

Lincoln Minster School

Personal Development (PSHCEE)

1. Policy Statement

Lincoln Minster School is a warm and welcoming community which aims to educate young people in an environment which promotes happiness, respect, and a growth in self-esteem. We believe in the entitlement of young people to knowledge, facts and information about issues that affect their lives and wellbeing. The Personal Development (PD) programme is a key part of a well-rounded education which prepares pupils for their lives both in and after school. As a school it is our duty to promote wellbeing, and, in line with our ethos and aims, our PD programme aims to ensure that pupils are confident and happy, ready and able to take their place in the adult world. To this end, our pupils follow a structured PD programme which progresses as they move through the school, developing within them character attributes which underpin educational and employment success.

Our provision provides opportunity for pupils to develop the values, skills, mindset and behaviours that will stand them in good stead for adult life.

PD ensures that pupils can develop their self-knowledge, learn to be positive about their gifts and abilities, and develop their self-esteem and confidence. This is addressed in age-appropriate ways as the pupils move through the school. The PD programme aims to provide a structured programme which complements the curriculum and the school's ethos by focusing on topics which will help all pupils become active and caring members of the community, recognise and accept their own strengths and weaknesses, and learn to face new challenges with confidence.

The PD programme is delivered according to the procedures set out below and is supported and complemented by assemblies; curriculum lessons; Learning 2 Learn; fund-raising activities; House Activities; DofE and PDP activities; External Speakers and Agencies; SEAL and SEAD; School Council; form times, and extra-curricular groups and activities e.g. Compassionate Minster. The programme is designed to enable pupils to:

- learn about the country they live in and gain a broad general knowledge of public institutions and public services in England
- have a healthy respect for the law and distinguish right from wrong
- be tolerant individuals who respect and appreciate their own and other cultures, appreciating racial and cultural diversity
- take steps to avoid and resist racism and all forms of discrimination
- accept responsibility for their own behaviour and show initiative
- become involved in their community and to be effective, confident and positive contributors to and users of its services and facilities
- gain the skills, knowledge and characters that will prepare them for future life in British society.

The scope of PD at Lincoln Minster School is wide ranging and responds to topics and events when appropriate. The programme is tailored to the needs of our pupils, provides flexibility to ensure topical issues are raised and discussed, and encourages pupils to question and think about the lives they lead. PD is one keyway in which the pupils' spiritual, moral, social, and cultural development is fostered, in line with the aims and ethos of the school. Lincoln Minster School acknowledges the importance of

staff training in the implementation and delivery of PD and is committed to providing continued professional development opportunities to staff through INSET.

This policy applies to all members of our school community, including boarders and those in our EYFS setting.

Lincoln Minster School is fully committed to ensuring that the application of this PSHE policy is non-discriminatory in line with the UK Equality Act (2010). Further details are available in the school's Equal Opportunity Policy document.

Lincoln Minster School seeks to implement this policy through adherence to the procedures set out in the rest of this document.

In line with our Provision of Information policy, this document is available to all interested parties on request from the main school offices and should be read in conjunction with the following policies: Sex Education, Careers and Work Experience, Anti-Bullying, Behaviour and Discipline, Equal Treatment, PD schemes of work and those from other subjects, Religious Education schemes of work, Teaching and Learning.

This document is reviewed annually by the Deputy Head Pastoral, the Head of the Preparatory School and the Head of Personal Development or as events or legislation change requires. The next scheduled date for review is July 2022.

Reviewed By	J Muir; Deputy Head Pastoral M Burton; Head of the Preparatory School S Palmer; Head of Personal Development
Approved By	M Young, Headmistress
Date	September 2021
Reason for Change	Annual review
Next review date	September 2022

Contents

1. Policy Statement	Page 1
2. Key Personnel	Page 4
3. Senior School	Page 4-5
a. Year 7 & 8	Page 4
b. Year 9	Page 4
c. Years 10 & 11	Page 4
d. Years 12 & 13	Page 5
e. Assessment	Page 5
f. Reporting	Page 5
g. Resourcing	Page 5
4. Preparatory School	Page 5-8
a. Philosophy and Aims	Page 5
b. Planning and Delivery	Page 6
c. Fundamental British Values	Page 7
d. Planning, Delivery and Resources	Page 7
e. Resources	Page 7
f. Role of the Head of Personal Development	
g.	Page 7
h. Differentiation	Page 7
i. Assessment	Page 7
j. Reporting	Page 8
k. Record Keeping	Page 8
l. Equal Opportunities	Page 8
m. Special Educational Needs	Page 8
n. ICT	Page 8
5. Cross Phase / School Transfer	Page 8
6. EYFS Setting	Page 8 - 9

2. Key Personnel

The person in charge of Personal Development for the whole school is Sam Palmer, supported by Jenny Muir (Deputy Head Pastoral) at the Senior School, Mark Burton (Head of the Preparatory School) at the Preparatory School and Victoria Whitworth (Deputy Head of the Preparatory School)

3. Senior School

KS3 tutors deliver PD during their form period. They are directed in this by their Head of Year who provides the scheme of work to be used. Years 10 and 11 have a timetabled double period each week, delivered through a carousel of PD topics. Additional PD time is also available, as appropriate, during form periods. This is directed by the Head of PD.

The programme is planned for the year in advance and the contents are chosen within the parameters of:

- National Curriculum guidance
- Cross curricular themes
- School aims
- School policies e.g. anti-bullying, sex education and e-safety
- Items considered appropriate by Tutors, Heads of Years, or Assistant Head (Pastoral) for a specific year group.
- The programme must be flexible to accommodate current issues.

Topics covered in the programme include healthy eating, personal safety, relationships and sex education, self-esteem, careers education, environmental awareness, human rights issues and the political and legal system. Schemes of work for each year group are held centrally and are available to parents on request.

Pupils and staff are expected to establish specific ground rules and boundaries to ensure that sensitive issues are handled with mutual respect, recognising that both pupils and teachers have a right to privacy. It is recognised that staff are not experts in all the areas covered by PD, rather facilitators of pupils' learning. Any concerns that staff have arising from PD lessons should be directed in the first instance to the appropriate Head of Year.

a. Years 7 & 8

Years 7 and 8 undertake PD during the form periods each week. Modules of work are studied from each of the following areas:

Health, Safety and Emotional Wellbeing, Citizenship, Careers, Economic Awareness, Environment, British Values, Resilience.

b. Year 9

Pupils study PD at the same time and use the same subject areas as Years 7 & 8 with more focus on choosing options, careers and preparation for Work Experience.

c. Years 10 & 11

Health Education, Spirituality and Ethics, Citizenship and Careers form part of the taught curriculum for these year groups. Weekly assemblies support these broad areas of study and aim to enrich the curriculum of these young adults. An extensive programme of external speakers and agencies representing all strands of the PD programme also supports delivery of topics.

d. Years 12 & 13

As in Years 9, 10 and 11 the health education, sex education and careers scheme overlaps with the PD scheme to complete the whole programme.

Teachers of PD will ensure that they are familiar with the school's Child Protection (Safeguarding) Policy; Anti-bullying Policy; Behaviour and Discipline Policy; Substance Use/Misuse Policy; Sex Education Policy.

The PD programme for Years 12 and 13 is monitored by the Head of Sixth Form.

e. Assessment

Form Tutors across KS3-5 and PD teaching staff at KS4 assess through observing pupils' work, by questioning, talking and listening to them and by examining the work produced.

f. Reporting

Form Tutors report to the parents on the development of skills in PD lessons and areas for improvement in KS3-5.

g. Resourcing

The Assistant Head Pastoral is responsible for the PD budget, which is set by the Headmistress for the financial year.

4. Preparatory School

a. Philosophy & Aims

Personal Development lessons enable children to become healthy, independent and responsible members of society. Pupils are encouraged to play a positive role in contributing to the life of the school and the wider community.

The aims of personal, social and health education and citizenship are to enable the children to:

- know and understand what constitutes a healthy lifestyle;
- be aware of safety issues;
- understand what makes for good relationships with others;
- have respect for others including an appreciation of and respect for their own culture and other cultures to promote harmony and tolerance between different cultural traditions, including racial and cultural diversity to avoid and resist racism.
- be independent and responsible members of the school community;
- be active and positive members of a democratic society;
- develop self-confidence and self-esteem and make informed choices regarding personal and social issues, distinguishing right from wrong and to respect the civil law of England
- develop good relationships with other members of the school and the wider community.
- opportunities to gain a broad knowledge of public institutions public services in England
- respect for democracy and support for participation in the democratic process

b. Planning and delivery

The PD programme at the Pre-Preparatory and Preparatory Schools is designed on a 'spiral scheme'.

The same topic will be taught each half term from Year 1 to Year 6, but themes will be developed to enhance pupils' understanding of certain issues. The spiral curriculum also enables the promotion of themes in school assemblies and in presentations around the school.

Subject planning and evaluation is incorporated in class and year group planning and is used to set clear achievable goals and ensures that work is matched to pupils' abilities, experience and interests whilst allowing progression, continuity and subject coverage throughout the school.

Planning is at three levels:

- Long term – found within the PD Scheme of Work;
- Medium term – completed on a half-termly basis;
- Short term – on a weekly basis which includes for more detailed planning for class, individual or group work

PD is taught as part of the topic and built into the weekly timetable in the Pre-Preparatory and Preparatory School. The PD curriculum is linked to the SEAL and SEAD topics and assembly themes. For Years 3 to 6 PD is covered during Form periods by the Form Tutors, as well as a 35 minute period of the timetable.

PD is incorporated into all aspects of school life.

In addition pupils are taught:

- as a whole class group – this may be to introduce a new topic, or to review and revise work already covered.
- in groups these may vary in structure but provide pupils with opportunities to work together, share ideas and skills and learn from each other;
- as individuals – working on appropriate tasks closely matched to each child's own ability ensuring progression, understanding and success.
- As a whole school such as a themed week (Anti-Bullying Week).

All pupils have the opportunity to:

- Listen to presentations by the teacher
- Research information from I.T. sources and library materials;
- Use whiteboard, radio, cassette, video and CD Rom resources
- Discuss and debate;
- Ask questions;
- Take part in individual or group investigations;
- Use role play and drama;
- Take part in practical activities that promote active citizenship e.g. charity fundraising and the planning of special school events;
- Record and display their work including visual and written work and work done on the computer;
- Learn how to create and play a positive and supportive role in the local community.

c. Fundamental British Values

This is incorporated within the PD curriculum and general activities which take place over the course of the year. All subject Heads have highlighted how this area is covered within their subject. The assembly programme, trips and visits, visitors to school, charity work and fundraising and the House

system all cover aspects of this area. The SMSC Primary grid for LMS records evidence of British Values and the effective preparation for future life in British society.

d. Planning, Delivery and Resources

PD is delivered for the most part through SEAL. Subject planning and evaluation is incorporated in class and year group planning and is used to set clear achievable goals and ensures that work is matched to pupils' abilities, experience and interests whilst allowing progression, continuity and subject coverage throughout the school.

e. Resources

The key resources give a broad base and continuity as pupils move through the school. They are supplemented with teacher-prepared materials and other appropriate resource material. I.T. materials are available to support some topic areas. There is a bank of resources and power points prepared to cover SEAL topic on the central resource drive for staff.

Resources are made available to all staff by the Head of Personal Development who purchases additional resources each year. Within the budget allowed annually for PD, a proportion will be given to the purchase of new resources and a proportion will be given to replace on 'wear and tear'.

A number of free resources are often sent to both sites reflecting current topics of interest, and these will be used as appropriate e.g. firework safety, healthy eating, sun cream and skin care etc.

f. Role of the Head of Personal Development

The Head of PD is responsible for monitoring and providing a strategic lead and direction for the subject in the school. Attendance at appropriate PD courses is undertaken by the Head of PD and reported back to other members of staff. The Head of PD leads the group and is responsible for monitoring and reviewing what is taught and implementing any changes and staff training. The Head of PD liaises with Deputy Head of the Pre-Preparatory School and Head of EYFS to ensure everyone is familiar with the PD being taught at EYFS and Key Stage 1

g. Differentiation

Throughout all aspects of class organisation and teaching style, every effort is made to differentiate work so that it is matched to the individual or group, extending and supporting as necessary. As appropriate a classroom assistant may be used.

h. Assessment

PD is assessed in the following ways:

- Informal assessment to involve children in receiving positive feedback
- Formal assessment through planned reviews for staff or children to complete
- Pupil interviews and surveys

i. Reporting

PD is informed on in the form teacher's pastoral comment on their reports to parents. It also forms part of the discussion at Parent meetings.

j. Record keeping

Records are kept of each child's progress in PD across the whole school. Records of whole school/year group events are kept on the SMSC Grid for LMS.

k. Equal Opportunities

All teaching and non-teaching staff at Lincoln Minster Preparatory Department and Pre-Preparatory Department are responsible for ensuring that all children, irrespective of gender, ability, ethnic origin and social circumstances, have access to the whole curriculum and make the greatest possible progress.

l. Special Educational Needs

All children should have access to a broad, balanced curriculum which includes PD and should make the greatest possible progress.

Throughout all aspects of class organisation and teaching style, every effort is made to differentiate work so that it is matched to the individual or ability group, extending or supporting pupils as necessary. As appropriate a classroom assistant may be used. Provision for children with SEN in relation to PSHE and Citizenship is the responsibility of the EYFS staff, individual Form Tutor, support staff and SEN coordinator as appropriate.

m. ICT

Pupils are provided with opportunities for using ICT to enhance their knowledge and skills. The ICT suite is available to be used.

5. Cross Phase/School Transfer

Meetings are held between the Head of PD, the Deputy Head of the Pre-Preparatory School and Head of Year 7 to ensure smooth transfers at EYFS to KS1, KS1 to KS2, and KS2 to KS3.

6. EYFS Setting

The EYFS in this instance is made up of Nursery Discoverers, Nursery Explorers and Reception.

The EYFS PSHE curriculum follows the Area of Learning and Development from the EYFS under the heading Personal, Social and Emotional Development (PSED), one of the prime areas of development in the revised EYFS.

In the EYFS children are provided with experiences and support which will help them to develop a positive sense of themselves and of others; respect for others; social skills; and a positive disposition to learn. We ensure support for their emotional wellbeing to help them know themselves and what they can do. The SEAL and SEAD themes are reflected in the delivery of PSED in the EYFS.

The children work towards the Early Learning Goals and by the end of Reception:

- Children are confident to try new activities, and to say why they like some activities more than others. They are confident to speak in a familiar group, will talk about their ideas, and will choose the resources they need for their chosen activities. They say when they do or don't need help.
- Children talk about how they and others show feelings, talk about their own and others' behaviour, and its consequences, and know that some behaviour is unacceptable. They work as part of a group or class, and understand and follow rules. They adjust their behaviour to different situations, and take changes of routine in their stride.
- Children play cooperatively, taking turns with others. They take account of one another's ideas about how to organise their activity. They show sensitivity to others' needs and feelings, and form positive relationships with adults and other children.

a. Reporting and Assessment

PSED is informed on the half yearly reports to parents.

PSED is assessed against the Early Learning Goals on the EYFS Profile which is completed at the end of Reception and the EYFS.