



ARNOLD LODGE

4 - 18 yrs Co-educational Independent Day School

# Personal, Social, Health and Economic Education & Citizenship Policy

Approved by the Directors: September 2019

Reviewed Annually

Next review date: September 2020

This policy is part of a portfolio of policies associated with 'Safeguarding' and must therefore, be read in conjunction with the other policies. All policies are available on the website or in school.

## About this Policy

PSHEE and Citizenship help to give pupils the knowledge, skills and understanding they need to lead confident and healthy, independent lives and to become informed, active, responsible citizens.



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## Introduction

PSHEE contributes significantly to all five national outcomes for children and young people: being healthy, staying safe, enjoying and achieving, making a positive contribution and economic wellbeing. PSHEE plays an important part of ensuring the SMSC development of pupils at Arnold Lodge. For more information, please see the SMSC Policy.

## Aims of PSHEE and Citizenship

The aim of PSHEE and Citizenship provision at Arnold Lodge is to:

- provide learning positive learning so enabling children to achieve their potential and lead a fulfilling life
- embrace differences of gender, ability, ethnicity, cultural, social and religious backgrounds
- promote 'spiritual, moral and cultural, mental, and physical development of pupils' Ed Reform Act 1988
- prepare pupils for the opportunities and responsibilities of adult life' Ed Reform act 1988
- encourage parents and the community to play an active part in life at the school

## Objectives

Desired knowledge skills and understanding are within four main areas:

- Emotional Health and Wellbeing
- Sex and Relationship Education
- Drug Education
- Economic Wellbeing and Financial capability (including careers)

These will be evident in PSHEE and Citizenship teaching, beginning in EYFS and through all Key Stages. It will enable pupils to:

- Develop self-awareness and positive self-esteem
- Become more mature, independent and self-confident
- Learn to respect the differences between people and cultures
- Learn to keep themselves and others safe, including e-safety
- Develop effective and satisfying relationships
- Make informed choices about their health, lifestyle and environment
- Develop their sense of social justice and moral responsibility
- Take more responsibility, individually and as a group, for their own learning and to resist bullying
- Begin to understand that their own choices and behaviour can affect local, national or global issues
- Play an active role as members of the school and citizens in the wider society
- Make the most of their abilities

Each year group will have different objectives, and will show progression throughout the Key Stages.

This policy also underpins our provision and policies in many other areas of the curriculum and School life as a whole. These school policies are closely connected with our work in PSHEE and Citizenship: *Safeguarding Children, Behaviour Policy, Anti-bullying Policy, Drugs policy, Equal Opportunities Policy, Health and Safety, Confidentiality Policy, Complaints Procedure.*



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## Equal Opportunities

All children have an entitlement to access the PSHEE and Citizenship curriculum. All children will have access to appropriate resources available in school, which will reflect a multicultural society, without stereotyping or discrimination. All children will be given the opportunity to participate in all activities, regardless of gender, race or disability. Throughout the teaching of PSHEE explicit teaching and learning about discrimination and stereotyping takes place. (Please refer to our Equal Opportunities Policy for further clarification)

## Strategies for Implementation

From Reception to Year 6, PSHEE and Citizenship are usually taught by their Mentor to the Mentor group as a whole. From Years 7 to 11 PSHEE is delivered by the Mentors. In the Early Years it is taught as Personal, Social and Emotional Development (PSED) in line with the Early Learning Goals. From Year 1 upwards it is taught as a timetabled subject, but it is also addressed on a daily basis as questions and incidents arise and all members of school staff are expected to be involved in these situations and are supported by this.

For KS1 and KS2 the PSHEE curriculum is broken up into half termly topics. It identifies different areas and sub-topics for each year group. Furthermore, it ensures continuity and progression between all key stages and between each age group, as well as it relating to real-life situations.

In KS3 and KS4, the school uses a programme written by themselves, which is broken up into the different year groups to ensure coverage across the two key stages. It is broken up into half termly topics and it is delivered by the Mentor in the Mentor group sessions.

Many events are held throughout the year to enable children to learn outside of the classroom. These include workshops and assemblies, for example E-safety and the 'Taking care' programme.

## Sex and Relationships Education

Sex and Relationships Education (SRE) is lifelong learning about physical, moral and emotional development. It is about the understanding of the importance of marriage for family life, stable and loving relationships, respect, love and care. It is also about the teaching of sex, sexuality, and sexual health. It is not about the promotion of sexual orientation or sexual activity.

The objective of sex and relationship education is to help and support young people through their physical, emotional and moral development. SRE helps young people learn to respect themselves and others and move with confidence from childhood through adolescence into adulthood. It has three main elements: Attitudes and Values, Personal and Social Skills and Knowledge and Understanding.

SRE forms part of the PSHEE curriculum and is taught throughout all the key stages.

Parents have the right to withdraw their children from all or part of the sex and relationship education provided at school except for the statutory elements which form part of the National Curriculum for science. Parents should discuss their concerns with the PSHEE Coordinator and Head teacher. The school will make alternative arrangements in such cases.



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## **Drug, Alcohol, and Tobacco Education**

The aim of drug education is to provide pupils with opportunities to develop their knowledge, skills, attitudes, and understanding about drugs and appreciate the benefits of a healthy lifestyle, relating this to their own and others' actions. See 'Drugs – Guidance for schools' DfES 2004.

The objectives of Drug, Alcohol and Tobacco Education are;

- To increase pupils' knowledge and understanding and clarify misconceptions
- To develop pupils' social and emotional skills so they can make informed choices and keep themselves safe
- To enable pupils' to explore their own and other people's attitudes towards drugs, drug use, and drug users, including challenging stereotypes, and exploring media and social influences. See DfE and ACPO "Drug Advice for Schools 2012" for further information.

## **Careers Education**

The aim of the career programme at ALS is to equip our pupils with the tools they need for success in school, in the workplace, and in their daily lives. In particular, the curriculum focuses on skill development that will help pupils better manage their time, resources, and dealings with other people to improve their opportunities for success both in school and in their future lives. ALS career education will actively involve pupils in research, inquiry, problem-solving, and decision-making processes related to planning for post-secondary education, training, or work. ALS career education programme is designed to recognize the diverse abilities, strengths, and aspirations of all pupils, providing them with knowledge and skills that will benefit them throughout their lives.

## **Work Experience**

Pupils in years 10 and 12 are given the opportunity to participate in Work experience to help build on their careers education and gain a better understanding of the working environment. Each work experience placement is vetted by the member of staff in charge of work experience and all businesses offering placements are required to demonstrate they have employer's Liability Insurance before placement can commence. Additionally, parents are expected to complete a risk assessment for the pupil in the placement so as to ensure that the placement is suitable. The Work experience co-ordinator are Louise Bottrill for year 12 and Sophie Hill for Year 10, overseen by the Deputy Head Pastoral.

## **The objectives of Careers Education and Work-Related Learning are:**

- To understand a range of different types of work and to understand that the individual and social value attached to different types of work can vary considerably
- To learn about different careers and opportunities
- To obtain individual guidance, to have some work experience and to gain information about training, education and occupations beyond school
- To self-assess their achievements, qualities, aptitudes and abilities and be prepared to make informed personal choices about entry to the world of work
- To recognise the potential benefits and drawbacks of working
- To use goal setting, review and reflection and action planning to support progress and achievement, and to set short and medium term goals



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- To learn about the way business enterprises operate, working roles and conditions, and rights and responsibilities in the work place
- To engage with ideas, challenges and applications from the business world.

## Timetabling and Cross-curricular

From Year 1 upwards, PSHEE and Citizenship is timetabled for 1 lesson per week as a separate subject, but is also identified and taught through other areas of the curriculum. Examples of this are:

- English: emotional literacy; discussion and debate; enquiry and communication; stories that illustrate aspects of personal and social development; how the media present information;
- Maths: aspects of financial capability; counting and sharing; data handling;
- Science: drugs (including medicines); sex; health; safety and the environment; ethical issues;
- ICT: communicating with others via e-mail; finding information on the internet and checking its relevance; e-safety;
- History: use of sources; reasons for and results of historical events, situations and changes; diversity within societies studied; significant people, events, ideas and experiences of people from the past;
- Geography: topical issues concerning environment, sustainable development, land use; study of children's own locality and places in different parts of the world, including less economically developed countries;
- Art and Design: reflecting on and responding to ideas and experiences communicated through works of art, craft and design from different times and cultures health and safety; healthy eating; realising that people have needs as they generate design ideas; use of technology; sustainable development;
- Music: making the most of abilities in playing or singing; issues of cultural diversity, their value and their expression;
- PE: teaching and learning about health and safety; development of personal and social skills through team and individual activities, games and sports; gender issues;
- Religious Studies: religious and moral beliefs, values and practices that underpin and influence personal and social issues, and relationships.

## Teaching and Learning Strategies

In order to address the 'active triangle learning' of knowledge, skills and attitudes, a wide range of methodology needs to be used in teaching the PSHEE Curriculum. Activities include:

- Circle time, whole class discussion, individual, small group, paired and whole group work
- Mind-mapping, hot seating, drama and role-play,
- Visits from outside agencies, use of ICT, video clips / DVD's
- Stories, trigger drawings, storyboards, situation cards, photographs and magazine articles, case studies and continuums
- Discussion, reporting back, debates and standpoint-taking, listening exercises, questionnaires and quizzes

## Pupil Input

The school prefect system in year 6 and then year 10 and above encourages children to see themselves as active, valued members of the school community, knowing their rights and responsibilities and helps to provide them with the ability to express these appropriately. The prefect system allows our pupils to develop their leadership skills and nurture a growing sense of responsibility, closely linked to the requirements of both PSHEE and Citizenship teaching.



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Children in Year 10 are encouraged to put themselves forward to be elected as Head and Deputy Head Prefect. Prospective pupils submit a letter and are interviewed by the Head teacher. The Head and Deputy Head Prefect are role models and figureheads of the school and head committees of pupils to focus on various aspects of the school.

## Dealing with Sensitive Issues

### Confidentiality

Confidentiality for young people cannot and must not be guaranteed by school staff (see Child Protection Policy 2018).

The boundaries of confidentiality should be made clear to young people. If a pupil discloses information which is sensitive, not generally known, and which the pupil asks not to be passed on, the request should be honoured unless this is unavoidable for teachers to fulfil their professional responsibilities in relation to Child protection. It is the responsibility of every member of staff to know and abide by the school's safeguarding children procedures. If any member of staff has a concern about the safety of a pupil these must be recorded and passed on to the school's DSL person or the Deputy DSL in her absence.

### Answering difficult questions

Teachers must be careful to ensure that their personal beliefs and attitudes do not influence the teaching of PSHEE or Citizenship. To this end ground rules need to have been agreed to provide a common values framework within which to teach. There must also be clear parameters as to what will be taught in whole class settings and what will be dealt with on an individual basis.

### Group Agreements and Distancing Techniques

- Pupils will be given preparation so that they will know how to minimise any embarrassment they feel.
- No one (teacher or pupil) should be expected to answer a personal question.
- No one will be forced to take part in a discussion.
- Meanings of words will be explained in a sensible and factual way.

### Dealing with Sensitive Questions

- Teachers should establish clear parameters about what is appropriate and inappropriate in a whole-class setting.
- Teachers should set the tone by speaking in a matter-of-fact way and ensuring that pupils discuss issues in a way which does not encourage giggling and silliness.
- Pupils should be encouraged to write down questions anonymously and post them in a question box, the teacher will have time to prepare answers to all questions before the next session, and will choose not to respond to any questions which are inappropriate.
- If a verbal question is too personal the teacher should remind the pupil of the ground rules.
- If a question is too explicit, feels too old for a pupil, is inappropriate for the whole class, or raises concerns about abuse, the teacher should acknowledge it and promise to attend to it later on an individual basis.
- Teachers should not be drawn into providing more information than is appropriate to the age of the child.
- If a teacher is concerned that a pupil is at risk of abuse the DSL and the Head of School should be informed and the school's child protection procedures followed.



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- Where appropriate, other professional could be invited in to provide follow-up and deal with some of the questions.

## Working with Outside visitors

At Arnold Lodge all outside visitors who visit to provide curriculum support, should not be left alone with children and their delivery should be shared with staff before presentation to pupils. External speakers will be invited to school only following a check on their suitability by the Deputy Head Pastoral and/or the Head of Junior School. All visitors will be required to sign in at reception, receive a safeguarding briefing and where a lanyard with a clear "Visitor" badge including their photograph, full name and person they are visiting at all times. Following a visit, it is evaluated to determine its effectiveness and value for money.

## Assessment Reporting and Recording

Assessment is an integral part of teaching and learning. Its purpose is to highlight success and achievement as well as identifying areas of weakness, which can then be used to inform the planning of future work. Summative and formative records are completed and will reflect the child's development and achievements in relation to the PSHEE and Citizenship curriculum, relevant to their year.

Following each unit of work in Key stage 3 and 4 the teacher will use the progression ladder for enterprising which are a series of I can statements. It can also be used as a tool for self-assessment with the pupils, due to it being very child-friendly.

## Resources

Each class teacher is provided with a PSHEE and Citizenship Manual for the year group that they are teaching. These outline the Scheme of Work, break down each term's units of work and provide suggestions for activities, appropriate worksheets and lists of resources.

An audit of resources is done and updated and using this information resources are identified in order to enable a wide and equal range.

Resources should present positive images and reflect the values that Arnold Lodge promotes. They should:

- provide breadth and balance
- be factually accurate and up-to-date
- be free from stereotyping and bias in terms of gender, race, class, sexual orientation, ability and disability

Resources should support and facilitate an 'active learning' approach to PSHEE and Citizenship. Resources should be evaluated before being purchased to ensure that opportunities are provided for children to actively participate in learning.

An important part of PSHEE is challenging misconceptions and there will be opportunities to use resources that present negative messages and images. These can be used to challenge stereotyping, misinformation and myths etc. especially those perpetrated through the media.

## Professional Development

All staff will be given the opportunity to receive support and development in PSHEE and Citizenship. This will be through:



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- school-based inset related to PSHEE and Citizenship
- relevant courses held by outside agencies
- regular staff meetings, to review current school issues and to make aware new initiatives, practices and resources

The PSHEE Coordinator will be given the opportunity to update and develop expertise throughout PSHEE, by attending courses, consulting with advisors and networking with other schools and coordinators.

## **Monitoring and Review**

This policy is monitored and reviewed annually by the Arnold Lodge Standards and Compliance Committee.

The effectiveness and the implementation of this policy will be monitored by the Senior Management Team and the PSHEE Coordinator. Certain sensitive aspects of the curriculum and their implementation will be regularly reviewed by the Head of School, PSHEE Coordinator and the staff and, if appropriate, parents will be consulted.

New initiatives will similarly be reviewed and implemented when appropriate