



# Whole School PSHE & Citizenship Policy

*'PSHE education equips pupils to live healthy, safe, productive, capable, responsible and balanced lives...'* [www.pshe-association.org.uk](http://www.pshe-association.org.uk)

## VISION

*To provide the best in preparatory education with opportunity, happiness and community at the core*

## MISSION

*To provide a challenging and supportive learning environment where individuality is respected and a family community promoted. To listen to children and parents and hold children's happiness, confidence and development at the heart of all we do. To open doors to any future destination and secure a bright future for all pupils*

## Introduction

This policy is developed in alignment with the vision and mission of the school, our Curriculum Policy, key Department for Education recommendations, Social and Emotional Aspects of Learning, The Six Principles of Nurture and most recent guidance from the PSHE Association.

PSHE & CITIZENSHIP education contributes to personal development by:

- Helping pupils to build their confidence, resilience and self-esteem, and to identify and manage risk, make informed choices and understand what influences their decisions.
- Enabling young people to recognise, accept and shape their identities, to understand and accommodate difference and change, to manage emotions and to communicate well in different settings.
- Developing an understanding of themselves, empathy and the ability to work with others.
- Helping pupils to form and maintain good relationships, develop the essential skills for future employability and better enjoy and manage their lives.

The PSHE Association has developed the following evidence-based principles of good practice in PSHE education:

1. Start where children and young people are: find out what they already know, understand, are able to do and are able to say. For maximum impact involve them in the planning of a PSHE education programme.
2. Plan a 'spiral programme' which introduces new and more challenging learning, while building on what has gone before, which reflects and meets the personal developmental needs of the children and young people.
3. Take a positive approach which does not attempt to induce shock or guilt but focuses on what children and young people can do to keep themselves and others healthy and safe and to lead happy and fulfilling lives.
4. Offer a wide variety of teaching and learning styles within PSHE education, with an emphasis on interactive learning and the teacher as facilitator.
5. Provide information which is realistic and relevant and which reinforces positive social norms.



6. Encourage young people to reflect on their learning and the progress they have made, and to transfer what they have learned to say and to do from one school subject to another, and from school to their lives in the wider community.
7. Recognise that the PSHE education programme is just one part of what a school can do to help a child to develop the knowledge, skills, attitudes and understanding they need to fulfil their potential.
8. Embed PSHE education within other efforts to ensure children and young people have positive relationships with adults, feel valued and where those who are most vulnerable are identified and supported.
9. Provide opportunities for children and young people to make real decisions about their lives, to take part in activities which simulate adult choices and where they can demonstrate their ability to take responsibility for their decisions.
10. Provide a safe and supportive learning environment where children and young people can develop the confidence to ask questions, challenge the information they are offered, draw on their own experience, express their views and opinions and put what they have learned into practice in their own lives.

#### Terrington Hall Curriculum Aims:

- Provide a thorough and broad curriculum with a wide variety of learning experiences that engage, excite and challenge our pupils to the best of their ability;
- Promote a positive attitude towards learning, so that children enjoy coming to school, and acquire a solid basis for lifelong learning;
- Enable children to be creative and to develop their own independent thinking;
- Encourage pupils to take an active part in their learning process and develop independent learning skills;
- Promote British values, while recognising, appreciating and valuing the contribution made by all groups in our multi-cultural society and grow up committed to equal opportunities for all;
- Enable pupils to be positive citizens;
- Enable children to have respect for themselves and high self-esteem, and to be able to live and work cooperatively with others;
- Prepare pupils for entrance examinations, and transition to their next schools and for adult life;
- Provide a planned and monitored curriculum which ensures that learning is continuous and that the pupils make good progress;
- Help children to be physically fit and regard sport and physical exercise as an important part of a healthy and well-balanced life;
- Provide opportunities for children to experience the Christian faith amongst other faiths, enabling them to build their own values towards life, making responsible and informed choices;
- Develop sound work habits and a lifelong, positive attitude towards learning.

#### Aims for PSHE & CITIZENSHIP Education

The overarching aims for PSHE & CITIZENSHIP education are to provide pupils with:

- accurate and relevant knowledge
- opportunities to turn that knowledge into personal understanding
- opportunities to explore, clarify and if necessary challenge, their own and others' values, attitudes, beliefs, rights and responsibilities
- the skills, language and strategies they need in order to live healthy, safe, fulfilling, responsible and balanced lives.



The National Curriculum for Citizenship aims to ensure that all pupils:

- acquire a sound knowledge and understanding of how the United Kingdom is governed, its political system and how citizens participate actively in its democratic systems of government
- develop a sound knowledge and understanding of the role of law and the justice system in our society and how laws are shaped and enforced
- develop an interest in, and commitment to, participation in volunteering as well as other forms of responsible activity, that they will take with them into adulthood
- are equipped with the skills to think critically and debate political questions, to enable them to manage their money on a day-to-day basis, and plan for future financial needs.

### Teaching and Learning

PSHE is delivered alongside a programme of Citizenship and with reference to British Values.

Years 5 – 8: 1 hour lesson each week.

Years 3 – 5: Weekly teaching delivers through a thematic curriculum.

Pre-prep – Year 2: Embedded within daily teaching and learning.

Teaching of PSHE covers the three key themes:

- Health and Wellbeing.
- Relationships.
- Living in the Wider World – Economic wellbeing and being a responsible citizen; careers and the world of work.

We also deliver a comprehensive PSHE & CITIZENSHIP education through our tutor time and assembly schedule.

PSHE & CITIZENSHIP lessons and form periods foster confidence and responsibility amongst all pupils. They are an opportunity for children to develop a good relationship with their tutors, to discuss concerns and to explore themes such as self-esteem, Citizenship and British Values.

British Values:

- Rule of Law
- Tolerance
- Democracy
- Mutual Respect

The Six Principles of Nurture:

- Children's learning is understood developmentally
- The classroom offers a safe base
- The importance of nurture for the development of wellbeing
- Language is a vital means of communication
- All behaviour is communication
- The importance of transition in children's lives

Modes of Delivery

There are many ways to deliver information but our intention is to encourage development of strong personal, learning and thinking skills alongside independence, creativity and resilience. Not only will



these qualities benefit our students now but are capabilities required to succeed in the 21<sup>st</sup> Century. In PSHE quality Circle Time will be primary feature as will collaborative learning strategies and effective, relevant use of ICT. Differentiation will be embedded in planning and consider individual learning styles, difficulties and differences. The strengths of students will be used to build upon areas for development.

#### Features and Benefits of Circle Time Delivery

- Encourages eye contact which supports young people to become more emotionally literate and able to 'read' body language.
- Actively promotes the concept of respect for individual differences as everyone gets the opportunity to speak and be listened to.
- Enables a class to work on team building. Many circle time activities foster collaboration, cooperation and shared fun.
- Offers a regular experience of emotional safety. By establishing early on the ground rules ('no put downs' and 'no naming individuals negatively') young people learn to become more trusting, open and able to take risks.
- Facilitates the development of self-esteem.
- Establishes the teacher as someone who actively cares for the pupil's views and is prepared to support them.
- Initiates the concept of 'collective responsibility'. The open forum step of circle time focuses on the class coming up with ideas to ensure they all act as a kind, calm learning community.
- Helps establish that positive encouragement is good way of relating to each other as they themselves nominate each other as role models of social and emotional skills – and sign the certificates.
- Helps young people to practise inner locus of control and develop empathy for others.

#### Assessment

- Make use of formative and summative assessment to secure pupils' progress. Use relevant data to monitor progress, set targets, and plan subsequent lessons
- Give pupils regular feedback, both orally and through accurate marking, and encourage pupils to respond to the feedback
- Formative: As each Unit progresses.
- Summative: At the end of a Unit.
- Ipsative: compares a student's results against his or her previous results. Measures a student's individual progress against their own starting point.

Student outcomes will be portfolio based and not assessed by exam.

**References:** *PSHE Association Resources and 'PSHE FOR KS3' Lesley de Meza and Stephen De Silva. Hodder 2018.*

**SEAL Skills embedded in learning:** *Conflict Resolution, Thinking Skills, Learning Skills, Social Skills, Self-Awareness, Empathy, Managing Feelings, Motivation.*

**Reference to 'Hands on Scotland- Flourishing Project':** *Sense of Purpose, Optimism, Creativity, Confidence, Good Relationships, Emotional Balance, Resilience, Character Strength.*

**Adherence to the philosophies of 'Quality Circle Time':** *Responsibility, Inner Control, Respect for the Person, Management, Self-esteem, Patience, Collaboration and Mindset.*

**Development of Personal Learning and Thinking Skills:** *Independent Enquiry, Creative Thinking, Reflective Learning, Team Working, Self-Managing and Effective Participation.*



**Ref: Lucas,S., Insley,K. and Buckland,G. (2006) Nurture Group Principles and Curriculum Guidelines Helping Children to Achieve, The Nurture Group Network.**