



**SHERBORNE HOUSE  
SCHOOL**

# Personal, Social, Health and Economic Education and Citizenship Policy

This policy applies to all pupils in the school, including EYFS

Created	<b>July 2015</b>
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## Aims

At Sherborne House School, part of the BELLEVUE group of schools, the teaching of Personal, Social, Health and Economic Education and Citizenship across the curriculum is a vital part of our children's education. It is vital that our pupils' spiritual, moral, social and cultural developmental (SMSC) needs are understood and properly addressed. We understand that we must develop key skills to equip our pupils for the challenges of modern life and to keep them safe in this digital world.

The teaching of PSHE and Citizenship is strongly linked to the 5 outcomes of Every Child Matters - that children should:

- Stay safe
- Be healthy
- Achieve and enjoy
- Make a positive contribution
- Achieve economic well-being.

The understanding of what it means to live in a democracy and the development of a secure understanding of the key five areas of British Values is an integral part of the teaching of PSHE and Citizenship in our school. We aim to ensure that these fundamental 'British Values':

- Democracy
- The rule of law
- Individual liberty
- Mutual respect
- Tolerance of those with different faiths and beliefs (and for those without faith).

flow across the whole school and are being actively promoted.

Furthermore, teachers and pastoral carers must understand 'The Prevent Duty' where childcare providers and educators must have: 'due regard to the need to prevent people from being drawn into terrorism' (section 26 of The Counter Terrorism and Security Act 2015). Therefore, children must be protected from the risk of radicalisation within schools.

We also aim to ensure that we help our pupils develop a strong sense of self-worth and celebrate their successes in their lives. It is vital that we help our children understand that life is about making choices and to help them make sensible and safe choices as they grow and develop.

All pupils at SHS are helped to develop respect for themselves and for others and to recognise that we are all different and to respect these differences. We aim to help our children foster good relationships with other members of the school and within the wider community.

Keeping safe is an important aim of the teaching and learning of PSHE and Citizenship. This encompasses keeping safe on-line and keeping up to date with the developments in our modern digital world and how they may affect our children, to other aspects of safety such as crossing a road safely and keeping their bodies safe.

Our aims encompass helping children make informed personal and social choices. They should also be educated in the ways they can ask for help should they ever feel distressed or uncomfortable in a situation.

The mental health of our pupils and emotional well-being is paramount importance and the confidence and self-esteem of pupils should be developed at every opportunity.

The Integrated Handbook of Regulatory Requirements by the Independent Schools Inspectorate also quotes the DfE (non-statutory guidance) of November 2014 which describes the 'understanding and knowledge expected of pupils as a result of schools meeting [paragraph 5(a)] of the standard.' The DfE guidance states that these are:

- *'An understanding of how citizens can influence decision-making through the democratic process*
- *An appreciation that living under the rule of law protects individual citizens and is essential for their well-being and safety;*
- *An understanding that there is some 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 hold other faiths and beliefs is protected in law;*
- *An acceptance that people having different faiths or beliefs to oneself (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 combating discrimination.'*

In addition, we aim to ensure our:

' Teachers ensure that pupils have their attainment and progress recognised across all aspects of knowledge and skills development in PSHE and Citizenship education" (taken from the Ofsted framework for PSHE and Citizenship 2013 'outstanding' descriptor for Quality of Teaching).

Our PSHE and Citizenship Policy reflects and supports the aims of the school as set out in our Mission Statement and Self Improvement Plan.

Point of reference: Bellevue Head Office, Board of Governors, SMT, PSHE and Citizenship Co-ordinator.

### **The role of the PSHE and Citizenship subject co-ordinator**

The co-ordinators role is to:

- Monitor the standards of teaching and the children's work, ensuring continuity from year group to year group.
- Advise on in-service training to staff where appropriate and feedback on any developments in the subject.

- Prepare tri-annual reports for the Governors on the subject's progression.
- Help and support staff where necessary.
- Advise staff on any useful websites or schemes of work - the purchase of which will be according to budgetary constraints at that time.
- Keep up to date on any Government advice or statutory developments relating to the subject such as The Prevent Duty and the importance of promoting British Values and Citizenship.
- Develop and update the policy for PSHE and Citizenship.
- Promote the importance of PSHE and Citizenship within the school.
- Arranges and Promotes many charity fundraising initiatives at Sherborne House School, for example Sports Relief and Children in Need.
- Liaise with the RE Co-ordinator and Charities Co-ordinator to local organisations/charities within our community e.g. Night Shelter and Canine Partners
- Arrange visits/guest speakers e.g. NSPCC

### **The role of the Form Tutor and PSHE and Citizenship teachers**

The learning and promotion of PSHE and Citizenship is embedded across the whole school. Children are in classes with a dedicated form tutor who is responsible for their pastoral care and will address any issues as they arise such as friendships and setting goals. The form tutor may not necessarily be the teacher who teaches the class their dedicated weekly PSHE and Citizenship lesson - this will vary according to any timetabling constraints. However, both form tutor and/or PSHE and Citizenship tutor shall:

- plan effectively for the weekly PSHE and Citizenship lesson
- develop and update skills, knowledge and understanding of all areas of PSHE and Citizenship identify cross-curricular links with other subjects
- assess the child's PSHE and Citizenship learning on whole-school assessment documents
- ensure they have completed relevant on-line training Educare modules (e.g. The Prevent Duty) and given copies of certificates to SHS Business Manager
- to keep the PSHE and Citizenship co-ordinator informed if they require any further resources in this area
- to ensure that the weekly dedicated PSHE and Citizenship lesson is completed

- keep informed of statutory development this important subject - and ask the PSHE and Citizenship co-ordinator for help in understanding of issues as they arise
- inform parents of children's progress - this can be on a verbal basis and formally on termly school reports where there are areas for tutor comments and specific PSHE and Citizenship reporting, to regular parents' evenings and individual appointments with parents.

In addition to the above, EYFS staff aim to give every child the best opportunities for effective personal development and learning by forming warm, caring attachments with children in the group, establishing positive relationships with parents, everyone in the setting and with people from outside agencies by acting as a role model. The children are encouraged to play and learn, sometimes alone and also in groups of varying sizes. Key workers are responsible for the P.S.E. development of their key children and aim to achieve this through:

- providing a large variety of age appropriate experiences
- supporting and developing a positive sense of themselves and of others
- forming positive relationships which show respect to everyone
- developing appropriate social skills and learning how to manage their feelings
- understanding appropriate behaviour in groups
- having confidence in themselves and have a positive disposition when faced with any new situation
- supporting independent well-being
- helping each and every child to gain knowledge about themselves

The Practice Guidance for the EYFS (Sept 2012) is used to plan activities that promote emotional, moral, spiritual and social development together with intellectual development. We provide experiences through our Long, Medium and Short term planning to help children develop autonomy and a disposition to learn. It is used as a reference document when needed in order to offer support and a more intense, structured approach for those children who may be vulnerable or have particular behavioural or communication difficulties in order for them to achieve successfully at all times, whether this may be personally, socially and/or emotionally.

## **Organisation and Inclusion**

PSHE and Citizenship is taught across all year groups in our school. All children have a dedicated form tutor who is responsible for the day-to-day pastoral care of each child. Pupils also participate in a dedicated weekly timetabled PSHE and Citizenship lesson in Key Stage One and Key Stage Two.

In Early Years the issues taught will change depending on the current interests and needs of the current cohort of children in Early Years. Areas are detailed on the on-line recording system 'Tapestry' covering the 'characteristics of effective learning'. The prime areas of Learning and Development are: Personal, Social and Emotional Development (Making relationships, Self-confidence and Awareness and Managing Feelings and Behaviour); Physical Development (Moving and Handling, Health and Self-care); and Communication and Language (Listening and Attention, Understanding and Speaking). PSHE and Citizenship is an integral part of the topic work covered during the year.

It is essential that all pupils including those with special educational needs and the gifted and talented pupils are properly supported in their development. This takes place in a variety of ways. For example, our SENCo can provide discrete lessons to individual or small groups of

children in the Butterfly Room setting; and further provision has been made for certain children with regular ELSA lessons. Our 'gifted and talented' children are supported through the differentiated work and questioning in lessons and with special workshops and activities managed by our Enrichment Co-ordinator.

### **Teaching and Learning**

The spiritual, moral, cultural and social development of pupils at Sherborne House School is viewed as on-going and will vary depending on an individual's personal experiences and interactions.

All staff working at Sherborne House School must be aware that they help support the learning and teaching of PSHE and Citizenship whether directly or indirectly - this includes the Learning Support Assistants, Teachers and support staff. Staff must be good role-models to the pupils.

The progressive nature of PSHE and Citizenship means that topics can be revisited regularly and are built upon each year as the child advances through the school. The different topic focuses are outlined in the PSHE and Citizenship Overview document and also in detailed termly plans. In addition, learning of pupils will also take account of any current initiatives or special global or calendar events.

Learning objectives are clearly communicated to children at the start of each of their dedicated weekly timetabled PSHE and Citizenship lessons. The teachers prepare individual PSHE and Citizenship lesson plans to suit the needs of their children detailing the learning objectives, success criteria and specific questions to ask to show understanding. Year Group teachers plan for PSHE and Citizenship in detail in their termly plans.

Children are issued with a PSHE and Citizenship /RE exercise book (KS1 and KS2) to have a dedicated place to record their work. In Early Years the pupil's learning is evidenced in a variety of ways including photographs and drawings and evidenced on the Tapestry system.

There are regular weekly Key Stage assemblies with a weekly focus e.g. Friendships, Responsibility, Keeping Safe and these topics are reinforced throughout the week during subsequent assemblies.

Sherborne House School's 'house points' scheme encourages children to be the best they can be in terms of effort and house points and also rewards them for acts of helpfulness and kindness such as gaining a 'courtesy' point. Children can earn bronze, silver and then the ultimate gold award and they wear their badges with pride. These achievements are celebrated weekly in a 'House Points' special assembly. Within the EYFS and KS1, children are also rewarded using the 'Shooting Star' system as this is a visual and immediate reward. EYFS children may also be put in the 'Golden Book' for good behaviour and consideration to others. They will then receive a certificate during their Key Stage assembly.

In forms children's individual achievements e.g. getting a swimming certificate or completing a reading challenge as celebrated informally in class. They are also recorded on the PSHE and Citizenship assessment document and StaR booklets. Furthermore, children's achievements are also celebrated in various multi-media forms such as articles/photos in the Friday Note, scrolling photographs on the TVs around the school or posters/pictures on presentation boards.

Other assemblies recognise notable calendar events such as the Queen's Birthday, the Olympics and The General Election.

To promote child safety, internet safety and global citizenship there are opportunities for whole-school participation in various national and local events. These have included for example, NSPCC and Child line talks (with the Buddy program), Anti-bullying week, Children in Need and participation in St John's Ambulance 'Big First Aid Lesson'.

All of these events are celebrated in a variety of ways such as inviting guest speakers in, whole-school assemblies, special workshops tailored to different year groups (e.g. recent follow-up workshops for Yr 5 and Yr 6 on keeping safe with Childline) and are backed up in year groups through discussions and recorded work in PSHE and Citizenship lessons.

In addition, children are taught about those in less fortunate situations than themselves and ways of helping others through fundraising activities. The PSHE and Citizenship Subject co-ordinator arranges and promotes many charity fundraising initiatives at Sherborne House School, for example Sports Relief and Children in Need.

Local charities are endorsed too so the children gain further awareness of what is happening in their local communities such as Night Shelter and Canine Partners.

As well as charities and fund raising activities, the school welcomes visiting speakers and other professional people; for example, a representative from Child Line and parents with a particular area of expertise e.g. medicine and how to keep healthy.

Our children belong to a democratic organisation through their involvement with their elected school council. The thriving school council involves pupils elected by their fellow pupils to represent their opinions and raise issues. The School Council meets regularly and feeds back its decisions to other children.

Children in Years 5 receive talks about growing up and puberty, and again when the children are in Year 6, about general sex education issues appropriate to their age. Parents are informed of these talks in advance; however, they may choose to withdraw their children from these sessions.

In SHS there is a strong emphasis on team building and sportsmanship with regular opportunities for children to represent their school in a range of sporting activities. In addition, many opportunities arise for children to participate in drama and musical activities and their achievements are celebrated regularly.

Teaching opportunities are identified for helping our children become excellent citizens of Britain. These are outlined in the attached document titled, 'Promoting British Values Across SHS Curriculum' which exemplifies one-year group's cross-curricular approach. The document has been designed by the PSHE and Citizenship co-ordinator to be a 'working tool' and can be amended and updated as teachers continually reflect on their practice. Evidence of each of the five British Values is evidenced by the unit of work completed, and any new opportunities should they arise are annotated. The document aims to evidence that as a school we take British Values and citizenship seriously and are identifying opportunities for this with a cross-curricular approach and also identifying future opportunities too.

The PSHE and Citizenship co-ordinator is to organise an annual whole-school British Values Week. This will enhance the children's PSHE and Citizenship learning and further demonstrate how British Values flow throughout our school. During this week children will have a dedicated daily lesson to consider each other five fundamental British Values. There will also be a special whole-school assembly to celebrate what it means to live in Britain in a democracy.

The annual 'Business Week' at Sherborne House School helps children in Reception, KS1 and KS2 understand the role of businesses and the need for 'enterprise' and profit. There are opportunities for visits to companies such as Tesco. This helps children gain a better understanding of business in our community and will help raise children's levels of aspiration and motivation.

### **Links between PSHE AND CITIZENSHIP and other curriculum areas**

There is a cross-curricular approach to teaching PSHE and Citizenship at Sherborne House School. The RE, Science and PE curriculums are particularly intertwined with personal, social, health and emotional issues; for example, PSHE and Citizenship informs the Science topic of eating a healthy diet and vice-versa. The 'Promoting British Values Across SHS Curriculum' document (please see Appendix A a working example from Year 4 attached) aims to identify and highlight the cross-curricular nature of the subject. Staff will be encouraged to contribute to a whole-school folder evidencing SMSC/FBV cross-curricular links throughout the whole-school.

### **Resources**

Teachers use a range of resources; most notably from the internet such as the Government SEALs programme or own resources they have found. There is a copy of the Folens PSHE and Citizenship schemes of work for both KS1 and KS2. There are also folders on the teachers' shared drive in topic areas such as anti-bullying with resources the school PSHE and Citizenship co-ordinator has sourced. The co-ordinator will advise staff on any useful websites or schemes of work - the purchase of which will be according to budgetary constraints at that time. Staff are to inform the PSHE and Citizenship co-ordinator if there are any further resources they require.

### **Assessment**

It is important to show progression and learning in PSHE and Citizenship, and value and recognise what children have completed successfully. It is acknowledged that, Ofsted expect to see that: "Teachers .... know how well their pupils are achieving, build on their previous knowledge and provide effective feedback to help them to improve further. Teachers ensure that pupils have their attainment and progress recognised across all aspects of knowledge and skills development in PSHE education" (taken from the Ofsted framework for PSHE 2013 'outstanding' descriptor for Quality of Teaching).

The PSHE and Citizenship co-ordinator has devised an assessment documents which is to be put in the PSHE and Citizenship exercise books. The learning objectives are to be written on the left-hand side with the headings (following on from the Early Year's notation) of



'emerging, expected and exceeding' at the top. The right-hand side of the document is to be used for recording and celebrating an individual's achievements both in and out of school; for example, being awarded an effort mark, swimming badge or raising sponsorship money. The PSHE and Citizenship books with the assessment documents within are then passed onto the next tutor by way of a permanent record showing a child's personal SMSC journey.

**Other policies and documents to be read (but not limited to) in conjunction with the PSHE AND CITIZENSHIP Policy:**

EYFS Policy

Anti-bullying policy

EAL Policy

E Safety Policy

Safeguarding Policy

Sex Relationships Education Policy

Special Needs Policy

***(All subject policies link to PSHE and Citizenship due to the cross-curricular nature of the topics)***

Appendix A

Promoting British Values Across SHS Curriculum to help our pupils develop into excellent citizens							
Year Group 4		Subject	Unit of work	Learning Outcome I can...	Evidenced By (e.g. recorded work/photograph/Friday Note entry/guest speaker/workshop/trip)	Date completed	New Opportunities
Democracy	To have some understanding of how a democratic political system works	PSHE AND CITIZENSHIP	Understanding Democratic system.	I know there are elections at least every five years.	Photographs/observations	On-going throughout year	British Values Week
	To understand how citizens can influence decision-making through the democratic process	School Council	Election Process	I can take part in a democratic vote and elect a school councillor	Photographs/Observation	September 2015	Voting for rewards through the year.
		Games	Etiquette	I can vote for a play of the match	Certificates/Photographs	Ongoing Weekly	Players through all sporting events.
Rule of Law	To understand that people hold different views about what is right and wrong however everyone living in England are subject to its law.	Form Time	Class Rules and expectations	I can contribute towards the class charter. I can follow the rules in the class charter.	Class Charter	Sept 2015-ongoing	Rules are evolved during the year- discussions take place throughout the year based on events.

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Individual Liberty	To ensure that our children understand that they, and all other citizens, have the right to express themselves and their views freely.	PSHE AND CITIZENSHIP/ ENGLISH	British Values Week	To examine role models such as Malala Yousafzai	Recorded work/photographs during BV Week	BV Week 16th May	To extend discussions within class and dedicated PSHE AND CITIZENSHIP lessons
	To cherish the individual liberty afforded to citizens of the UK						
	To identify with different people and their cultures	RE Geography History	Re- Hinduism (to learn about the importance of their Gods, home shrines, Mandir)  Geography- St Lucia (comparing homes/climate/way of life etc)  History – Celts and Romans and the impact they had	I appreciate that people have different beliefs and different cultures	Work in RE/PSHE AND CITIZENSHIP books  Photographs	Dec 2015	Whole-school assemblies to celebrate different faiths Ongoing



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			disagreements  Bonding over common interests at optional clubs e.g. Lego club, ICT club				
Integrity	To be honest, have strong moral principles and to stand by these principles.						
Community	To develop a sense of community and togetherness			To be aware of organisations in the local area To be aware how these organisations may help those needing help in our community	Outside speakers e.g. Alison Bailey from Canine Partners  Hannah Wilding (NSPCC)		
Charity	To encourage our children to be charitable by promoting causes and actively fundraising for causes that are important to them.	Whole-school & PSHE AND CITIZENSHIP	Harvest Festival Canine Partners	To appreciate those less fortunate than myself	Participation in class discussions, whole-school special		

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			Childline (& NSPCC) Sports Relief/Red Nose Day	and the issues they may face	assembly, sponsorship/donations Friday Note articles		
Turning points in History	To be aware of significant personalities, events and turning points in our history	History	Invader and Settlers Celts/ Romans/ Anglo Saxons	I appreciate that life in Britain changed through invasions, settling from other countries and cultures.		Ongoing throughout the year.	
	To be conversant with some examples of British creativity and /or culture			British Values Week			

