



**ST BERNARD'S PREPARATORY
SCHOOL**

**PERSONAL, SOCIAL HEALTH, EDUCATION
(PSHE)
AND CITIZENSHIP POLICY**

ADVENT 2018

St Bernard's Preparatory School

Personal, Social, Health, Economic Education (PSHE) and Citizenship Policy

Mission Statement

With God as our shelter and Christ as our guide, the mission of St Bernard's Preparatory School is to educate towards love and service to God, each other and the wider community. Through our broad balanced curriculum we will develop an understanding of each faith and the values we share. We will treat each person with respect, knowing we are special and unique.

St Bernard's is part of the St Benedict's family of schools. All schools in the group share a similar Catholic and Benedictine/Bernardine ethos.

Children's Mission Statement

We follow God's footsteps through our love, our work and our prayer.

What is PSHE?

PSHE encompasses all areas designed to promote children's personal, social and health development. It gives children the knowledge, skills and understanding that they need to stay healthy and safe, develop worthwhile relationships, respect differences, develop independence and responsibility, make the most of their own abilities and those of others. It is linked with spiritual, moral, social and cultural values and our work towards eco-schools status. See related policies.

Personal: The personal aspects of PSHE 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 twinned 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.

British Values

British Values (see Appendix 1) are explored alongside Gospel Values. They develop an understanding of different cultural and religious values and beliefs showing respect for each other and the wider community.

Aims of PSHE and Citizenship Education at St Bernard's Preparatory School

Our school mission statement reflects what we hope to achieve in PSHE and Citizenship.

We want our children to develop self-awareness, positive self-esteem and confidence, enabling them to:

- stay as healthy as possible
- keep themselves and others safe
- have worthwhile and fulfilling relationships
- respect the differences between people
- develop independence and responsibility
- play an active role as members of a democratic society
- make the most of their own abilities and those of others
- behave in a socially and morally acceptable way including towards authority and each other
- to become involved in the life of their community
- to know about the British Values and to celebrate diversity
- to know about economic wellbeing.

We want our children to: -

- value the achievements they make, and the achievements of others
- make informed choices about dealing with risks and meeting challenges now and in the future.
- decide on values by which they want to live their lives.

Our school curriculum and ethos promotes spiritual, moral, social and cultural development and prepares all pupils for the opportunities and responsibilities within their lives.

Curriculum content

As part of our PSHE and Citizenship Policy we believe that all children and adults have the right to work 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. Teaching will take into account the ability, age, readiness and cultural backgrounds of our pupils and those with English as a second language to ensure that all can fully access PSHE education provision.

Our programme for PSHE and Citizenship encompasses three core themes for each year group which are taken from the PSHE Association: Health and Well Being, Living in The Wider World and Relationships. This planning is adapted to meet the needs of the children in those year groups. Aspects of PSHE and Citizenship will also be covered within other subject teaching and in special days and weeks. There will be assemblies to celebrate achievement. As part of supporting our pupils, we ensure that pupils are able to understand and respond to risk, for example; risks associated with extremism, new technology, substance misuse, personal relationships and personal safety.

Delivery of the Curriculum

We use a range of teaching and learning styles to meet the PSHE and Citizenship requirements of the National Curriculum. 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. 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, such as health workers, police and local clergy, whom we invite into the school to talk about their role in creating a positive and supportive local community.

We teach PSHE and Citizenship in a variety of ways, eg when dealing with issues in drugs education, we teach PSHE and Citizenship as a discrete subject. We introduce PSHE and Citizenship topics through teaching in other subjects. As there is a large overlap between the programme of study for Religious Education and the aims of PSHE and Citizenship, we deliver a considerable amount of the PSHE and Citizenship curriculum through our Religious Education lessons. Other ways of exploring the subject include: circle time, role-play, discussion – whole class, small group, 1:1,

visitors e.g. from the police , the fire brigade, the school health advisor etc. – stories, e.g. exploring the behaviour of characters or using creative activities, and pupil initiated activities.

We also develop PSHE and Citizenship through various activities and whole-school events, e.g. the School Council representatives from each form meet regularly to discuss school matters. We offer a residential visit in Key Stage 2, along with opportunities for retreat days, where there is a particular focus on developing pupils' self-esteem, and giving them opportunities to develop leadership skills and positive group work.

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 available to pupils through the curricular and extra-curricular programme, and their participation in these opportunities; all enhance their learning in PSHE.

We plan our PSHE and Citizenship through lessons, 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. Trips to visit places of worship for other faiths are undertaken in KS2. 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.

The Foundation Stage

Please refer to the EYFS curriculum policy (PSED).

PSHE and Citizenship and ICT

There are internet rules for all pupils. These aim to develop a set of safe and discriminating behaviours 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. Please refer to the ICT E-Safety Policy.

PSHE and Citizenship and inclusion

All children are taught PSHE and Citizenship. Our teachers provide learning opportunities matched to the individual needs of children on the SEND register and Additional Needs register. When teaching PSHE and Citizenship, teachers take into account the targets set for the children on their Pupil Passports, some of which may be directly related to PSHE and Citizenship targets.

Pastoral Care and Citizenship

The majority of school staff have undergone basic Rainbows training. Rainbows are a group committed to providing emotional support for children who may be suffering due to bereavement, separation or divorce within their families. We operate a peer support system where older year groups are 'buddied' up with younger ones and they have the opportunity to meet and work with their buddies on specific tasks.

Year 6 children are encouraged to support playground supervisors by helping organise playground activities.

The elected School Council representatives from each class meet regularly to discuss school matters and to further develop the citizenship of the school. Representatives from the School Council meet with representatives of Schools Councils from other local schools.

We recognise the growth and development of each child both academically and socially and each year we award the Citizenship Cup to a Year 6 student who has demonstrated a responsible attitude to school life.

Parental and Community Involvement

Parents have the right to receive information from our school regarding PSHE. 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 PSHE and Citizenship. Outside agencies are invited into school to help with the delivery of PSHE and Citizenship, e.g. CAFOD; A-Life, Parish Priests.

Assessment for learning

Our teachers monitor the children's work in PSHE and Citizenship by making informal judgements, as they observe them during lessons, and through marking of the work done, gauging it against the specific lesson objectives. We have clear expectations of what the pupils will know, understand and be able to do at the end of each Key Stage. Our teachers record the achievements of pupils in PSHE and Citizenship. We report these achievements to parents each year. The assessments that we make of pupil achievement are positive and record achievement in its widest sense.

Resources

We keep resources for PSHE and Citizenship in the Resource Room.

Monitoring and Review

The PSHE and Citizenship coordinator together with the Headteacher are responsible for monitoring the standards of children's work and the quality of teaching of this subject. The subject leaders support colleagues in the teaching of PSHE and Citizenship, by giving them information about current developments in the subject and by providing a strategic lead and direction for the subject in the school. The subject leaders are also responsible for evaluating strengths and weaknesses in the subject and indicating areas for further improvement.

Legal Status:

- This policy has been written to ensure we are meeting the requirements of National Curriculum 2000, which includes a non-statutory framework for Personal, Social and Health Education (PSHE) and Citizenship at KS1 and 2, and also takes into account further guidance issued by QCA in 2002 and incorporates SEAL materials and Every Child Matters guidance (2004).
- Regulatory Requirements, Part 1 Quality of Education Provided (curriculum) (teaching) of the Education (Independent School Standards) (England) Regulations 2010
- Curriculum 2000 states two broad aims for the school curriculum:
*“to provide opportunities for all pupils to learn and achieve.
To promote children’s spiritual, moral, social and cultural development and prepare all pupils for the opportunities, responsibilities and experiences of life.”*

The National Curriculum Handbook for Primary teachers in England (1999) DFEE.

Applies to:

Whole School including Early Years Foundation Stage (EYFS), all staff, peripatetics, clubs and extra-curricular activity providers, volunteers, Trustees, Governors.

Related policies:

Religious Education Portfolio, British Values Statement, Drugs Education, Sex and Relationships Education, Science, Behaviour, Anti-bullying, Single Equalities, Safeguarding Portfolio, ICT Portfolio, Confidentiality.

Availability:

This Policy is available to parents on the website www.stbernardsprep.org or a copy can be requested from the school office.

Monitoring and Review:

The Governors will undertake a formal review of this policy every three years for the purpose of monitoring the efficiency with which the related duties have been discharged or earlier if significant changes to the systems and arrangements take place, or if legislation, regulatory requirements or best practice guidelines so require.

Signed by _____

Headmaster _____

Date _____

Chair of Governors _____

Date _____

Appendix 1: British Values Statement



St Bernard's Preparatory School British Values Statement

St Bernard's promotes values that are both Catholic and British. Our mission statement is based on **Love**, **Prayer** and **Work**. By our words and actions, we live out these values based on the teachings of Jesus Christ.

The Government has produced the following list of fundamental British values:

Democracy

The Rule of Law

Individual Liberty

Mutual Respect

Tolerance of those with different Faiths and Beliefs

The word **DEMOCRACY** comes from Greek words meaning 'people power'. Some of the ways we promote this value is by electing representatives to our School Council, taking part in debates and inviting MPs and other speakers to school.

THE RULE OF LAW helps keep order. Everyone is treated equally. We have class rules which we obey. We look at scripture to learn about what is right and what is wrong.

Our consciences help us make decisions that do not hurt or harm other people and this promotes **INDIVIDUAL LIBERTY**.

We value and listen to each other's opinions and show our **MUTUAL RESPECT** for each other. Jesus encourages us to love our neighbour. We show good manners and support charities.

St. Bernard's Preparatory School is committed to safeguarding and promoting the welfare of children and young people and expects all staff and volunteers to share this commitment. It is our aim that all pupils fulfil their potential.

TOLERANCE OF THOSE WITH DIFFERENT FAITHS AND BELIEFS

We respect other people's beliefs and celebrate our similarities and our differences. We visit different places of worship and learn about other faiths and communities in our lessons.