

Under review – 24/2/2022 – SH & AM

St Anne's Preparatory School



Fortiter, Fideliter, Feliciter

St Anne's Preparatory School

Reviewed October 2020

Currently being reviewed SH

Purpose

The purpose of this policy is to establish and promote the profile of PSHEE & Citizenship at St Anne's Preparatory School. It is also intended to cover the expectations and standards set within the school curriculum for all children, regardless of background, to support their all-round development and understanding.

Aims for the School Curriculum

To provide opportunities for all pupils to understand how to become healthy, independent and responsible members of society

- To promote pupils' spiritual, moral, social and cultural development and prepare them for the opportunities, responsibilities and experiences of life at school and in the wider community and British society
- To actively promote the fundamental British values of democracy, the rule of law, individual liberty, and mutual respect and tolerance
- To encourage respect for other people, with particular regard to protected characteristics under the Equality Act 2010, including age, disability, marriage and civil partnership, sex, race, gender reassignment, sexual orientation, religion or belief or lack of, pregnancy and maternity
- To give pupils opportunities to explore, clarify and if necessary challenge, their own and others' values, attitudes, beliefs, rights and responsibilities
- To give pupils the skills and strategies they need in order to live healthy, safe, fulfilling, responsible and balanced lives
- To equip pupils with the skills, knowledge and confidence to manage their money well, now and in the future

These aims reinforce each other: the personal development of pupils, spiritually, morally, socially and culturally, plays a significant part in their ability to learn and achieve. Development in these areas is essential to raising standards of all pupils.

Rationale

The importance of Personal, Social, Health and Economic Education and Citizenship Personal, Social, Health and Economic Education (PSHEE) and Citizenship help to give pupils the knowledge, skills and understanding they need to lead confident, healthy, independent lives and to become informed, active, responsible citizens. Pupils are encouraged to take part in a wide range of activities and experiences across and beyond the curriculum, contributing fully to the life of their school and communities. In doing so they learn to recognise their own worth, work well with others and become increasingly responsible for their own learning. They reflect on their experiences and understand how they are developing personally and socially, tackling many of the spiritual, moral, social and cultural issues that are part of growing up. Pupils also find out about the main political, economic and social institutions that affect their lives and about their responsibilities, rights and duties as individuals and members of communities. They learn to understand and respect our common humanity, diversity and differences so that they can go on to form the effective, fulfilling relationships that are an essential part of life and learning.

The Framework

Our PSHE programme (which is covered through the taught curriculum and our wider provision) includes teaching and learning within the following strands and themes:

ORE THEME 1: HEALTH AND WELLBEING

CORE THEME 2: RELATIONSHIPS

CORE THEME 3: LIVING IN THE WIDER WORLD

The statutory guidance is comprehensively covered by learning opportunities across all three core themes. Even though much of 'Living in the wider world' is not included in statutory requirements, the theme as a whole remains vitally important for pupils' personal development and economic wellbeing, as well as in supporting schools to meet the Gatsby Benchmarks for careers education as part of the DfE Careers Strategy. The final section of the Programme of Study sets out the content grids from the Statutory Guidance for Relationships Education, RSE and Health Education, mapped to the Programme of Study, clearly identifying the Programme of Study learning opportunities that address each bullet point from the statutory guidance. It is hoped that children will recognise that many decisions about both health and safer lifestyles are made in a social context or are influenced by the attitudes, values and beliefs of others.

The Programme of Study sets out learning opportunities for each key stage, in each core theme, organised under subheadings. These learning opportunities are used flexibly according to pupils' development, readiness and needs, and taking into account prior learning, experience and understanding. Learning from one area may be related and relevant to others. Whilst this framework distinguishes three separate core themes, there will be extensive overlap, so we may draw from more than one theme. For example, Relationships and Sex Education (RSE) falls within both 'Health and Wellbeing' and 'Relationships', as sexual health should always be considered as an element of health education but also taught within the context of healthy relationships. Similarly, whilst they are specifically addressed where appropriate, assessing and managing risk and managing life online are integrated throughout all three core themes.

PSHEE education addresses both pupils' current experiences and preparation for their future. The Programme of Study therefore provides a spiral curriculum to develop knowledge, skills and attributes, where prior learning is revisited, reinforced and extended year on year. This is grounded in the established evidence base for effective practice in PSHE education.

During key stages 1 and 2, PSHE education offers both explicit and implicit learning opportunities and experiences which reflect pupils' increasing independence and physical and social awareness, as they move through the primary phase. It builds on the skills that pupils started to acquire during the Early Years Foundation stage (EYFS) to develop effective relationships, assume greater personal responsibility and manage personal safety, including online.

PSHEE education helps pupils to manage the physical and emotional changes at puberty, introduces them to a wider world and enables them to make an active contribution to their communities.

Relationship and Sex education is taught each year in our PSHEE and Citizenship programme and specifically in Year 6 as part of the science curriculum. Parents' permission is obtained beforehand for the Year 6 science programme. Pupils of all ages will be given clear guidance on self-esteem, responsibilities within relationships, positive values and who to talk to about any concerns.

Economic education was specifically introduced to the PHSEE curriculum in 2015. It is specifically taught in Years 2, 4 and 6 in our PSHEE and Citizenship programme. We also cover the economic aspects recommended by Pfeg (Personal Finance Education Group) in Mathematics lessons.

There is increasing recognition of the importance of actively promoting fundamental British Values at all UK schools; it is now a statutory requirement to do this. The five key British Values are:

- Democracy
- The rule of law
- Individual liberty
- Mutual respect
- Acceptance of those of different faiths and beliefs

At St Anne's Preparatory School we take pride in actively promoting the fundamental British Values throughout the school. We strongly believe in individual freedom, tolerance of others, personal and social responsibility and upholding the rule of law. Fostering these values is at the heart of our curriculum and in the wider life of the school.

The following examples show some of the ways St Anne's seeks to embed British Values.

PSHE

Mutual respect is taught through formal PSHE lessons. Children are encouraged to know their rights and responsibilities and personal freedoms. They learn how to make safe choices and about the consequences of when the law is broken.

RE

Acceptance of different faiths and religions is promoted in RE. Children learn about religious diversity and the practices of the main religions represented in the UK. Children are encouraged to share their faiths and beliefs within the school and celebrate festivities throughout the calendar year.

The School Council

The school promotes a democratic process for the election of school councillors. This cultivates the concept of freedom of speech and group action to address needs and concerns.

Acts of collective worship and assemblies

Our assemblies uphold values of empathy, respect and tolerance. Local religious leaders are invited to reinforce these values; traditionally seen in our harvest assemblies. Furthermore, our class assemblies cover a wide variety of topics that support British Values.

Theme days and National events

In recent years, we have celebrated Royal Weddings, The RAF's 100th Anniversary and thanking our NHS. Each year we participate in national charity fund raising days such as Children in Need, Sport/Comic Relief; we also celebrate World Book Day each March. Our Languages Day adds to the diverse celebration of events at St Anne's with staff contributing to a range of activities to instil awareness and respect towards other cultures.

Forms of Curriculum Provision

PSHEE cannot always be confined to specific timetabled time.

PSHEE is delivered within a whole school approach which includes:

- Discrete curriculum time
- Teaching PSHEE and Citizenship through and in other subjects/curriculum areas
- Through PSHEE and Citizenship assemblies, activities and school events
- Through pastoral care and guidance

Teaching Methods and Learning Approaches

Good teaching relies on using appropriate methods for the aim of the lesson or unit of work. All teachers are encouraged to develop a repertoire of flexible, active learning methods.

Effective starting and ending strategies

High order questioning skills

Climate building and ground rules

Agenda setting

Working together

Values clarification

Information gathering and sharing

Consensus building

Problem solving

Understanding another point of view

Working with feelings and imagination

Reflection, review and evaluation

Circle Time

School Council

Drama and role-play

Planning

Teachers plan using The PSHE Association which is the national body for Personal, Social, Health and Economic (PSHE) education. There are comprehensive frameworks which set out units of work to be covered by each year group annually. Teachers are supported with resources and curriculum materials as well as Teacher Guidance to develop good practice.

Assessment, Recording and Reporting

Assessment in PSHE does not imply that children are failing as people or citizens. It is not a judgement on the worth, personality or value of an individual child or their family. This is particularly important in working with children from diverse backgrounds or who have emotional and behavioural difficulties.

Opportunities for assessment are built into our framework by:

- Understanding pupils' prior learning
- Providing them with opportunities to reflect on and assess their learning
- Recognise its relevance to their day to day lives and how they are progressing

Learners need to “know about...”, “know how to...” and also “be able to...”

In recording lesson outcomes, it is the intention to promote a variety of methods such as photography, display work and project folders instead of more traditional formats. This is to allow for the wide ranging and often discussion based nature of the subject.

Resources

We primarily use the PSHE Association and the resources recommended within it when planning and delivering PSHEE and Citizenship. We will avoid a ‘resource-led’ approach to delivering PSHEE, instead focusing on the needs of the children and our planned learning objectives. We select carefully resources which meet these objectives. We evaluate carefully teacher resources, leaflets and videos, before using them.

When PSHEE and Citizenship related resources are being used within other subject areas, for example books about the human body in science, the same criteria are applied. This also applies to electronic resources, such as the use of websites and presentations found on the internet.

We use children’s books, both fiction and non-fiction, extensively within our PSHEE and Citizenship programme. The same selection criteria apply, and teachers will always read and assess the books before using them to ensure they are appropriate for the planned work. They will also consider the needs and circumstances of individual children in the class when reading texts, in case they need to have a preparatory conversation with a child before the teaching takes place, for instance.

Use of visits and visitors

Where appropriate we use visits and visitors from outside agencies or members of the community to support the PSHEE and Citizenship programme. This is an enrichment of our programme and not a substitute for our core provision which is based upon the strong relationships between teachers and pupils.

Some visits and visitors are arranged to enhance provision, for example the Year 6 visit to Chelmsford City Council’s “Crucial Crew” project, we had a QC visit the Prep school to discuss the British legal system and a new mum brought in her baby during the Reception classes RSE work.

Residential visits can make a significant contribution to children’s personal development. When planning such visits, we use opportunities to promote children’s learning in relevant areas of the

PSHEE and Citizenship curriculum (for example, relationship skills, group work skills, communication skills, healthy lifestyles, managing risk, safety).

Our partnership with the local community is a priority, and we recognise and value its contribution to the PSHEE and Citizenship programme. This reflects our approach to active Citizenship.

We include a range of opportunities for community involvement and activities, such as:

- links with the church (e.g. Harvest Festival, Remembrance Day)
- charity fundraising (e.g. links with the local food bank, supporting events such as Comic Relief and the Little Edi Shoe Box appeal)
- school clubs (e.g. choir performances in local venues, History Club with links to Oaklands Museum)
- citizenship visits (e.g. visiting the Council offices, visit from the Mayor and our new MP)
- links with local services (e.g. visits from the fire brigade, visits to the local museum)

Role of PSHEE Leader

The Leader will:

- Raise awareness amongst all staff of their contribution to the pupils' personal and social development and agree the overall aims, objectives and priorities
- Lead policy development
- Agree the main priorities for the pupils' personal and social development and identify the major opportunities for meeting these priorities across the curriculum
- Provide appropriate support and training for staff
- Monitor and evaluate the programme, including the use of outside agencies, and pupils' responses to the programme
- Carry out a continuous process of review and development of the programme as part of the annual cycle of school improvement
- Attend relevant courses and training opportunities
- Order and monitor resources.
- Report regularly to the Headteacher discussing progress and development of the subject both in school and nationally

Answering Difficult Questions

We acknowledge that sensitive and potentially difficult issues will arise in PSHEE and Citizenship, as children will naturally share information and ask questions. When spontaneous discussion arises, it is guided in a way that reflects the stated school aims and curriculum content for PSHEE and Citizenship. As a first principle, we answer questions relating to the taught, planned curriculum for that age group (or younger) to the whole class. We answer questions relating to areas beyond the taught, planned curriculum for that age group, in a sensitive and age appropriate way, only to the child or children who have asked the question. If a member of staff is uncertain about the answer to

a question, or indeed whether they should answer it, they will seek guidance from their line managers or PSHEE leader.

Schemes of Work

The national body for Personal, Social, Health and Economic (PSHE) education scheme of work;

[file:///C:/Users/stace/AppData/Local/Temp/Temp1_ProgrammeofStudyforPSHEEducationkeystages15.zip/PSHE%20Association%20Programme%20of%20Study%20for%20PSHE%20Education%20\(Key%20stages%201%20C3%94%20C3%87%20C3%B45\),%20Jan%202020_1.pdf](file:///C:/Users/stace/AppData/Local/Temp/Temp1_ProgrammeofStudyforPSHEEducationkeystages15.zip/PSHE%20Association%20Programme%20of%20Study%20for%20PSHE%20Education%20(Key%20stages%201%20C3%94%20C3%87%20C3%B45),%20Jan%202020_1.pdf)

PRIMARY PSHE EDUCATION: LONG-TERM OVERVIEW – THEMATIC MODEL

	Autumn: Relationships			Spring: Living in the wider world			Summer: Health and Wellbeing		
	Families and friendships	Safe relationships	Respecting ourselves and others	Belonging to a community	Media literacy and digital resilience	Money and work	Physical health and Mental wellbeing	Growing and changing	Keeping safe
Year 1	Roles of different people; families; feeling cared for	Recognising privacy; staying safe; seeking permission	How behaviour affects others; being polite and respectful	What rules are; caring for others' needs; looking after the environment	Using the internet and digital devices; communicating online	Strengths and interests; jobs in the community	Keeping healthy; food and exercise; hygiene routines; sun safety	Recognising what makes them unique and special; feelings; managing when things go wrong	How rules and age restrictions help us; keeping safe online
Year 2	Making friends; feeling lonely and getting help	Managing secrets; resisting pressure and getting help; recognising hurtful behaviour	Recognising things in common and differences; playing and working cooperatively; sharing opinions	Belonging to a group; roles and responsibilities; being the same and different in the community	The internet in everyday life; online content and information	What money is; needs and wants; looking after money	Why sleep is important; medicines and keeping healthy; keeping teeth healthy; managing feelings and asking for help	Growing older; naming body parts; moving class or year	Safety in different environments; risk and safety at home; emergencies
Year 3	What makes a family; features of family life	Personal boundaries; safely responding to others; the impact of hurtful behaviour	Recognising respectful behaviour; the importance of self-respect; courtesy and being polite	The value of rules and laws; rights, freedoms and responsibilities	How the internet is used; assessing information online	Different jobs and skills; job stereotypes; setting personal goals	Health choices and habits; what affects feelings; expressing feelings	Personal strengths and achievements; managing and reframing setbacks	Risks and hazards; safety in the local environment and unfamiliar places
Year 4	Positive friendships, including online	Responding to hurtful behaviour; managing confidentiality; recognising risks online	Respecting differences and similarities; discussing difference sensitively	What makes a community; shared responsibilities	How data is shared and used	Making decisions about money; using and keeping money safe	Maintaining a balanced lifestyle; oral hygiene and dental care	Physical and emotional changes in puberty; external genitalia; personal hygiene routines; support with puberty	Medicines and household products; drugs common to everyday life
Year 5	Managing friendships and peer influence	Physical contact and feeling safe	Responding respectfully to a wide range of people; recognising prejudice and discrimination	Protecting the environment; compassion towards others	How information online is targeted; different media types, their role and impact	Identifying job interests and aspirations; what influences career choices; workplace stereotypes	Healthy sleep habits; sun safety; medicines, vaccinations, immunisations and allergies	Personal identity; recognising individuality and different qualities; mental wellbeing	Keeping safe in different situations, including responding in emergencies, first aid and FGM
Year 6	Attraction to others; romantic relationships; civil partnership and marriage	Recognising and managing pressure; consent in different situations	Expressing opinions and respecting other points of view, including discussing topical issues	Valuing diversity; challenging discrimination and stereotypes	Evaluating media sources; sharing things online	Influences and attitudes to money; money and financial risks	What affects mental health and ways to take care of it; managing change, loss and bereavement; managing	Human reproduction and birth; increasing independence; managing transition	Keeping personal information safe; regulations and choices; drug use and the law; drug use and the media