

Owner: BP



LONG CLOSE SCHOOL

PSHEE POLICY

LONG CLOSE SCHOOL

Upton Court Road

Slough

Berkshire

SL3 7LU

A Cognita School

Policy on Personal, Social, Health and Economic Education (PSHEE) and Citizenship

(see also Behaviour and Discipline; Drugs; Food; Health & Safety)

1 Aims and objectives

- 1.1 We believe that education in PSHEE and Citizenship enables children and young people to become healthier, more independent and more responsible members of society. We encourage our pupils to play a positive role in contributing to the life of the school and the wider community. In so doing, we help to develop their sense of self-worth. We teach them how society is organised and governed. We ensure that the children experience the process of democracy through participation in the school council where meetings are held each Half-Term. We teach children about their rights and about their responsibilities. They learn to appreciate what it means to be a positive member of a diverse and multi-cultural society. Indeed, the teaching of PSHEE and citizenship helps in many ways to meet the objectives set out in **The Children's Act 2004** ('Every Child Matters') – and that children **'be healthy, stay safe, enjoy and achieve, make a positive contribution, and achieve economic well-being'**. The policy also takes into mind **2010 Equality Act and the papers/guidance on Spiritual, Moral, Social and Cultural Development (2014), Promoting British Values (2014) and 'Keeping Children Safe in Education' – with its views on Preventing Extremism and Radicalisation (March 2015)**
- 1.2 Our objectives in the teaching of PSHEE and citizenship are for all of our children:
- to know and understand what is meant by a healthy lifestyle;
 - to be aware of safety issues;
 - to understand what makes for good relationships with others;
 - to have respect for others;
 - to be thoughtful and responsible members of their community and their school;
 - to become active members of our democratic society;
 - to develop self-confidence and self-esteem;
 - to make informed choices regarding personal and social issues;
 - to develop good relationships with other members of the community.

2 Teaching and Learning Style

- 2.1 We use a range of teaching and learning styles to meet the PSHEEE and citizenship requirements of the National Curriculum. We emphasise active learning by including the children in discussions, investigations and problem-solving activities. We encourage the children to take part in a range of tasks that promote active citizenship, e.g. charity fundraising (we have two dedicated staff as 'Charity Champions'), the planning of special school events (such as an assembly or open evening), or involvement in helping other individuals or groups less fortunate than themselves. We organise classes in such a way that pupils are able, through discussion, to set agreed classroom rules of behaviour, and resolve any conflicts. We offer children the opportunity to hear visiting speakers, such as health workers, Vets, police and local clergy, whom we invite into the school to talk about their role in creating a positive and supportive local community.

3 PSHEE and citizenship curriculum planning

- 3.1 We teach PSHEE and citizenship in a variety of ways. Sometimes, e.g. when dealing with issues in drugs education, we teach PSHEE and citizenship as a discrete subject. On other occasions, we introduce PSHEE and citizenship topics through teaching in other subjects. For example, when teaching about local environmental issues in geography, we offer pupils the opportunity to find out who is responsible for the maintenance and upkeep of local parks and cycle paths. He also use these local parks (Upton and Lascelles Parks) for our Games Lessons and Matches. There is also a large overlap between the programme of study for religious education and the aims of PSHEE and Citizenship, we deliver a considerable amount of the PSHEE and citizenship curriculum through our religious education lessons and also to a lesser extent in English and Science. The school also makes use of the QCA units for teaching citizenship at Key Stages 1 and 2 where PSHEE is taught through the Circle Time framework (for which staff members have been appropriately trained by an external provider).
- 3.2 We also develop PSHEE and citizenship through various activities and whole-school events, e.g. the school council representatives from each form meet regularly to discuss school matters. We offer a residential visit in Key Stage 2 to an out of bounds centre, where there is a particular focus on developing pupils' self-esteem, and giving them opportunities to develop leadership skills and positive group work. The school is highly value laden and these values are stranded and communicated through all school activities. In particular the weekly assemblies are used in the this manner but we also have an annual Peace Day Assembly (this year an Olive Tree (Symbol of Peace) was planted which has a Global awareness emphasis, Harvest Festival, Remembrance Service, etc.

4 The Foundation Stage

- 4.1 We teach PSHEE and citizenship in reception classes as an integral part of our topic work. As the reception class is part of the Foundation Stage of the National Curriculum, we relate the PSHEE and citizenship aspects of the children's work to the objectives set out in the Early Learning Goals (ELGs). Our teaching in PSHEE and citizenship matches the aim of developing a child's personal, emotional and social development as set out in the ELGs. We also support citizenship education in reception classes, when we teach 'how to develop a child's knowledge and understanding of the world'. We also start to use a basic Circle Time framework in the Reception Class.

5 PSHEE and citizenship and ICT

- 5.1 ICT makes a contribution to the teaching of PSHEE and citizenship in that children in ICT classes learn to work together in a collaborative manner. They also develop a sense of global citizenship by using the Internet and e-mail. There is consequently an Internet Proficiency Scheme for Key Stage 2 pupils. This scheme aims to develop a set of safe and discriminating behaviours for pupils to adopt when using the Internet and other technologies. Through discussion of safety and other issues related to electronic communication, the children develop their own view about the use and

misuse of ICT, and they also gain an insight into the interdependence of ICT users around the world. Online role-play software provides a very safe arena to try out actions without harmful consequences.

6. Spiritual, Moral, Social and Cultural Development (Sept. 2014)

6.1 Defining spiritual, moral, social and cultural development. The spiritual development of pupils is shown by their:

- ability to be reflective about their own beliefs, religious or otherwise, that inform their perspective on life and their interest in and respect for different people's faiths, feelings and values
- sense of enjoyment and fascination in learning about themselves, others and the world around them v use of imagination and creativity in their learning
- willingness to reflect on their experiences.

6.2 The moral development of pupils is shown by their:

- ability to recognise the difference between right and wrong and to readily apply this understanding in their own lives, recognise legal boundaries and, in so doing, respect the civil and criminal law of England
- understanding of the consequences of their behaviour and actions
- interest in investigating and offering reasoned views about moral and ethical issues and ability to understand and appreciate the viewpoints of others on these issues.

6.3 The social development of pupils is shown by their:

- use of a range of social skills in different contexts, for example working and socialising with other pupils, including those from different religious, ethnic and socio-economic backgrounds
- willingness to participate in a variety of communities and social settings, including by volunteering, cooperating well with others and being able to resolve conflicts effectively
- acceptance and engagement with the fundamental British values of democracy, the rule of law, individual liberty and mutual respect and tolerance of those with different faiths and beliefs; they develop and demonstrate skills and attitudes that will allow them to participate fully in and contribute positively to life in modern Britain.

6.4 The cultural development of pupils is shown by their:

6.5 understanding and appreciation of the wide range of cultural influences that have shaped their own heritage and those of others

6.6 understanding and appreciation of the range of different cultures within school and further afield as an essential element of their preparation for life in modern Britain

6.7 knowledge of Britain's democratic parliamentary system and its central role in shaping our history and values, and in continuing to develop Britain

6.8 willingness to participate in and respond positively to artistic, musical, sporting and cultural opportunities

Owner: BP

- 6.9 interest in exploring, improving understanding of and showing respect for different faiths and cultural diversity and the extent to which they understand, accept, respect and celebrate diversity, as shown by their tolerance and attitudes towards different religious, ethnic and socioeconomic groups in the local, national and global communities

7. Promoting British Values (November 2014)

Fundamental British values Schools should 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. This can help schools to demonstrate how they are meeting the requirements of section 78 of the Education Act 2002, in their provision of SMSC.

Actively promoting the values means challenging opinions or behaviours in school that are contrary to fundamental British values.

Attempts to promote systems that undermine fundamental British values would be completely at odds with schools' duty to provide SMSC. The Teachers' Standards expect teachers to uphold public trust in the profession and maintain high standards of ethics and behaviour, within and outside school. This includes not undermining fundamental British values.

Through their provision of SMSC, schools should:

- enable students to develop their self-knowledge, self-esteem and self-confidence;
- enable students to distinguish right from wrong and to respect the civil and criminal law of England;
- encourage students to accept responsibility for their behaviour, show initiative, and to understand how they can contribute positively to the lives of those living and working in the locality of the school and to society more widely;
- enable students to acquire a broad general knowledge of and respect for public institutions and services in England;
- further tolerance and harmony between different cultural traditions by enabling students to acquire an appreciation of and respect for their own and other cultures;
- encourage respect for other people; and • encourage respect for democracy and support for participation in the democratic processes, including respect for the basis on which the law is made and applied in England.

The list below describes the understanding and knowledge expected of pupils as a result of schools promoting fundamental British values.

- 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 wellbeing and safety; 1 The Prevent strategy 2011:
<https://www.gov.uk/government/publications/prevent-strategy-2011> 5
- 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;

Owner: BP

- an acceptance that other 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.

Actions taken:

- include in suitable parts of the curriculum, as appropriate for the age of pupils, material on the strengths, advantages and disadvantages of democracy, and how democracy and the law works in Britain, in contrast to other forms of government in other countries;
- ensure that all pupils within the school have a voice that is listened to, and demonstrate how democracy works by actively promoting democratic processes such as a school council whose members are voted for by the pupils;
- use opportunities such as general or local elections to hold mock elections to promote fundamental British values and provide pupils with the opportunity to learn how to argue and defend points of view;
- use teaching resources from a wide variety of sources to help pupils understand a range of faiths, and
- consider the role of extra-curricular activity, including any run directly by pupils, in promoting fundamental British values.

8. Preventing Extremism and Radicalisation

Long Close School adopts the following accepted Government definition of extremism which is: *'Vocal or active opposition to fundamental British values, including democracy, the rule of law, individual liberty and mutual respect and tolerance of different faiths and beliefs; and/or calls for the death of members of our armed forces, whether in this country or overseas.'*

- There is no place for extremist views of any kind in our school.
- We have a duty to ensure students view school as a place where they can explore controversial issues safely and where our teachers encourage and facilitate this.
- We recognise that extremism and exposure to extremist materials and influences can lead to poor outcomes for children and so are addressed as a safeguarding concern.
- We provide a broad and balanced curriculum, delivered by skilled professionals, so that our students are enriched, understand and become tolerant of difference and diversity.
- We seek to ensure that all students thrive, feel valued and not marginalised.
- Young people can be exposed to extremist influences or prejudiced views from an early age which emanate from a variety of sources and media, including via the internet, and at times students may themselves reflect or display views that may be discriminatory, prejudiced or extremist.
- Any prejudice, discrimination or extremist views, including derogatory language, displayed by students or staff will always be challenged and where appropriate dealt with in line with our Behaviour and Discipline Policy for students and the Code of Conduct for staff.
- By adhering to safer recruitment best practice and by ensuring that there is an on-going culture of vigilance within our school we will minimise the opportunities for extremist views to prevail.

Definitions:

Extremism is more than simply stubbornness in one's views or general intolerance of others. It involves holding views which are considered by equals, peers and society as being beyond collective norms and at odds with core beliefs of the whole. Extremism can relate to a number of different subjects from gender relations to politics, and does not necessarily result in violence. In a national context in the UK, extremist views may include those which are directly opposed to values such as democracy, mutual tolerance, individual liberty and the rule of law.

Violent extremism is related to terrorism, which is 'at the extreme end of an extreme position, using fear and violence to achieve political ends'. It describes the attitudes, beliefs and actions that condone violence as a means of political end. This includes views that:

Foment, justify or glorify terrorist violence in furtherance of particular beliefs
o Seek to provoke others to terrorist acts

Foment other serious criminal activity or seek to provoke others to serious criminal acts
o Foster hatred intended to cause violence between communities in the UK
3 Policy Approved: 15 September 2015 (Governing Body) Scheduled Review: September 2017 (Every 2 Years) •

Owner: BP

Radicalisation is the process by which people adopt an extreme position in terms of politics and religion, a violent extremist ideology, or move to violent action in support of their beliefs.

The copy of 'Safeguarding : Preventing Extremism and Radicalisation Policy 2016' can be seen on the school's website.

9 PSHEE and Citizenship and Inclusion

- We teach PSHEE and citizenship to all children, regardless of their ability. Our teachers provide learning opportunities matched to the individual needs of children with learning difficulties. Intervention through School Action and School Action Plus will lead to the creation of an Individual Education Plan (IEP). When teaching PSHEE and citizenship, teachers take into account the targets set for the children in their IEPs, some of which targets may be directly related to PSHEE and citizenship targets = getting on with others, negotiating relationships, etc.
- For gifted and talented pupils, teachers will provide additional opportunities to take responsibility, develop leadership skills, think creatively and use their talents for the good of the class or the wider community.

10 Assessment for Learning

- Our teachers assess the children's work in PSHEE and citizenship both by making informal judgements, as they observe them during lessons, and through formal assessments of the work done, gauging it against the specific learning objectives set out in the National Curriculum. We have clear expectations of what the pupils will know, understand and be able to do at the end of each Key Stage.
- We do not set formal examinations in PSHEE and citizenship. The assessments that we make of pupil achievement are positive and record achievement in its widest sense.

11 Resources

We keep resources for PSHEE and citizenship in a central store, in topic boxes for each unit of work. We have additional resources in the library. Our PSHEE and citizenship coordinator holds a selection of reference materials for teaching sensitive issues.

Text Books used:

In KS 4 we are currently using the *Collins' Your Life* scheme of work. This has been updated and now covers Economic Wellbeing and Financial Capability.

In KS3 we are currently using the *Collins' Your Life* scheme of work. This has been updated and now covers Economic Wellbeing and Financial Capability.

In KS2 we are currently using the *Jigsaw PSHEE* scheme with their associated materials
However, the form teachers also use a wide variety of resources to help them teach this subject.

In KS1 we are currently using the *Jigsaw PSHEE* scheme with their associated materials.
However, the form teachers also use a wide variety of resources to help them teach this subject.

In the senior school the syllabus is split into two strands:

1. Personal wellbeing:

Personal wellbeing helps young people embrace change, feel positive about who they are and enjoy healthy, safe, responsible and fulfilled lives. Through active learning opportunities pupils recognise and manage risk, take increasing responsibility for themselves, their choices and behaviours and make positive contributions to their families, schools and communities. As pupils learn to recognise, develop and communicate their qualities, skills and attitudes, they build knowledge, confidence and self-esteem and make the most of their abilities. As they explore similarities and differences between people and discuss social and moral dilemmas, they learn to deal with challenges and accommodate diversity in all its forms. The world is full of complex and sometimes conflicting values. Personal wellbeing helps pupils explore this complexity and reflect on and clarify their own values and attitudes. They identify and articulate feelings and emotions, learn to manage new or difficult situations positively and form and maintain effective relationships with a wide range of people. Personal wellbeing makes a major contribution to the promotion of personal development.

Key concepts:

There are a number of key concepts that underpin the study of personal wellbeing. Pupils need to understand these concepts in order to deepen and broaden their knowledge, skills and understanding.

Personal identities:

- Understanding that identity is affected by a range of factors, including a positive sense of self.
- Recognising that the way in which personal qualities, attitudes, skills and achievements are evaluated affects confidence and self-esteem.
- Understanding that self-esteem can change with personal circumstances, such as those associated with family and friendships, achievements and employment.

Healthy lifestyles:

- Recognising that healthy lifestyles, and the wellbeing of self and others, depend on information and making responsible choices.
- Understanding that physical, mental, sexual and emotional health affect our ability to lead fulfilling lives, and that there is help and support available when they are threatened.
- Dealing with growth and change as normal parts of growing up

Risk:

- Understanding risk in both positive and negative terms and understanding that individuals need to manage risk to themselves and others in a range of situations.
- Appreciating that pressure can be used positively or negatively to influence others in situations involving risk.
- Developing the confidence to try new ideas and face challenges safely, individually and in groups.

Relationships:

- Understanding that relationships affect everything we do in our lives and that relationship skills have to be learnt and practised.
- Understanding that people have multiple roles and responsibilities in society and that making positive relationships and contributing to groups, teams and communities is important.

Owner: BP

- Understanding that relationships can cause strong feelings and emotions.

Diversity:

- Appreciating that, in our communities, there are similarities as well as differences between people of different race, religion, culture, ability or disability, gender, age or sexual orientation.
- Understanding that all forms of prejudice and discrimination must be challenged at every level in our lives.

2. Economic wellbeing and financial capability:

Education for economic wellbeing and financial capability aims to equip pupils with the knowledge, skills and attributes to make the most of changing opportunities in learning and work. Through their learning and experiences inside and outside school, pupils begin to understand the nature of the world of work, the diversity and function of business, and its contribution to national prosperity. They develop as questioning and informed consumers and learn to manage their money and finances effectively. Education for economic wellbeing and financial capability improves motivation and progression by helping pupils see the relevance of what they learn in school to their future lives. It expands their horizons for action by challenging stereotyping, discrimination and other cultural and social barriers to choice. It helps pupils to aim high. Pupils build a positive and realistic view of their needs and capabilities so that they can make effective learning plans, decisions and transitions. They become aware of changing career opportunities and develop the knowledge and skills to make informed decisions about which learning programmes to take. Pupils learn to be enterprising. They develop the ability to handle uncertainty, respond positively to change, and create and implement new ideas and ways of doing things. They learn how to make and act on reasonable risk/reward assessments and develop a 'can-do' attitude and the drive to make ideas happen.

Key concepts:

There are a number of key concepts that underpin the study of economic wellbeing and financial capability. Pupils need to understand these concepts in order to deepen and broaden their knowledge, skills and understanding.

Career:

- Understanding that everyone has a 'career'.
- Developing a sense of personal identity for career progression.
- Understanding the qualities, attitudes and skills needed for employability.

Capability:

- Exploring what it means to be enterprising.
- Learning how to manage money and personal finances.
- Understanding how to make creative and realistic plans for transition.
- Becoming critical consumers of goods and services.

Risk:

- Understanding risk in both positive and negative terms.
- Understanding the need to manage risk in the context of financial and career choices.
- Taking risks and learning from mistakes.

Owner: BP

Economic understanding:

- Understanding the economic and business environment.
- Understanding the functions and uses of money

The PSHEE topics are split between:

Personal Well Being, which is split into:

- sex and relationships education including forced marriages and genital mutilation.(KS4)
- drug and alcohol education
- emotional health and well-being;
- diet and healthy lifestyle;
- safety education. E-Safety, on-line grooming and pornography (KS4) etc.

Economic well-being, which is split into:

- careers education;
- work-related learning;
- enterprise education;
- financial capability.

There are two other strands that include:

British Values

Radicalisation and terrorism

[Link to Medium/Long Term Plan](#)

In the Prep school, the syllabus looks at three core themes:

Core Theme 1: Health and wellbeing

Pupils should be taught:

1. what is meant by a healthy lifestyle
2. how to maintain physical, mental and emotional health and wellbeing
3. how to manage risks to physical and emotional health and wellbeing
4. ways of keeping physically and emotionally safe
5. about managing change, including puberty, transition and loss
6. how to make informed choices about health and wellbeing and to recognise sources of help with this
7. how to respond in an emergency
8. to identify different influences on health and wellbeing

Core Theme 2: Relationships

Pupils should be taught:

1. how to develop and maintain a variety of healthy relationships, within a range of social/cultural contexts
2. how to recognise and manage emotions within a range of relationships
3. how to recognise risky or negative relationships including all forms of bullying and abuse
4. how to respond to risky or negative relationships and ask for help
5. how to respect equality and diversity in relationships.

Core Theme 3: Living in the wider world – Economic wellbeing and being a responsible citizen

Pupils should be taught:

1. about respect for self and others and the importance of responsible behaviours and actions

Owner: BP

2. about rights and responsibilities as members of families, other groups and ultimately as citizens
3. about different groups and communities
4. to respect equality and to be a productive member of a diverse community
5. about the importance of respecting and protecting the environment
6. about where money comes from, keeping it safe and the importance of managing it effectively
7. how money plays an important part in people's lives
8. a basic understanding of enterprise.

It is then split into six strands.

Each year group (1-6) study the same six topics, one for each half term. The material within each topic differs from year group to year group and satisfies the criteria set out in the PSHE Association guidelines. The six topics are:

- Being me in My World
- Celebrating Difference
- Dreams and Goals
- Healthy Me
- Relationships
- Changing Me

Each half term PSHE co-ordinator for the Prep School Mr. Watts delivers an assembly to introduce the new PSHE topic.

Sex education is taught in the final topic, Changing Me, in the second half of the Summer Term. A letter is sent out to parents at the beginning of the Summer Term to ask for their consent for their child to learn the material which will be covered.

Long Close School Response to Prevent Duty July 2015

The Long Close Prep School is prepared to respond to the Prevent Duty of July 2015 in the following ways currently (review ongoing):

The thorough teaching of R.S. throughout the school will cultivate in the children a considered understanding of different religions, which will guard against them being victims of religious propaganda in their lives.

The Jigsaw PSHE scheme covers the topic of relationships for one half-term for each year group. This topic helps children to become aware of themselves and other people and the dynamics of various relationships. One aspect of this which is particularly important when it comes to guarding against radicalisation is covered in Year 6, and it makes children aware of relationships in which one party seeks to control the other. More importantly, this unit teaches children how to *guard against* being drawn into relationships of this kind.

Another unit in the Jigsaw scheme is called Celebrating Difference, and this teaches children that people can be very different from one another. The scheme aims throughout the school to cultivate within the children the awareness that people can be very different from one another, and to tolerate and attempt to understand these differences rather than fearing and judging them in a negative manner. The Long Close Prep School approaches bullying and problems between children within the school in a non-judgemental fashion and attempts to resolve conflict in a peaceful and calm way, encouraging children to understand one another

Owner: BP

and why problems have been created. This approach is intended to engender a sense of tolerance and understanding, which should have an effect on the children's liability to become radicalised.

In the Senior part of the school, the R.S. and PSHE schemes cover similar themes to these and are in the process of being reviewed by Mr McCarthy.

The form teachers in Long Close School have a close relationship with the pupils due to the school's emphasis on individualised learning and a family atmosphere. This means that the students should feel comfortable speaking to their form tutors, and they should also understand that they can confide in their teachers without fear (though they also understand that teachers cannot promise confidentiality). This possibility of honest and open communication is made extremely clear to both the parents and children within Long Close.

12 Monitoring and review

- 12.1 The planning and coordination of the teaching in PSHEE are the responsibility of the Key Stage co coordinators for their sections of the school, who also:
- supports colleagues in their teaching, by keeping informed about current developments in the subject, and by providing a strategic lead and direction for PSHEE;
 - observe PSHEE lessons across the school.
- 12.2 The quality of teaching and learning in PSHEE is monitored and evaluated by the Head Teacher and the SLT as part of the school's agreed cycle of lesson observations.
- 12.3 This policy will be reviewed every year.

Signed: Brendan Pavey

Next Review: September 2017