



Belmont School
PSHE and Citizenship Education Policy 2019-2021

1 Aims and Objectives

1.1 At Belmont the teaching and learning in PSHE (Personal, Social, Health and Economic) and Citizenship Education reflects the aims and ethos of Belmont School and seeks to promote respect and a culture of tolerance and diversity. Those pupils who are below compulsory school age follow their own EYFS programme of activities which both promote the aims and ethos of the School and are appropriate to the Early Years children in relation to their educational needs and the EYFS framework. Since September 2019 we have followed the Jigsaw PSHE scheme of work for Foundation stage to Year 6. This is a mindful approach to PSHE which brings together PSHE education, emotional literacy, social skills and spiritual development in a comprehensive scheme of learning. We want our pupils to develop self-awareness, positive self-esteem and confidence, and we aim to prepare them effectively for the opportunities, responsibilities and experiences of life in British society.

1.2 We aim to enable our pupils to:

- stay as healthy as possible;
- keep themselves and others safe, including online safety;
- have worthwhile and fulfilling relationships;
- encourage respect for other people, and a culture of tolerance and diversity in particular paying particular regard to the protected characteristics set out in the Equality Act 2010;
- develop independence and responsibility;
- play an active role as members of a democratic society;
- develop *“the values, skills and behaviours they need to get on in life including character attributes such as resilience and grit, which underpin success in education and employment”* (Careers guidance, and inspiration in schools April 2017)
- to provide appropriate and timely careers advice and information that is informed, accurate, up to date and impartial (i.e. showing no bias or favouritism and no stereotyping). We seek to enable our senior pupils in Years 7 and 8 to begin to make informed choices about their future GCSE and post-16 courses with a view, in due course, to making informed decisions about a wide range of career options and opportunities. We aim to help our pupils to develop self-awareness and an understanding of how their strengths, weaknesses and interests relate to the world of work;
- make the most of their own abilities and those of others, enabling all pupils to fulfil their potential;
- 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 democracy and how to be active citizens;
- to know about economic wellbeing.

1.3 We want our pupils 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.

1.4 Our School curriculum and ethos promotes spiritual, moral, social and cultural development and prepares all pupils for the opportunities and responsibilities within their lives. Our aim, through the teaching of PSHE, is to enhance the School's aims and ethos and to encourage respect for other people. The School's principal aims are these:

- To provide a healthy, happy, safe and caring environment for young children, and maximising opportunities for stimulation, enjoyment, and achievement both individually and collectively
- To promote successful and enjoyable learning through a curriculum designed to meet the needs of our 21st century learners
- To ensure that the academic curriculum is enriched by sport, performing arts, visual arts and other cultural and creative pastimes
- To provide a broad and balanced education for pupils, across a wide range of intellectual capabilities, enabling them to gain entry to their preferred Senior Schools via a school's own entry procedures.
- To equip all our pupils with the knowledge, skills and attributes necessary not only for Belmont, but for senior school, for work and for the future.
- To produce well-rounded, confident, independent, polite and friendly boys and girls ready to take on the challenges ahead of them and to make a positive contribution to the society in which they will play a part.

2 Teaching and Learning Style

- 2.1 The content of the Scheme of Work is taught in one period per week for each Form from Year 1-6 by the Form Tutor. In Years 7-8, each Form is taught by the Deputy Head (pastoral). Where there are two Forms in a year group, the Form Tutors have the flexibility to combine the forms, or to teach in different groupings within the year group (e.g. single sex groups) as deemed appropriate for the delivery of a particular topic to a particular group at a particular time.
- 2.2 We encourage a range of teaching strategies to be used as appropriate. These will include:
- Circle time, role-play, discussion, use of the virtual learning environment and multimedia resources;
 - whole class teaching, small groups working together, paired or individual work;
 - visiting speakers and professionals, e.g. Police, Fire Brigade, School Health Advisor etc.,
 - story-telling, e.g. exploring behaviour of characters, creative activities, and pupil initiated activities.
- 2.3 There will also be opportunities during collective worship, form assemblies, house assemblies and throughout the School day to reinforce and develop some of the themes of the PSHE Programme
- 2.4 Teachers will choose the method most appropriate for the individual children in their class to meet the objectives of the lesson. The PSHE Programme will also be linked to our work towards National Healthy Schools status which is the initiative led by the School Council.

3 Curriculum Content

- 3.1 The PSHE Programme is developed for children in Years 1 to 8. Aspects of the programme will also be covered within other subject teaching and in special days and weeks. In the Foundation Stage, the children follow the Early Learning Goals in respect of their PSHE curriculum.
- 3.2 During the course of the PSHE Programme, pupils learn about themselves as developing individuals and as members of their communities, building on their own experiences and on the Early Learning Goals met during the EYFS for personal, social and emotional development. Pupils learn the basic rules and skills for keeping themselves healthy and safe and for behaving well, including online safety. As part of the PSHE Programme and through

other opportunities in School, we teach children to adjust their behaviour, reduce risk and build resilience, including to radicalisation, with particular attention to the safe use of electronic equipment and the internet. They have opportunities to show they can take some responsibility for themselves and their environment. They begin to learn about their own and other people's feelings and become aware of the views, needs and rights of other children and older people. As members of a class and school community they learn social skills such as how to share, take turns, play, help others, resolve simple arguments and resist bullying. They begin to take an active part in the life of their School and its neighbourhood.

- 3.3 As pupils mature and move through the PSHE Programme, they learn about themselves as growing and changing individuals with their own experiences and ideas, and as members of their communities. They become more mature, independent and self-confident. They learn about the wider world and the interdependence of communities within it. They develop their sense of social justice and moral responsibility, and begin to understand that their own choices and behaviour can affect local, national or global issues and political and social institutions. They learn how to take part more fully in School and community activities.
- 3.4 As pupils mature physically, and in terms of their emotional maturity, they face the changes of puberty. At this stage they learn how to make more confident and informed choices about their health and environment, to take more responsibility individually and as a year group for their own learning, and they learn in a more mature fashion about how to resist bullying and how to cope with peer pressure.

4 What is Citizenship Education?

- 4.1 There are three interrelated strands of Citizenship which run alongside the PSHE curriculum
- Social and moral responsibility;
 - Community involvement;
 - Political literacy.
- 4.2 These are taught to prepare children to play an active role as members of a democratic society, to develop independence and responsibility, and to make informed choices about their own lifestyle, both generally and in terms of future career options, which will help each child to meet their potential.

5 Cross Curricular Links

- 5.1 By its very nature, PSHE touches upon all areas of the School curriculum, and form staff will endeavour to draw into the lessons, direct links with learning elsewhere in the curriculum or with situations that have arisen in School, in the wider school or local community, or matters that have arisen nationally or internationally. This charges each Form Tutor with the responsibility to keep abreast of current affairs and seize opportunities to relate aspects of the Scheme of Work appropriately. To that end, the Scheme of Work is vast, and form staff must make informed choices as to the areas that they choose to focus upon. This will inevitably change from year to year and the emphasis must be upon making PSHE relevant and current.

6 Assessment

- 6.1 Children's understanding, knowledge and skills are assessed through observation, discussion and questioning, and participation in groups. Children will be involved in self-assessment, e.g. talking about their own experiences, making comments in a record book or using the various media in the virtual learning environment, such as blogs, film and photography where and if appropriate, in display work and in special assemblies celebrating achievement.
- 6.2 Children will be rewarded in line with Belmont's Behaviour and Discipline policy, e.g. pluses for good behaviour, Chapel Stars for good work, Thinker and Worker of the Week, certificates in Assembly, etc.

- 6.3 Teachers will be able to discuss progress made by their pupils and are encouraged to use discussions and work produced either in exercise books or on computers or tablets where relevant, to monitor and assess achievement.

7 Monitoring and Evaluation

- 7.1 Early Years pupils will be assessed in line with the EYFS framework and their Tapestry profiles.
- 7.2 The PSHE Coordinator will expect staff to complete an EBI form at the end of each half term in order to monitor the effectiveness of the programme and to inform the planning for the ensuing year.
- 7.3 When budget allows and developmental needs are identified, staff will attend training or be paired with colleagues to share good practice. The PSHE Coordinator will pass on to staff any further information as it becomes available and will attend any appropriate training courses for this subject, disseminating information as appropriate.

8 Equal Opportunities

- 8.1 Provision for PSHE and Citizenship Education is in line with all of our policy guidance. All children from Year 1 onwards have equal access to the PSHE curriculum and developmentally appropriate materials. Delivery will be differentiated appropriately. Resources are sensitive to the needs and backgrounds of the children and will not reflect gender or cultural stereotypes, and are monitored annually to ensure that sensitivity. Staff are expected to lead teaching and learning in an impartial manner.

9 Parental and Community Involvement

- 9.1 Parents are invited to join in events in School, including class assemblies and workshops on relevant themes. Parents are regularly informed of events and developments on the School bulletin.
- 9.2 Working with parents is a vital part of the whole School approach to PSHE and Citizenship Education. As we listen to parents, so we gain a more informed view of our pupils and their learning needs in terms of personal, social, health and citizenship education.
- 9.3 There will also be links with local businesses and councillors, as part of the work in Citizenship Education, such as the Young Enterprise work where parents are invited into School to talk about their work and to share their expertise. We also work closely with local churches and have strong links with a mosque, a temple and a synagogue where visits are arranged as part of the RS programme; we also have a close link with a Buddhist worker who comes into School to talk to pupils in class. We involve outside agencies, e.g. School Police Liaison Officer, dental health advisors, school nurses, firefighters, etc. as much as possible to deliver aspects of the curriculum, and we encourage visits from a wide range of charities. Parents are encouraged to come into School to share their experiences with our pupils.
- 9.4 Belmont believes that partnership with parents and the community enables us to receive specialist support and information to plan the best possible PSHE and Citizenship Education curriculum for our children.

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