



Milbourne Lodge School

PSHEE Policy

September 2016

1. Aims and objectives

We believe that education in PSHEE and Citizenship enables children and young people to become healthier, more independent and more responsible members of society. We encourage our pupils to play a positive role in contributing to the life of the school and the wider community. In so doing, we help to develop their sense of self-worth. We teach them how society is organised and governed. We ensure that the children experience the process of democracy through the tutorial programme and involvement in community activities, through the House System and fundraising activities.

We teach children about their rights and about their responsibilities. They learn to appreciate what it means to be a positive member of a diverse and multi-cultural society. Indeed, the teaching of PSHEE and citizenship through our programme of assemblies and tutorial periods helps in many ways to meet the objectives set out in The Children's Act 2004 ('Every Child Matters') – and that children **'be healthy, stay safe, enjoy and achieve, make a positive contribution, and achieve economic well-being'**.

We also aim to make our pupils aware of the risks of radicalisation and extremism in our delivery of this curriculum. PSHEE lessons will be used along with tutor periods/form periods to teach pupils to understand and manage risks associated with terrorism and radicalisation, resist pressure, make safer choices and seek help if necessary. This will be implemented by promoting British values such as democracy; individual liberty; the rule of law; mutual respect; tolerance of those with different faiths and belief throughout the school. Through citizenship linked to religious education and other relevant subject areas the curriculum will focus on promoting democracy, diversity, mutual respect and instigate debates around contentious issues.

Our objectives in the teaching of PSHEE and citizenship are for all of our children:

- to know and understand what is meant by a healthy lifestyle;
- to be aware of safety issues;
- to understand what makes for good relationships with others;
- to be thoughtful and responsible members of their community and their school;
- to become active members of our democratic society;
- to develop self-confidence and self-esteem;
- to make informed choices regarding personal social and relevant economic issues ;
- to develop good relationships with other members of the community;

- to develop an understanding of key public Institutions in line with Independent School Standard Regulations 2014;
- to enable students to distinguish right from wrong and to respect the civil and criminal law of England;
- to encourage students to accept responsibility for their behaviour, show initiative, and to understand how they can contribute positively to the lives of those living and working in the locality of the school and to society more widely;
- further tolerance and harmony between different cultural traditions by enabling students to acquire an appreciation for and respect for their own and other cultures;
- Encourage respect for other people, paying particular regard to the protected characteristics set out in the Equality Act 2010.

2. Teaching and Learning Style

We use a range of teaching and learning styles to meet the PSHEE and Citizenship requirements of the Curriculum. We emphasise active learning by including the children in discussions debates, investigations and problem-solving activities and projects. We encourage the children to take part in a range of tasks that promote active citizenship, e.g. charity fundraising, the planning of special school events (such as an assembly or open days), or involvement in helping other individuals or groups less fortunate than themselves through House Charities and extra –curricular projects) visits to Parliament. We organise classes in such a way that pupils are able, through discussion, to set agreed classroom rules of behaviour, and resolve any conflicts. We offer children the opportunity to hear visiting speakers, whom we invite into the school to talk about their role in creating a positive and supportive local community. We provide a range of resources for staff to use in the tutorial programme.

3. PSHEE and Citizenship curriculum planning

We introduce PSHEE and Citizenship topics through teaching in other subjects. There is also a large overlap between the programme of study for religious education and the aims of PSHEE and Citizenship so we deliver a considerable amount of the PSHEE and Citizenship curriculum through our religious education lessons and also through a range of other subject areas and cross- curricular community projects. We also cover the key areas of citizenship through our tutorial programme, House Meetings and involvement in House Charities.

We also develop PSHEE and Citizenship through various activities related to individual subject areas and whole school projects. (See cross-curricular projects relating to Art, ICT and Sport).

The school is highly value laden and these values are communicated through all school activities. In particular, the daily assemblies are used in this manner and have a particular focus on events happening in the wider world and are used as

an opportunity to celebrate individual pupil achievement in extra-curricular events and competitions. We also hold a special Service of Remembrance in November and classes choose their own individual topics for collective assembly reflections.

4. In the Pre-Preparatory Classes

We teach PSHEE and Citizenship as an integral part of our topic work. Our teaching matches the aim of developing a child's personal, emotional and social development as set out in the ELGs. We also support citizenship education when we teach 'how to develop a child's knowledge and understanding of the world'.

5. PSHEE and Citizenship and ICT

ICT makes a contribution to the teaching of PSHEE and Citizenship in that children in ICT classes learn to work together in a collaborative manner. They also develop a sense of global citizenship by using the Internet and e-mail. This scheme aims to develop a set of safe and discriminating behaviour for pupils to adopt when using the Internet and other technologies.

Through discussion of safety and other issues related to electronic communication, the children develop their own view about the use and misuse of ICT, and they also gain an insight into the interdependence of ICT users around the world.

6. PSHEE, 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 each child.

For gifted and talented pupils, 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, e.g. our debating society, and extension tasks set within the curriculum.

7. Assessment for Learning

Our teachers assess the children's work in PSHEE and Citizenship both by making informal judgements, as they observe them during lessons House Meetings, organising charitable events and in their conduct throughout the school. We have clear expectations of what the pupils will know, understand and be able to do at the end of each year group.

Form teachers may record in their mark books the achievements and contributions of pupils in tutorials and Citizenship and use this to inform their comments on Tutor reports and external reports. We report these achievements to parents and carers each year at Parents meetings and in end of year reports and in form tutor reports.

We do not set formal examinations in PSHEE and Citizenship. The assessments that we make of pupil achievement are positive and record achievement in its widest sense.

8. Resources

PSHEE resources are available to staff in various PSHEE booklets and additional resources are added as issues occur.

Pupils are encouraged to bring in newspaper articles of interest for discussion and to talk about their own particular concerns and interests. This forms a significant part of discussions in tutorials. There is a scheme of work in place for each year group.

9. Monitoring and review

The planning and co-ordination of the teaching in PSHEE is the responsibility of the Head and teacher in charge HS. Form tutors keep records of the issues addressed during tutorial time and the level of pupil participation. These are kept in our central resources. HS monitors progress.

PSHEE & Citizenship General Guidelines of Topics

	Developing socially and emotionally	Leading a safe and healthy life	Becoming a responsible citizen in a diverse global society	Building a successful and fulfilling future
Key Stage 2				
NC3	My feelings Change and transition Friendships	A balanced diet Staying safe online Good hygiene	British Values The rights of the child Those in the community who help us Recycling	What kind of learner am I?
NC4	Anti-bullying Change and transition Building self esteem	Personal safety Staying safe online Healthy choices An introduction to 'Growing Up'	Living in a diverse world How we all are connected? The role of the Monarch and Parliament British Values	Using mind mapping to aid learning
NC5	Self-awareness Understanding differences in society Bullying in many forms Staying safe online and promoting self esteem	Safety at home and away Sleep, exercise and relaxation Understanding how I will change physically, mentally and emotionally as I grow up.	Support networks The media British Values The Law Different types of government	Managing my money Managing my revision
NC6	Coping with anger	Emotional and	Citizenship in	Managing the

	<p>and managing conflict Working together</p> <p>Changing relationships</p>	<p>physical changes</p> <p>Hygiene</p> <p>Staying safe online</p>	<p>school and in the wider community</p> <p>Human rights</p> <p>A diverse society</p> <p>Rights and responsibilities</p> <p>British Values</p>	<p>way you study</p>
Key Stage 3				
NC7	<p>Feelings of anxiety and worry</p> <p>Family- getting on with parents/guardians, brothers and sisters</p> <p>Bullying</p> <p>Disabilities</p>	<p>Healthy living</p> <p>Smoking</p> <p>Drugs</p> <p>Sexting and understanding the law concerning sex</p>	<p>Recycling</p> <p>You in the community: being a good and neighbourly citizen</p> <p>The world of work and being enterprising</p> <p>Being a citizen under Britain's government</p> <p>The media</p> <p>Managing pocket money</p> <p>Attitudes towards work</p> <p>Children's rights</p> <p>Being a consumer</p> <p>Right and</p>	<p>Time management</p> <p>Expressing your ideas</p>

			wrong British Values	
NC8	Self esteem Family Your safety Friends and friendships Sexting and the law concerning sex	Drugs Alcohol Gambling The media Your time It's your body	The world of work British Values Other cultures and lifestyles Your values The law Being a citizen of the European Union The world of work Older people The community Global issues	You and your opinions

The quality of teaching and learning in PSHEE is monitored and evaluated by the Head and Deputy Head. Evidence is provided by discussion, assemblies, observation and tutorial sheets filled in by staff each week.

This policy will be reviewed and discussed every year.

DATE OF REVIEW: 12.02.14	REVIEWED BY: Stephen Ilett	COMMENTS:
DATE OF REVIEW: 23/9/14	REVIEWED BY: Judy Waite	COMMENTS:

DATE OF REVIEW: 8/10/15	REVIEWED BY: Judy Waite	COMMENTS:
DATE OF REVIEW: 31/8/16	REVIEWED BY: Judy Waite	COMMENTS:

Date of next review: September 2017

PHSEE ASSESSMENT SHEET

YEAR:

OVERALL COMMENTS

THINKING AND LEARNING

NAME	
TERM	

Write down the things that you have learned in PSHEE this term.

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What do you now think about these things?

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