



# LYNDHURST HOUSE SCHOOL

## PSHEE SCHEME OF WORK

This policy has due regard to: *Improving the Spiritual Moral Social and Cultural (SMSC) Development of Pupils, departmental advice for independent schools, academies and free schools (DfE 2013 and Nov 2014); ISSRs December 2014, para 5; ISI Handbook Regulatory requirements (Feb 2016); The Prevent duty - Departmental advice for schools and childcare providers June 2015; Preventing and Tackling Bullying (DfE 2014); PSHE Education Programme of Study (Key Stages 1-4) September 2014 written by PSHE Association.*

This scheme of work has been produced by the PSHEE co-ordinator, in collaboration with all form teachers throughout the school. The whole school scheme is intended to ensure that there is a similar, yet consistent, approach in the teaching and to ensure that there is progression between each year group.

At Lyndhurst House we believe that Personal, Social, Health, and Economics lessons will provide coherence in the way in which all pupils are helped to develop a full understanding of their roles and responsibilities as citizens in a modern democracy. Education is about helping pupils to develop the knowledge, skills, understanding and strategies required to live confident, safe, productive, capable, healthy, responsible and independent lives as individuals, parents, workers and members of society.

The school takes such steps as are reasonable and practicable to ensure that where political issues are brought to the attention of pupils they are offered a balanced presentation of opposing views, with no promotion of partisan political views, while they are at school, taking part in extra-curricular activities and in the promotion of the school. This is to prevent the political indoctrination of pupils whilst they are in school and so that they can consider their own viewpoint having been given factual and impartial information about political issues whilst at school.

PSHEE is one aspect of a child's development that relies to a greater extent on the partnership between parents and school. With this in mind, it is important that the values of this policy are reinforced by the support of the child's home environment.

We believe that the school curriculum in PSHEE will provide opportunities for all pupils to learn and to achieve. In order to ensure the spiritual, moral, social and cultural development of pupils, we aim to help all pupils to:

- Further their personal development

- Evaluate issues for themselves rather than to follow the latest fashionable views
- Consider how their actions affect other people's lives
- Take part in modern society.
- Explore, clarify and if necessary challenge, their own and others' values, attitudes, beliefs, rights and responsibilities.
- Be fully conversant with the School's Anti-Bullying policy and to understand the importance of kindness to others.
- Become independent learners.
- Develop their self-esteem, self-knowledge and self-confidence.
- Distinguish between right and wrong and to respect civil and criminal law of England.
- Understand the fundamental British values of democracy, the rule of law, individual liberty, and mutual respect and tolerance of those with different faiths and beliefs.
- Actively 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.
- Accept responsibility for their behaviour, show initiative, and understand how they can contribute positively to the lives of those living and working in London and to society more widely.
- Further tolerance and harmony between different cultural traditions by enabling pupils to acquire an appreciation of and respect for their own and other cultures.
- Encourage respect for other people (in accordance with the protected characteristics set out in the 2010 Act).
- Respect democracy and support for participation in the democratic process, including respect for the basis on which the law is made and applied in England.
- Build pupils' resilience to radicalisation by providing a safe environment for debating controversial issues and helping them to understand how they can influence and participate in decision-making. (in accordance with 'The Prevent duty – departmental advice for schools and childcare providers – June 2015).

### **Overarching Concepts**

- Identity (their personal qualities, attitudes, skills, attributes and achievements and what influences these)
- Relationships (including different types and in different settings)
- A healthy (including physically, emotionally and socially) balanced lifestyle (including within relationships, work-life, exercise and rest, spending and saving, and diet)
- 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).
- Diversity and equality (in all its forms)
- Rights (including the notion of universal human rights), responsibilities (including fairness and justice) and consent (in different contexts)

- Change (as something to be managed) and resilience (the skills, strategies and ‘inner resources’ we can draw on when faced with challenging change or circumstance).
- Power (how it is used and encountered in a variety of contexts including persuasion, bullying, negotiation and ‘win-win’ outcomes)
- Career (including enterprise, employability and economic understanding)
- Respect for other people (paying particular regard to the protected characteristics set out in the 2010 Act)
- An understanding of the importance of identifying and combatting discrimination.
- Democracy and support for participation in the democratic process, including respect for the basis on which the law is made and applied in England
- Encourage pupils to accept responsibility for their behaviour, 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.

At Lyndhurst, we are engaged with a variety of charities, which change from year to year. We have awareness weeks and fundraising events for these chosen charities. We are a school that has good environmental awareness, with an eco-committee school club and awareness events to help become more environmentally aware (such as ‘switch off week’ and ‘walk to school week’). We also participate in Anti-Bullying Fortnight and safer internet day every year, and assemblies each day reinforce the spiritual moral social and cultural development of pupils, as does the teaching of R.S. throughout the school.

### **Subject Content**

There are three overlapping and linked core themes (Health and Wellbeing, Relationships and Living in the Wider World), which are linked to the British values of democracy, the rule of law, individual liberty, mutual respect and tolerance of those with different faiths and beliefs, expressed as areas of core knowledge, understanding, language, skills and strategies and taught in accordance with pupil’s readiness. These are appropriate across all key stages and build upon the Pre-Preparatory Department’s learning.

‘It is important that (teachers) do not attempt to cover all of the suggested content as doing so would lead to a series of superficial experiences that would most likely be restricted to providing information’ (PSHEE Education Programme of Study September 2014). PSHEE should respect and take account of pupils’ prior learning and experiences. PSHEE education at Lyndhurst is taught through a spiral programme, revisiting themes, whilst increasing the challenge, broadening the scope, and deepening pupils’ thinking. PSHEE education prepares pupils for both their futures and their present day-to-day lives. Our world is rapidly changing and teachers may also wish to include the teaching of current issues which arise in the news in their PSHEE lessons. It is important to remain flexible as events such as bereavement might require learning to be drawn from Key Stage 3 and 2 into Key Stage 1.

## **SCHEMES OF WORK**

It is important to ensure the schemes of work build on the knowledge, skills and understanding developed in the earlier years. The scheme of work will focus on pupils;

- developing confidence and responsibility
- making the most of their abilities
- preparing to play an active role as citizens
- developing healthy, safer lifestyles
- developing good relationships
- respecting the differences between people.

The PSHEE scheme of work has been designed to promote a continual teaching approach across the whole school. The aim is to develop each pupil's knowledge of spiritual, moral, social and cultural understanding. This will enable them to:

1. develop their self- knowledge, self-esteem and confidence
2. understand the fundamental British values (FBV) of democracy, the rule of law, individual liberty, and mutual respect and tolerance of those with different faiths and beliefs.
3. understand the importance of identifying and combatting discrimination
4. maintain physical, mental and emotional health and wellbeing.
5. manage risks to physical and emotional wellbeing.
6. distinguish right from wrong and respect the basis on which the law is made and applied in England.
7. accept responsibility for their behaviour, show initiative and become confident and positive contributors to their community.
8. develop a broad general knowledge of and respect for public institutions and services in England.
9. acquire an appreciation of and respect for their own and other cultures in a way that promotes tolerance and harmony between different cultural traditions and to appreciate racial and cultural diversity and avoid and resist racism.
10. to have a respect for democracy and support for participation in the democratic process.
11. respond sensibly in an emergency.

12. manage change, including puberty, transition and loss.

## **CAREERS EDUCATION**

Careers guidance is presented in an impartial way, showing no bias or favouritism towards a particular education or work option. The guidance is to enable pupils to make informed choices about a broad range of options. It should help to encourage pupils to fulfil their potential by enabling pupils to 'know themselves' and how their strengths, weaknesses and interests relate to the world of work. It carefully avoids stereotyping in order to ensure that boys from all backgrounds and diversity groups consider the widest possible range of careers, including those which are often portrayed as primarily for one or other of the sexes. Careers guidance is provided in more detail during Year 7 and Year 8 at Lyndhurst through form sessions and assemblies with staff at school and external speakers. In summer 2018, the School organised a Careers Week in which parents talked to all sections of the school about their professions and the ways in which their own careers progressed.

At Lyndhurst, we enable pupils to learn about different careers and opportunities; obtain individual guidance; gain information about training, education and occupations beyond school through formal lessons and through external parent speakers during assemblies.

## **TEACHING GROUPS AND TIME ALLOCATON**

There is no set time-allocation for the pre-prep boys. Reception, Year 1 and Year 2 are taught their learning goals through everyday activities and through a cross-curricular approach. Years 3 to 8 have one timetabled lesson every week. Each lesson is approximately 40 minutes long. The topic for the week is introduced to the year group and then they split into smaller discussion groups. In Years 3 to 5 the discussion takes place as a whole class with one member of staff. In Years 6, 7 and 8 there are 6 members of staff that have smaller group discussions in form time.

Provision is provided through assemblies, in conjunction with other subjects and occasional tutor periods. No prep is given relating to PSHEE but the pupils are encouraged to share any out of school activities they participate in with their groups. These achievements are recognised in the weekly Headmaster's assembly.

It is not enough for pupils to know about citizenship issues, they need to participate in them, the opportunity to do so is available to all pupils. Pupils have the opportunity to join the school council and elected members gather information from their peers, they may also wish to join to school charity and events committee. The learning environment will support pupils who have been identified as SEN, EAL and Able and Talented. Every effort will be made to maintain entitlement and equality of opportunity paying special attention to the 'Inclusion Statement'.

It is important that teachers establish clear ground rules for work and behaviour, ensure that these are acted on consistently and train pupils in the various skills of study, enquiry, collaboration, discussion and revision.

The teachers record PSHEE how they see fit – if it is group work, then paper with notes will be fine, a discussion might only have an IWB page. Whiteboard work could be photocopied or scanned if a success. Videos, photos and any digital files can be put on the Server: there is a file called 'PSHEE resources'. Written work may not be appropriate for every lesson. Again a wide range of techniques for recording give a better coverage.

The question of balance is critical to the teaching approaches in the sound educational mix, rather than random selection, of the following strategies and activities:

- whole class teaching
- group work
- collaborative activity
- paired exercises
- one-to-one interaction
- individual study
- expressing ideas clearly
- skilful posing of questions
- ready assistance to pupils' understanding
- talking situations
- research/enquiry tasks

The balance of class activities should cater for the full range of pupils within the class – SEN, EAL and Gifted and Talented students.

An enquiry approach will be adopted. This will be achieved through the 5W's – Who? What? When? Where? Why?

**Who is responsible for this change?**

**What is my entitlement to human rights issues?**

**When did this happen?**

**Where could I address my concerns?**

**Why do people feel this is acceptable?**

An enthusiastic approach will seek to provide description, explanation and promote a sense of wonder of our world.

Citizenship is integral to the school's equal opportunities policy and its policy on anti-bullying and anti-racism.

## **STAFFING**

The teaching staff of the PSHEE Department at Lyndhurst currently includes eighteen members:

**Co-ordinator** – Miss Elizabeth Ingamells

### **Other PSHEE tutors:**

Miss Maddison Bruhn – Reception

Mrs Lisa Mays – Year 1

Mrs Angela Byron - Year 2

Miss Emilia Galabova – support for Reception

Miss Clara Cranwell –support for Year 1

Mr Christopher Lowe – support for Year 2

Miss Stacey Bowman – Year 3

Miss Amy-Jo Taylor – Support for Year 3 and Year 4

Mr Stephen Hughes – Year 4

Miss Elizabeth Ingamells – Year 5

Ms Bernie Conway – support for Years 4 and 5

Mr Hadleigh Cameron and Dr Konstantina Haidou – Year 6

Mr Nicholas Tickell and Mrs Jane Lihou – Year 7

Mr Tony Herd and Mr Alastair Cook – Year 8

Mrs Pat Dicks, Mr Martin Hoar and Mr Brendan Linnane – support for years 6, 7 and 8

## Assembly Topics

Any one pupil may sit through up to 9 years' worth of Morning Assemblies, so an annual rota of topics and stories is inadvisable. In any case, events within the School or in the world at large may create the opportunity, or need, for Assembly to be devoted to a specific topic irrespective of what might have been planned.

However, in one form or another, every year the following topics are visited, some of them several times over, through precept, and example from story:

- Social relations; interactions; caring & sharing; bullying; co-operation; live and let live.
- Conduct and demeanour: politeness and respect; individual responsibility; initiative; rules; community values.
- Charity: thinking of others; trouble in the world; trying to help; learning about specific needs; compassion.
- Good qualities: courage; determination; initiative; patience; kindness; resourcefulness; reliability; self reliance; loyalty; integrity.
- Awe and wonder: mysteries of science, the universe; physical phenomena; the seasons; achievements of beauty in Art & Music; curiosity.
- Role models and the good qualities they possess.
- Personal attainment and fulfilment: achievement in all areas of school life; great men and women; role-models.
- A sense of time and history: anniversaries of events; patterns in History; Archaeology; making sense of the present through the past.
- Current affairs: elections; democracy; government; world events.
- Tolerance of others, mutual respect and the importance of identifying and combatting discrimination.
- Careers – presented in an impartial way, showing no bias or favouritism towards a particular education or work option.

As well through PSHEE, active promotion of fundamental British values is covered in assemblies, schemes of work in relevant curriculum subjects, work of the school council and pupil handbooks. Discriminatory or extremist opinions or behaviours are challenged as a matter of routine.

## **EARLY YEARS FOUNDATION STAGE (RECEPTION) SCHEME OF WORK**

At the foundation stage, PSHEE at Lyndhurst follows the EYFS framework. This is split into three main areas that are taught throughout the year and are cross-curricular:

- Physical, Social and emotional development
- Health and self-care (Physical development)
- Understanding the world – people and their communities

The EYFS scheme of work is a continual process that does not have specific time parameters – it is taught across all subjects throughout the year. It introduces the improvement to the spiritual, moral, social and cultural development of a child as well as introducing the prevention and tackling of bullying. Topics may be taught based on issues which arise in the classroom and through festivals, events and celebrations.

## **RESOURCES**

There are a wide range of resources in various locations around the school which can be very useful in delivering PSHEE.

- Many interactive/online resources can be found in the PSHEE folder in Staff (main).
- Primary Resources ([www.primaryresources.co.uk](http://www.primaryresources.co.uk)) has a wide range of presentations, adaptable worksheets, example plans etc. Ideas can be cherry-picked from here.
- Dressing up cupboard/classroom boxes – can support drama and role-play.
- In the school library there are a wide variety of fiction and non-fiction books to support different areas of the PSHEE curriculum.
- [www.thinkuknow.co.uk](http://www.thinkuknow.co.uk)
- [www.saferinternet.org.uk](http://www.saferinternet.org.uk)

There may be many other resources which you yourself have made or found online; please share these with other colleagues.

## **KEY STAGE 1: YEARS 1 AND 2 SCHEMES OF WORK**

Years 1 and 2 follow the SEAL, as well as Badger Citizenship, Developing Citizenship and PSHE frameworks. Both year groups follow the same themes; however they use different scenarios. Some topics are ongoing and therefore should not be given time parameters however suggested topics which could be covered each term are as follows:

### Health and Wellbeing

#### TOPICS

Starting a new year  
Classroom rules  
Elections for school council  
Healthy Habits  
Right and wrong (being cross/apologising)  
Feeling sad  
Keeping Clean (washing hands)  
E-safety

#### TARGETS

New beginnings  
Understanding importance of rules  
Recognising and celebrating strengths  
Understanding a healthy lifestyle  
Understanding what is right and wrong  
Understanding emotions and communication (bullying)  
Understanding a healthy lifestyle  
Keeping safe

### Relationships

Caring for our friends and family  
Feelings  
Sharing/taking turns  
Working together  
Likes and dislike  
Being the same/being different  
Its good to be me/I'm good at  
Friends should care for each other

Respecting others  
Understanding emotions and how to deal with them  
Creating good relationships  
Creating good relationships  
Sharing and respecting choices  
Respecting differences in people  
Recognising and celebrating strengths  
Relationships and respect (understanding bullying)

### Living in the Wider World

Proud to be different  
Going for goals  
Being part of a community  
Looking after pets  
Then and now  
Growing up; growing old  
When I grow up.

Recognising/celebrating strengths; respecting others  
Recognising and celebrating strengths  
Learning about different communities  
Responsibility to animals  
Developing perspective  
Developing perspective  
Developing meaning and purpose in life

## Years 3-5 Scheme of Work

The Years 3-5 schemes of work can be used by teachers and adapted for their own use. They may wish to stick closely to the learning objectives or cover issues which arise in the News or in the classroom. You should plan your own detailed medium term plans using this scheme of work and you should stick to the PSHE Education Programme of Study 2014 core themes when doing so. **NB: sex education will be covered during Years 6-8 in Science lessons. Puberty is covered in the Year 5 life cycles lessons.**

## RESOURCES

There are a wide range of resources in various locations around the school which can be very useful in delivering PSHEE.

- Many interactive/ online resources and be found in the PSHEE folder in Staff (main).
- Primary Resources ([www.primaryresources.co.uk](http://www.primaryresources.co.uk)) has a wide range of presentations, adaptable worksheets, example plans etc. Ideas can be cherry-picked from here.
- In the school library there are a wide variety of fiction and non-fiction books to support different areas of the PSHEE curriculum.

There may be many other resources which you yourself have made or found online; please share these with other colleagues.

## YEAR 3 SCHEMES OF WORK

<u>Health and Wellbeing</u>	<u>TOPIC</u>	<u>OBJECTIVE</u>
	Speak out	Understanding My Feelings
	Body language	Awareness of body language
	Being safe	Taking risks/ assessing risk
	Road safety	Understanding and assessing risk
	Keeping clean (washing hands)	Understanding how to stay healthy
	E-safety	Keeping safe
Relationships	We're all unique	Understanding the feelings of others.
	Mrs Pearce's purse	Understanding the feelings of others
	Broken Bike	Understanding the feelings of others
	Playtime problem	Understanding the Feelings of Others
	Finding friends	Belonging
	Ask me another	Friendships
	Poisoned pond	Making Choices
	The sad Bully	Making Choices
Living in the Wider World	Lost and found	Making Choices
	A good cause	Understanding the Wider World
	Good Works	Belonging to a Community
	Belonging	Learning about different communities
	Give and Take	Understanding rights and responsibilities
	Game rules	Understanding rights and responsibilities
	Unwritten rules	Becoming an active citizen
	Reasons for rules	Becoming an active citizen
	Paying the penalty	Becoming an active citizen
	Newshounds	Becoming an active citizen

## YEAR 4 SCHEMES OF WORK

	<u>TOPIC</u>	<u>OBJECTIVE</u>
Healthy and wellbeing	Mime No win situation Face the facts Prejudice Bullying Keeping Healthy Smoking/ Alcohol/ Drugs E-safety	Knowing myself Making choices Setting a realistic goal Standing up for myself How to manage peer pressure How to maintain a healthy body Which, why and how can they harm Keeping safe
Relationships	Reaching out New arrivals It's our street Group roles Bullying	Understanding the feelings of others Understanding the feelings of others Respecting others Working Together Knowing where to get help
Living in the Wider World	Rules and reasons Yours or ours? In the news Landmarks Media matters Sad dog stories Collie care All sides of the story Local trouble Spot the crimes It's a crime	Being part of a community Being part of a community Becoming an active citizen Being an active citizen Becoming an active citizen Becoming an active citizen Becoming an active citizen Understanding fact and opinions Being part of a community Understanding rights and responsibilities Understanding rights and responsibilities

## YEAR 5 SCHEME OF WORK

<u>TOPIC</u>	<u>OBJECTIVE</u>	
Health and Wellbeing	<ul style="list-style-type: none"> <li>Action for activity</li> <li>These things matter</li> <li>Chocolate choice</li> <li>Healthy eating</li> <li>Exercise, heart and lungs</li> <li>Alcohol, Drugs and Smoking</li> <li>Road Safety</li> <li>E-safety</li> </ul>	<ul style="list-style-type: none"> <li>Working together</li> <li>Working together</li> <li>Making Choices</li> <li>Keeping healthy</li> <li>Keeping healthy</li> <li>Which, why and how can they harm</li> <li>Environmental safety</li> <li>Managing risks</li> </ul>
Relationships	<ul style="list-style-type: none"> <li>Debate it</li> <li>Town and country</li> <li>Kick out racism</li> <li>Charter of rights</li> <li>That's a lie</li> <li>The bully</li> </ul>	<ul style="list-style-type: none"> <li>Managing Conflict</li> <li>Learning about different communities</li> <li>Understanding the feelings of others</li> <li>Understanding rights and responsibilities</li> <li>Making Choices</li> <li>Managing Conflict</li> </ul>
Living in the Wider World	<ul style="list-style-type: none"> <li>To walk or not to walk</li> <li>Time to sell</li> <li>Emergency call and police help</li> <li>Keep out crime</li> <li>Vandal busters</li> <li>Ground rules</li> <li>Democracy</li> <li>Facilities survey</li> <li>Local council</li> <li>On balance</li> <li>Headline news</li> <li>Newsmaker</li> <li>Travel safety</li> </ul>	<ul style="list-style-type: none"> <li>Being an active citizen</li> <li>Being a member of a community</li> <li>Understanding rights and responsibilities</li> <li>Understanding rights and responsibilities</li> <li>Becoming an active citizen</li> <li>Becoming an active citizen</li> <li>Becoming an active citizen</li> <li>Working Together</li> <li>Understanding my role as a citizen</li> <li>Understanding rights and responsibilities</li> <li>Becoming an active citizen</li> <li>Understanding rights and responsibilities</li> <li>Keeping safe</li> </ul>

## Years 6, 7 and 8 Scheme of Work

The Years 6-8 schemes of work should be used by teachers and adapted for their own use. They may wish to stick closely to the learning objectives or cover issues which arise in the News or in the classroom. They should plan their own detailed medium term plans using this scheme of work and they should stick to SEAL goals and National Curriculum objectives (listed in this scheme of work) when doing so.

**Additional notes: sex education will be covered in Science lessons, the boys will have previously spoken about Puberty in Year 5 Science lessons.**

### RESOURCES

There are a wide range of resources in various locations around the school which can be very useful in delivering PSHEE.

- Many interactive/ online resources and be found in the PSHEE folder in Staff (main).
- Primary Resources ([www.primaryresources.co.uk](http://www.primaryresources.co.uk)) has a wide range of presentations, adaptable worksheets, example plans etc. Ideas can be cherry-picked from here.
- In the school library there are a wide variety of fiction and non-fiction books to support different areas of the PSHEE curriculum.
- PSHE Education 1 (Hodder Education)
- BBC Wellbeing Activities
- Citizenship and PSHE (Folens, Bk 1)
- Folens Citizenship and PSHE.
- Careers <http://www.bbc.co.uk/education/topics/zsnfr82/videos/1>

There may be many other resources which you yourself have made or found online; please share these with other colleagues.

## YEAR 6 SCHEMES OF WORK

<u>Health and wellbeing</u>	<u>TOPIC</u>	<u>OBJECTIVE</u>
	Target setting and review	Planning to reach a goal
	Expectations of year 6	Setting a realistic goal
	‘Going for goals’	Planning to reach a goal
	Discussions of noteworthy topics	Working together
	Smoking/alcohol and drugs	How they harm us
	E-safety	Managing risk
<u>Relationships</u>		
	Target setting and review	Setting a realistic goal
	Friendships	Understanding the feelings of others
	New Schools	Managing my feelings
	Relationships with family	Managing feelings
	Discussions of noteworthy topics	Resolving conflicts and standing up for myself
	Discussions of noteworthy topics	Managing conflict
	Anti-Bullying week	Managing conflict
	Features of positive relationships	Trust, mutual respect and honesty
<u>Living in the Wider World</u>		
	Target setting and review	Recognising achievements
	Recognising worth as individuals	Knowing myself
	Charity discussions	Understanding needs of others
	(Comic/sport relief)	Understanding the feelings of others
	(Shoebox/backpack appeal)	
	Public transport (walk to school week)	Becoming active citizens
	Charity discussion	Rights and responsibilities
	Travel safety	Keeping safe
	Careers	Planning to reach a goal

## YEAR 7 SCHEMES OF WORK

<u>Health and Wellbeing</u>	<u>TOPIC</u>	<u>OBJECTIVE</u>
	Healthy living	Building a successful future
	Smoking/ alcohol/ drug abuse	Keeping Safe
	Time to relax	Developing a safer and healthier lifestyle
	Being safe online/Facebook	Keeping Safe
	Self-esteem	How it changes with personal circumstances
	E-safety	Managing risk
<u>Relationships</u>		
	When things go wrong	Creating good relationships
	Anger management	Managing Conflict
	Bullying	Understanding the feelings of others
	Manners and etiquette	Understanding the feelings of others
	Independence	Understanding rights and responsibilities
	Looking after personal belongings	Understanding rights and responsibilities
	Getting on with parents and siblings	Creating good relationships
	Being a good friend	Friendship
	Entry exams for next school	Setting realistic goals
	Happiness	Understanding my feelings
<u>Living in the Wider World</u>		
	Managing increased workload in year 7	Setting realistic goals
	Homework	Understanding responsibilities
	Charities	Becoming an active citizen
	Responsibilities of being a senior	Understanding rights and responsibilities
	Goals for the term	Setting realistic goals
	Reading the newspaper	Becoming an active citizen
	Our Government; democracy	Becoming and active citizen
	Exam procedures	Achieving goals
	Christmas and other festivals	Understanding the beliefs of others
	Travel safety	Keeping safe
	Careers	Planning to reach a goal

## YEAR 8 SCHEMES OF WORK

<u>Health and Wellbeing</u>	<u>TOPIC</u>	<u>OBJECTIVE</u>
	Setting academic goals	Setting realistic goals
	Bullying	Managing conflict
	Diversity of personalities	Recognising my feelings
	When things go wrong	Making choices
	Happiness	Recognising my feelings
	Entry exams/next schools	Achieving goals
	Looking back at time at LHS	Recognising my feelings
	Leaving/saying goodbye	Managing feelings
	Failure and success	Managing my own feelings
	Peer Pressure	Managing my own feelings
	Drugs awareness	Making choices
Relationships	How to deal with change	Managing the breakdown of relationships
	Setting social goals	Understanding the feelings of others
	How to work in a group	Working with others
	Friendships – boys and girls	Friendship
	Empathy	Understanding the feelings of others
	Charities	Rights and responsibilities
	Social duties	Becoming an active citizen
	Financial responsibility	Becoming an active citizen
	Manners and Etiquette	Understanding the feeling of others
Living in the Wider World	Exams/learning/achievement	Rights and responsibilities
	Independence/growing up	Becoming an active citizen
	Staying positive	Achieving goals
	Future Careers	Achieving goals
	Being safe online	Rights and responsibilities
	Understanding ‘interest’, ‘loan’ and ‘debt’	Managing money
	Managing transition to secondary school	Rights and responsibilities
	Human rights	British law and cultural and religious practice

Living in the Wider World

Travel safety  
Relationships between boys and girls  
(homosexual and heterosexual)  
Marriage (equal marriage act-2013)  
Careers

Keeping safe

Respecting and understanding the feeling of others  
Respecting the beliefs and rights of others.  
Planning to reach a goal

## **PSHEE – PROGRESSION THROUGH THE SCHOOL**

To make sure that there is progression in all areas of PSHEE throughout school, there are recurring topics in each year group, during each term. This is to ensure that there is a continuing improvement in the spiritual, moral, social and cultural development of all pupils. This is achieved through the teachings of many different scenarios, settings, cross curricular links (especially with PSHEE and religion). Assemblies also have recurring themes that may focus on different areas. Bullying is a topic that is covered in PSHEE lessons, form time and assemblies. It covers a minimum of one topic per term per year.

### **Assessment of PSHEE**

Teachers will provide opportunities for assessment for learning during lessons and assessment of learning in school reports. At the start of each new topic teachers will carry out baseline assessment (this can be written or verbal) to determine pupils' prior learning and understanding. Providing pupils with opportunities to reflect on and assess their own learning, recognising its relevance to their day-to-day lives and how they are progressing is a fundamental part of PSHEE education. Assessment of PSHEE will encompass opportunities for teacher, peer and self-assessment.

Please keep a record of topics covered and topics not covered throughout the year. This will be useful for the following teacher and also support report writing for form teachers.

## **Development of PSHEE at Lyndhurst House**

- Staffing – support will be provided to staff that require any additional information, resources or teaching tips by the PSHEE co-ordinator.
- External agencies/companies – These will be looked at and reviewed to possibly help support several different topic areas (such as London fire brigade, Metropolitan police, Transport for London, possibility of specialist external educators for sex education, drugs awareness).
- Looking at a wide range of educational visits to support particular topics (House of Commons – democracy links).

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Headmaster                      July 2018

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This policy is reviewed annually

To be reviewed: July 2019

## Appendix 1: Inclusion

### Setting suitable challenges

4.1 Teachers should set high expectations for every pupil. They should plan stretching work for pupils whose attainment is significantly above the expected standard. They have an even greater obligation to plan lessons for pupils who have low levels of prior attainment or come from disadvantaged backgrounds. Teachers should use appropriate assessment to set targets which are deliberately ambitious.

### Responding to pupils' needs and overcoming potential barriers for individuals and groups of pupils

4.2 Teachers should take account of their duties under equal opportunities legislation that covers disability, ethnicity, gender, sexual identity, gender identity, and religion or belief.

4.3 A wide range of pupils have special educational needs, many of whom also have disabilities. Lessons should be planned to ensure that there are no barriers to every pupil achieving. In many cases, such planning will mean that these pupils will be able to study the full National Curriculum. The SEN Code of Practice will include advice on approaches to identification of need which can support this. A minority of pupils will need access to specialist equipment and different approaches. The SEN Code of Practice will outline what needs to be done for them.

4.4 Many disabled pupils have little need for additional resources beyond the aids which they use as part of their daily life. Teachers must plan lessons so that these pupils can study every National Curriculum subject. Potential areas of difficulty should be identified and addressed at the outset of work.

4.5 Teachers must also take account of the needs of pupils whose first language is not English. Monitoring of progress should take account of the pupil's age, length of time in this country, previous educational experience and ability in other languages.

4.6 The ability of pupils for whom English is an additional language to take part in the National Curriculum may be in advance of their communication skills in English. Teachers should plan teaching opportunities to help pupils develop their English and should aim to provide the support pupils need to take part in all subjects.