

24.1 Personal, Social, Health and Economic Education (PSHEE) and Citizenship

Legal Status:

Complies with Part 2, paragraph 5. Of the Education (Independent School Standards) (England) (Amendment) Regulations 2013.

Applies to:

- the whole school including the Early Years Foundation Stage (EYFS), out of school care, the breakfast club, the afterschool clubs, the holiday club and all other activities provided by the school, inclusive of those outside of the normal school hours;
- all staff (teaching and support staff), the proprietor and volunteers working in the school.

Related Documents:

- The Teaching and Learning Policies
- The Safe Guarding Policies; Child Protection and Anti-Bullying
- Spiritual Moral Social and Cultural Policy
- Personal Social Health and Economic Education and Citizenship Programme
- Sex and Relationship (SRE) Policy
- Equality and Diversity Policy
- Inclusion Policy
- Special Educational Needs and Disability (SEND) Policy

Availability:

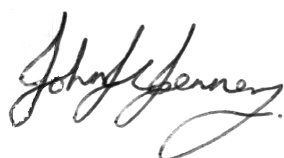
- This policy is made available to parents, staff and pupils in the following ways: via the School website <http://magdalencourtschool.co.uk/> and on request, a copy may be obtained from the Office.

Monitoring and Review:

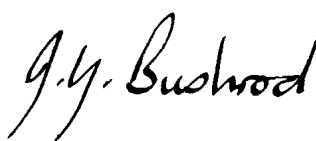
- This policy will be subject to continuous monitoring, refinement and audit by the headmaster and Principal.
- The Principal will undertake a formal annual review of this policy for the purpose of monitoring and of the efficiency with which the related duties have been discharged, by no later than one year from the date shown below, or earlier if significant changes to the systems and arrangements take place, or if legislation, regulatory requirements or best practice guidelines so require.

Signed:

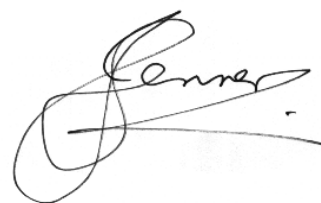
Date: August 16



Mr J. Jenner jr.
Principal



Mr J. Bushrod
Headmaster



Mrs J. Jenner
Proprietor

PSHEE and citizenship in our school encompasses all areas designed to promote children's personal, social and health development. It allows children to build the knowledge, skills and understanding they need to stay healthy and safe, develop worthwhile relationships, respect differences, improve independence and responsibility, make the most of their own abilities and those of others. It has strong links with Every Child Matters outcomes, Spiritual, Moral, Social, Cultural Values, and the National Healthy Schools programme.

Personal : The personal aspects of PSHEE look to develop the whole individual. It supports the progression of qualities and skills children already have. Through becoming aware of their own emotions and how to manage them, children can feel empowered to deal with the challenges that life can bring. This also supports their independence and the capacity to take responsibility for their actions.

Social: The social element focuses on cohesion in both the school and wider community. It aims for children to live alongside one another regardless of race, sex, disability or faith and to judge all people fairly and equally. Children learn to value each other's individuality and explore issues such as bullying including racist, homophobic and cyber-bullying. Sex and relationships is also a crucial part of social and health education to ensure that children have the information and understanding to make informed choices.

Health: Health education aims to promote an understanding of a range of issues which impact upon lifelong health. It deals with promoting the importance of a balanced diet twined with physical activity to ensure a high level of physical and mental wellbeing. It also covers issues such as substance and alcohol abuse and the impacts this can have on the individual and others around them.

Economic: Economic education aims to teach children about the economy and how to manage their personal finance. It aims to provide children with knowledge and tools to improve their economic wellbeing and the ability to deal with the financial decisions they must make in the future.

Aims

Magdalen Court School recognises that the personal and social development of pupils is increasingly a major aim of education. Far from being on the fringes, PSHEE is at the heart of everything that takes place in a school. As the children grow up they will begin to encounter more and more people from all walks of life, and it pays to be furnished with a global view of a world which is ever breaking down the boundaries and distances between its different cultures and beliefs. Universities cry out for children who are more 'rounded' and work places of all shapes and sizes advertise for candidates who can show good 'interpersonal skills' and an 'understanding of the needs of those around them.' We comply with the Education Act of 1996 which requires all (maintained) schools to provide a balanced and broadly based curriculum that:

- . promotes the spiritual, moral, cultural, mental and physical development of pupils
- . prepares pupils at the school for the opportunities, responsibilities and experiences of adult life.

Magdalen Court School embraces this as the backbone of its PSHEE philosophy. With all this in mind, the PSHEE programme aims to instil an understanding in all the pupils that academic success is not sufficient on its own for success. PSHEE is essentially concerned with the education of the whole person rather than with the knowledge that person needs. PSHEE is also intended to complement classroom teaching in that it assists other bodies in the school in monitoring and assisting with the development of the emotional and social well-being of children. The aim of PSHEE is to help pupils and young people understand and value themselves as individuals and as responsible and caring members of society. We want our pupils to like themselves and to feel confident. To this end we will:

- promote a healthy lifestyle
- prepare pupils for the opportunities, responsibilities and experiences of adult life
- offer our pupils the opportunities to achieve their physical, psychological and social potential
- promote attitudes and behaviour which contribute to personal, family and community relationships
- promote positive attitudes towards equal opportunities and life in a multi-cultural society by dealing sensitively with varying values, cultures and religious beliefs
- encourage the development of personal skills that enable pupils and young people to function successfully as members of society.
- ensure that pupils are able to understand and respond to risk, for example risks associated with extremism, new technology, substance misuse, knives and gangs, personal relationships and personal safety.

Social, moral, spiritual, cultural (SMSC) education is integral to our PSHE programme. It pervades the whole of our teaching and learning; the ethos and life of our school. Within SMSC, our aims are to help pupils to:

- develop self-esteem and confidence;
- enable pupils to understand what is right and wrong in their school life and life outside school;
- accept responsibility for their behaviour, show initiative and contribute to the school, as well as local and wider communities;
- take part in a range of activities requiring social skills, develop leadership skills, take on and discharge efficiently roles and responsibilities, offer help and learn to be reliable;
- acquire knowledge; reflect on beliefs, values and more profound aspects of human experience, use their imagination and creativity, and develop curiosity in their learning;
- understand and appreciate the range of different cultures in British society and develop the skills and attitudes to enable them to take a full and active part in it;
- develop respect towards diversity in relation to, for example: gender, race, religion and belief, culture, sexual orientation, and disability;
- acquire a broad general knowledge of public institutions and services in England;
- respond positively to a range of artistic, sporting and other cultural opportunities, provided by the school, including, for example an appreciation of theatre, music and literature;
- overcome barriers to their learning.

As part of our Behaviour Policy Magdalen Court School believes that all children and adults have the right to live in a supportive, caring environment in which pupils feel safe and free from bullying and harassment that may include cyber-bullying and prejudice-based bullying related to special educational need, sexual orientation, sex, race, religion and belief, gender reassignment or disability (as defined in the Equality Act 2010), and the use of discriminatory language. Bullying can occur through several types of anti-social behaviour.

Spiritual, Moral, Social and Cultural Development (SMSC)

In our school we plan and provide effectively in order to develop pupils' spiritual, moral, social and cultural awareness. Pupils of all faiths and belief systems are encouraged to strive for academic excellence and a spirit of open and shared enquiry, whilst developing their individual potential and qualities of character so they can make a positive contribution to the world. Whilst SMSC is integral to all aspects of our curriculum, PSHEE and religious education make a strong contribution. Pupils are led towards distinguishing right from wrong and towards acting consistently with their beliefs and with a view to the consequences of their own and others' actions. In addition our school:

- Leads pupils towards becoming confident and positive contributors to their community and effective users of its services and facilities according to their maturity;
- Enables pupils to gain insights into the origins and practices of their own cultures and into those of the wider community;
- Takes steps to ensure that the pupils appreciate racial and cultural diversity and avoid and resist racism, and
- ensure that pupils are able to understand and respond to risk, for example risks associated with extremism, new technology, substance misuse, knives and gangs, personal relationships and personal safety.

Objectives

Our objectives are to:

- teach children the **FACTS** concerning their growth and development as individuals;
- help children to understand **CONCEPTS** such as tolerance, respect and liberty and equality;
- enable children to acquire **SKILLS** relating to personal safety, discussion and decision making, which are vital to their well-being and their interaction with others;
- encourage children to develop informed opinions and **ATTITUDES** for themselves about a range of personal, social and moral issues;
- nurture in children a particular set of **VALUES** and
- give the children the **COURAGE** to challenge stereotypes based on race, sex, disability and faith and to judge all people fairly and equally.

We provide positive experiences through planned and coherent opportunities in the curriculum, extra-curricular activities and through interactions with teachers and other adults for our pupils. Our range of artistic, sporting and other cultural opportunities is available to pupils through the curricular and extra-curricular programme, and their participation in these opportunities. We plan our personal, social and health education and citizenship through, tutorials, assemblies and 'circle time' to help our pupils acquire values and skills to enable them to develop independence and choose their path in life. We aim for our pupils to understand and appreciate the range of different cultures and faiths in modern democratic Britain. We use our schemes of work and other plans which enable pupils to develop an understanding of public services and institutions and to take their place in modern democratic British society. We provide a range of quality opportunities for pupils to take on responsibility in school and make a positive contribution to the school, local and wider communities.

PSHEE and Citizenship and inclusion:

We teach PSHEE and Citizenship to all children, regardless of their ability. Our teachers provide learning opportunities matched to the individual needs of children with learning difficulties. When teaching PSHEE and Citizenship, teachers take into account the targets set for the children in their IEPs, some of which may be directly related to PSHEE and Citizenship targets. For gifted and talented children, teachers will provide additional opportunities to take responsibility, develop leadership skills, think creatively and use their talents for the good of the class or the wider community.

Teaching and Assessment

PSHEE can be taught using a range of strategies; linked to an array of assessment methods. PSHEE is not a statutory subject and does not involve summative assessment. This means the teacher must use formative processes as assessment for learning. The majority of PSHEE lessons will involve discussion in various forms.

Circle Time can be useful for finding out about the ideas and values each pupil possesses. Here you would pose questions the children can discuss; looking at pictures or books can also aid the understanding of the chosen topic. Circle time can involve whole class or smaller table groups depending on the subject and the children's abilities.

Assemblies are also effective when introducing themes which will later be used as a tool for discussion, enabling children to consider their arguments validity. Another link to Circle Time is **Silent Sitting** or **Reflection**. During reflection the children consider the issue concerned, developing positive thinking skills and add another layer of depth to the discussion. The aim of reflection is to relax and focus the mind, create mental space and get in touch with the inner self (Hawkes, 2003). One way to assess learning during Circle Time and Assembly is by using observation. It is useful for the teacher to utilise the teaching assistant; they note down any comments or misconceptions that may affect their understanding. The discussion could be repeated at a later stage to check progression of ideas. Linked to circle time is the use of **Persona Dolls** or **Puppets**. These are useful for encouraging pupils to discuss difficult issues such as feelings or bullying. Pupils are able to listen to the dolls problems and then suggest a resolution. Using the dolls removes the focus from the individual. Assessing by documenting discussions or ideas using video, voice recordings or annotated drawings can capture pupils' comprehension.

Role-play / Drama offers a natural medium through which children can experience, explore and present ideas. Pupils can play out situations discussing possible outcomes and how the results may differ depending on the choices of others. Assessing Drama may involve the use of peer or self-evaluation. This allows pupils to know where they are in their learning, understand what they need to do to improve and how to achieve this.

Sex Education

Sex education is delivered by teachers of both sexes who can move between groups to provide different perspectives from male and female points of view. Prior to sex education lessons commencing, a letter will be sent to parents asking for their consent and inviting them to view resources which accompany various units of work if they so wish.

Continuity and Progression

Continuity and progression is ensured throughout Magdalen Court School by following detailed plans which have a clear progression. The plans build on previously learnt skills, knowledge and values.

Cross Curricular Links

PSHEE permeates the whole curriculum and allows many opportunities for developing links with the core and foundation subjects throughout Magdalen Court School. There are particularly strong links with the science curriculum as well as literacy, geography, history and art. Regular communication should take place between the teachers who deliver these areas of the curriculum to ensure a balanced approach and to enhance and identify the development of existing links.

Time allocation and staffing

Throughout the school, PSHEE is delivered, overtly, by the Class Teacher but also covered in assemblies. The curriculum that is delivered during these slots is only a small part of the physical, spiritual and moral teaching which the children receive. This is influenced by a range of factors, some of which are impossible to quantify, and, in a minority of cases, impossible to control.

Generally	Specifically
School's values School's atmosphere/ethos School's appearance School rules Influence of home Influence of media Role model of staff Recreational activities Extra-curricular activities Field trips Organisation and curriculum	Input across the curriculum e.g. RE, Circle Time Pastoral care system Discipline system Reward system Assemblies Games programme House System

The 'PSHEE Tree' is a neat illustration of how diverse the delivery of moral, spiritual, social and cultural issues is for the pupils. The 'fruits' of the PSHE programme, ie what goes on in the lessons and what the pupils take away from these sessions, is only going to be as strong and healthy as the roots which feed and nourish it. These roots, though barely visible, are the most significant determining factors in the success of the PSHEE programme.



Curriculum based PSHEE programme, is primarily cognitive. The success of this is based on the quality of the invisible 'foundations'

The 'invisible foundations' are a key part of our PSHEE program. The ethos & attitudes are the bases of the quality of our relationships within the school. Our 'foundations' are experienced rather than directly taught & are an integral part of the child's cognitive experience.

Equal Opportunities

All activities will be planned in a way that encourages full and active participation by all pupils, irrespective of academic ability, gender, differences in culture or background.

Assessment, Recording and Reporting

Assessment in PSHEE is recognised as being different than in many other subjects. Emphasis is placed on self-assessment, review of group work, class discussion and written work which can rarely be marked in a conventional context. Marking, where necessary, should be with the pupil present so that their thoughts can be explained and explored with sensitive interchange as necessary to foster positive relationships. Various methods will be used to record pupils' work in PSHEE eg written, oral, photographic, artistic.

Parental and Community Involvement

Parents have the right to receive information from our school regarding PSHEE. We believe that sharing our pupils learning with parents enables children to continue their development from school into their home life. Parents are invited to join in events in school, including class assemblies, acts of worship and workshops on relevant themes. Parents are regularly informed of events and developments through our weekly newsletter. Working with parents is a vital part of the whole school approach to PSHEE and Citizenship. Outside agencies are invited into school to help with the delivery of PSHEE and Citizenship, e.g. emergency services, ministers of religion, charitable trust, community groups, etc.

Monitoring

Our monitoring will be based on observations and personal discussion so that relevant modification to Schemes of Work can be undertaken swiftly and effectively.

School Council

School Council representatives will be elected by their peers at the start of each academic year. The Principal and/or the Deputy Head will discuss items raised by the School Council. The School Council will make a valued contribution to the Code of Conduct at Magdalen Court School which, when agreed, everyone is expected to follow.

Resources

We use the SEAL program which can be accessed on the Teacher Drive. A topic is covered on a Wednesday assembly and teachers are encouraged to use the follow up activities during that week.

Display

A vibrant school should have displays which enhance the environment for pupils and adults alike. Members of staff are encouraged to produce displays in classrooms and public spaces showing evidence of PSHEE work as well as pupil work throughout the wider curriculum.

Learning support provision

The nature of the topic allows for a broad range of mediums for delivery. Those pupils for whom the normal academic subjects may be challenging often find they have strengths in discussion and argument about the wider world and some of the issues faced by young people today. As PSHEE is not currently examined or assessed there is no call for specific support for less able pupils or streaming, though it remains incumbent upon the session leader to ensure that all pupils are as involved as possible in the discussions and activities taking place.

The Deputy Head and all teachers are aware from pupils' files of any home situation or social difficulty which could make some subjects more sensitive than others.

Assessment and reporting

There is no formal assessment in PSHEE. Pupils do not have exercise books in this subject as the predominant focus is on discussion. Opportunities to assess the progress and achievements of the children exist through observation of role play, presentations and involvement in discussion. The pupils have many opportunities to reinforce work through the production of information leaflets, posters etc which can be evaluated. Where appropriate, parents will be informed of any follow up discussions they might like to have with their children. More serious concerns can be brought up at staff meeting.

Curriculum enrichment

We undertake a variety of field trips and excursions, including residential trips. Furthermore, we have outside speakers on a variety of topics and special workshops.

Development

- To build up a strong programme of outside speakers.
- To involve more classes in charity and community projects
- To increase training opportunities for staff in the field of delivering PSHEE activities.

The Early Years Foundation Stage (EYFS)

We use the document “Development Matters in the Early Years Foundation Stage” to inform planning in the Nursery and Reception classes. Our curriculum for the EYFS reflects the areas of learning identified in the Early Learning Goals. Our pupils learning experiences enable them to develop competency and skill across all the learning areas. The Early Years Goals are organised into seven areas and provide the basis for planning throughout the EYFS, so layering secure foundations for future learning. We relate the PSHEE aspects of the pupils work to the objectives set out in the EYFS Learning Goals (ELGs) which underpin the curriculum planning for pupils aged three to five. The EYFS covers PSHEE topics through the prime learning area of Personal, Social and Emotional Development and corresponding learning goals:

- Children play co-operatively, taking turns with others.
- They take account of one another’s ideas about how to organise their needs and feelings, and form positive relationships with adults and other children.
- Children are confident to try new activities, and say why they like some activities more than others.
- They are confident to speak in a familiar group, will talk about their ideas, and will choose the resources they need for their chosen activities.
- They say when they do or don’t need help.
- Children talk about how they and others show feelings, talk about their own and others’ behaviour, and its consequences, and know that some behaviour is unacceptable.
- They work as part of a group or class, and understand and follow the rules. They adjust their behaviour to different situations, and take changes of routine in their stride.

Specific teacher led Circle Time lessons are held weekly to explore these issues. Through Circle Time activities children can develop social skills, acquire interpersonal relationship skills, increase awareness of their feelings and become more responsible for their behaviour. It is a time to foster a caring group feeling where each member is valued and valuable, where each child gets a chance to speak and more importantly a chance to be listened to. Weekly assemblies are also held that cover the SEAL topics. Spontaneous learning opportunities, both indoor and outdoor, are provided that explore the topics taught in the teacher led activity.

To appreciate the approach in EYFS please observe the pupils in this area of the school and consult The EYFS Policy, the “*Statutory Framework for the Early Years Foundation Stage*” DFE 2012, and “*Development Matters in the Early Years Foundation Stage*” British Association for Early Childhood Education 2012