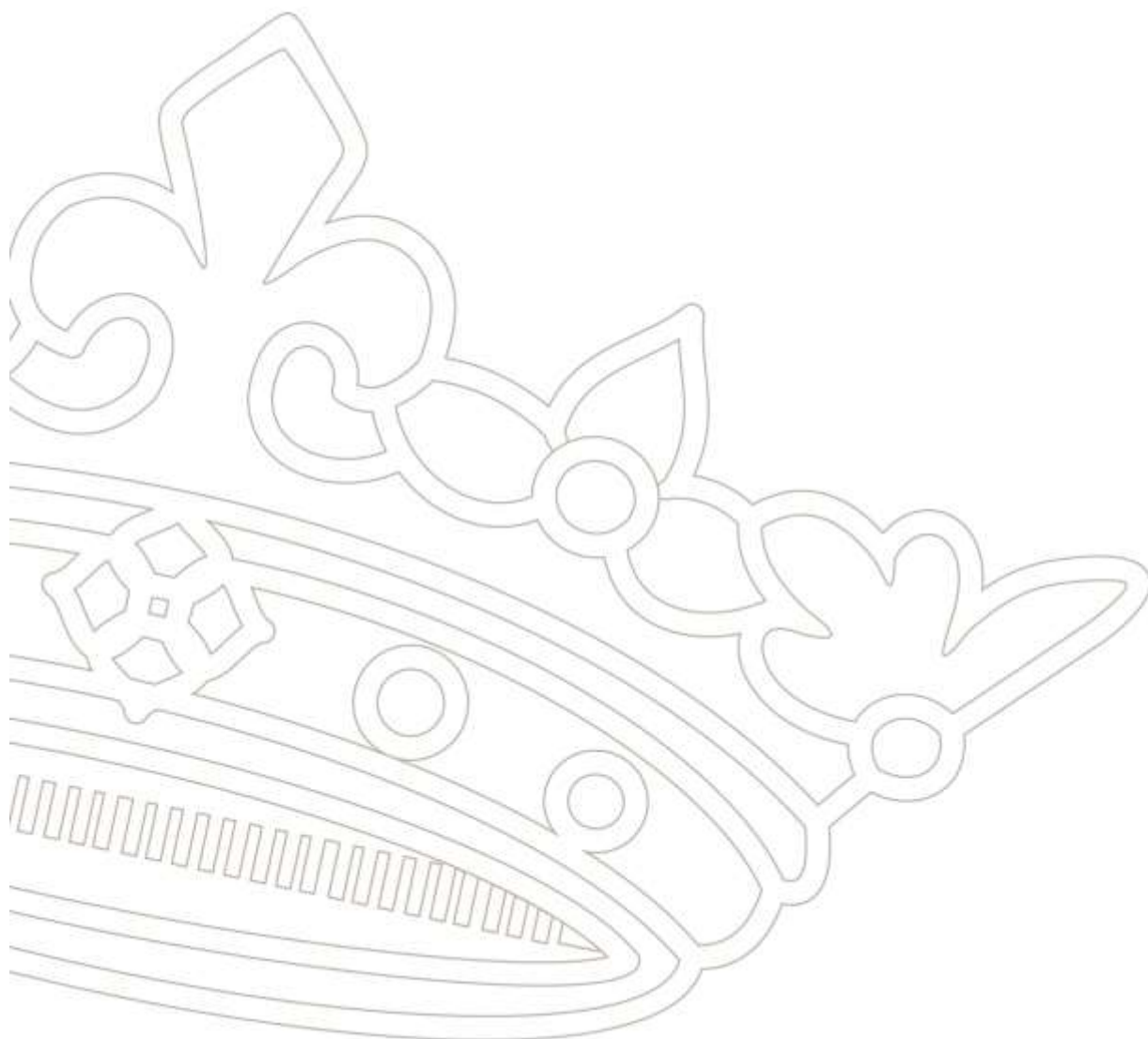




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PRINCE'S MEAD SCHOOL

# PSHEE AND CITIZENSHIP POLICY





This document is a statement of the aims, principles and strategies for teaching and learning personal, social, health, economic education and citizenship at Prince's Mead.

This policy applies to all pupils in the school, including those in the Early Years Foundation Stage.

In all our lessons we are mindful of our school mission statement and aims.

### Mission Statement

Preparing the children of today for the challenges of tomorrow.

### Aims

- To foster a love of learning
- To have high expectations for life in social, academic, creative, spiritual and sporting disciplines
- To develop creative and independent children equipped with skills which enable them to rise to future challenges
- To provide a caring, nurturing environment in which each child can flourish and feel a sense of belonging
- To promote positive relationships with the extended family and local community
- To inculcate in the School Community a compassion and empathy for others

### Policy Statement

The ethos of our school with its established school values, strives to develop the self-knowledge, self esteem and self-confidence of each and every child in our care. The school values, which evolved through agreement between staff and pupils, are implicit in all we do and say. We use positive language and set good examples to our children. The essence of our behavioural policy is to encourage children to accept responsibility for their behaviour and to consider the consequences.

We have links with the wider community through sporting, musical, creative and charitable activities. The children are given the opportunity to organize and direct fundraising events and present information to others in class situations and assemblies.



Personal, social, health, economic education and citizenship refer to those aspects of school life - its thinking, planning, teaching and organisation - explicitly designed to contribute to the process of growing up, getting on with other people, the formation of values and the preparation of the child for responsibility in adult life. This includes helping pupils to understand:

- Their behaviour
- Health and Development
- Our Society
- Their school and effective learning skills
- How to make decisions and moral judgements
- Citizenship
- Recognising and knowing how to deal with the various forms of abuse
- An understanding of the value of money and finance

### Implementation of the curriculum

Teachers deliver the curriculum objectively and the promotion of partisan political views in the teaching of any subject in the school is precluded.

Teachers take steps to ensure that where political issues are brought to the attention of the pupils:

- whilst they are in attendance at school
- while they are taking part in extra-curricular activities provided by or on behalf of the school
- or in the promotion at the school, through the distribution of promotional material, of extra-curricular activities taking place at the school or elsewhere that the pupils are always offered a balanced presentation of opposing views

In addition, teachers are expected to respect the rights of others and to respect those with different beliefs. Expressing a view in an unprofessional way that involved singling out pupils on grounds of sexuality, or presenting extreme views without balance on a topic such as marriage for same sex couples, would be considered highly inappropriate.



## PSHEE and Citizenship at Prince's Mead

Our curriculum should promote pupils' spiritual, moral, social and cultural, mental and physical development at school and in society. It should prepare all pupils for the opportunities, responsibilities and experiences of life. PSHEE is increasingly concerned with life in modern Britain, what constitutes British Values and how best to uphold these. We are also mindful that our children must understand and appreciate the value of money and how to use it wisely; both now and as responsible adults. In that regard, economic education is a new facet of the PSHEE curriculum that further prepares the children for the challenges of tomorrow. Other vital principles that are promoted in the curriculum are:

- To enable pupils to develop their self-confidence, self-knowledge and self-esteem
- To enable pupils to distinguish right from wrong and respect civil and criminal law
- To encourage pupils to accept responsibility for their behaviour, show initiative and understand how they can contribute positively to the lives of those living and working in the locality in which the school is situated and to society more widely
- To provide pupils with a broad general knowledge of public institutions and services in England
- To enable pupils to understand the importance of budgeting and finance
- To help pupils to acquire an appreciation of and respect for their own and others cultures in a way that promotes tolerance and harmony between different traditions
- To encourage pupils to respect the fundamental British values of democracy, the rule of law, individual liberty and mutual respect and tolerance of those with different beliefs and faiths
- Take part in a wide range of activities and experiences across and beyond the curriculum contributing fully to the life of the school and the local and wider community
- Reflect on their experiences and understand how they are developing personally and socially
- Use PSHEE to build up positive working relationships between children and staff and reinforce the fact that all members of our school family are valued as individuals
- Have independence of mind to question and seek to improve themselves and society whilst respecting law and authority
- Understand what a healthy lifestyle means in terms of diet and exercise
- Understand how to be 'mindful' - use calming strategies in potentially stressful situations
- Learning to be responsible citizens by considering their impact on the natural



environment

- Include the need for health/sex education

### Skills to develop

- Identifying risks
- Coping with peer influences
- Coping with stress and anxiety
- Communicating with adults
- Decision-making and assertiveness in situations relating to drug use
- Giving and getting help
- Safety procedures when using medicines

### Assessment and Recording

Each pupil has an exercise book or work folder which records the written work covered throughout the course. Marks are not awarded for this subject; comments are made at the end of the written exercises. The course is mainly verbal and there is little written evidence of work covered. Much PSHEE and Citizenship written work (class charters and success ladders) are also used as classroom displays.

There is constant feedback to parents on an informal basis and often the subject of PSHEE and Citizenship is raised when discussing individual pupil problems, as it is very much an all-embracing subject. These topics also form the basis for many house assemblies where the children have the opportunity to work harmoniously alongside one another.

Most recently the three school houses, explored the theme of Fundamental British Values as an extended house prayers topic and house teachers were able to informally assess this critical topic when group presentations and posters were developed within each house and its sub-groups.

### Use of ICT

There are a number of programmes that are used to support the PSHEE and Citizenship curriculum which are readily available to all staff.



## Citizenship and Fundamental British Values

Citizenship and the teaching of fundamental British Values helps children to develop as members of school, local, regional, national and global communities. It is concerned with issues of right and wrong, rights and responsibilities, fairness, rules and laws, power and authority, equality and difference, communities and identities, democracy, conflict and cooperation. As children grow and develop, this helps them to think and talk about issues relating to these concepts as they encounter them in their own lives and in the lives of others, and as depicted in the media and in literature. At Prince's Mead, it is normal practice to encourage pupils to respect themselves and other people, regardless of race, religion, ethnicity or culture. The children are set a uniform example and high standard by every member of the teaching, caretaking, administration and support staff. This ensures that the Fundamental British Values are not only promoted, but in fact a way of life.

It has been agreed as a staff that six times a year we address in our House meetings, questions relating to citizenship. Topics include:

- Institutions
- Government
- Monarchy
- Commonwealth
- State

The PSHEE and Citizenship co-ordinator will liaise with House staff to co-ordinate timings so that topics are studied simultaneously.

In addition we are mindful of the need to actively promote fundamental British Values.

## Democracy

Democracy permeates the entire school. Pupils have the opportunity to have their voices heard through our School Council and pupil questionnaires. There are also suggestion boxes throughout the school that children can place a concern in if they wish. These are always addressed by teachers and children definitely feel that their voice matters and is heard. Each year the children decide upon their class charter and the rights associated with these. All the children contribute to the production of a class charter, which is ultimately agreed upon by both the pupils and the class teacher. Recording these charters in exercise books or displaying them in the classroom is democracy in action and reminds the entire class of their obligations, promises and the rule system. Additionally, the school food committee meets with a staff member and the views of the pupil body regarding the meal options are discussed.



## The Rule of Law

The importance of Laws, whether they govern the class, the school, or the country, are consistently reinforced throughout regular school days, as well as when dealing with behaviour and through school assemblies. Pupils are taught the value and reasons behind laws; that they govern and protect us, the responsibilities that this involves and the consequences when laws are broken. Visits from authorities and inspirational speakers also reinforce this message. Whilst all staff members prioritise positive reinforcement; awarding merit badges, courtesy badges and Head's Commendations regularly, there is a system of sanctions in place. Indeed all children are aware of this and that there are also consequences to breaking school rules and laws. Understanding that there is a difference between religious laws and the civil and criminal laws of England are concepts covered in RE lessons and school assemblies, which are taken by the Headmistress, PSHEE HOD and external visitors.

## Individual Liberty

Within school, pupils are actively encouraged to make choices, knowing that they are in a safe and supportive environment. As a school we educate and provide boundaries for young pupils to make choices safely, through of provision of a safe environment and empowering education. Pupils are encouraged to know, understand and exercise their rights and personal freedoms and how to exercise these safely; for example through our E-Safety and PSHEE lessons. Whether it be through choice of challenge, of how they record, of participation in our numerous extra-curricular clubs and opportunities, pupils are given the freedom to make choices.

## Mutual Respect

Prince's Mead children treat each other with respect. At Prince's Mead, we foster a love of learning within an environment in which each child can feel a sense of belonging. This is premised on respect for one another which is frequently expanded upon in house prayers, Friday prayers and posters throughout the school.

## Tolerance of those of Different Faiths and Beliefs

This is achieved through enhancing pupils understanding of their place in a culturally diverse society and by giving them opportunities to experience such diversity. Assemblies and discussions involving prejudices and prejudice-based bullying have been followed and are supported by learning in RE and PSHEE. Members of different faiths and religions are encouraged to share their knowledge to enhance learning within classes and the school. Children learn about all the major world religions and visit different places of worship to cement their understanding and respect for these beliefs and institutions. By supporting the Inungur School in India, Prince's Mead continually strengthens its relationship with children and adults whose culture, faith and beliefs are different to its own. At Prince's Mead, we will actively challenge pupils, staff or parents expressing opinions contrary to fundamental British Values, including 'extremist' views.



We believe that an understanding of how citizens can influence decision-making through the democratic process is achieved within the curriculum by;

- An appreciation that living under the rule of law protects individual citizens and is essential for their well-being and safety;
- An understanding that there is a separation of power between the executive and the judiciary, and that while some public bodies such as the police and the army can be held to account through Parliament, others such as the courts maintain independence;
- An understanding that the freedom to hold other faiths and beliefs is protected in law;
- An acceptance that people having different faiths or beliefs to oneself (or having none) should be accepted and tolerated, and should not be the cause of prejudicial or discriminatory behaviour;
- An understanding of the importance of identifying and combatting discrimination

Much of this aspect of learning is delivered during PSHEE lessons, in full assemblies, by visiting speakers to the school and in the way we operate on a daily basis with an adherence to tolerance, understanding and empathy towards others.

### Protected Characteristics

PSHEE provision encourages respect for other people, paying particular regard to protected characteristics of age, disability, gender reassignment, marriage and civil partnership, pregnancy and maternity, race, religion or belief, sex and sexual orientation. These characteristics are not discriminated against by staff in their teaching both in and out of the classroom.

### Economic Education

Through activities such as 'The Enterprise Project' in Year 6, pupils come to understand the value of money, the importance of budgeting and the development of a project in order to generate a profit.

All pupils learn about the difference in life style between the school in India and our school and fund raise collectively and individually. They understand how far money can go in India and how we must not take for granted all we have here in England.

Opportunities to learn about finance exist in maths lessons, in EYFS creative play and through events organised by the Prince's Mead Association.





## Sex and Relationships Education (SRE)

SRE at Prince's Mead focuses on learning about physical, moral and emotional development. In line with DfE guidelines, SRE focuses on the importance of marriage for family life, stable and loving relationships, respect, love and care. When appropriate, it is also about the teaching of sex, sexuality, hygiene and sexual health. It is not about the promotion of sexual orientation and activity. The objectives of Sex and Relationships Education at Prince's Mead are:

- To enable our children to make responsible and informed decisions about their lives now and in the future.
- To teach pupils to respect themselves and understand their bodies so that they can move confidently from childhood, through adolescence and into adulthood.
- To develop feelings of self worth and a supportive environment in which children can develop their confidence and relationships with others.

In Key Stage 1, SRE is delivered as children reflect on family, marriage, relationships and friendships. The children learn about rituals associated with these and partake in a mock wedding celebration. Children begin to co-operate with others in work and play and begin to recognise the range of emotions therein and how to deal with them.

In Key Stage 2, children build on their knowledge of life cycles which are explored from a biological perspective in Science lessons. In RE and PSHEE lessons, children continue to expand on their understanding of friendship and various relationships and how these may change. Specific SRE lessons are delivered in Year 5 and 6 and children are split into separate male and female groups. The boys are taught by the Senior Master and HOD of PSHEE and the girls by Matron. The topics covered in these lessons include:

- Changes  
Understanding the physical changes that take place during puberty. Why, how and when these changes happen and how to manage them.
- How babies are made and how babies are born  
These sessions explain how babies are made within the context of a loving and caring relationship. The sessions explore how a baby develops in the womb and how a baby is born.

Form teachers, the Head of PSHEE, the Senior Master and Matron are responsible for delivering these SRE sessions which include the use of video and discussion. The Channel 4 Living and Growing DVD is used to supplement resources such as sample sanitary towel packs and the "Changes" information pack.

Teachers are aware that effective SRE delivery may bring an understanding of what is and what is not acceptable in a relationship and consequently a disclosure of a child protection issue by a child. The staff member will immediately inform the Headmistress, the Designated Senior Lead or the Deputy Designated Senior Lead. Members of staff can not promise confidentiality under any circumstances.



## Visitors to the school

Members of the armed forces

Mayor of Winchester

Inspirational speakers from different walks of life (eg. Savitri Waney Charitable Trust)

Speakers from local churches

Foreign school teams (The Regent School - Nigeria)

The Bishop of Winchester

The Bishop of Basingstoke

Bishop Peter formerly Bishop of Basingstoke (Now Bishop of Bath and Wells)

Saira Khan of The Apprentice and Trade your way to the USA

The Reverend Jackie Browning, Retired Canon of Winchester Cathedral

Admiral Parry R.N.

Iain Percy and Andrew Simpson, Beijing Olympics Gold Medal winners

Jake Meyer, youngest man to scale 7 summits

Lt Commander Penny Clark - Olympic sailor

In addition we keep a record of all visitors to the school within our yearly school scrap book, which also highlights important events, for example the Mayor making ceremony attended by the Head Boy and Head Girl with the Headmistress, various fund raising and community engagements (I-Motion for Inungur, 'Movember')

## Staffing Resources

All staff work together with regard to this subject when they address pastoral and academic issues with their classes.

Great use is made of parents and local people as a resource. Parents of many professions regularly come to school to address the pupils. Also we work closely with the police, officers attending relevant lessons.

Class teachers have their own resources pertinent to their year group.

Written resources for the course are available.



## Health and Safety

A safe working environment and ways of working safely need to be encouraged from the earliest stage and all staff should understand safe practice and recognise their Health and Safety responsibilities. Staff are under a legal obligation to co-operate fully in Health and Safety matters.

All staff must report any hazardous conditions to the Bursar or Head.

Staff need to be aware of any physical limitations which a pupil may suffer such as height disability, poor eyesight or hearing, and make suitable arrangements to allow the pupil to operate safely and effectively.

## Organisation

- PSHEE and citizenship is allocated 1x40 minute lesson per week.
- This falls on a Friday Block 1 (0905 - 0950).
- Form tutors also have “form time” every Tuesday morning (0830 - 0900) where any issues can be raised and dealt with in a much more casual environment.

## How to we help create a unified and caring environment?

During assembly we address a range of issues concerned with living together as a community in unity, linking this with Bible stories.

We discuss other religions and encourage the children to learn about different cultures.

A strong link is established between teachers and their classes, children know they can speak in confidence and that fears will be dealt with.

We have a Merit badge system to reward good academic work and a courtesy badge system for rewarding good behaviour. In Key Stage 1 children are rewarded for a week's good behaviour, with a period of 'Golden Time'.

The Headmistress has regular meetings with both the Head Boy and Head Girl and the prefects (school council), wherein she discusses pastoral issues.

Older children are encouraged to help younger pupils in the playground.

A friendship bench is clearly signposted on the back terrace which children use.

There is an ongoing programme of PSHEE within the school.

Parents are always welcome to discuss problems and are contacted by staff when necessary.

Lunchtime activities of mixed age groups are organised by staff.

Play equipment is available for the children at play time.



Playground supervisors have a formal meeting with the Head to discuss supervisory problems twice a term.

The anti Bullying Policy is displayed in every classroom.

Children are reminded about our views on bullying in a general forum situation e.g. assembly time or PSHEE.

### Additional wellbeing and Safety Initiatives

The Head of Girls' Welfare at Prince's Mead School works closely with the Head of PSHEE in ensuring that the well-being of the children is always a priority. The Head of Girl's Welfare introduced a pupil letter box which has been put up in the reception area. The children can post letters with any concerns they have. This opens the channels of communication for children to gain support with any issues they may be facing. A 'Thank you Thoughts' notice board has also been created in the school, where children are encouraged to write a thank you note to anyone in the community; therefore creating a happy and supportive environment.

Finally, a whole school 'SMILE' initiative has been introduced. 'SMILE' has its own slogans 'How big is your SMILE?', 'Can you SMILE more?', 'Who can you help SMILE?' and its own logo and posters, which are placed around the school. The word SMILE breaks down into letters which all stand for different areas of learning. S = Feeling and being Safe, M = Having Motivation, I = Demonstrating Independence, L = Understanding Leadership and E = Showing Empathy, all of which every child needs in order to be a successful, happy and well-adjusted young adult. Through highlighting these areas in the curriculum, through tutor work booklets and focusing on each one half termly, with workshops run by the Head of Girls' Welfare, we are sure that everyone will SMILE at Prince's Mead School.

### Curriculum

The Head of PSHEE and Citizenship liaises with the Head of Early Years Foundation Stage with regard to the curriculum and learning needs of the children in Reception.

### Curriculum in the Early Years Foundation Stage (EYFS)

In Reception Personal, Social and Emotional Development is a Prime Area of Learning and Development in the Early Years Foundation Stage Curriculum (2014). Children work towards the Early Learning Goals in the elements of 'Self-confidence and self-awareness', 'Managing feelings and behaviour' and 'Making relationships'.

The relevant Early Learning Goals are:

Self-confidence and Self-awareness

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.

### Managing Feelings and Behaviour

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.

### Making Relationships

Children play cooperatively, taking turns with others. They take account of one another's ideas about how to organise their activity. They show sensitivity to others' needs and feelings, and form positive relationships with adults and other children.

The curriculum in EYFS covers the following topics:

Reception	Autumn Term	Class rules and relationships All about me Celebrations and Christmas
	Spring Term	Traditional tales Stories and new beginnings Personal Development: Similarities and differences
	Summer Term	Mini Beasts The Farm Personal development: show and tell, confidence Relationships: consider consequences of words/ Action for self/others

### Curriculum at Key Stage 1

The curriculum at Key Stage 1 covers the following topics:

Year 1	Autumn Term	Class rules and relationships (including buddy system) Knowing myself and celebrating difference Healthy lifestyles and dealing with bullying
	Spring Term	Liberty, Tolerance and Respect Personal Development and working together



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		Lifestyle: food, exercise, growing and changing
	Summer Term	Relationships: teasing and bullying/dealing with conflict Looking after our world and its resources
Year 2		Lifestyle: safety (including visit from firemen, medicine)
	Autumn Term	Class rules and relationships Citizenship: taking responsibility for things around you Appreciating differences; understanding democracy
	Spring Term	Personal development: Right and wrong choices Quarrels, resolutions and bullying. Citizenship: Differences and similarities in our community
	Summer Term	Relationships: choices/consequences and fairness Mindfulness during play Our changing personal and environmental needs

### Curriculum at Key Stage 2

The curriculum at Key Stage 2 covers the following topics:

Year 3	Autumn Term	Rights and responsibilities in my school. Democracy Welcoming others and dealing with criticism Working constructively through feelings and problems
	Spring Term	Learning, success and my responsibilities Decisions and dealing with stress maturely Similarity and difference
	Summer Term	Becoming a responsible citizen of the world Persuasion, arguing, insults and bullying Change, peer pressure and disability
Year 4	Autumn Term	Class rules, Class Charter and Democracy



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		New beginnings and well-being
		Freedoms and interaction
	Spring Term	Britain's Rules
		Our MP and community
		Sustainability and natural resources
	Summer Term	Identity and understanding tolerance
		Appreciating culture
		Racism and Bullying
Year 5:	Autumn Term	My Learning for Life Journey
		Democratic systems, fairness and equality
		Conflict, resolution, mindfulness
	Spring Term	British Values and Communication
		Climate Change and Bullying
		Respecting others, difference and tolerance
	Summer Term	Global citizenship and social responsibility
		Personal values
		Peer pressure, choices and prejudice
		Consumerism, careers and economics
Year 6	Autumn Term	Meditation, well-being and stress management
		Law, crime and consequence
		Democracy and British Parliament
	Spring Term	Examination concerns and practical solutions
		"Growing and changing" sex education
		Financial education and the Enterprise Project
	Summer Term	The work/life balance and contentment
		Relationships and forgiveness
		Sustainability and ecological mindfulness
		New challenges, saying goodbye and moving on