

## **PERSONAL, SOCIAL, HEALTH CITIZENSHIP & ECONOMIC EDUCATION (PSHCEE)**

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### **Aims and Objectives**

Personal, Social, Health, Citizenship and Economic Education (PSHCEE) enables children to become healthy, independent and 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 develop their sense of self-worth. We promote the fundamental British values of democracy, rule of law, individual liberty, mutual respect and tolerance of different faiths and belief systems. We ensure that they experience the process of democracy in school through the election and participation in the BPS Pupil Parliament. We teach the children about rights and responsibilities. They learn to appreciate what it means to be a positive member of a diverse multicultural society.

The aims of PSHCEE are to enable the children:

- To develop their self-knowledge, self-esteem and self-confidence.
- To distinguish right from wrong and to respect the civil and criminal law of England.
- 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.
- To acquire a broad general knowledge of and respect for public institutions and services in England.
- To promote tolerance and harmony between different cultural traditions by enabling pupils to acquire an appreciation of and respect for their own and other cultures.

- To encourage respect for other people, paying particular regard to the protected characteristics set out in the Equality Act 2010(2).
- To 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.

This is done throughout the curriculum, in school assemblies, as well as in specific PSHCEE lessons.

### **Teaching and Learning Style**

We use a range of teaching and learning styles and place an emphasis on active learning by including the children in discussions, role-play and problem-solving activities. We encourage the children to take part in a range of practical activities that promote active citizenship, eg, charity fundraising, the planning of school special events such as an assembly or involvement in an activity to help other individuals or groups less fortunate than themselves. We organise classes in such a way that pupils are able to participate in discussion to resolve conflicts or set agreed classroom rules of behaviour. We offer children the opportunity to hear visiting speakers, such as health workers, police, and representatives from the local community, whom we invite into the school to talk about their role in creating a positive and supportive local community.

Our teaching precludes the promotion of partisan political views in the teaching of any subject in the school and we take such steps as are reasonably practicable to ensure that, where political issues are brought to the attention of the pupils:

- i) while they are in attendance at the school;
- ii) while they are taking part in extra-curricular activities which are provided or organised by or on behalf of the school; or
- iii) in the promotion at the school, including through the distribution of promotional material of extra-curricular activities taking place at the school or elsewhere they are offered a balanced presentation of opposing views.

### **PHSCEE**

We teach PSHCEE as a discrete subject, taught by Form Teachers, as well as whole school initiatives such as 'Buddying'.

Some of the time we introduce PSHCEE through other subjects, eg when teaching about local environmental issues in Geography. As there is a large overlap between the programme of study for Religious Education and the aims of PSHCEE, we teach a considerable amount of the PSHCEE through our religious education lessons. Our sex and relationships education programme starts discretely in Year 1 when children start to look at 'bodily changes and growing' and this continues and develops through to Year 6.

We also develop PSHCEE through activities and whole school events. We offer residential visits in Key Stage 2, where there is a particular focus on developing pupils' self-esteem and giving them opportunities to develop leadership and co-operative skills.

### **EYFS**

We teach PSHCEE in the EYFS classes as an integral part of topic work covered during the year. We relate the PSHCEE aspects of the children's work to the objectives set out in the Early Learning Goals (ELGs). Our teaching in PSHCEE matches the aim of developing a child's personal, emotional and social development as set out in the ELGs. We also support PSHCEE education in EYFS classes when we teach 'how to develop a child's understanding of the world'.

### **Skills, Knowledge and Understanding**

The following guidelines will be covered both in individual PSHCEE lessons and in a whole school approach throughout EYFS, KS1 and 2.

#### Personal Development – pupils should be taught:

- To express and justify a personal opinion orally and in writing on issues of personal and social concern.
- To recognise their worth as individuals by expressing positive things about themselves and their achievements, seeing their mistakes and setting personal goals.
- To face new challenges positively through gathering information, seeking help, making choices, and taking action.
- As they approach puberty, the changes in emotions that puberty brings and how to manage their feelings towards themselves and others.
- The range of jobs and work carried out by people they know and how pupils can develop skills to make their own future contribution.

#### Social Development – pupils should be taught:

- To recognise that actions have consequences for themselves and others, recognise others' feelings and put themselves in someone else's shoes.
- To consider the experiences and lives of other people living in other places/times and with different values and customs.
- About different types of relationships among friends and families and to develop skills needed to be effective in relationships.
- The consequences of racism, teasing, extremism, bullying and violent behaviour and to learn to respond appropriately to them and ask for help.
- To recognise and challenge stereotypes.
- To understand that differences and similarities between people arise from a number of factors including cultural, ethnic/racial and religious diversity, gender

and disability; about sources of help and support for individuals, families and groups.

- To have a broad general knowledge of public institutions and public services in England.

Health Education – pupils should be taught:

- About options for a healthy lifestyle, including benefits of exercise, healthy eating and what affects positive mental health, and to make informed choices.
- That bacteria and viruses can affect health and transmission may be reduced when simple, safe routines are used.
- By the end of Year 6, children will have an understanding about puberty and human reproduction – growing up, body parts, body changes, internal and external organs, puberty for girls and boys, conception and birth.
- Which commonly available substances and drugs are legal and illegal and their effects and the associated risks.
- To recognise risks in different situations and make judgements about behaviour, including what kind of physical contact is acceptable/ unacceptable.
- That pressure to engage in unacceptable or risky behaviour can come from a variety of sources, including people they know, and to exercise basic techniques for resisting pressure.
- School rules relating to health and safety issues, basic emergency aid procedures and where to get help.

Citizenship – pupils should be taught:

- 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 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 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 combatting discrimination.
- About topical issues and events, how to discuss and debate them and present the outcome.
- Why and how rules and laws are made and enforced, that different rules are needed in different contexts and how to participate in the creation and adaptation of rules.

- To understand the consequences of anti-social behaviour, including bullying, for individuals and communities.
- That there are different kinds of duties, responsibilities and rights at home, at school and in the community and that these can sometimes conflict with each other.
- To reflect on social, moral and cultural issues, using imagination to consider the experience of others.
- To participate in the resolution of differences by looking at alternatives, making decisions and justifying the choices made.
- To understand the concept of democracy and the basic institutions which support it at local and national level.
- The role of voluntary, community bodies and pressure groups.
- To appreciate the diversity of national, regional, religious and ethnic identities within the UK including tools needed to resist grooming and extremism in all their forms.
- That there are different ways of allocating scarce resources and that economic choices affect individuals, communities and the environment.
- To explore how the media and other sources present information-bias.
- To form and consider balanced opinions.

### **Assessment and Recording**

Teachers assess the children's work in PSHCEE both by making informal judgements as they observe them during lessons and by doing formal assessments of their work, measured against specific learning objectives. We have clear expectations of what the pupils will know, understand and be able to do at the end of EYFS and KS1 and KS2. At BPS we also use 'SMSC Grid tracker' to monitor and build a visual map of SMSC and British Values.

Teachers record the achievements of pupils in PSHCEE in their written reports, both in the Form Reports and other subject areas as appropriate. Achievements may also be recognised in our weekly Assemblies.

### **Monitoring and Review**

The Assistant Head Pastoral is responsible for monitoring the standards of children's work and the quality of teaching. The Assistant Head Pastoral supports colleagues in the teaching of PSHCEE, by giving them information about current developments in the subject and by providing a strategic lead and direction for the subject in the school. The Assistant Head Pastoral is also responsible for giving the Headteacher an annual summary report, evaluating strengths and weaknesses in the subject and indicating areas for further improvement.

### **Buddies**

Older pupils are paired with younger children to give each child moving from the Pre-prep to the Prep a 'Buddy'.

In the PSHCEE curriculum, time is set aside for classes to work together, for instance doing paired-reading. We also provide opportunities for the girls and boys to enjoy social times together during events and children are encouraged to spend time with their buddies at playtime. These relationships are mutually beneficial in terms of social development for both the younger and older child. The Assistant Head Pastoral retains overall charge of the organisation of these schemes and the integration of new arrivals into the scheme during the course of the year.

### **Mentors**

In the same manner as the pupils, each new member of the school staff is allocated another staff member to act as a mentor. This relationship is to be mutually supportive and an opportunity for both to share good practice. There will be no assessment role built into this scheme and discussions should be regarded as confidential (within the bounds of professional judgement). Mentor meetings should be arranged by staff at mutually convenient times. New staff should meet with their mentor each week during the first half term at least.

This policy applies to all members of our school community, including those in our EYFS setting. Banstead Prep School is fully committed to ensuring that the application of this policy is non-discriminatory in line with the UK Equality Act (2010). Further details are available in the school's Equal Opportunity Policy document.

Banstead Prep School seeks to implement this policy through adherence to the procedures set out in the rest of this document. In line with our Provision of Information policy, this document is available to all interested parties on our website and on request from the School Office and should be read in conjunction with the following documents: Curriculum, Teaching, Behaviour Management, Pastoral, Supervision, Child Protection and On-line Safety Policies and the Staff Code of Conduct.

This document is reviewed annually by the Assistant Head Pastoral or as events or legislation change requires. The next scheduled date for review is September 2019.