



Highfield Priory
Independent Day School
and Nursery

PSHE and Citizenship Policy

Personal, Social & Health Education and Citizenship

In accordance with section 2.5 of the new 2014 National Curriculum Framework, 'All schools should make provision for personal, social, health and economic education (PSHE), drawing on good practice'. This policy has been written in line with the government's PHSE guidance (Sept 2013) and the Department for Education's final statutory **guidance** (June 2019), to accompany the introduction of compulsory health education, relationships education and relationships and sex education (RSE) in **2020**. This is to give pupils the knowledge, skills and understanding to become confident, healthy, independent and well-rounded individuals and responsible citizen, who show respect for themselves and each other, paying particular regard to the relevant protected characteristics in the Equality Act 2010. *The protected characteristics are: age, disability, gender reassignment, marriage and civil partnerships, pregnancy and maternity, race, religion or belief, sex, sexual orientation.*

Other related policies and documents include the Sex and Relationship (SRE) policy, Behaviour Management Policy, Health and Safety Policy, Safeguarding and Child Protection Policy, Whole School Food Policy, Visitors Policy, Physical Activity (Healthy Schools) Policy and Confidentiality Policy.

Aims and Objectives

We aim that through the PSHE curriculum our pupils will:

- Develop self-confidence, self-knowledge, self-esteem and responsibility
- Develop a safe and healthy lifestyle
- Develop the ability to form good relationships and that there are many different types of relationships
- Have opportunities to consider issues which may affect their own lives and the lives of others - enable pupils to distinguish right from wrong and to respect the law
- Learn to respect the differences between people - assist pupils to acquire an appreciation of, and respect for, their own and other cultures in a way that promotes tolerance and harmony between different traditions (*with further specific reference to the protected characteristics mentioned above in the policy*).
- Prepare to play an active role as citizens - encourage pupils to accept responsibility for their behaviour, show initiative and understand how they can contribute to community life
- Provide pupils with a broad general knowledge of public institutions and services in England

We intend to achieve these aims through:

- A whole school ethos that values all individuals within the school community and actively promotes *and encourages* self-respect and respect for others, with particular regard to the protected characteristics.
- Direct PSHE teaching
- Circle time activities
- Teaching PSHE through other subject areas
- A series of structured assemblies linked to the value of the half term

- Promotion of British values – The Rule of Law, Democracy, Individual Liberty, Mutual Respect and Tolerance of those with Different Faiths and Beliefs (taught through the previously mentioned avenues)
- Outside speakers and educational visits

Equal Opportunities Statement

The school is committed to the provision of PSHE and citizenship to all of its pupils. Our programme aims to respond to the diversity of children's cultures, faiths and family backgrounds. Equal time and provision will be allocated for all groups but there may be occasions where pupils with Special Educational Needs, including gifted and talented, are given additional support or extension activities.

Delivery of Curriculum

PSHE and citizenship should not be delivered in isolation but firmly embedded in all curriculum areas. At Highfield Priory the main content is delivered through the Dimensions 3D PHSE Scheme, assemblies and circle time activities. PSHE and citizenship are normally delivered by class teachers in mixed gender groups. A range of teaching strategies will be used as appropriate, for example, role-play, discussions, using stories etc. We also have a value of the half term linked to whole school assemblies and displayed around the school. Assemblies are also linked to this theme.

Content of Curriculum

The Whole School follows the Dimensions 3D PHSE Scheme which covers EYFS, Key Stages 1 and 2.

Foundation Stage - Under the EYFS, Personal and Social Education is broken down into three areas:

- Self-confidence and self-awareness
- Managing feelings and behaviour
- Making relationships

These are the 3 core areas in the Dimensions scheme, which has lessons designed to cover these areas at an age appropriate level.

During key stages 1 and 2

The children follow the Dimensions fully comprehensive PSHE Education programme, which includes creative lesson plans which we, as a school, can adapt to meet the needs of the pupils at Highfield or integrate into everyday lessons. It uses what the PSHE Association 2013 have identified as the core areas, covering key concepts and skills that underpin PSHE Education and enables us to fulfil our statutory responsibility to support pupils' spiritual, moral, cultural, mental and physical development and prepare them for the opportunities, responsibilities and experiences of life. Together with 'Modern Britain', 3D PSHE enables our pupils to 'develop and demonstrate skills and attitudes that will allow them to participate fully in and contribute positively to life in modern Britain'.

Pupils will also be taught through three underlying core themes, within which there will be broad overlap and flexibility:-

1. Health and Wellbeing
2. Relationships
3. Living in the Wider World

The scheme also includes the topics from statutory Health and Relationship Education in line with government's statutory guidance (June 2019).

Cross-curricular links

By the nature of the themes it covers, the school understands that aspects of PSHE will inevitably be touched upon in other curricular subjects. These opportunities may allow issues to be approached in different ways or looked at in more depth or from an alternate perspective. Wherever and whenever possible, staff will use these opportunities to broaden the children's understanding and appreciation of the aims and objectives of PSHE within the school

Every Child Matters

Through our school ethos and the PSHE curriculum, we aim to help children to achieve the five outcomes from the Every Child Matters Agenda:

- Being Healthy
- Staying Safe
- Enjoying and Achieving
- Making a Positive Contribution
- Achieving Economic Well-being

Assessment of PSHE

Children's understanding, knowledge and skills are assessed through observation, discussions and participation in groups. Foundation Stage children are assessed in line with the Early Years Foundation Stage requirements.

Monitoring and review

The PSHE and citizenship subject leader is responsible for monitoring the standards of children's work and the quality of teaching. Scrutiny of PSHE books are carried out regularly. A School Development Plan is written every year for PSHE. The subject leader supports colleagues in the teaching of PSHE and citizenship, by giving them information about current developments in the subject and by providing a strategic lead and direction for the subject in the school. Highfield Priory believes in the importance of training for staff delivering PSHE & citizenship. The PSHE curriculum is linked to the delivery of assemblies and the value of the half term. Staff are encouraged to access appropriate training and support to help them deliver effective PSHE & citizenship.

Resources

We keep additional resources for PSHE and citizenship in a central store on the top floor of the school, although most resources for lessons are provided within the scheme. Each staff member also has their own copy of the relevant units of the Dimensions scheme for their own use.

Dissemination

All staff members and governors can access the PSHE & citizenship policy on the school server in the Teachers area.

Specific Issues within PSHE & citizenship

Confidentiality

As a general rule a child's confidentiality is maintained by the teacher or member of staff concerned. If this person believes that the child is at risk or in danger, she/he talks to the named child protection coordinator who may confer with the headteacher before any decision is made. The child concerned will be informed that confidentiality is being breached and reasons why. The child will be supported by the teacher throughout the process (refer to confidentiality policy).

Child Protection

The school has a separate Child Protection and Safeguarding Policy. Effective PSHE & citizenship may bring about disclosures of child protection issues and staff should be aware of the procedures for reporting their concerns.

Controversial and Sensitive Issues

During the course of our studies in PHSE it is possible that issues may be raised relating to aspects of Fundamental British Values (FBV) and radicalisation, terrorism and extremism. We as a school are aware that these need to be handled with due consideration to our Prevent Duty. All staff are aware of this and have taken part in radicalisation training. If anything is raised in PHSE lessons which gives staff cause for concern they are aware of the process they need to follow and the appropriate member of staff they need to contact if they feel they need further guidance on the matter.

Political Views

We are aware that, during the course of PHSE lessons (or extra-curricular activities linked to this subject) issues may be raised relating to political views.

At Highfield, staff aim to ensure that, when such issues arise, a balanced presentation of opposing views should be given. Staff will not promote partisan political views or political indoctrination and will not actively encourage children to support a particular political viewpoint.

All members of staff and visitors to school are made aware of this prior to their involvement in any event relating to the study of PHSE.

If anything is raised in PHSE lessons or subject related activities, which gives staff cause for concern they are aware of the process they need to follow and the appropriate member of staff they need to contact if they feel further guidance is required.

The Education Committee is responsible for this policy.

Date Last Reviewed: September 2020.

Authority

The Full Board of Governors, by delegation to sub-committees, is responsible for formulating the policies and procedures that will ensure the school continue to achieve the aims of the overall school strategy. Hence, each sub-committee has Terms of Reference and assigned responsibility for policies within that scope. The sub-committees are: Finance and General Purpose, Health and Safety, Safeguarding, Education and Marketing.