



DANES HILL SCHOOL

STRONG & SAGACIOUS

PSHCE POLICY

This policy is applicable to all pupils, including those in the EYFS

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| Reviewed by: | Senior Leadership Team & Governing Body | Date of Authorisation: | September 2022 |
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1. Philosophy of the Department

The Personal, Social, Health, Citizenship Education (PSHCE) curriculum is designed to assist in the full development of each individual pupil at Danes Hill School. The Pre- Prep and Early Years follow the Jigsaw scheme. In Years 2 –6 the curriculum follows the KAPOW spiral schemes of work which divide the subject into six key areas: **Family and relationships, Health and Wellbeing, Safety and the changing body, Citizenship, Economic wellbeing and Identity.** In Years 7 and 8 the curriculum is based on the Cre8tive schemes of work and is focuses on six core themes: **Rights, Responsibilities and British Values, Celebrating Diversity and Equality, Relationships and sex education, Staying safe online and offline, Health and wellbeing and Life Beyond School.**

Overall we aim to:

- develop in our pupils the understanding to question and argue rationally and the qualities needed for decision making and leadership, thereby fostering their ability to resolve conflict within their own environment, among friends and within the classroom.
- Deliver relationships education in all years which meet the statutory requirements.
- Deliver sex and relationships education in Years 7 and 8 which meet the statutory requirements.
- provide necessary physical and mental health education in a manner appropriate to the age and stage of development of the pupil.
- engender in our pupils a sense of responsibility towards themselves, their peers and their school.
- Equip our pupils to be safe and responsible in the online world and well as the real world.
- develop in our pupils the understanding of democracy, the rule of law, individual liberty, mutual respect and tolerance of those with different faiths and beliefs.
- equip pupils with the organisational and study skills which will enable them to succeed in their education.
- help our pupils develop skills and attributes that are needed to become effective in the world of work, for example develop self-confidence and a positive self-image, enabling pupils to make the job and career choices that are right for them.
- encourage the development of thoughtful, well-rounded and sociable citizens, who will take their place in the world aware of the role they can play.

2. An introduction to PSHCE

In the Pre-Prep (Nursery to Year 1) PSHCE is taught using the JIGSAW programme and is an integral part of the school day.

Jigsaw: The Mindful Approach, offers a comprehensive programme to the children in pre-prep including Early Years. It provides a statutory Relationships and Health Education, in a spiral, progressive and fully planned scheme of work, giving children relevant learning experiences to help them navigate their world and to develop positive relationships with themselves and others. With strong emphasis on emotional literacy, building resilience and nurturing mental and physical health, Jigsaw allows teachers to deliver engaging and relevant PSHCE within a whole school approach.

Jigsaw PSHCE embeds the EY frameworks aspirations, and learning themes are returned to and developed each year through six half-termly units called Puzzles:

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

The lessons include whole class or group inputs which are inclusive and engaging, followed by continuing the learning through both adult-led and child-led creative activities, including utilising the outdoor environment and possibilities for home/school collaboration. It is recognised that emotional and mental health are fundamental to learning, relationships and life. A sense of identity, the feeling of belonging, coupled with inner strength, calm and resilience are essential for success. Jigsaw is underpinned by mindfulness philosophy. Mindfulness practice in every lesson empowers the young children to be aware of their thoughts and feelings and consciously make decisions about the ensuing actions and responses. This enables them to grow in self-regulation and support their own well-being to become confident and aspiring adults of the future, ready to challenge anything which may prevent them from achieving.

PSHCE (Personal, Social and Health, Citizenship and Economic Education) is taught at Danes Hill in both PSHEE lessons for Years 2 – 8.

The PSHCE programme of study provides pupils with the knowledge, skills and understanding that are required for them to lead happy, confident lives and to become responsible, active and informed citizens.

Our focus, at Danes Hill, is to educate pupils to be able to think for themselves and to develop a range of personal abilities and values which also meet the wider social demands of adult life. The PSHCE SoW is explicitly designed to contribute to the process of growing up, forming positive relationships and recognising unhealthy relationships, as well as the formation of values and the preparation of the child for responsibility in adult life. This includes helping pupils to understand: themselves, physical and mental health and development, their

behaviour, our society and how to make decisions and moral judgements. In all year groups, the curriculum also develops children's knowledge and awareness of online safety. At Danes Hill, pupils are encouraged to be sensitive to their environment and to the beliefs and behaviour of others.

To this end a variety of speakers are included in the curriculum to broaden the pupils learning experiences, this combined with educational visits and interactive schemes of work allows each pupil to develop into successful learners, confident individuals and responsible citizens.

PSHCE is taught according to Schemes of Work created by the Head of Department, as well as dealing with issues as they arise in the pupils' lives. The structure of the work in Years 2 – 8 follows a recommended curriculum from the PSHEE Association and KAPOW, and the SOW in Years 7 and 8 uses recommendations from the PSHE Association and Cre8tive.

In the first PSHCE lesson of the academic year, pupils in all year groups set themselves ground rules for safe discussions within their PSHCE groups which are displayed in the classrooms and are used to ensure that all pupils feel confident to contribute in a safe environment.

3. Aims of the department

The aim of PSHCE at Danes Hill is to encompass personal development and the acquisition of personal, learning and thinking skills, which are at the heart of the new curriculum and reflect the Every Child Matters outcomes stating that the curriculum should enable all young people to become:

- successful learners who enjoy learning, make progress and achieve
- Individuals who can recognise both healthy and unhealthy relationships both in the real world and online.
- confident individuals who are able to live safe, healthy and fulfilling lives
- responsible citizens (online and in the real world) who make a positive contribution to society.

We aim to help pupils learn how to become active, informed and responsible citizens and to gain an understanding of the importance of identifying and combatting discrimination of any type.

The department actively promotes the fundamental British values of democracy, the rule of law, individual liberty, and mutual respect and tolerance of those with different faiths and beliefs. Examples of all of these fundamental British Values are taught in all year groups and can be found in the schemes of work.

We ensure that principles are actively promoted which -

- enable pupils to develop their self-knowledge, self-esteem and self- confidence. This is achieved with regular current affairs and debating lessons; team building activities during tutor time (Yr6-8) and specific topics such as: Teamwork (Yr2), Self-esteem (Yr6), friendship & peer pressure (Yr7), body image (Yr8) and anti-bullying (Yr4), to name a few.

- enable pupils to distinguish right from wrong and to respect the civil and criminal law of England. This is achieved with our ground rules initiative during tutor as well as visits from Police to discuss personal safety.
- Develop pupils' understanding of internet safety, and general online safety.
- encourage pupils to accept responsibility for their behaviour, show initiative and understand how they can contribute positively to the lives of those living and working in the locality in which the school is situated, and to society more widely. This is achieved with topics such as; Social and Moral dilemma (Yr5) and Poverty (Yr6).
- further tolerance and harmony between different cultural traditions by enabling pupils to acquire an appreciation of and respect for their own and other cultures. There are topics covered in PSHEE including Prejudice (Yr4) and conflict resolution (Yr5 and 6) which help to achieve these goals.
- encourage respect for other people, paying particular regard to the protected characteristics set out in the 2010 Equalities Act;
- encourage respect for democracy and support for participation in the democratic process, including respect for the basis on which the law is made and applied in England. The school has a very pro-active school council. Candidates are voted for during early tutor sessions in Years 6 – 8.

All of the examples above can be found with many others in the extensive schemes of work. These schemes are found on the school system and include PowerPoints for every lesson, videos and conversation starters. There are also books in the staff work room/Library for the whole school about making choices, being kind to each other and embracing diversity. All of the resources, especially of this nature, are added to and updated regularly.

We aim to develop in every young person the values, skills and behaviours they need to reach their potential in life. This is achieved in whole school assemblies; our citizenship programme; eco-committee and school council. Additionally, we have a variety of guest speakers relevant to specific topics and events. For example, Mark Ormrod, a former Royal Marine who lost three limbs in Afghanistan spoke during our Remembrance Service, and MP Dominic Raab. Year 6 pupils have visited a mosque in New Malden and attended a Junior Citizenship Day at Epsom Racecourse.

4. How does citizenship education benefit our pupils?

4.1 Citizenship issues are:

- **real:** actually affect people's lives;
- **topical:** current today;
- **sometimes sensitive:** can affect people at a personal level, especially when family or friends are involved;
- **often controversial:** people disagree and hold strong opinions about them;
- **ultimately moral:** relate to what people think is right or wrong, good or bad, important or unimportant in society.

Citizenship education helps our pupils to develop self-confidence and deal successfully with significant life changes and challenges such as bullying and discrimination. This, combined with the School Council, the Eco Council and the Charities Committee provides the pupils with a voice in the life of Danes Hill, in their communities and in society at large.

It enables them to make positive contributions and prepares them for the challenges and opportunities of adult and working life.

4.2 Citizenship education at Danes Hill is:

- **active:** emphasises learning by doing;
- **interactive:** uses discussion and debate;
- **relevant:** focuses on real-life issues facing young people and society;
- **critical:** encourages young people to think for themselves;
- **collaborative:** employs group work and co-operative learning;
- **participative:** gives young people a say in their own learning.

4.3 What are its essential elements?

Citizenship education involves a wide range of different elements of learning, including:

- **knowledge and understanding:** e.g. about topics such as Britishness, laws and rules, the democratic process, the media, human rights, diversity, money and the economy, sustainable development and world as a global community; and about concepts, such as democracy, justice, equality, freedom, authority and the rule of law;
- **skills and aptitudes:** e.g. critical thinking, analysing information, expressing opinions, taking part in discussions and debates, negotiating, conflict resolution and participating in community action;
- **Fundamental British Values:** e.g. respect for justice, democracy and the rule of law, openness, tolerance, courage to defend a point of view, and a willingness to listen to, work with and stand up for others.

4.4 What is distinctive about citizenship education?

Citizenship education is distinguished by its content, focus and approach to learning.

Distinctive content

There is a central core of learning – factual and conceptual – not addressed in other school subjects, including:

- Fundamental British Values;

- criminal and civil law;
- extremism and radicalisation;
- government and politics;
- electoral systems;
- taxation and the economy;
- role of the EU, the Commonwealth and the UN;
- concepts such as democracy, justice and the rule of law.

Distinctive focus

Citizenship education focuses on topical everyday issues that concern young people as citizens – that is, as members of society with legal rights and responsibilities, e.g. education, health care, welfare benefits, public transport, policing, immigration, international relations and the environment.

These are to be distinguished from issues that concern young people as private individuals – that is, issues which are personal or relate only to family or friends – e.g. applying for a job is a personal issue, the minimum wage is a citizenship one; drinking is a personal issue, the law on alcohol use is a citizenship one; what you look for in a friend is a personal issue, their political opinion is a citizenship one.

Distinctive approach to learning

Our pupils learn what it means to be a citizen through discussions and debates in the classroom, and participation in the life of the school and in the wider community. They are given opportunities both to develop their learning and to put it into practice in ‘real life’ situations.

- aware of their rights and responsibilities as citizens
- informed about the social and political world
- concerned about the welfare of others
- articulate in their opinions and arguments
- capable of having an influence on the world
- active in their communities
- responsible in how they act as citizens both in the real world and in the online world.

5. Timetabling

Within the Pre-Prep, PSHCE is taught by the class teacher, with a classroom assistant as part of every topic. In the Lower School, PSHCE is taught by form teachers. In the Middle and Upper school, PSHCE lessons are taught by specialist teachers, including the Head of Department. In addition to this, a variety of guest speakers are invited to speak to the children about different topics.

6. Staffing and communication

The staffing for PSHCE is outlined above, in section 5.

There are many actions the Head of PSHCE takes to ensure effective communication with the teachers who deliver PSHCE. These include:

- PSHCE HOD speaks to all teachers of PSHCE on the inset day at the start of every term to outline the programme and highlight any statutory content.
- PSHCE HOD also shares the planned curriculum with HODs and HOSs so they are aware of what is being taught that term.
- PSHCE HOD has regular contact with all staff who deliver PSHCE lessons, to reflect on how lessons have gone and the lessons coming up.
- When requested by the HOY, Head of Dept visits year meetings to discuss PSHCE and citizenship provision.
- Regular email contact with teachers, tutors, Heads of Year and Heads of Section to discuss new ideas, their implementation and evaluation.
- Lesson plans, schemes of work and resources are posted on sharepoint.
- Further links are being established with the school nurse, who is keen to be more involved with the planning and teaching of PSHCE, especially helping to teach the topic of puberty.
- PSHEE HOD completes learning walks every four weeks, to make sure all sections of the school are observed every term. These observations provide the opportunity to evaluate resources and provision.
- The Head of Dept meets weekly with the Head of Pastoral Care.
- There are cross curricular links with the science department and RS department so the three HODS check their SOWs termly to make sure the delivery of various topics within the three departments has maximum benefit to the pupils' learning.

7. Staff Training

- RSE training delivered yearly. The last training session for staff took place on January 10th 2022.
- All teachers of PSHCE are given the opportunity to choose individual PSHCE training courses that they feel would be relevant to their needs.

8. Communication with Parents

PSHCE is most effective when followed up and backed up at home. At Danes Hill we have a very good relationship with parents, and are in very regular contact with our parents individually. Communication also takes the following forms:

- Curriculum notes (Programme of Study) on the school website so that parents are aware of which topics are covered and when.
- Letters home in Years 2, 3, 5, 6 and 7 when learning the correct anatomical names of body parts and puberty and reproduction education take place in PSHCE and science lessons (Years 5, 6 and 7)
- The community nurse runs extremely well attended parent/guardian and daughter talks in Year 5.

- Form teachers send written reports home termly which include reference to the pupil's involvement and progress in PSHCE lessons.

9. Assessment Policy

To be successful independent learners, children and young people need regular opportunities to reflect on and identify what they have learnt, what needs to be learnt next and what they need to do to continue their learning.

Teachers also need to be clear about the progress and achievements of the children and young people they teach, and how their learning might be improved. To enable this to happen, assessment has to be an integral part of the teaching and learning process.

In the Foundation Stage, assessment is completed against ELG (early learning goals) with Reception completing the Foundation Stage Profile. In Year 1, the pupils have twice yearly reports and parent interviews are held in the Autumn term.

PSHCE teachers record any relevant information relating to each individual member of their class. They keep worksheets and take photographs of discussions or film pupils delivering presentations. There is an informal, ten question end of topic quiz at the end of each topic in years 2 – 6. In years 7 and 8 the pupils assess their own knowledge at the start of each unit and then redo their self-assessment at the end of each unit to see what they have learnt. Assessment is generally visual, based on observation of pupils during PSHCE lessons.

10. Dealing with Sensitive Issues

All teachers are aware of our school safeguarding procedure should a concern arise.

In Year 5, a parent and daughter evening is held to encourage open discussions about these sensitive issues both at home and in school.

In Year 6, all pupils meet with the school nurse to discuss puberty issues.

The following guidelines are outlined to assist teachers when dealing with sensitive issues:

- All PSHCE classes write a group Code of Conduct at the start of the year
- Teachers should avoid entering into discussions about personal issues and lifestyles.
- No individual has to answer a personal question and no child is forced to take part in discussions.

Meanings of words are explained in a sensible, factual and age-appropriate way. In discussions, the knowledge and use of accepted names of body parts is promoted.

11. Parents

Parents are informed of any talk by our medical officer or school nurse before it takes place. If a parent wishes to withdraw a child they should discuss their concerns with the Head.

12. Reviewing the Effectiveness of the Policy:

The Head of PSHCE, Head of Science in conjunction with the Assistant Head Pastoral and the Head, review the policy annually.

Policies

Such as:

Sex & Relationships Education

Careers and Further Education

Child Protection

Anti-bullying.

Can all be found on the School Sharepoint and the website. These are continually updated.

JOB DESCRIPTION

HEAD OF PSHCE

The Head of Department will:

- Coordinate the teaching of all pupils between Years 2 and 8 and will work closely with the Head of Pre-Prep. They will be responsible for the production of all relevant departmental documentation and Schemes of Work and ensure that all teachers understand and are implementing departmental policy.
- Have a thorough knowledge of the teaching of PSHCE, keep up-to-date with the latest requirements and ensure these are reflected in all the Schemes of Work.
- Be responsible for the quality control of all teaching within the department throughout the school and advise the Head of the achievements of the department, as well as potential areas of weakness.
- Book speakers, trips and activities as appropriate to enhance the teaching of both subjects.
- A key requirement is that the Head of Department will have a good working knowledge of, and sympathy with, the potential of ICT in teaching. It will be necessary to work closely with the Head of ICT and the Deputy Head Academic to utilize the school's current ICT resources and to cooperate fully with cross-curricular initiatives throughout the school.