



**Richard de Clare  
Community Academy**

# **PSHE and British Values Policy**

<b>Reviewed:</b>	<b>Summer 2020</b>
<b>Next review date:</b>	<b>Summer 2022</b>

## **Personal, Social and Health and Economic Education and The promotion of British Values**

### **Intent**

- Children are at the centre of everything we do at Richard de Clare and we aim to ensure that all children have a happy and successful experience in school and are well prepared for their future.
- Children at Richard de Clare are encouraged to: 'Dream Big, Work Hard, Believe and Achieve.' This is based on promoting a Growth Mindset - helping our children to set challenging goals for themselves, to have self-belief and to take responsibility for themselves, whilst developing resilience to cope with challenges, set-backs and failure. Our PSHE education programme plays an integral part in promoting this as well as reinforcing our school values of: 'Be Kind, Be Safe, Be Respectful.'
- The aims of Personal, Social, Health and Economic (PSHE) education in our school are to develop: 'A Healthy Child, in a Healthy school in a Healthy Community.' This means developing the whole child – socially, emotionally and cognitively and giving them the skills and personal characteristics that they will need for an ever changing world.
- We encourage our pupils to play a positive role in contributing to the life of the school and the wider community. In so doing we help develop their sense of self-worth. We want pupils' from Richard de Clare to be healthy, safe, resilient, confident, independent, responsible and productive members of society.
- We teach our children how society is organised and governed. We ensure that they experience the process of democracy in school through the school and class councils. We teach them about rights and responsibilities in a climate of trust and mutual respect. They learn to appreciate what it means to be a positive member of a diverse multicultural society.
- We provide opportunities for our children to reflect on and clarify their own values and attitudes and explore the complex and sometimes conflicting range of values and attitudes they encounter now and in the future.

### **A whole school approach will be used to implement this programme.**

This policy aims to promote pupil's Spiritual, Moral, Social and Cultural development reflecting our Behaviour Policy, Safeguarding Policy, Internet Safety Policy, Equal Opportunities Policy, Sex and Relationships Education Policy, RE Policy and Race Equality Policy.

**These are the knowledge and skills** and attributes we want our pupils to have by the end of their time at Richard de Clare:

- To know and understand what constitutes a healthy lifestyle.
- To be aware of safety issues and how to keep themselves safe.
- To understand what makes for good relationships with others.
- To explore, express and manage their feelings, developing self-awareness.
- To have respect for others regardless of race, gender, sexuality and mental and physical disability.
- Be independent and responsible members of the school community.
- Be positive and active members of a democratic society.
- To develop self-confidence and self-esteem and to make informed choices regarding personal and social issues.
- To develop good relationships with other members of the school and wider community.

In addition to this we want the children to develop the Personal Characteristics to lead healthy, happy and rewarding lives.

PSHE education contributes to personal development by helping children to build their confidence, resilience and self-esteem, and to identify and manage risk, make informed choices and understand what influences their decisions. It enables them to recognise, accept and shape their identities, to understand and accommodate difference and change, to manage emotions and to communicate constructively in a variety of settings.

Developing an understanding of themselves, empathy and the ability to work with others will help our children to form and maintain good relationships, develop the essential skills for future employability and better enjoy and manage their lives.

## **Statutory Guidance**

PSHE is a non-statutory subject at the present time, though section 2.5 of the National Curriculum states that all state schools 'should make provision for personal, social, health and economic education (PSHE), drawing on good practice'. The Department for Education (DfE) consider PSHE education '**an important and necessary part of all pupils'** education.

Presently:

- We must teach relationships education under the [Children and Social Work Act 2017](#), in line with the terms set out in [statutory guidance](#)
- We must teach health education under the same statutory guidance

**The Relationships and Sex Education (RSE) aspects of PSHE education will be compulsory in all schools from September 2020.** Many aspects of the RSE curriculum are

covered through the PSHE curriculum as well as the Science curriculum. (see separate RSE policy)

### **British Values**

The Department for Education states that there is a need ***“to create and enforce a clear and rigorous expectation on all schools to promote the fundamental British values of democracy, the rule of law, individual liberty and mutual respect and tolerance of those with different faiths and beliefs.”***

The government set out its definition of British values in the 2011 Prevent Strategy and these values were reiterated by the Prime Minister in 2014.

At Richard de Clare Academy we aim for our children to become valuable and fully rounded members of society who treat others with respect and tolerance, regardless of background. We promote the basic British Values of democracy, the rule of law, individual liberty, and mutual respect and tolerance for those with different faiths and beliefs. These values are reinforced regularly and in the following ways:

### **Democracy**

We have a School Council which consists of two members from each Year Group who are nominated and voted for. They meet fortnightly to discuss social and moral issues, along with making decisions about some aspects of school life. The areas for discussion are then fed back to the rest of the class where they can all share their views and thoughts. Key areas are then discussed in a whole school assembly to ensure all of the children have the opportunity to listen to how decisions have been made.

### **The Rule of Law**

The school has a set of rules which all children abide by – ‘Be Kind, Be Safe, Respect’. At the beginning of the year, each class devises their own classroom rules. Through PSHE and Citizenship lessons, Assemblies and Circle Time, children are taught about the laws of our country and the role of the Queen, the Prime Minister and members of Parliament in creating and implementing those laws. The school takes part in the annual Parliament week in November. We also learn about the roles of law and authority through the History curriculum, e.g. gunpowder plot. We ensure that children understand that all of these laws are there to protect us and are essential for our wellbeing and safety. We ensure school rules and expectations are clear and fair, helping children to distinguish right from wrong. We have links to the local Police who visit the school and talk about their job.

### **Individual Liberty**

Within our school, children are encouraged to make choices, knowing that they are in a safe and supportive environment to enable them to do this. Through SMSC (spiritual, moral, social and cultural) activities and displays we provide different choices that the children can make and encourage them to make the right choices. In an age appropriate way, we look at E-Safety and the importance of keeping yourself safe by choosing not to share personal information.

### **Mutual Respect**

Our whole school ethos is built around mutual respect. We are in an inclusive school where everyone is valued and has a contribution to make to the school. Children learn that their behaviours have an effect on their own rights and those of others. The children and staff often work with other schools in the local area and with the local Church which develops their

respect for others and the wider community. We also teach children to respect and value differences through celebrating themed days and weeks. e.g. French Day, European Day, Multi-Cultural Week. We take part in a range of competitions with other schools and we teach the children to compete in a fair and respectful way.

### **Tolerance of those of Different Faiths and Beliefs**

All different faiths and beliefs are explored and celebrated through assemblies, the R.E. curriculum and a variety of visitors in school. The children are taught that people have different faiths and beliefs, and through assemblies and discussions about prejudice and bullying we teach tolerance and respect. Children within our school with different faiths are encouraged to share their practices and special celebrations. Parents visit the school to share their beliefs and traditions and visitors come to the school to help the children appreciate Chinese New Year and Diwali, to name but a few. Our children are encouraged to bring photographs into school to share special moments within their lives.

## **Content and delivery**

### **What we teach**

As stated above, we are required to cover the content for Relationships and Sex education, and Health education, as set out in the statutory guidance (linked to above).

Please refer to our Relationships and Sex Education policy (SRE) for details about what we teach, and how we decide on what to teach, in this subject.

For other aspects of PSHE, including health education, see the PSHE curriculum map for more details about what we teach in each year/Key Stage.

In Nursery and Reception the PSHE curriculum is split into the following areas, following the SEAL themes of:

- New Beginnings
- Saying 'No' to Bullying
- 'Going for Goals'
- 'Good to be me'
- 'Relationships'
- 'Health and Self-Care
- 'Changes'

In Key Stage One the PSHE curriculum is taught through three 'Core Themes' that run throughout the Key Stage One and Two Curriculum: -

- Health and Wellbeing
- Relationships
- Living in the Wider World

The Personal Development curriculum is delivered through these following themes, which will be explored through assemblies and in class on rotational basis. The ability to:

- Work hard
- Try new things
- Concentrate
- Push themselves
- Imagine
- Improve
- Understand others
- Not give up

During Key Stages 1 and 2, learners gradually build on the skills, attitudes and values, knowledge and understanding they have started to acquire and develop during the Early Years/Foundation Stage.

### **How we teach it**

We use a range of teaching and learning styles with an emphasis on active learning by including the children in discussions, investigations and problem solving activities.

PSHE is provided in a variety of ways, to reflect the age of the pupils and ensure a whole school approach to the subject.

Throughout the school there will be acknowledgement of SMSC in every lesson, through the teachers' and pupils' relationships with each other.

### **Early Years Foundation Stage**

We teach PSHE in EYFS as an integral part of the topic work covered during the year as well as regular circle times focussing on the SEAL themes set out above. We relate the PSHE and citizenship aspects of the children's work to the objectives set out in the Early Learning Goals and the EYFS curriculum.

Our teaching in PSHE mainly comes into two of the areas of learning: "Personal, Social and Emotional development" and "Knowledge and Understanding of the World".

### **PSHE – Key Stages One and Two**

- The children will have a dedicated PSHE lessons for one hour per week in order to develop themes and share ideas, e.g. through circle time, discussion, group work.
- PSHE is also explored through other subjects e.g. when teaching about local environmental issues in geography, we offer pupils the opportunity to explore who is responsible for the maintenance and upkeep of local parks and cycle paths. There are clear links with drama and role play, debate and discussion in Literacy, working together in pairs or small groups, improving health in PE, environmental, health and drug issues in Science and beliefs, values and practices

in Assemblies, including the promotion of Citizenship, British Values and Personal Development.

- We promote Social and Emotional skills through circle time and collaborative working. As there is a large overlap between the Programme of Study for Religious Education and the aims of PSHE and citizenship, we teach some of the PSHE and citizenship curriculum through our Religious Education lessons.
- We also develop PSHE through activities and whole school events e.g. School Council Elections, School Council Meetings, Community Projects such as 'The Archie Project,' School productions, assemblies for parents and friends, an annual residential trip for Year Six students. We also take part in National Initiatives such as Children in Need, Parliament Week, Anti-Bullying Week, Internet Safety Week, Children's Mental Health Week, Fairtrade Fortnight, World Earth Day and Sports week, incorporating a focus on Healthy Eating.
- At playtimes and lunchtimes opportunities exist for playing co-operatively using play equipment.
- We offer children the opportunity to hear visiting speakers, such as Health Workers, Fire Officers, Police and representatives from the local church, who are invited into the school to talk about their role in creating a positive and supportive local community.

Much of the curriculum is delivered through oral and practical activities. Where appropriate pupils will record or investigate their work using a variety of mediums including books, ICT, speaking to visitors. This encourages children to develop their learning in enquiring skills and assists in equipping them for adult life.

### **Assessment**

We assess children's work in PSHE by making informal judgements as we observe them during each PSHE lesson. We have clear expectations of what the pupils will know, understand and be able to do at the end of each academic year. At the end of a unit of work, the teacher makes a summary judgement about the work of each pupil if they are emerging, working at expected or exceeding the unit outcome. We use this as a basis for assessing the progress of the child at the end of the year. We also talk to pupils regularly to find out what they are learning and how they respond to PSHE.

Parents will be informed regarding their pupils progress in PSHE through written reports and as part of parent evenings.

### **Supporting Resources**

We do not follow any specific schemes for the teaching of PSHE and resources are bought from a variety of sources to achieve our PSHE objectives for the children, including resources from the PSHE association and Twinkl.

## **Inclusion and Equal Opportunities**

- At our school we teach PSHE to all children, whatever their ability. All children are provided with equal access to the PSHE curriculum. We aim to provide suitable learning opportunities regardless of gender, ethnicity or home background. PSHE forms part of the school curriculum policy to provide a broad and balanced education to all children.
- Through our PSHE teaching we provide learning opportunities that enable all pupils to make progress. We do this by setting suitable learning challenges and responding to each child's different needs.
- Assessment against the National Curriculum allows us to consider each child's attainment and progress against expected attainment outcomes.
- When pupils are working below the expected outcome within PSHE, differentiated activities including considering the classroom organisation, teaching materials and teaching style is considered so that we can take some additional or different action to enable the child to learn more effectively. This ensures that our teaching is matched to the children's needs.
- Pupils on the Special Educational Needs register, including those on Education Health and Care Plans, One Plans along with targeted pupils may have specific PSHE related targets where a priority is appropriate.

## **Safeguarding**

PSHE will only be taught by qualified teachers.

Controversial topics and difficult questions from pupils will be approached sensitively, ensuring teachers don't let their personal beliefs and attitudes influence teaching. Safeguarding rules will be adhered to at all times and specialist support sought if a subject brings back or raises uncomfortable feelings in a child.

Staff will be encouraged to talk to the leadership team if they have any concerns about their ability to teach certain areas of the curriculum without letting their personal beliefs and attitudes affect them.

## **Roles and responsibilities**

### **The Governing Board**

The governing board will approve the PSHE policy, and hold the Head of School to account for its implementation.

### **The Head of School**

The Head of School is responsible for ensuring that PSHE is taught consistently across the school.

### **Staff**

Staff are responsible for:

- Delivering PSHE in a sensitive way

- Modelling positive attitudes to PSHE
- Monitoring progress
- Responding to the needs of individual pupils

### **Pupils**

Pupils are expected to engage fully in PSHE and, when discussing issues related to PSHE, treat others with respect and sensitivity.

### **Monitoring arrangements**

The delivery of PSHE is monitored by the subject leader through: planning scrutinies, learning walks, discussions with children and parents.

This policy will be reviewed every two years. At every review, the policy will be approved by the governing board.

### **Links with other policies**

This policy links to the following policies and procedures:

Behaviour Policy, Safeguarding Policy, Internet Safety Policy, Equal Opportunities Policy, Sex and Relationships Education Policy, RE Policy and Race Equality Policy.

Review date: Summer Term 2022