



Personal, Social, Health, and Economic Education Policy

2023-2024



Approved by: *Headteacher*

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by:

Personal, Social, Health, and Economic Education Policy/Scheme of Work

The aims and objectives

The aims and objectives of the school's approach are best viewed under five separate headings. At the same time, it is appreciated that such a division is rather arbitrary and there is a considerable inter-relationship. In line with the Equality Act 2010, pupils are not discriminated against based on protected characteristics. The protected characteristics as listed in section 4 of the Equality Act 2010, are as follows: age, disability, gender, reassignment, marriage and civil partnership, pregnancy and maternity, race, religion or belief, sex, and sexual orientation. The programme aims to prepare children for life in British society. Health includes both physical and mental health.

(a) Spiritual

- (i) To help pupils acquire a set of values, principles, and beliefs that will govern their behaviour.
- (ii) To help pupils become aware of the beliefs of others and hence display empathy and respect.
- (iii) To encourage pupils to reflect on their behaviour based on a notion of right and wrong.
- (iv) To encourage an appreciation of the intangible – natural world, music, feelings, and emotions.
- (v) To enable pupils to develop their self-knowledge, self-esteem, and self-confidence.

(b) Moral

- (i) To be proactive in drafting a range of moral values.
- (ii) To encourage an analysis of individual behaviour about a range of values.
- (iii) To develop a sense of justice and what is fair/unfair in the treatment of others and to
respect the civil and criminal law.
- (iv) To develop an ability to think through the consequences of their actions.

© Social

- (i) To develop communication skills, able to interact and engage others, and confidence in speaking in public.
- (ii) To ensure that all should accept responsibility for their behaviour.

(iii) To ensure pupils become aware of their responsibilities to their peers, school, family and wider community.

(d) Cultural

(i) To develop an appreciation of their own culture.

(ii) To provide pupils with a broad general knowledge of public institutions and services in England.

(iii) To develop a knowledge of the cultures of others and thereby show an understanding and respect for others.

(iv) To actively encourage pupils to respect the fundamental British values of democracy, the rule of law, individual liberty, and mutual respect and tolerance of those with different faiths and beliefs.

(v) To be aware of avoiding prejudice-based language.

(vi) To treat people equally regardless of age, disability, gender, reassignment, marriage and civil partnerships, pregnancy and maternity, race, religion and belief, sex, and sexual orientation.

(e) Economic

(i) To describe different economic systems. That British is largely capitalistic – private ownerships and profit motives.

(ii) To show that whilst Britain is primarily a capitalist economy the state intervenes in a variety of ways – minimum wage, stop price fixing, wrongful dismissal, untruthful advertising.

(iii) To discuss what factors determine wage levels – why footballers and pop stars are paid millions, care workers on a minimum wage.

(iv) To explain what is meant by the “welfare state” and how it affects the well-being of all citizens.

(v) To explain why taxation is necessary and to illustrate different forms of taxation.

(vi) To describe the role of trade unions and the state

Implementation of the policy

Essentially the aims and objectives are enmeshed in the whole fabric of the school, the atmosphere that characterises the school – friendliness, discipline, courtesy, order, and behaviour, respect for others. The aims and objectives

have been gradually assimilated into the school since its creation in 1980. A great many of the aims and objectives are simply regarded as the norm.

The aims and objectives are achieved to a great extent by the standards set by the staff. All members of staff endorse the diction "Do as I do and not as I say". The respect, concern, friendliness, and general approach of each member of staff to every pupil set the highest standards for the children to emulate.

Hale Prep precludes the promotion of partisan political views in the teaching of any subject. Political issues are brought to the attention of pupils in school and when taking part in extra-curricular activities. No promotional material is available for the pupils and a balanced view is always given to pupils with regards to any current political issues. Pupils are encouraged to respect other people even if they choose to follow a lifestyle that they would not choose to follow themselves. They are exposed to political views and are encouraged to discuss political issues. However, pupils are not actively encouraged by teachers or others to support particular political viewpoints.

PSHEE can be seen in several areas of the school's activities.

1. In the curriculum

For examples:

English - speaking/listening. Respond to a range of issues, discussion of world issues.

Geography - awareness of cultural differences. Study of local community.

Religion - awareness of different beliefs. Religious festivals. Artefacts relating to religious festivals. Discussion on a whole range of moral, social, and cultural issues.

ICT - using the internet to research other countries, and periods of history.

PE - accepting responsibility. Coping with success/failure. Team play. Evaluating own performance.

Maths - listening to the strategies of others. Working collaboratively in a solution of problems.

Drama - acting in real-life situations – bullying. Public speaking.

The above are simply examples of what can be achieved within the curriculum.

2. In extra-curricular activities

For examples:

PE - the many team games foster teamwork. Inculcation of standards of behaviour, good sportsmanship, acceptance of authority – referee/umpire.

TRIPS/

HOLIDAYS - foster self-confidence, awareness, consideration of others, and independence.

CLUBS - working independently and in groups. Reliability. All can participate, encourages self-confidence.

DRAMA/MUSIC - The public performances encourage confidence and responsibility. Importance of teamwork.

THEATRE VISITS - Cultural development. Standards of behaviour in different arenas.

Again the list is not exhaustive but serves as an indicator of the importance of extra-curricular activities in the sphere of spiritual, moral social, and cultural development.

3. In assemblies

The school holds assemblies in the school hall.

Assemblies achieve:

- Sense of family – the school is a totality, all within are equally important with a role to play.
- Listening to stories reinforce moral values, and develops a knowledge of other cultures, beliefs, and values.
- Participation encourages self-confidence – listening skills enhanced.
- Spiritual development – praying together, singing hymns.
- Proactive in helping to draft a range of moral values.

A list of the themes covered in assemblies is enclosed.

4. In the general life around the school

In the playground showing care and thought towards others.

Lining up in a set manner develops self-discipline.

Respect for the property and privacy of others.

Respect for those on duty, the kitchen staff, and adults entering and leaving the school.

The importance of respecting the fabric of the school and playground areas.

Expression of good manners – opening doors.

There is a considerable movement about the school hence the opportunity to develop a disciplined movement in good order.

Orderly conduct in the dining room.

5. In relationships

The whole ethos of the school is that of a family unit certainly aided by the physical nature of the school.

Emphasis on harmonious relationships and a strong policy on anti-bullying.

The juniors and infants integrate into a whole range of activities – drama and musical productions, and theatre trips.

6. In relationship with the wider community

The annual sponsored walk often raises over £5,000 – children's hospice, holidays for deprived children.

The annual Christmas collection of food items for hampers for deprived members of the community.

World Book Day – when the children come to school dressed as a character from their favourite book. The children bring in a donation on that day and the money collected goes to a charity suggested by the school council.

PHSEE at Key Stage 1

A weekly lesson is integrated into the timetable for KS1 children at Hale Prep School. This does not mean, however, that areas of PSHEE, especially the Fundamental British Values, are taught/discussed exclusively during these lessons.

KS1 assemblies are often used as a benchmark to teach the children about festivals and beliefs of all religions. Circle time and story time can be appropriate forums to discuss friendships or the importance of sharing.

Topics covered in PSHEE at KS1 are as follows:

	AUTUMN TERM	SPRING TERM	SUMMER TERM
Reception	Belonging to a group Taking turns Asking for help	Differences between each other I am special Emotions	Goals Fair/unfair Missing/losing someone

	<i>Being kind</i>	<i>Trying new things</i>	<i>Moving on</i>
<i>Year 1</i>	<i>Respect for others and property Chinese New Year Looking after our planet Recycling Bonfire night</i>	<i>Kindness Good manners Friendship/families Pancake Day Healthy eating Keeping fit</i>	<i>Extended family tree Conservation Reuse/reduce/recycle</i>
<i>Year 2</i>	<i>Emotions Families Friendships Being scared</i>	<i>Shyness Confusion Disappointment</i>	<i>Empathy Behaviour patience</i>

The Christian festivals of Christmas and Easter are covered annually by each year group. These festivals are celebrated during a whole school assembly on the final mornings of the autumn and spring terms. Special Days (for example, Remembrance Day/Patron Saint's Days) and religious festivals of all faiths are covered by all-year groups as they occur during the year.

Spiritual, Moral, Social and Cultural, and Economic Curriculum

The essence of this subject demands flexibility. All classes vary in degree of maturity, thus, the curriculum content in one year 6 might not be appropriate for another year 6. Additionally, it is important to respond to current issues. It should be noted, however, that, if a child raises any concerns or appears to be struggling when discussing such issues, the ethics teacher will inform the child's form teacher and the concern will be noted in the purple file. The broad framework will, however, provide a basis of study for each year.

	AUTUMN TERM	SPRING TERM	SUMMER TERM
Year 3	<p>Making friends – what is a friend/friendships</p> <p>Feelings</p> <p>What is behaving in a sensible manner?</p> <p>St Andrew's Day</p> <p>Introduction to Christianity</p> <ul style="list-style-type: none"> Nativity story 	<p>Continue with Christianity</p> <ul style="list-style-type: none"> Visit the church Lent/pancake day Easter <p>Comparisons with other religions</p>	<p>Islam</p> <ul style="list-style-type: none"> origin beliefs festivals <p>Visit to Mosque</p> <p>Ramadan</p> <p>Eid – ul – fitr</p> <p>Eid – al – Adha</p>
Year 4	<p>All about me – how we are different and the same</p> <p>Our Community</p> <p>Remembrance Day</p> <p>Introduction to Buddhism</p> <ul style="list-style-type: none"> story of Buddha teachings of Buddha <p>Christmas</p>	<p>NY wishes</p> <p>Finish Buddhism</p> <ul style="list-style-type: none"> objects & symbols temples & shrine <p>St David's Day</p> <p>St Patrick's Day</p> <p>Lent & Easter</p>	<p>St George's Day</p> <p>British value – what it means to be British</p>
Year 5	<p>Emotions/Feelings</p> <ul style="list-style-type: none"> different emotions and situations <p>Friendship and bullying</p> <ul style="list-style-type: none"> why do people bully? forms of bullying how to get help cyber bullying 	<p>Hinduism</p> <ul style="list-style-type: none"> main gods and goddesses, beliefs, artefacts <p>Rules and responsibilities</p> <ul style="list-style-type: none"> need for rules how responsibilities change over time 	<p>History of Enslavement</p> <ul style="list-style-type: none"> John Hawkins American slaves Plantations Liverpool's role <p>Dilemmas</p> <ul style="list-style-type: none"> What is a dilemma? discuss dilemmas <p>Media</p> <ul style="list-style-type: none"> types

	<ul style="list-style-type: none"> • conflict/conflict resolutions <p>Anti-social behaviour</p> <ul style="list-style-type: none"> • meaning, types • causes • what punishments are appropriate <p>Teamwork</p>	<ul style="list-style-type: none"> • essential difference between rules and responsibilities • balancing rights with responsibilities • children's rights 	<ul style="list-style-type: none"> • different approaches to the same issue
Year 6	<p>Democracy/suffragettes</p> <ul style="list-style-type: none"> • rule of law • elected governments • parliament • role of MPs • justice • living under the rule of law • debating <p>Human rights</p> <ul style="list-style-type: none"> • children in the world with few rights • children victims of wars • UNICEF 	<p>Positive thinking</p> <p>Commonwealth</p> <ul style="list-style-type: none"> • Many retain the British Monarchy • Countries included within Commonwealth • Commonwealth games <p>Disabilities</p> <ul style="list-style-type: none"> • attitude to disability • living with a disability <p>Anti-Enslavement Movement</p> <ul style="list-style-type: none"> • William Wilberforce • Abolition of Enslavement 	<p>Judaism</p> <ul style="list-style-type: none"> • Faith and traditions <p>Drugs</p> <ul style="list-style-type: none"> • variety of drugs • alcohol • smoking <p>Transition into secondary school</p>

Additional points with specific reference to year 6.

1. The Christian festivals of Christmas and Easter are covered annually by each year group. These festivals are celebrated during a whole school assembly on the final mornings of the autumn and spring terms. The assemblies are led by pupils from Year 6.
2. Once the examinations are completed, half term in the spring term, the Year 6 pupils follow a programme entitled "Issues and Dilemmas". The programme is enclosed.

School trips and Visitors to the school

Our PSHEE programme is heavily supplemented by school trips (primarily to the various places of worship of the different religions studied) and by several visitors whom we welcome into Hale Prep. Such visitors include:

- Local magistrates
- Members of the NSPCC
- Local police officer (who reinforces the dangers of social media)
- School nurse
- Members from various religions
- Visit Manchester Crown court

Monitoring and Assessment

There is no formal assessment in ethics, the nature of the subject makes any formal assessment of minimal value.

It is possible, however, to have a continuous assessment of each child under the following headings:

1 = excellent 2 = good 3 = minimum

This is completed after every topic is covered.

Conclusion

Many of the above areas are interrelated and such divisions are to an extent artificial thus development of communication skills is assisted within the formal curriculum, extra-curricular activities, and assemblies in equal measure. Hence, to repeat the spiritual, moral, social and cultural, and economic development of Hale Prep pupils is achieved in the totality of what the school has to offer and in the outstanding example set by the staff.

YEAR _____

3 = MINIMUM

[illegible]

Dilemmas and Issues.

Aims and objectives.

The aims and objectives are to a great extent interrelated, but may be summarised:

1. To make pupils aware that decisions are not always clear-cut, that in many cases there are two sides to an argument, often two logical arguments.
2. To encourage pupils to express a viewpoint in a reasoned logical manner.
3. To teach pupils the importance of listening to a contrary view and to respect that view and the person expressing that view.
4. To introduce pupils to both current issues and moral issues.
5. To familiarise pupils with British institutions and conventions.

Taxation.

Why governments need to tax. Why some taxes are considered less fair than others e.g. indirect tax?

Honesty.

Why some forms of dishonesty are blatantly obvious and some forms less so? To discuss some forms of dishonesty which are not so obvious.

Is there ever any justification for breaking the law?

To discuss the rights and wrongs of groups who have broken the law including conscientious objectors and suffragettes.

Freedom of expression.

To illustrate how the abolition of freedom of expression is the first step for dictators. To discuss situations when freedom of expression can be justifiably limited.

Intervention in the affairs of other countries

To describe a fictional situation when intervention might be justified and then apply the same principles to recent examples of intervention.

Referenda.

To explain the law-making process in the United Kingdom and ancient Greece.
A discussion of the merits and demerits of having a referendum on various issues.

The Jury System.

To discuss the role of the jury in a criminal trial. To discuss the merits and demerits of the system.

Notion of Justice

To explore the concept by a story of a reformed pupil gaining excessive praise over the always diligent pupils.

The role of a school on pupils` use of Facebook etc.

To study through a fictional story the impact of cyberbullying and to discuss the role of the school in its prevention.

Fair rewards.

To discuss what pupils understand by fair rewards. To discuss a fictional story on the concept.

The notion of forgiveness.

It is based on a fictional story of a forgiving father and the effects on siblings.

The effects of making snap judgments.

To be based on a person wrongly accused of theft.

To understand others.

The discussion is based on a boy's change in character and the response of others.

The concept of justice and punishment

The discussion is to be based on two criminals from different backgrounds faced with the same offense.

Telling tales.

To discuss situations when misbehaviour should be reported. To study a fictional story that brings out the main issues.

Inflation.

To explain what inflation is and in so doing have a look at its possible causes.
To study the effects of inflation on different groups.

Third-world wages.

To bring out the various arguments about cheap labour especially child labour by a study of a fictional situation.

Truth and integrity.

By a study of a fictional story to bring out different perspectives on honesty and integrity.

To what extent do we exploit our talents?

To bring out various aspects of hard work and initiative and doing the minimum.

Accepting orders and commands.

To bring out various issues based on a fictional story of a job application and assignment.

Temptation.

To discuss the notion of temptation with the assistance of a fictional story. To discuss the effects of advertising and supermarket displays.

The role of lawyers.

Many issues to be discussed particularly putting up a strong defence when it is clear that the accused is guilty of a major crime

The role of government

To discuss the traditional role of government and to explore the concept of a nanny state particularly when the state seems to be taking on the role of a parent.

Religious convictions.

Should the state interfere in the convictions of various groups, for example, compelling a parent to agree to a blood transfusion for a seriously ill child?

Monarchy.

The notion of a constitutional monarchy. Arguments for and against the monarchy. The notion of republicanism.

Preparation for Life in British Society

- i. Total respect for the views of others – religious, political*
- ii. Freedom of expression, including the constraints imposed by the law.*
- iii. Responsibility to take part in the democratic process.*
- iv. The welfare society and its financing.*
- v. The rights of the individual and constraints imposed by law.*
- vi. The legal system and equality before the law.*
- vii. Media and the freedom of the press.*