

ST. ANNE'S PREPARATORY SCHOOL
PERSONAL, SOCIAL, HEALTH, CITIZENSHIP AND ECONOMIC
EDUCATION POLICY – reviewed April 2016
This policy is currently under review 1/4/2019

Aims

At St. Anne's we believe that PSHE and Citizenship (PSHE & C) should enable children 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 doing so we help 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 class management and our school council. We encourage respect for the basis on which the law is made and applied in England. We teach the children about their rights and their responsibilities and they learn to appreciate what it means to be a positive member of a diverse multicultural society. All teaching is age and ability appropriate, including those with special needs.

From September 2014, Fundamental British Values have been actively promoted not only throughout our PSHE & C lessons but also in all curriculum areas. These include democracy, rule of law, individual liberty and mutual respect and tolerance of those with different faiths and beliefs (or none). Opinions or behaviour by pupils, staff, parents or carers that contradict these values will be challenged as a matter of routine. Religious and political indoctrination are prohibited in all school activities including extra-curricular activities.

For more details regarding the guidance of teaching Fundamental British Values at St. Anne's please see Appendix 1 of this document.

Objectives

The objectives of PSHE & C are to enable children to

- know and understand a healthy lifestyle
- be aware of safety issues
- accept responsibility for their behaviour and understand what makes for good relationships with others
- have respect for others, paying particular regard to the protected characteristics of the Equality Act 2010 (age, disability, race, sex, pregnancy, maternity and breastfeeding, gender reassignment, religion or belief, sexual orientation)
- acquire an appreciation of, and respect for their own and other cultures
- be independent members of a community
- be positive and active members of a democratic society
- develop self-knowledge, self-confidence and self esteem
- make informed choices regarding personal and social issues
- distinguish between right and wrong and to respect the criminal law of England
- acquire a broad knowledge of and respect for public institutions and services in England
- develop good relationships with other members of the local community and to society more widely

- To understand economic wellbeing

School Ethos

At St. Anne's we believe it is important that many of the skills and attitudes we wish pupils to develop are taught and demonstrated throughout the school in a variety of ways. Pupils will have the opportunity to develop their understanding of these issues through:

- school ethos
- assemblies
- school trips e.g. Crucial Crew, museums, theatres, Church, Cathedral, Mosque, residential trips, Chelmsford Borough Council offices
- Opportunities to visit other schools for sporting fixtures, quizzes and music events
- extra curricular activities
- School, classroom and playground rules
- School Council
- Harvest Festival, Christingle and Speech day
- Fundraising throughout the year, for local, national and international charities
- Road safety sessions
- Visiting speaker e.g. Police, local clergy, Mayor, MP

Where political issues are discussed both in school and during extra-curricular activities at the school or elsewhere, the children are offered a balanced presentation of opposing views.

PSHE and Citizenship and its relation to other curriculum areas

Some aspects of PSHE & C may also be taught and re-visited in other curriculum areas e.g. Science, Geography, R.E., English, assemblies, Form periods, and the attitudes and expectation of behaviour promoted by adults throughout the school.

We also develop PSHE & C through activities and whole school events. Residential trips in Prep Department are used as a building block for independent learning, developing pupils' self-esteem and giving them the opportunities to develop leadership and co-operation skills.

The timetable is organised so that each class has one 35 minute lesson on alternative weeks dedicated to PSHE.& C The alternate week will cover R.E. lessons which on occasions are closely linked to PSHE & C. Some class teachers prefer to arrange their timetable in order for them to teach the lessons in half term blocks.

Health Education

The Physical side of Health Education will continue to be taught in Science lessons. However the social and moral side of health Education (such as peer pressure issues) will be covered in PSHE & C lessons. This will include drugs awareness and Sex and Relationship Education. (See Sex and Relationship Policy for further details).

E-Safety

E safety forms part of the PSHE & C curriculum in that it concerns the welfare and safeguarding of the child. E Safety will be taught in all year groups, including EYFS.

Teaching will be age appropriate. Although it forms part of the PSHE & C curriculum, it will be delivered in ICT lessons by the Head of ICT who is CEOP qualified, in order to ensure continuity of approach. E Safety messages will be reinforced by all teachers in day to day teaching, setting of homework and will be included during assemblies.

Economic Education

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 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. Economic education is achieved through cross-curricular links with PSHE and mainly Maths and ICT, fundraising, assemblies and whole school workshops. See Appendix 2 for details of how progression is achieved throughout the age ranges.

Assessment

Our teachers assess the children's work in PSHE & C both by making informal judgements, as they observe them during lessons and through formal assessment of work done. The Fundamental British values aspect of the scheme will be assessed on their understanding of how:

- citizens can influence decision making through the democratic process
- the rule of law protects individual citizens and is essential to their well-being and safety
- 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 courts maintain independence
- the freedom to hold other faiths and beliefs is protected by law
- it is important to identify and combat discrimination

We do not set formal examinations in PSHE & C. The assessments that we make are positive and record achievement in its widest sense. The achievements of pupils are reported to parents each year in the annual report.

Links

This policy has links to other school policies on

- Child Protection and Prevent
- E Safety
- Behaviour
- Equal Opportunities
- Sex & Relationship Education
- Health & Safety
- Anti-Bullying

Appendix 1 - Strategy to Achieve Fundamental British Values

What makes us British and British Values are discussed during whole school assemblies. The following are covered in our PSHE & C lessons or through visits, assemblies or class discussions.

<p>Democracy</p>	<p>Form Captains voted by class members School Council members elected Understand the role of a chairperson Pupil and parent/carers opinions valued Opportunities such as local/general elections used to illustrate how representatives are elected Children visit Chelmsford Council Offices In many subjects children are encouraged to develop and defend points of view Children’s discussion skills are developed from an early age Debates held during PSHE & C lessons Children encouraged to make decisions and compromise where necessary Children look at the role of Parliament Children are taught about the role of MPs and local councillors</p>
<p>Rule of Law</p>	<p>Children help devise classroom rules The whole school follow the ‘Golden Rules’ which are displayed in every classroom and referred to frequently in assembly Children taught that rules exist to protect everyone and promote fairness Children devise games with their own rules Look at rules relating to age Children are reminded of actions and consequences when rules are broken in our school code of conduct Pupils are taught about the jobs of the police in both local and national roles in Great Britain Children look at crime in the local community Investigate what happens to victims of crime Children look at laws to protect animal Be aware that some people can put others in danger by their unlawful actions</p>
<p>Individual Liberty</p>	<p>Children are taught how to keep themselves safe in risky situations Children learn about the dangers of drugs, alcohol and cigarettes Children learn how to stay safe on the roads Children learn how to walk away from bullies Produce a charter of rights for children Discuss what can be done when people’s rights are abused</p>

Mutual respect and tolerance of those with different faiths and beliefs

Staff consistently model and promote the behaviour which show tolerance and respect for each other and the children

Children discuss similarities and differences

Children are taught to work together as part of a group

Children discuss different points of view

Children explore the idea of different types of relationships

Children understand that it is important to respect the opinions of others

Children look at ways countries can work together

Children develop strategies to fight prejudice

Children learn about aspects of world faiths and cultures during RE lessons, assemblies, visits and talks

Economic Education Planning Framework

EYFS	Numeracy	Recognising coins Handling money More than/less than
Year 1	Numeracy	Money games To know value of coins up to £1 Adding money Money problems Working out change
	Fundraising	Children in Need Coffee Morning: Pricing Cake sale Calculating profits
Year 2	Numeracy	To know the value of coins and notes Adding/Subtracting money Calculating and checking change What can I buy with a given amount? Money problems
	PSHE&C	Choices: Spending money in different places on different things and being able to explain their decisions. Keep a track of money and what has been spent
Year 3	Numeracy	Money problems and calculations Developing formal methods of recording money problems
	Geography	Looking at different countries and the currencies used
	PSHE&C	Understanding that newspapers and adverts influence our decisions Setting up charities to help fund help for animals
Year 4	Numeracy	Money conversions around the world Addition, subtraction, multiplication and division money calculations One and two step money problems Shopping lists
	PSHE&C	Questions to ask the local council they might like to spend money in the area Understanding that we need to trade with other countries to survive What do we export and why Understand how life would be quite different living in a poorer country
	Geography	Fair trade and how this improves the income and conditions of workers in a poor country
Year 5	Numeracy	Money calculations based on exchange rates. Different currencies used in different countries

		<p>Comparing two for one offers</p> <p>Reading financial information on graphs and other tables</p> <p>Two and three step money problems</p> <p>Calculating percentage discounts</p> <p>Comparing prices and deciding what is best ‘value for money’</p> <p>Budgets for film making and family holidays</p>
	ICT	<p>Using financial information to plan and manage a budget</p> <p>Using spreadsheets for budget calculations</p> <p>Writing a gift list with a given amount of money to spend</p> <p>Understanding that there are financial risks associated with spending money, including on-line scams</p> <p>Be able to describe ways of keeping money and personal information when using the internet</p>
	PSHE&C	How you would spend £100
	Geography	<p>World cities and their importance</p> <p>Developed and less developed countries</p> <p>Urban and rural economy</p>
	History	<p>Development of Chelmsford and the mayor’s parlour visit discussing the important of investment in the town e.g. John Lewis</p> <p>Comparing transport costs (Victorians)</p>
Year 6	PSHE&C	<p>If they were given £50, how might the media influence how they spend their money</p> <p>Be able to explain the reasons behind their choice of purchase</p>
	ICT	<p>Predict the prices and the total cost to by the items on ‘The twelve days of Christmas’</p> <p>Research to find the actual costs and compare the differences</p>
	Numeracy	<p>Money problem calculations –profit and loss</p> <p>Summer Term - Maths Money Week: A week of ICT and numeracy activities to provide experience of making informed money decisions later on in life. To include: Investments, tax, spending, interest rates, budgets etc.</p> <p>Calculator usage (latter part of term)</p>
Whole School	Enterprise Day workshops	These workshops are for prep department and will be run every 2 or 3 years
	Assemblies	
	Fundraising Activities	e.g. Peter Pan day to raise money for Great Ormond Street Hospital
	School Council meetings	<p>Deciding how to spend money donated by PTA</p> <p>Deciding which charities to support</p>