



# STREATHAM & CLAPHAM HIGH SCHOOL

## PSHCE POLICY (PSHE and CITIZENSHIP)

Person(s) responsible for this policy		Deputy Head Mistress, Pastoral Lead Prep	
Last review by	G Cross, J Hayes	Review date	September 2018
Date of next review		September 2020	

### Senior School

#### Rationale

Aims of the school:

- The provision of a liberal and challenging academic education
- The promotion of high standards of achievement across the spectrum of activity
- The nurture of personal development to develop confidence, self-esteem and leadership skills
- The development of civilised values, attitudes and standards

Our PSHCE Programme supports the school aims by helping to develop the knowledge, confidence and skills required to make well informed choices, enabling all girls to learn and achieve and make the most of their abilities. The programme aims to promote pupils' spiritual, moral, social and cultural development, effective skills of enquiry and communication and the ability to form and maintain positive relationships. Together with the careers curriculum it aims to develop enterprise and employability skills and contribute to the attainment of economic wellbeing and financial capability. We aim to prepare our pupils effectively for all the opportunities, responsibilities and experiences of life and for an active role as a citizen. The personal development of pupils plays a significant part in their ability to learn and achieve and the inclusion of PSHCE in the curriculum is fundamental to the achievement of our aims.

#### Entitlement

During their school career pupils are entitled to a comprehensive and relevant programme of Personal, Social, and Health and Citizenship education. This will include:

- thinking about topical political, spiritual, moral, social and cultural issues, problems and events by analysing information and its sources, including ICT-based sources;
- justifying orally and in writing a personal opinion about such issues, problems or events;
- contributing to group and exploratory class discussions, and take part in debates;
- using empathy and imagination to consider other people's experiences and be able to think about, express and explain views that are not their own, with particular reference to the 8 protected characteristics of age, disability, gender re-assignment, marriage and civil partnership, pregnancy and maternity, race, religion or belief and sex.
- negotiating, deciding and taking part responsibly in both school and community-based activities

- reflecting on the process of participating;
- respecting the differences between people as they develop their own sense of identity and being able to present themselves confidently in a range of situations;
- recognising when pressure from others threatens their personal safety and well-being, and to develop effective ways of resisting pressures, including knowing when and where to get help, and responding appropriately;
- finding out about the effects of all types of stereotyping, prejudice, bullying, racism and discrimination and how to challenge them assertively;
- how to empathise with people different from themselves, recognising some of the cultural norms in society, including the range of lifestyles and relationships;
- resisting pressure to do wrong, having respect and understanding for the rule of law, and recognising when others need help and how to support them;
- the origins and implications of the diverse national, regional, religious and ethnic identities in the United Kingdom and the need for mutual respect and understanding;
- the United Kingdom's relations in Europe, including the European Union, and relations with the Commonwealth and the United Nations;
- understanding, and having respect for, public institutions which underpin British society
- the wider issues and challenges of global interdependence and responsibility;
- researching a topical political, spiritual, moral, social or cultural issue, problem or event by analysing information from different sources, including ICT-based sources, showing an awareness of the use and abuse of statistics;
- expressing, justifying and defending orally and in writing a personal opinion about such issues, problems or events;
- contributing to group and exploratory class discussions, and taking part in formal debates about the diversity of different ethnic groups and the power of prejudice;
- to be aware of exploitation in relationships and to challenge offending behaviour, prejudice, bullying, racism and discrimination assertively and take the initiative in giving and receiving support;
- to work cooperatively with a range of people who are different from themselves.

In all years, pupils 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. They learn how to respect our common humanity, diversity and differences so that they can form and maintain effective relationships.

The 'Breadth of opportunities' encourages pupils' participation in activities that address issues concerning diversity, anti-racism and the promotion of British values. Pupils have opportunities to:

- take responsibility;
- feel positive about themselves;
- participate;
- find information and make real choices;
- meet and work with people;
- develop relationships;
- consider social and moral dilemmas;
- represent the school at inter-cultural community events;

- gain recognition for the role they play in school life, such as organising activities for younger pupils or leading anti-bullying initiatives;
- work with people from the local, national and global community, including community and religious leaders and national and international aid organisations, taking part in initiatives to reduce crime and improve personal safety or the environment in the local area;
- communicate with young people in other countries by web conferencing, e-mail or letters;
- encourage respect and understanding between different races and deal with harassment;
- contribute to the development, implementation, review and monitoring of school policies about anti-bullying, equal opportunities and anti-radicalisation
- take part in community initiatives to reduce crime and improve personal safety or the environment in Lambeth
- work together in a range of groups and social settings with their peers and others, exploring and discussing issues such as the similarities in and differences between cultures, races and religions;
- develop and implement strategies to challenge racism when they experience or observe it.
- Ask for/provide help and advice

## **Outcomes**

1. Girls should be motivated and have positive attitudes to life. Girls will have developed a broader awareness of risk and its management. They are prepared for adult responsibilities, the discipline of work and can maintain effective relationships.
2. Parents, careers services, governors, employers and the local community are invited and encouraged to participate in developing activities and ideas beyond the classroom.
3. Girls are aware of their own strengths and personal qualities and have a balanced view of their self-worth and potential.

## **How the PSHCE Programme is delivered**

1. All girls have timetabled PSHCE days throughout the year where trained speakers attend the school and give a variety of lectures and workshops. Girls also have the opportunity to extend, reflect and explore with their form tutor.
2. Through participation in house activities
3. Sixth Form General Studies programme and the Head Mater's lecture series.
4. Whole-school or year assemblies led by pupils or staff
5. Through participation in work experience.
6. Through participation in clubs and focus groups: the eco group, Amnesty international, the Justice Equality and Freedom group, charities work and debating society for example.
7. Through running such clubs for younger members of the school.
8. Through participation in co-curricular activities: conferences such as "Your future in Europe", the Duke of Edinburgh Award Scheme and Model United Nations events for example.
9. Through partnerships with other members of the community: local charitable organisations, primary schools, and parents.
10. Through the taught academic curriculum, including the Kinza programme.
11. Through partnerships and involvement with local authorities as opportunities arise

## **Who delivers the PSHCE Programme?**

1. External speakers, House Mistresses/House Masters and form tutors deliver the programme.
2. The Head is aware of, and supports, the whole programme.
3. The school leadership team prepare and deliver whole school assemblies, many of which are designed to promote consideration of moral, spiritual, cultural and social issues.
4. Parents, charitable organisations and other local providers and guest speakers, such as the Police or other public institutions, are involved as appropriate
5. The Sixth Form prefect team may be asked to contribute to particular topics.
6. Parents may be invited to take part in activities as appropriate.

## **Resources**

1. Support is provided by ISCO/Inspiring Futures, and other providers including the GDST Alumnae network.
2. Use of ICT equipment as required.
3. Information and expertise supplied by charitable and other organisations
4. Funding is allocated in the budget planned around whole school priorities and deployed by the PSHCE Coordinator

## **Monitoring and Evaluation**

1. Half-termly the Deputy Head Mistress and House Mistresses/House Masters plan, monitor and review delivery of PSHCE.
2. Annual review discussion. Existing activities are reviewed, and development areas and budget allocation agreed. These are then linked into the whole school planning process.
3. After the delivery of each major topic pupils are asked to evaluate their work. Their comments may be used to inform further planning.
4. The PSHCE co-ordinator will be responsible for ensuring the policy and programme are delivered as agreed, for supporting staff in the delivery and also in the assessment of pupil progress and for recommending targets for whole school development.

## **Relationship to other whole school policies and initiatives**

This policy is underpinned by, and should be read in conjunction with:

- the curriculum policy;
- the careers policy;
- the work experience policy;
- the Health and Safety policy;
- the drugs education and smoking policy;
- The sex education policy;
- the equal opportunities policy;
- the Safeguarding policy.

## **Prep. School**

Our Aims: We aim to provide stimulating, high quality learning experience within a safe and happy environment where all are active participants in their own learning, developing skills and knowledge.

### **Aims & objectives of PSHCE**

The aims of personal, social, health and citizenship education are to enable the children to:

- respect themselves as individuals, whilst developing an understanding, tolerance and respect for others and their differences, treating all people as equal
- understand the principles of our society and democracy
- value their role as a contributing member of a democratic society
- know and understand what constitutes a healthy lifestyle;
- be aware of issues regarding their own safety and the safety of others
- understand what makes for good relationships with other members of the school and wider community, including respecting differences of opinion;
- be independent and responsible members of the school community;
- develop self-confidence and self-esteem, and make informed choices regarding personal and social issues and make the most of their abilities;
- have a greater understanding of finances and the value of money, cheques and credit cards;

Personal, social and health education (PSHE) and citizenship are central to our school's ethos, supporting children in their development and underpinning learning in the classroom, in school, and in the wider community.

### **Teaching and learning and inclusion**

In PSHCE our children are taught the knowledge, skills and understanding that they need to develop in order to contribute and participate in inclusive learning environments. Our children learn about and are taught strategies to deal with bullying and racism.

PSHCE is delivered in a cross-curricular way and through a discrete lesson to deliver a planned scheme of work, based on QCA and SEAL – social and emotional aspects of learning.

PSHCE is taught in weekly lessons which are timetabled throughout the school. This lesson provides opportunities for class discussion through circle time activities which are a teaching strategy for behaviour management and enables the children and the teacher to communicate with each other about issues which promote self-esteem and positive behaviour. Role-play, group work and the use of visitors and outside agencies are also used.

The residential experience provided for children in Year 4, 5 and 6 make an important contribution to the pupils' personal, social, emotional and citizenship development.

### **Differentiation & Additional Educational Needs**

Our children are at different levels of maturity throughout their school career, with varied life experiences and a range of attitudes and feelings. We plan our lessons to allow their perceptions to be articulated with all contributions being valued and respected. Different resources and activities are

provided in lessons depending on the needs of the children, including able children, those identified as being Gifted and Talented and those children who need additional support.

### **Equal Opportunities**

We use teaching materials which reflect the cultural and ethnic diversity of society. We avoid stereotyping in terms of ethnicity, race, gender and ability ensuring that no child is disadvantaged. Children's religious beliefs, children of no faith and cultural differences are always respected.

### **Assessment**

Teachers assess the children in PSHCE by making informal judgements as they observe them during lessons and by carrying out end of unit assessments based on specific learning intentions and objectives set out in the medium-term plans. We have clear expectations of what the pupils will achieve and know or the skills they will acquire by the end of each Key Stage. Teachers note the achievements of the pupils in PSHCE and these achievements are reported to parents each year in children's reports and parents' evenings. Special achievements and instances of good citizenship are celebrated and rewarded in whole school Merit assemblies once a week.

### **Resources**

- SEAL material and Citizenship resources
- GoGivers.org
- Opportunities are given for the use of ICT within PSHCE lessons with various websites and Espresso
- Playground Pals: a teacher's handbook to promote the use of playground mentoring by Year 5 pupils.
- SEAL is a core part of the PSHCE curriculum at Streatham & Clapham Prep School. Each class has a timetabled session for Circle Time where these themes are explored.
- Living and Growing series – Channel 4

### **Provision for Staff Development**

- The Head of Prep. and Pastoral Leader are involved in conferences/in service training for Every Child Matters and SEAL development in school.
- All staff receive child safe guarding training from the borough of Lambeth.

### **Monitoring and Review**

The PSHCE co-ordinator is responsible for monitoring the standards of children's work and the quality of teaching. The co-ordinator supports colleagues in the teaching and planning of PSHCE by giving them information about current developments in the subject. The PSHCE co-ordinator also liaises with the Pastoral Leader to discuss issues relating to PSHCE. The PSHCE co-ordinator attends weekly Pastoral Meetings which ensure the implementation of school initiatives and a diverse assembly agenda for the pupils.

The co-ordinator reports to the Assistant Head of the Prep School. Progress and development of PSHCE are reviewed with Deputy Head of the Prep School and whole staff at designated staff meetings.

### **How the PSHCE Programme is delivered**

The school has a confidential pastoral support system in place for children, young people and staff to access advice – especially at times of bereavement and other major life changes.

- The school has been awarded School Travel Plan status
- The pupils are encouraged to use environmentally friendly and healthy ways to travel to and from school through the Travel Trackers scheme
- The school has a confidential pastoral support system in place for children, young people and staff to access advice – especially at times of bereavement and other major life changes.
- There is strong commitment to the philosophy and implementation of Healthy Schools at senior management and governor level
- PSHCE has a high profile within the school
- A range of national and local resources are utilised, such as the Lambeth School Travel Plan team, police, health professionals, road safety team, PSHCE programme, Playground Pals, Transport for London and the local fire brigade.
- The school provides a secure and welcoming environment
- There is a confidential suggestion box for pupils available near the Dining Hall
- There are worry boxes in all class rooms
- Celebrating pupil achievement with house points, certificates, rewards and in assemblies
- Awareness and celebration of cultural and religious diversity
- Spotlight Assemblies to celebrate pupils' achievements outside of school
- The school is a no smoking site
- The school is well maintained with plans for ongoing improvement of cloakroom and toilet facilities.
- Clean drinking water is available for all
- The lunchtime environment is clean, social and well organised
- The school has a large number of extracurricular activities which promote health and wellbeing (sports clubs, drama, yoga, philosophy)
- There is a School Council, which has a high profile within the school with representatives from Year 2 and above, who meet fortnightly
- Playground Pals mentoring scheme is run in Year 5
- Pupils are involved in self-assessment in PSHCE
- Staffrooms and toilets are decorated and furnished to a high standard
- Staff promote healthy choices and respect for others
- Parents and community partners take part in school life
- There is good communication with parents/carers

### **Drugs, Alcohol and Tobacco**

At Streatham & Clapham Prep School drugs, alcohol and tobacco education is incorporated into the curriculum from Early Years to Year 6. If an incident occurs it is individually assessed and recorded then reported to the Head of Prep. The Head of Prep will implement action as necessary.

The school is a no smoking area.

At Streatham & Clapham Prep School we provide drugs, alcohol and tobacco education as part of the PSHCE lessons to inform and educate pupils on the consequences of drug, alcohol and tobacco use and misuse and our aim is to develop an understanding of related health and social issues.

## **Sex and Relationships Education**

The DFES states that *“At primary school, Sex and Relationships Education should contribute to the foundation of PSHE & Citizenship by ensuring that all children:*

- *develop confidence in talking, listening and thinking about feelings and relationships*
- *are able to name parts of the body and describe how their bodies work*
- *can protect themselves and ask for help and support*
- *are prepared for puberty (DFEE 2000)”*

From Early Years to Year 5 children are taught about relationships, how to develop positive relationships with others and to ask for help and support where needed. In Year 6 pupils are taught to understand the physical and emotional changes that occur during puberty. They are taught about how babies are made and how to stay healthy and make sensible choices.

Parents are informed about this education and have the opportunity to ask questions and raise concerns with the class teacher.

We understand that much of a child’s education about personal growth takes place at home therefore it is essential that parents/carers views are sought over Sex and Relationships Education.

## **Using Visitors and Outside Agencies**

At Streatham & Clapham Prep School we use outside agencies and visitors from the community in order to deliver aspects of PSHCE such as the NSPCC, Police, fire-fighters, school nurse, school counsellor, Borough road safety team, Junior Citizenship team, Transport for London, School Travel Plan Team and the Lambeth Air Quality Monitoring Group.

Teachers using visitors always make sure that;

- the visitor is briefed as to the nature and involvement of their visit
- there is follow up from the visit with the pupils
- the visitor is thoroughly briefed in advance of their visit and understands their involvement
- the visitor knows how many pupils are involved, their age and ability, the equipment available
- the visitor is never left alone in the classroom or other school areas
- the visitor’s contribution complements the teacher’s contribution