



Personal, Social, Health & Economic Education Policy (Years 1-8)

At Hazelwood we believe that self-esteem, self-confidence, resilience and maintaining positive relationships are the keys to enjoying a happy and fulfilling life.

Our PSHEE curriculum expressly delivers our school promise:

- to inspire all pupils with the ambition to achieve their highest academic standards.
- to nurture and support all pupils on a journey of self-development, providing excellent care and guidance whilst encouraging independence, inner confidence and mutual respect.
- to offer the opportunity for all to be inspired with passion and determination and to participate fully in the wider life of the school.
- to ensure pupils have an understanding of their place in the local and global community.
- to employ staff who love working with children and who demand excellence from themselves and their pupils, acting as dynamic and inspirational role models.
- to work in partnership with our parents to ensure that every child's time at Hazelwood is happy and enriching, preparing them fully for the life they choose.

Consequently Hazelwood pupils' personal and social development is at the core of our educational policy and PSHEE is taught as part of every lesson in order that our whole school approach effectively maintains and enhances our pupils' wellbeing, enables our pupils to make informed choices and empowers them to take responsibility for their actions.

Our objective is that Hazelwood pupils will gain life skills throughout their time at school such as:

- the ability to make informed choices about their emotional and physical health and wellbeing and the knowledge of how to keep themselves safe
- the confidence to make the most of their abilities and to celebrate those of others
- the ability to manage risk, resist pressure, make safer choices and seek help if necessary
- the ability to communicate effectively with their peers and those around them understanding the implications and impact of discriminatory and derogatory language (racist, homophobic or disability discriminatory language in particular).
- the ability and skills to maintain worthwhile, fulfilling and supportive relationships
- the compassion, tolerance and understanding to respect the differences between people of different cultures, faiths and beliefs. This includes the protected characteristics under the Equality Act 2010 (age, disability, gender reassignment, marriage and civil partnerships, pregnancy and maternity, race, religion and belief, sex, sexual orientation)
- the confidence to develop their independence and take responsibility for their choices
- the knowledge and strength to play an active role as members of a democratic society with an additional focus on diversity, mutual respect and managing debate of contentious issues
- an understanding of British Values which includes democracy, the rule of law, mutual respect, tolerance and individual liberty
- the knowledge of the difference between the overriding law of the land and religious law
- the ability to be an effective member of their community at school and in the local and wider world
- the development of their critical thinking and decision making skills

- a knowledge and understanding of the skill sets required for a wide range of careers
- a knowledge and understanding of economics and economic wellbeing, including how enterprise functions

We aim to foster an attitude of care in our pupils, not just for themselves but for the whole community, and, working in partnership with our parents, we hope to achieve this in the classroom, in our school and in the wider world. Hazelwood children work with staff to develop their own ideas for a happy environment rooted within British values of democracy and they are encouraged to develop their skills of enquiry and analysis, particularly when dealing with controversial issues, before making informed and balanced decisions.

Although we already have an effective and supportive pastoral system in place within our school, our PSHEE programme is also used to reinforce and explore pastoral care issues in a group environment. Internet safeguarding is taught in conjunction with an outside provider in the Spring term with specific sessions for Years 4,5,6,7,8 & Parents. Other safeguarding issues are raised through the curriculum and reinforced in Form Periods. Outside speakers from public and national organisations are chosen to present a balanced view and to dispel misconceptions which may lead to prejudice and discrimination. Speakers and their lecture content are identified by the Head of PSHEE and ratified by the Deputy Head. Encouraging a pupil culture of respect and tolerance for all faiths, races and cultures is of paramount importance at Hazelwood.

In the Lower School PSHEE is usually taught in form groups by the form tutor as they are best placed to provide the most effective and sensitive delivery of the topics. Form Staff are provided with long and medium term plans for the PSHEE programme. Form teachers then deliver the topics as they see fit to support and enhance cross-curricular learning and to address specific issues within their forms. Themes are taught through age appropriate materials and the course has been designed to develop effective life skills and to give our pupils an appreciation of their role and responsibilities as both UK and global citizens. The themes for study may also be used in assemblies, chapels and other lessons.

Lesson delivery, which complies with Part 2 of the Teachers' Standards on personal and professional conduct, utilises a variety of teaching and learning styles including the use of specific thinking skills and character dispositions drawing on the last academic year's work regarding Jane Simister, Assessment for Learning, P4C, ICT enquiry and collaborative projects. Work may be written, oral or activity based. Written work is maintained in PSHEE topic books and marking follows the Hazelwood marking policy. Form staff keep records of lessons taught and note is also made of any pupil who is showing particular aptitude and who may be recommended for NACE following the PSHEE checklist.

In the Upper School the Head of PSHEE delivers a curriculum exploring personal, social, economic and careers issues using a variety of teaching and learning styles including the use of specific thinking skills and character dispositions drawing on the last academic year's work regarding Jane Simister, Assessment for Learning, ICT enquiry, use of ipads, collaborative projects, outside visits and external speakers. Written work is maintained in PSHEE exercise books and via the ipad on Google Drive and marking follows the Hazelwood marking policy. Pupils are encouraged to challenge preconceptions and view events from a variety of perspectives before making informed decisions. Pupils are also encouraged to explore their options so that they may begin to think for themselves and to understand that they have informed choices to make every day and that their choices have consequences. Any pupil who is showing particular aptitude may be recommended for NACE following the PSHEE checklist.

Ultimately, at Hazelwood, our objective is to foster a positive 'can do' mentality enabling our pupils to take responsibility for themselves and their learning in order that they may meet the opportunities, challenges and responsibilities that come their way at school and beyond.

The Education (Independent School Standards) (England) Regulations 2010 in force from January 2013.

Improving the spiritual, moral, social and cultural (SMSC) development of pupils: supplementary information Departmental advice for independent schools, academies and free schools in force from November 2014.

Other School Policy Links:

Curriculum

Behaviour

Safeguarding

Anti-Bullying

E-Safety

Relationship & Sex Education

Updated with reference to the new guidelines:

- New Prevent Duty Guidance: School Specific Advice effective July 2015
- New Ofsted Guidance to Inspectors effective September 2015
- New Keeping Children Safe Guidance effective July 2015