



# STREATHAM & CLAPHAM HIGH SCHOOL

## PSHCE POLICY (PSHE and CITIZENSHIP)

Person(s) responsible for this policy		Head of PSHCE / Deputy Head Pastoral SCHS, Deputy Head Pastoral Prep / Head of PSHCE	
Last review by	J Hayes / D Lewis	Review date	September 2023
Date of next review		September 2024	

### 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 ethos of ‘towards wisdom unafraid’ 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 (futures and aspirations) 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 and Economic 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. Including learning how to appreciate multiculturalism and diversity and practice equity in their daily lives.
- Statutory Relationships & Sex (RSE) & Health Education.

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. Students should be motivated and have positive attitudes to life. Students 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. Students 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. Pupils in Upper 3rd, Upper 4th and Lower 5th have 1 timetabled lesson per fortnight, pupils in Lower 4th have 2 lessons per fortnight. Upper 5<sup>th</sup> PSHCE will be delivered during a double period of Kinza enrichment time. Students will have one lesson of PSHCE followed by one careers lesson, or vice versa. The Sixth Form PSHCE programme is delivered during timetabled General Studies lessons once a fortnight.
2. The PSHCE programme is enhanced by a range of external visitors who are carefully DBS checked and must send all resources to use beforehand to check for extreme views or radicalisation.
3. Through participation in wellbeing form time and teambuilding house activities.
4. Sixth Form study skills programme and the Headmaster's lecture series.

5. Whole-school or year assemblies led by pupils or staff.
6. Through participation in work experience.
7. Through participation in clubs and focus groups such as the eco group, school council and the current affairs discussion group for example.
8. Through running and supporting clubs for younger members of the senior school.
9. Through participation in co-curricular activities: conferences such as the Duke of Edinburgh Award Scheme.
10. Through partnerships with other members of the community: local charitable organisations, primary schools, and parents.
11. Through the taught academic curriculum, including the Kinza programme.
12. Through partnerships and involvement with local authorities as opportunities arise.

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

1. The Head of PSHCE is timetabled to deliver the programme to U3 to U5. Academic teaching staff will deliver to U5 and Sixth Form. They are supported by the Head of PSHCE.
2. The Head and senior leadership team are aware of, and support, the whole programme.
3. The school leadership and house 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 such as workshops as appropriate.

### **Resources**

1. Support is provided by ISCO/Inspiring Futures, and other providers including the GDST Alumnae network.
2. Schemes of work have been developed to build upon the PSHE programme at SCPS. They have also been created based on the Cre8tive resources PSHE curriculum and tailored to suit the needs of the student at SCHS.
3. Use of ICT equipment as required.
4. Information and expertise supplied by charitable and other organisations.
5. Funding is allocated in the budget planned around whole school priorities and deployed by the Head of PSHCE.

### **Monitoring and Evaluation**

1. The Head of PSHCE plans, monitors and reviews the delivery of PSHCE alongside input from the Deputy Head (Pastoral) and the pastoral team.
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. Students are assessed using baseline confidence checkers at the start and end of their lessons. At the end of each topic there will be a short quiz to assess learning or another method of assessment e.g. a presentation.
5. The Head of PSHCE 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 relationship and 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 PSHE**

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 PSHE 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.

PSHE is delivered in a cross-curricular way and through a discrete lesson to deliver a planned scheme of work, based on planning from Coram Life Education.

PSHE 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 PSHE by making informal judgements as they observe them during lessons and by carrying out beginning and end of unit assessments based on specific learning intentions and objectives set out in the medium-term plans, these allow the pupils to self-assess their learning. 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 PSHE 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**

- Coram Life Education plans - <https://www.coramlifeeducation.org.uk/>
- GoGivers.org
- Opportunities are given for the use of ICT within PSHE lessons with various websites including Espresso
- Playground Pals

### **Provision for Staff Development**

- The Head of Prep, the Deputy Head of Prep and the PSHE lead are involved in conferences/in service training for RSE development in school.
- All staff receive child safeguarding training from the GDST.

### **Monitoring and Review**

The PSHE lead 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 PSHE by giving them information about current developments in the subject. There are weekly Pastoral Team Meetings which ensure the implementation of school initiatives and a diverse assembly agenda for the pupils, which often relate to aspects of the PSHE curriculum.

Progress and development of PSHE are reviewed with Assistant Head Pastoral, the Deputy Head of the Prep School and whole staff at designated staff meetings.

### **How the PSHE 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 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
- The school is engaged in the Restorative conversations approach to support all pupils who might be facing any challenges both in and out of school
- PSHE has a high profile within the school
- A range of national and local resources are utilised, such as the police, health professionals, road safety team, PSHE 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 classrooms
- 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 and interests 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 3 and above, who meet fortnightly
- Each class from Year 3 and above identifies children who will support their peers as Playground Pals
- Pupils are involved in self-assessment in PSHE
- 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. Within PSHE lessons, pupils are informed and educated on the consequences of drug, alcohol and tobacco use and misuse; our aim is to develop an understanding of related health and social issues.

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.

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

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### **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 PSHE 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 visit is recorded in the Visitors Log and resources are checked ahead of their delivery to 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 if they do not have the required DBS clearance
- the visitor's contribution complements the teacher's contribution
- there is follow up with the pupils after the visit