



PERSONAL, SOCIAL, HEALTH AND CITIZENSHIP EDUCATION POLICY

This policy also applies to the EYFS

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Signed: Ms Andrea Morley (Chair of Governing Board)

PERSONAL, SOCIAL, HEALTH AND CITIZENSHIP EDUCATION POLICY

1 Introduction

This policy sets out details of PSHCE at Lyonsdown School and should be read in conjunction with other relevant policies, including: EYFS Curriculum, RE, Pastoral Care and Pupil Support, Anti-bullying, Sex Education, Behaviour and Safeguarding.

PSHCE teaching falls into two categories:

1. A scheme of work which is followed by Form Teachers in the Lower School and takes place during discrete timetabled lessons. Details are in the scheme of work. The Personal, Social and Emotional Development strand of the EYFS curriculum is taught in Early Years.
2. Single or linked sessions which have been planned by the Form Teacher to address specific pastoral needs that arise within the class. These are not pre-planned by the PSHCE Leader as are the materials in (1.) above, as they are unique to each class and arise spontaneously as the girls interact with each other.

In addition PSHCE is supported through

- the Religious Education and Geography schemes of work, which includes the themes of cultural and religious understanding, morality and mutual respect and Global Perspectives.
- the pastoral framework under which the school operates
- a broad range of applications within the wider education of the children, e.g. the use of moral stories in English and the learning of co-operative behaviour in group work and the whole school Lyonsdown Learning programme.
- Assemblies which enrich the PSHCE curriculum.

2 Aims

Aims and Values of the PSHCE Programme

'.... helps to give pupils the knowledge, skills and understanding they need to lead confident, healthy, independent lives and to become informed, active, responsible citizens.'
(National Curriculum 2000).

'The overarching aim for PSHE education is to provide pupils with:

- a. accurate and relevant knowledge*
- b. opportunities to turn that knowledge into personal understanding*
- c. opportunities to explore, clarify and if necessary challenge, their own and others' values, attitudes, beliefs, rights and responsibilities*
- d. the skills and strategies they need in order to live healthy, safe, fulfilling, responsible and balanced lives.'*

PSHE Association July 2013

The aim of our PSHCE Policy is to ensure quality and consistency in our approach to all aspects of PSHCE in our school. This includes our whole school approach to promoting health and wellbeing, as well as the curriculum.

This PSHCE policy is set within the wider context of the school's overall aims and values, which include the following:

At Lyonsdown School:

- We promote a healthy, safe and caring environment for all pupils and staff
- We provide a broad and balanced curriculum for all our pupils, which recognises and values their individual backgrounds and needs

- We promote pupils' self esteem and emotional wellbeing and help them to form and maintain worthwhile and satisfying relationships, based on respect for themselves and for others, at home, school, work and in the community
- We prepare our pupils to engage confidently with the challenges of adult life
- We provide sufficient information and support to enable our pupils to make safe choices
- We provide pupils, through an enriched curriculum, with opportunities to develop the necessary skills to manage their lives effectively
- We help our pupils to learn to respect themselves and others and move safely from childhood, through adolescence, into adulthood
- We create a wider awareness of religious, cultural and moral values within a Christian framework and respect for different ethnic groups, religious beliefs and ways of life
- We promote an inclusive ethos and a culture of mutual respect where diversity and difference are recognised, appreciated and celebrated
- We work in partnership with parents and carers, and with the wider community, to support children in all aspects of their wellbeing.

3 Objectives

To help children to develop the knowledge, understanding, skills and attitudes they need to live confident, healthy, independent lives now and in the future, as individuals, parents, workers and members of society. This is embedded within the wider learning offered by the school to ensure that children experience positive relationships with adults and with each other and feel valued, and that those who are most vulnerable are identified and supported. Children are encouraged to take part in a wide range of activities and experiences across and beyond the curriculum, contributing fully to the life of our school and community.

4 Operational Guidelines

Curriculum Organisation

The PSHCE Co-ordinator, along with the Lower School class teachers, are responsible for planning the PSHCE curriculum. In the Upper School, the PSHCE teacher delivers individual lessons. In the Lower School the lessons are delivered by class teachers. Due to the cross- curricular nature of this subject all members of staff are responsible for teaching certain topics both within other curriculum areas and in all aspects of school life. Medium and weekly term plans are available for teachers to view on Teachershare and the PSHCE Co-ordinator is happy to discuss these with teachers.

Children receive their entitlement for learning in PSHCE through a spiral curriculum which demonstrates progression. This PSHCE programme is delivered through a variety of opportunities, including:

- designated PSHCE time
- subjects across the curriculum, e.g. science, literacy, RE, Design Technology
- residential and day visits, e.g. Year 6 visit to the Houses of Parliament, Year 5 residential visit
- assemblies
- small group work, e.g. social skills groups
- outside visitors and occasional speakers
- School Council meetings

Methodology

Our focus for PSHCE is on interactive learning, and approaches include: Circle Time, whole class discussion, social skills games and activities, working in pairs/groups, brainstorming, drama and role play, use of puppets, use of story and picture books and use of technology. Many of these approaches also act as distancing techniques, enabling children to discuss issues without discussing personal experience. Further guidance on these and other approaches can be obtained from the PSHCE leader.

Ground Rules

PSHCE is taught in a safe, non-judgemental environment where adults and children are confident that they will be respected. Teachers and children together develop and establish ground rules, which ensure that every child feels safe and is able to learn in a supportive and caring environment. These rules cover, in particular, the asking and answering of personal questions and strategies for checking or accessing information.

Answering Questions

We acknowledge that sensitive and potentially difficult issues can arise in PSHCE, as children will naturally share information and ask questions. When spontaneous discussion arises, it is guided in a way that reflects the stated school aims and curriculum content for PSHCE. As a first principle, we answer questions relating to the taught, planned curriculum for that age group (or younger) to the whole class. We answer questions relating to areas beyond the taught, planned curriculum for that age group, in a sensitive and age appropriate way, only to the child or children who have asked the question. If a member of staff is uncertain about the answer to a question, or indeed whether they should answer it, they should seek guidance from the PSHCE leader. Questions may be referred to parents/carers if it is not appropriate to answer them in school. Teachers may choose to use a 'question box', where questions may be asked anonymously.

Where a question or comment from a pupil in the classroom indicates the possibility of abuse or risk of harm, teachers must pass this information to the designated person for safeguarding and child protection, in line with school policy and procedures for safeguarding and child protection.

Safeguarding and Child Protection

The nature of PSHCE means that children may disclose personal information that staff will respond to appropriately. Where there is a genuine risk to the safety of the child, information must be passed on to individuals and/or organisations responsible for protecting the child. We follow the procedures outlined in other policies such as Safeguarding and Promoting the Welfare of Children, Behaviour / Discipline and Sanctions and Health and Safety.

Any information disclosed to a staff member or other responsible adult, which causes concern about the child's safety, will be communicated to the designated person as soon as possible in line with our Safeguarding and Promoting the Welfare of Children.

3. Fundamental British Values

Lyonsdown School actively promotes the teaching of British values and much of this is done through PSHCE.

The understanding and knowledge expected of pupils as a result of the promotion of fundamental British values includes:

- an understanding of how citizens can influence decision-making through the democratic process;
- an appreciation that living under the rule of law protects individuals citizens and is essential for their well-being and safety;
- an understanding that there is a separation of power between the executive and the judiciary, and that while some public bodies such as the police and the army can be held to account through Parliament, others such as the courts maintain independence;

- an understanding that the freedom to choose and hold other faiths and beliefs is protected in law;
- an acceptance that other people having different faiths or beliefs (or having none) should be accepted and tolerated, and should not be the cause of prejudicial or discriminatory behaviour;
- an understanding of the importance of identifying and combatting discrimination; and
- preventing children from being drawn into terrorism, in line with Prevent.

Inclusion/Equality and Diversity

Equal Opportunities

All teaching and non-teaching staff at Lyonsdown School are responsible for ensuring that all pupils irrespective of gender, ability, ethnic and social circumstances have access to the whole curriculum and make the greatest possible progress. Please refer to the schools Equal Opportunity Policy.

Differentiation for Special Educational Needs & Learning Difficulties/Disabilities

At Lyonsdown, we are committed to offering all pupils a broad and balanced curriculum to ensure the best possible progress for all our pupils. We use the principles as detailed in The Special Educational Needs Code of Practice (2001) and Disability Rights Code of Practice for Schools, as appropriate for our school. For detailed information, please refer to the schools Special Educational Needs Policy.

We promote the needs and interests of all pupils, inclusive of gender, culture, ability or aptitude. Our approaches to teaching and learning take into account the ability, age, readiness and cultural backgrounds of the children to ensure that all can access the full PSHCE provision.

In relation to those with special educational needs, our planning and delivery are differentiated to meet their needs.

In relation to ethnicity, religion and cultural diversity, we value the different backgrounds of our children and, in acknowledging and exploring different views and beliefs, seek to promote respect and understanding.

In order to ensure the PSHCE curriculum meets the needs of all:

- We encourage respect and discourage abuse and exploitation.
- We do not ask young people to represent the views of a particular religious or cultural group to their peers, unless they choose to do so.

We promote social learning and expect our students to show a high regard for the needs of others. PSHCE is an important vehicle for addressing both multicultural and gender issues and for ensuring equal opportunities for all.

We support children in developing their knowledge about and attitudes towards diversity throughout the Personal Development Programme. This is addressed specifically in units including 'Diversity and Communities', 'Family and Friends', and 'Beginning and Belonging'.

Lessons which particularly promote celebrating diversity and challenging stereotypes are as follows:

Citizenship 4, 7 and 10 - Diversity and Communities (Year 1, 2, 3, 5)

Citizenship 5, 8 and 11 - Rights, Rules and Responsibilities (Year 1, 2, 4, 6)

Myself and My Relationships 6, 11 and 16 - Family and Friends (Year 1, 2, 4, 5)

Please see Spiritual, Moral, Social and Cultural Development Policy Appendix 1: Amendment to the Education (Independent School Standards) (England) Regulations 2010.

4. Monitoring and Evaluation

Assessment, Recording and Reporting

Teacher assessment is used to provide an overview of the child's learning within a unit of work, and to assess whether the child is working at the expected level, working towards or working beyond it. We report to parents/carers at the end of the school year on children's learning and progress within PSHCE.

5. Schemes of Work

Our PSHCE programme includes teaching and learning within the following strands and themes:

Myself and My Relationships - including Emotional Wellbeing, Beginning and Belonging, Anti-bullying, Family and Friends and Managing Change.

Healthy and Safer Lifestyles – including Personal Safety, Drug Education, Sex and Relationships Education, Healthy Lifestyles and Safety Contexts (including Road Safety).

Citizenship – including Diversity and Communities, Rights, Rules and Responsibilities and Working Together

Economic Wellbeing – including Financial Capability

Foundation Stage teach Personal, Social and Emotional Development through the Early Years Foundation Stage Curriculum, supplementing this with ideas from the Cambridgeshire Scheme of Work where required.

Upper School revisit each unit every two years. Due to the amount of content in each unit of the Upper School curriculum, the PSHCE teacher chooses the most appropriate lessons within a unit to teach. This may vary from year to year. The frameworks for Foundation Stage, Years 1 / 2, Years 3 / 4 and Years 5 / 6 are found in Appendix 1. The current curriculum overviews for Years 1-6 are found in Appendix 2.

Resources

We use primarily the Cambridgeshire Primary Personal Development Programme and the resources recommended within it when planning and delivering PSHCE. The PSHCE leader evaluates resources, leaflets and videos, before allowing their use. She holds all of these in the Learning Support Room and they must be signed out before being borrowed. Teachers might also find other suitable resources to support lessons.

All children learn about e-safety as part of the ICT curriculum.

Involving the Whole School and Wider Community

Working with Staff

The PSHCE leader receives and passes on training as part of her role and responsibilities in order to lead on the development of the school's policy and practice and to monitor its implementation.

The Role of Governors

The governing body is met and informed of current practice and policy developments periodically. They take part in learning walks and there is a designated safeguarding governor.

Working with Parents and Carers

We recognise the key role that parents and carers fulfil in supporting their children through their personal development and the emotional and physical aspects of growing up.

Therefore we seek to work in partnership with parents and carers when planning and delivering PSHCE. We encourage this partnership by:

- informing parents and carers of forthcoming PSHCE topics and their learning content in the termly forecast
- providing supportive information about parents'/carers' role in PSHCE and how they can develop and protect their children
- inviting parents/carers to discuss any concerns about PSHCE on an informal basis
- Parents and carers are given access to this policy on request. It is also available on the school website.

Involving the Children

We recognise that an interactive approach to PSHCE will better develop the skills of our children, and also that, if they are involved in shaping the programme, it is more likely to meet their needs. We involve young people in the evaluation and development of their PSHCE in ways appropriate to their age, for example:

- We engage the children in activities to establish their development needs, for example 'Draw and Write' activities.
- We encourage children to ask questions as they arise, either at the time or by providing anonymous question boxes.
- We ask children to reflect on their learning and to set goals for future learning.

Use of Visits and Visitors

Where appropriate we use visits and visitors from outside agencies or members of the community to support the PSHCE programme to enrich our programme. These visitors are checked in advance as to their suitability.

Residential visits can make a significant contribution to children's personal development. When planning such visits, we use opportunities to promote children's learning in relevant areas of the PSHCE curriculum (for example, relationship skills, group work skills, communication skills, healthy lifestyles, managing risk, safety).

Our partnership with the local community is important, and we recognise and value its contribution to the PSHCE programme. This reflects our approach to active Citizenship. We include a range of opportunities for community involvement and activities, such as:

- links with the church (e.g. carol service)
- charity fundraising (e.g. Jeans for Genes)
- school clubs (e.g. choir performance in care home)
- invitation events (e.g. French café)
- citizenship visits (e.g. Year 6 visit to the Houses of Parliament)
- links with local services (e.g. visits from the Police Community Support Officer)