



## PSHEEE AND CITIZENSHIP POLICY

<b>This policy will be reviewed annually</b>
Policy reviewed: March 2020 by SMT
Next review: July 2020 by SMT

This policy applies to all children in the school, including those in the EYFS.

### Rationale

At Wimbledon Common Prep School we see the spiritual, moral, social and cultural development (SMSC) as being at the heart of the boys' learning. Through our curriculum and specific teaching of PSHEEE, our school environment and school ethos, we promote the spiritual, moral, cultural, mental and physical development of the boys and prepare them for the opportunities, responsibilities and experiences of later life.

We develop the boys' self-knowledge, self-esteem, and self-confidence within a culture of tolerance and respect for diversity. We support them in forming and maintaining satisfying relationships based on respect for themselves and others, at home, at school and in the community. We encourage them to lead a healthy lifestyle and become independent and responsible members of our community and the wider global society. The PSHEE programme at Wimbledon Common Prep School draws upon the key concepts and skills that underpin PSHEE education within the National Curriculum Framework PSHEE Education Programme of Study. Content of the schemes of work has been selected to be relevant to the boys and used as a context through which to explore the overarching concepts of identity, relationships, a healthy and balanced lifestyle, risk, diversity and equality, rights and responsibilities, change and economic understanding.

### Aims

The aims of PSHEE programme at WCPS are to enable the boys to develop the skills, knowledge, understanding and attitudes they need to be able to:

- Have respect for themselves and others, valuing the similarities and differences between people.
- Understand and manage their own emotions
- Develop good relationships with other members of the school and contribute positively to the wider community.

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- Be independent, self-disciplined and responsible members of society.
- Develop an awareness of social, economic, political and ecological issues.
- Develop an awareness of the value of money and how it is earned.
- Develop an opinion of potential career aspirations.
- Distinguish right from wrong and respect the law of England.
- Understand what democracy means within their own sphere of experience.
- Develop self-confidence, self-esteem and make informed choices about personal and social issues
- Know what constitutes a healthy lifestyle
- Be aware of safety issues and manage risk in their own lives.

Through ensuring the boys SMSC development, we actively promote the fundamental British values of democracy, the rule of law, individual liberty and mutual respect and tolerance of different faiths and beliefs.

### **Teaching and Learning**

The importance of PSHEE cannot be overstated and we endeavour to incorporate PSHEE into all aspects of school life. PSHEE is vital in the establishment and understanding of school rules and behavioural expectations, there being a clear connection between PSHEE education, SMSC and behaviour and safety. It encourages consideration and thought towards others and the development of sound moral values. PSHEE supports boys in feeling safe and valued within the school environment.

We follow the Jigsaw Scheme. There are six areas of learning that are designed to progress from September to July across EYFS – Year 2. These areas are as follows:

**Autumn 1:** Being Me in My World (Includes understanding my place in the class, school and global community)

**Autumn 2:** Celebrating Difference (Includes anti-bullying, cyber bullying and celebrating different cultures)

**Spring 1:** Dreams and Goals (Includes goal-setting, aspirations, economic wellbeing and working together as a team)

**Spring 2:** Healthy Me (Includes healthy eating, personal hygiene, medication and road safety)

**Summer 1:** Relationships (Includes understanding friendship, family, conflict resolution and communication skills)

**Summer 2:** Changing Me (Includes life cycles and growing up)

A range of teaching strategies are used to motivate those who learn primarily through verbal channels and those whose preferred learning style may be more visual or kinaesthetic. Boys are encouraged to take responsibility for their own learning and to work together to ensure that they

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reach a deeper more meaningful understanding of the complex issues involved in developing social, emotional and behavioural skills.

They are encouraged to learn through working in groups of different sizes and solving problems together. We place an emphasis on active learning in the following range of activities.

- Circle time and group discussion
- Imaginative writing
- Reflection sharing and showing
- Role play and drama
- The use of video and ICT
- Visits and visitors where appropriate
- Structured group work
- Use of puppets and teaching resources from a wide variety of sources to help pupils understand a range of faiths.
- Taking part in activities to promote citizenship and fundamental British values e.g. charity fund raising, making class rules, being a member of the school council, taking on roles and responsibilities.

Additional strategies/systems are in place to support the delivery of our PSHEE curriculum:

- Developing a positive self-image – special pupil of the week/positive person
- Responsibility for behaviour in all aspects of school life – individual and whole class reward systems and Celebration Assembly.
- Taking extra responsibility and having an awareness of how democracy works – classroom monitors or school council members voted for by other pupils.
- Following the 'Jigsaw Charter'
- Introducing each Jigsaw Unit in Assembly (Member of SMT at the start of every Unit)

In addition to the specific Jigsaw Assembly, the themes of our PSHEE curriculum will be evident in many assemblies throughout the academic year. These assemblies provide opportunities to enhance the boys' spiritual, moral, social and cultural development, promoting the school's values and celebrating achievement. Boys in all year groups join together for a whole school celebration assembly on Fridays where boys' individual achievements are recognised through receiving a certificate (2 boys per class per week).

(See Collective Worship Policy)

### **Early Years Foundation Stage (EYFS)**

In the Early Years Foundation Stage PSHEE is the area of learning known as PSED – Personal, Social and Emotional and Development. Elements of this area of learning are implicit in the

organisation and delivery of the whole EYFS curriculum. Activities are chosen from the Jigsaw Scheme and presented in an age-appropriate way. On a daily basis, EYFS staff also provide the boys with experiences and support which will help them to develop a positive sense of themselves and others; respect for others; social skills; and a positive disposition to learn. Staff ensure support for the boys' emotional well-being to help them to know themselves and what they can do. Elements of the Jigsaw Scheme are closely linked to both the Physical Development area of learning and Communication and Language.

### **The Prevent Duty**

From 1<sup>st</sup> July 2015 all schools are subject to a duty under section 26 of the Counter-Terrorism and Security Act 2015, in the exercise of their functions, to have "due regard to the need to prevent people from being drawn into terrorism". Although the boys are still very young, the school has a responsibility to build children's resilience to radicalism by promoting British values and providing a safe environment for debating controversial issues and participate in decision making.

PSHEE can be an effective way of providing the boys with time to explore sensitive or controversial issues in an age appropriate way. Thus equipping them with the knowledge and skills to understand and manage difficult situations. PSHEE can be used to teach pupils how to recognise and manage risk, make safer choices and recognise when pressure from others threatens their personal safety and wellbeing. They can also develop effective ways of resisting pressures, including knowing when, where and how to get help. The boys are encouraged to develop positive character traits through PSHEE, such as resilience, determination, self-esteem and confidence.

### **Planning**

Planning is in three phases (long-term, medium-term and short-term). Our long-term plan (scheme of work) maps the topics studied and on-going and key objectives for each term in each year group. Medium and short term plans give details of specific activities and particular adaptations required for individual boys or groups. As appropriate, and to meet the needs of specific issues which may arise within any particular class/year group, some classes may alter aspects of their programme of PSHEE provision, so as to address these specific needs. Although not always recognised in the formal school planning, these changes will be noted in individual teachers' short term planning.

### **Assessment, Recording and Reporting**

Assessment is an integral part of teaching and learning in all subjects including PSHEE. It checks that learning is taking place and shows what learners can do well, and where and how they can do better. It allows starting points to be established and progress to be recognised and celebrated. It informs the next steps and priorities for both teachers and learners. Its purpose is to highlight success and achievement, as well as identifying areas that need further support. This information will then be used to inform future planning.

To be successful independent learners, the boys need regular opportunities to reflect on and identify what they have learnt, what needs to be learnt next and what they need to do to continue their learning. This may be to compare their progress against their own starting points or that of others or to measure their progress with reference to external standards, such as end of key stage statements.

Teachers in KS1 assess the boys' progress in PSHEE in a variety of different ways:

- By making informal judgements as they observe them during the course of the school day.
- By making more formal assessments of their work and interactions with others against the specific learning objectives set out in the Telling Tales scheme of work.
- Through self- assessment or peer assessment.

In the EYFS teachers and learning support assistants make observations of the boys during adult led and child initiated activities. These observations are linked to the Early Learning Outcomes and Early Learning Goals in the PSED area of learning and subsequently next steps in the boys' learning are planned. At the end of the school year the boys are judged to be emerging, expected or exceeding in their development in PSED.

Progress in PSHEE/PSED education is reported to parents in line with other curriculum subjects. The PSHEE Co-ordinator keeps a record of some of the PSHEE activities that go on relating to the school and its community in a subject file.

### **Differentiation**

At Wimbledon Common Prep School we plan opportunities to teach PSHEE to all boys including supporting and extending boys with SEND. In PSHEE lessons, the needs of SEND boys are supported through the use of visual cues, group work, discussion, differentiated work and through teacher support. Where necessary relevant EHCP/ISP information relating to a boy will be incorporated into planning.

The Jigsaw Scheme is written as a universal core curriculum provision for all children. Teachers will tailor each unit to meet the needs of the children in their classes. To support this differentiation, many Jigsaw Pieces suggest creative learning activities that allow children to choose the media with which they work and give them scope to work to their full potential.

### **Use of technology**

Teachers have access to a range of resources to assist with supporting and enhancing learning in PSHEE. The use of ICT is promoted in the teaching of PSHEE. Boys are introduced to the safe use of the internet through PSHEE topics and the implications of cyber bullying. We also celebrate World Safer Internet Day annually to raise awareness of cyberbullying and promote staying safe online. See Anti-bullying policy, Child protection Policy and Computing Policy.

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## **Safeguarding**

Our schemes of work for PSHEE place great emphasis on developing the boys' awareness of how to stay safe. This may be through information shared about basic personal safeguarding e.g. The Pants Rule or through activities linked to "Stranger Danger".

In line with the statutory guidance contained in Keeping children Safe in Education 2018, the school places emphasis on recognising and dealing with peer on peer abuse. To this end, anti-bullying week takes place in November each year. Activities are planned around a theme to instil confidence in responding to and reporting unkind behaviour whether at school, at home or online (see Safeguarding policy)

## **Equal Opportunities**

All boys have an entitlement to access the PSHEE curriculum. They will all have access to appropriate resources within the school. These will reflect a multicultural society, without stereotyping or discrimination. The boys will be given the opportunity to participate in all activities regardless of the protected characteristics in the Equality Act 2010.

## **Monitoring and review**

The PSHEE co-ordinator is responsible for monitoring and reviewing resources required for each year group, supporting other members of staff and keeping up to date with current good practice and passing on information to colleagues. The PSHEE co-ordinator meets regularly with Heads of Year and Head of Sport to discuss and share any pastoral concerns. The PSHEE co-ordinator also annually reviews and updates the subject policy and creates an action plan for the forthcoming academic year.

The PSHEE co-ordinator oversees year group planning and in conjunction with Heads of Year, monitors standards of children's learning and the quality of teaching in PSHEE. Class teachers are responsible for planning and teaching the subject as set out in this policy and relevant schemes of work.

## **Links with other policies and documentation**

- Collective Worship Policy
- Anti-bullying Policy
- Behaviour Policy
- Safeguarding Policy
- Anti-bullying Policy
- Computing Policy
- The Prevent Duty – June 2015

- Equality Act – 2010
- SMSC policy