief, moral neutrality or indifference, force, fanaticism, aggression, greed, injustice, narrowness of vision, self-interest, sexism, racism, and other forms of discrimination
- an appreciation of the intangible – for example, truth, love, goodness, order, being moved by feelings of awe and wonder at the beauty of the world we live in, or the power of artists, musicians and writers to manipulate space, sound and language – as well as for mystery, paradox and ambiguity
- a respect for insight as well as for knowledge and reason
- an expressive and/or creative impulse
- an ability to think in terms of the 'whole' – for example, concepts such as harmony, interdependence, scale, perspective
- an understanding of feelings and emotions and their likely impact

Our School is fostering pupils' self-awareness by encouraging some of the following in each year of the pupil's life at the School:

- giving pupils the opportunity to explore values and beliefs including religious beliefs and the way in which they affect people's lives
- developing our Mindfulness Curriculum
- enabling pupils to develop a set of values, principles and beliefs to inform their perspective on life and their behaviour
- encouraging pupils to explore and develop what animates and inspires themselves and others
- encouraging pupils to express innermost thoughts and feelings through, for example, art, music, literature and crafts; exercising the imagination, inspiration, intuition and insight
- encouraging pupils to reflect and learn from reflection
- encouraging pupils' self-knowledge and awareness in terms of thoughts, responsibilities and experiences; and giving them the opportunity to understand human feelings and emotions, the way they affect people, and growing awareness of when it is important to control emotions and feelings
- developing a climate or ethos within which all pupils can grow and flourish, respect others and be respected
- accommodating difference and respecting the integrity of individuals
- promoting teaching styles which:
- value pupils' questions and give them space for their own thoughts, ideas and concerns

- enable pupils to make connections between aspects of their learning
- encourage pupils to relate their learning to a wider frame of reference for example, asking 'why?', 'how?', and 'where?' as well as 'what?'
- monitoring in simple, pragmatic ways, the success of what is provided

#### 4. **Cultural / Tolerance of others**

Cultural development is about pupils' understanding their own background and culture and other cultures in their locality and in the country as a whole; understanding cultures represented in Europe and elsewhere in the world; understanding and feeling comfortable in a variety of cultures; and being able to operate in the emerging world culture of shared experiences provided by television, travel and the internet. It is about understanding that cultures are always changing and coping with change. Promoting pupils' cultural development is intimately linked with schools' attempts to value cultural diversity and prevent racism.

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

- an ability to recognise and understand their own cultural assumptions and values
- an understanding of the influences which have shaped their own cultural heritage
- an understanding of the dynamic, evolutionary nature of cultures
- an ability to appreciate cultural diversity and accord dignity and respect to other people's values and beliefs, thereby challenging racism and valuing race equality
- an openness to new ideas and a willingness to modify cultural values in the light of experience
- an ability to use language and understand images/icons - for example, in music, art, literature - which have significance and meaning in a culture
- a willingness to participate in, and respond to, artistic and cultural enterprises
- a sense of personal enrichment through encounter with cultural media and traditions from a range of cultures
- a regard for the heights of human achievement in all cultures and societies
- an appreciation of the diversity and interdependence of cultures

Our School is encouraging pupils' cultural development by:

- providing opportunities for pupils to explore their own assumptions and values
- providing insights into the origins and practices of their own cultures, and into those of the wider community, including those far removed

from their own, to acquire an appreciation of and respect for their own and other cultures in a way that promotes tolerance and harmony between different cultural traditions

- ensuring that students appreciate racial and cultural diversity and avoid and resist racism.
- presenting authentic accounts of the attitudes, values and traditions of diverse cultures
- addressing discrimination with a particular emphasis on the protected characteristics of race, religion or belief, gender, gender reassignment, sex, sexual orientation, pregnancy and maternity, marriage, civil partnership, disability, age and other criteria and promoting racial and other forms of equality
- providing pupils with a broad general knowledge of public institution services in England
- extending pupils' knowledge and use of cultural imagery and language
- 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
- developing partnerships with outside agencies and individuals to extend pupils' cultural awareness, for example, theatre visits, gallery and museum visits, language trips, cultural visits, foreign exchanges
- reinforcing the School's cultural values through displays, posters, exhibitions, etc.
- auditing the quality and nature of opportunities for pupils to extend their cultural development across the curriculum
- monitoring, in simple, pragmatic ways, the success of what is provided

## 5. Monitoring and Evaluation

The School monitors its PSHE and SMSC development through planning and monitoring.

Pupils' development is constantly monitored through the following:

- reporting procedures
- tracking data
- rewards and sanctions systems
- behaviour logs
- health checks
- pupil evaluation and review
- staff and tutor meetings
- lessons, activities, tutorials
- feedback from others

Pupils' opportunities are regularly monitored through the following:

- 1) Annual Planning and Policy making and review.
- 2) The Curriculum: The PSHE syllabus (and Citizenship Week) supports the delivery of ESR and SMSC. All subjects and all teachers can and do contribute to personal spiritual, moral, social and cultural development both inside and out of the classroom. However, certain subjects such as RS, PSHE, English, MFL, History, Geography, PE and Biology and the STEM subjects by their subject matter have a particular contribution to make (see Cross-Curricular PSHE links document). Understanding climate change, appreciating the beauty of nature, cultivating a sense of awe and wonder for something so much greater than ourselves for example and the responsibility for tomorrow's world that comes with that understanding should surely be in there.
- 3) Assemblies/Services: Assemblies, by what they applaud, celebrate, encourage and disallow, make a highly significant contribution to the articulation and demonstration of the values which the School wishes to promote and develop. In line with the School's foundation, chapel services are of a broadly Christian character, which provide the opportunity for worship and reflection. There is at least one formal Christian service each week for every Felstedian, the content of which broadly follows the Christian calendar, with a number of other themes introduced. On one occasion each week there will be a Head's Assembly. This may not be overtly Christian, but will have a theme of something of local, national or international interest. There will always be a moral message as well as a link to Fundamental British Values (see Assemblies Plan).
- 4) The Pastoral Care system.
- 5) Co-Curricular Activities: There are numerous and diverse co-curricular activities which make a major contribution to personal development.
- 6) Responsibility and Leadership
- 7) Specialist Staff with specific roles
- 8) Special Services
- 9) Cultural Exchanges: Felsted benefits greatly from having students of several different nationalities. This multi-cultural community is consciously extended by a range of trips and overseas visits that students take on as part of Felsted's provision or individually through the friendships that they form with those of other cultures. This cultural diversity is of incalculable benefit to all members of the School community.

- 10) Models and Examples: Spiritual, moral, cultural and social values could be said to be caught rather than taught. At our School boys and girls will encounter a wide variety of different people, through teachers, non-academic staff, prefects and older students as well as visitors to Felsted. All these will provide material for reflection and evaluation in the development of their own character.
- 11) The School Ethos and Rules: There is so much more to spiritual, moral, social and cultural development than just conforming to a set of rules. It is important, however, to have a well regulated and disciplined environment for any educational achievement.
- 12) Awards which recognise a commitment to aspects of PSHE and SMSC
- 13) Surveys and Evaluations

This policy is evaluated on an annual basis and in accordance with the School's evaluation cycle and the date on the Header at the top of this policy.