



# Personal, Social, Health and Economic Education and Citizenship Policy (including Fundamental British Values)

This policy applies to pupils in the school EYFS - Year 6

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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. **This applies from the Early Years Department and Lower and Upper School.**

The teaching of PSHE & C enables further opportunities to provide a stimulating and exciting education with wide-ranging opportunities to investigate, explore and grow intellectually, morally, spiritually, socially and culturally as per the school's aims to nurture, value and inspire. This is evidenced in many ways such as (but not limited to) dedicated weekly time-tabled PSHE lessons, the introduction of Growth Mindset ethos and the school's Learning Powers, and Tapestry in Early Years addition, the regular assemblies with a weekly focus e.g 'responsibility', art and music events and opportunities, sporting opportunities, supporting charities and guest speakers help to enhance the children's knowledge and understanding of community and belonging. The dedicated whole-school Internet Safety and Anti-bullying and Fundamental British Values Weeks also provide further opportunities for children to grow intellectually, morally, spiritually, socially, culturally and physically. Planning documentation used by teachers also enables them to identify and reflect where their lessons are providing opportunities for children to grow intellectually, morally, spiritually, socially and physically. 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 robust physical and mental health, the importance of healthy relationships, relationships education and staying safe in or digital world is embedded in the PSHE curriculum.

## **Vision**

At Sherborne House, the children are at the heart of all we do. The teaching and learning of PSHE and Citizenship helps to develop our pupils' confidence and resilience to achieve their goals and dreams. Furthermore, this is enhanced by the school's Learning Powers: Challenge Chinchilla, Persevering Penguin, Responsible Raccoon and Reflective Robin and the introduction and continued development of the Growth Mindset ethos within the school whereby we praise effort and persistence. Safeguarding and the importance of relationship education is vital.

The understanding of what it means to live in a democracy and the development of a secure understanding of the key five areas of the five Fundamental British Values (FBV) 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).

are embedded across the whole school and are being actively promoted. The dedicated FBV Week enables deeper exploration and understanding of these issues in dedicated classes within tutor groups. In the Early Years FBV play an active part during every day learning through encouraging the children to understand their own and others behaviour and feelings, along with their consequences. Providing

opportunities for children to develop their self-esteem and confidence in their own abilities and working as a group to create an environment that includes, values and promotes different faiths, cultures and races. This is evidenced in each child's Tapestry Learning Journal.

Furthermore, all staff 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. This is done in a number of ways such as the House points system, Head Teacher Awards and celebratory assemblies.

All pupils at SHS are helped to develop a 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 throughout the school.

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 powers 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.'*

Our PSHE and Citizenship Policy reflects and supports the aims of the school as set out in the schools' Vision, Mission and Ethos statements.

Point of reference: Bellevue Head Office, Board of Governors, SLT, SMT, PSHE and Citizenship Coordinator.

### **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 information for the tri-annual reports for the Governors.
- 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 importance of good physical and mental health plus relationships education, The Prevent Duty and the importance of promoting British Values and Citizenship and to continue to promote a whole-school approach to the Fundamental British Values.
- Develop and update the policy for PSHE and Citizenship.
- Promote the importance of PSHE and Citizenship within the school.
- To support the Humanities and Charity Coordinator with their links to local organisations/charities within our community e.g. Night Shelter and Canine Partners and visits from guest speakers e.g. NSPCC, Air Ambulance.
- To support staff in the delivery of RSE education on an age-appropriate basis.
- Support the Maths Coordinator and staff in promoting economic education for our children to achieve economic well-being e.g. opportunities for fundraising and practical money handling.

For the Early Years Department the PSHE and Citizenship responsibility falls to the Nursery Manager to adhere to the Early Years curriculum (evidenced through Tapestry)

### **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 and ensure completion

- to keep the PSHE and Citizenship coordinator informed if they require any further resources in this area
- to ensure that the weekly dedicated PSHE and Citizenship lesson is completed
- to actively use the school's' Learning Powers: Challenge Chinchilla, Persevering Penguin, Reflective Robin and Responsible Raccoon to support children's learning within the school and help them develop their self-esteem and a positive outlook
- to promote and develop Growth Mindset within their forms and throughout the school
- keep informed of statutory development this important subject - and ask the PSHE and Citizenship coordinator for help in understanding of issues as they arise
- all staff to regularly contribute to the PSHE Evidence folders on Google drive
- 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 lessons 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. 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 gifted and talented pupils are properly supported in their development. This takes place in a variety of ways. For example, our SENCo can provide discreet 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. In addition, a series of workshops are organised to enrich and challenge children across the year groups.

## **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, this starts in the Early Years Department. 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 and 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 and should detail SMSC and FBV links on their termly plans.

Children are issued with a PSHE and Citizenship exercise book (Lower and Upper School) to have a dedicated place to record their work. In Reception the pupils' learning is evidenced in a variety of ways including photographs and drawings and on the Tapestry system.

There are regular weekly assemblies and special family assemblies .. Other assemblies recognise notable calendar events as they occur e.g.General Elections.

Sherborne House School '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 House assemblies.

In Tutor Groups children's individual achievements e.g. getting a swimming certificate or completing a reading challenge as celebrated in class. Each child has a StAR (Student Achievement Record Book) where the aspects of development and learning they are proud of are recorded plus the use of the SHS Learning Powers e.g Challenge to help their learning. They are also recorded on the PSHE and Citizenship assessment document. Furthermore, children's achievements are also celebrated in various multi-media forms such as articles/photos in the Need To Know/Nice To Know and Facebook.

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 Childline talks (with the Buddy program), Anti-bullying week, Children in Need and participation in St John's Ambulance 'Big First Aid Lesson'. All staff are regularly trained and updated on Safeguarding matters.

In addition, children are taught about those in less fortunate situations than themselves and ways of helping others through fundraising activities. As a staff we arrange and promote 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 fundraising 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. Committees such as the playground committee enable children to develop a strong sense of citizenship.

The school aims to provide a sound RSE education on an age-appropriate basis to children. Much of this is taught within the Science curriculum. Parents can withdraw their children from these sessions if it is their wish.

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 documents titled, 'Promoting British Values Across SHS Curriculum' which exemplify each year group's cross-curricular approach. The document has been designed by the PSHE and Citizenship coordinator 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 coordinator organises an annual whole-school British Values Week. This aims to enhance the children's PSHE and Citizenship learning and further demonstrate how British Values flow throughout our school. During this week children will have dedicated daily

lessons to consider each of the five fundamental British Values. There is also a special whole-school assembly to celebrate what it means to live in Britain in a democracy.

### **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 RSE, RE, Science and PE curriculums are particularly intertwined with personal, social, health, cultural 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 aims to identify and highlight the cross-curricular nature of the subject. Staff are required to contribute to the on-line (in teachers shared drive) 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 programmes or own resources they have found. There is a copy of the Folens PSHE and Citizenship schemes of work for both Lower and Upper School plus resources for promoting Growth Mindset, developing self-esteem and relationship education. 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 coordinator 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. The PSHE and Citizenship coordinator has devised an assessment documents which teachers of PSHE 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 Years 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. Examples from each form are to be put into the PSHE evidence folder on the Google drive by the form tutor. In addition the PASS data is another tool to aid monitoring of a child's wellbeing.

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

Admissions & Equal Opportunities Policy

Anti-bullying policy

EYFS Policy

EAL Policy

E-Safety Policy

Pastoral Care Policy

PSHE & C Policy

Safeguarding Policy

SEN Policy

RSE Policy

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

