



Croydon High School GDST PSHE, SMSC and Fundamental British Values Policy

Responsibility: Deputy Head of Junior School

Last Review: September 2021

Next Review: September 2022

1. Introduction

At Croydon High Junior School, we consider Personal, Social and Health Education (PSHE), Fundamental British Values and Relationships and Sex Education (RSE) to be a vital part of the whole educational experience we offer to our pupils. We encourage our pupils to play a positive role in contributing to the life of the school and the wider community.

Under section 78 of the Education Act 2002 and the Academies Act 2010, schools must provide a 'balanced and broadly-based curriculum' which promotes *'the spiritual, moral, cultural, mental and physical development of pupils at the school and of society, and prepares pupils at the school for the opportunities, responsibilities and experiences of later life'*.

The independent school standards state that schools should deliver:

"2. 2(d) personal, social, health and economic education which– (i) reflects the school's aim and ethos; and (ii) encourages respect for other people, paying particular regard to the protected characteristics set out in the 2010 [Equality] Act."

We believe that PSHE, spiritual, moral, social and cultural development (SMSC), Fundamental British Values and RSE will enable children to:

- Understand what constitutes a healthy lifestyle and have an awareness of safety issues;
- Become healthier, more independent and more responsible members of society;
- Understand what makes a good relationship with others and how to respect other members of society as a whole;
- Be positive members of a democratic society. Be aware of their responsibilities, rights and duties as individuals and members of communities;
- Develop self confidence and self-esteem, to make informed choices regarding personal and social issues, and;
- Understand and respect our common humanity, diversity, and differences.

2. Related Policies

This policy should be read in conjunction with the Junior School RSE Policy.

3. Aims

We follow the aims set out in the non-statutory framework for PSHE in the National Curriculum and aim to help pupils:

- Develop confidence and responsibility and make the most of their abilities;
- Prepare to play an active role as citizens;
- Develop a healthy, safer lifestyle;
- Develop good relationships and learn to respect the differences between people.
- Prepare our pupils for the opportunities, responsibilities and experiences of modern life.

In addition to this, we follow the Independent School Standards (2019) to ensure that we actively promote the following principles throughout the school:

- enable pupils to develop their self-knowledge, self-esteem and self-confidence;
- enable pupils to distinguish right from wrong and to respect the civil and criminal law of England;
- 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;
- enable pupils to acquire a broad general knowledge of and respect for public institutions and services in England;
- further tolerance and harmony between different cultural traditions by enabling pupils to acquire an appreciation of and respect for their own and other cultures;
- encourage respect for other people, paying particular regard to the protected characteristics set out in the Equality Act 2010;
- encourage respect for democracy and support for participation in the democratic processes, including respect for the basis on which the law is made and applied in England

4. Teaching Methods & Implementation

PSHE, SMSC and British Values are taught in all year groups through a variety of different methods, including:

- Through timetabled PSHE lessons;
- In circle time sessions in EYFS;
- Through cross curricular links;
- Through story time;
- Through assemblies;
- Through role play, and;
- Through group discussion and debate.

The teaching method used will vary according to the age, ability and experience of the girls and the concept being taught.

Class teachers are responsible for teaching PSHE and, where relevant, outside visitors support the programme. These visitors may include Parents/Carers, the School Nursing Service, the Emergency Services, health professionals and visiting theatre groups. All visitors are expected to work within the terms of this Policy. Teachers are always present and expected to take an active role in the session.

Provision for PSHE, SMSC and Fundamental British Values is also made during assemblies, extra-curricular activities (e.g., Worldwide Club), visits, School Council meetings and playtimes.

To ensure high quality and effective planning and delivery of PSHE lessons across all year groups, teachers will follow three key principles:

1. **Ground rules** will be established within each classroom to ensure a safe learning environment for all pupils. These will be negotiated and agreed between teacher and pupils. The aim of these ground rules is to encourage an open ethos whilst promoting mutual respect between pupil and teacher. Each set of ground rules will include safeguarding and confidentiality considerations to ensure pupils understand the responsibility that their teacher has to report any necessary information to the Designated Safeguarding Lead. Once agreed, these ground rules will be reviewed and reaffirmed at the beginning of each lesson.

Example ground rules:

- We will always respect everyone in the group.
- We will be sensitive to everyone's thoughts and ideas.
- We will keep people's names out of our discussions.
- We know that there are no wrong answers – everyone is here to learn.
- We know that we don't have to discuss things we don't want to.
- We know that this lesson is a safe space, free from judgement.
- We will treat others as we wish to be treated.

2. **Distancing** techniques will be used to depersonalise the situations under discussion. Being in a role, empathising with a character or speaking in response to the actions of others (real or imaginary) allows pupils to engage objectively and explore their feelings about issues safely, because they are not speaking or acting as themselves. These techniques will ensure pupils do not become embarrassed or re-traumatised, and will prevent public disclosures or sensitive information.
3. **Handling questions** is an inevitable and integral part of teaching the RSE curriculum. Pupils will be able to raise questions anonymously through an Ask it Basket system. This basket will always be in the classroom, so that pupils can use this method of asking questions at any time. Teachers will allow time ahead of lessons to read and plan answers to any potentially sensitive topics. Teachers will aim to keep responses clear, short and simple.

5. Curriculum Design

Foundation stage

We teach PSHE and SMSC alongside British values in both the Reception and Nursery classes as an integral part of our topic work. As the Reception class is part of the Foundation Stage, we relate the PSHE and SMSC aspects of the girls' work to the objectives set out in the Guidance for the Foundation Stage. Our teaching in PSHE and SMSC matches the aim of developing a child's personal, emotional and social development as set out in the Guidance

for the Foundation Stage. We also support SMSC education in the Foundation Stage, when we teach how to develop a child's knowledge and understanding of the world.

Year 1-6 follow the PSHE Association Thematic Scheme of Work.

PSHE Association Themes

Living in the Wider World

Relationships

Health and Wellbeing

The Fundamental British Values covered within the scheme are:

- Democracy
- The rule of law
- Individual liberty
- Mutual respect for and tolerance of those with different faiths and beliefs

Fundamental British Values are taught:

- By teachers explaining the meaning of the value;
- By pupils reflecting on the value and what it means to them and their own behaviour;
- By pupils using the value to guide their own actions;
- By staff modelling the value through their own behaviour;
- By ensuring that values are taught implicitly through every aspect of the curriculum, in addition to explicit teaching through assemblies, and;
- Through the work of the School Council.

6. Equal Opportunities

At Croydon High Junior School, we teach PSHE, SMSC and Fundamental British Values to all children whatever their ability with the aim of:

- Developing the girls' understanding that we are all equal.
- Encouraging respect for the similarities and differences between cultures other than their own.
- Establishing awareness that careful solutions are required to meet the needs of individuals or groups of people.
- Employing the use of sensitive vocabulary and judgements modelling this to the girls to encourage them to do the same.
- Encouraging enjoyment, satisfaction and purpose through learning about themselves and others.

7. Parental & Community Involvement

Parents, governors, and stakeholders are informed about, and consulted with, on the provision of PSHE. Parents have been consulted with regard to the adoption of the new PSHE curriculum and an event has been held to share details of that curriculum and the changes to RSE with parents.

8. Cross-Curricular Links

Due to the wide breadth of subject matter covered in PSHE, SMSC and British Values, opportunities for cross curricular links are vast. Individual class teachers may decide for themselves where best to deliver elements of the scheme within other subjects. In particular, there are obvious links with Science, History, Geography, English/ Literacy, ICT, RE and Drama. These subjects provide opportunities for girls and teachers to:

- Learn about their bodies and healthy lifestyles during Science;
- Use role play and drama;
- Compare the lifestyle of people in their age bracket in the past and present, for example, Victorian times;
- Discuss and debate current affairs;
- Look at environmental issues concerning the school, the community and the wider world;
- Focus on common elements, concerns and values in human experience and religious traditions, whilst appreciating the distinctiveness and integrity of individual faiths;
- Use a range of interactive materials to enhance the learning experience, making it more interactive for learners. This includes a variety of videos as well as presentations using the interactive whiteboard;
- Use recognised web sites such as the BBC or Espresso;
- Use ICT resources when carrying out independent research, and;
- Through the delivery of the e-safety curriculum.

9. Recording of Work

PSHE lessons are discussion-based and there is no expectation that pupils will do written work.

10. Assessment, Recording & Reporting

Teachers will monitor the pupils' development through their work in PSHE by listening to their contributions to discussions and by observing their attitudes and behaviour. This will inform planning and progression. We have clear expectations of what the pupils will know, understand and be able to do at the end of each key stage. In Upper Key Stage 2, pupils will take part in some self-assessment. No formal subject report in PSHE will be delivered but teachers' personal comments in end of year reports will reflect the pupils' development in this curriculum area.

11. Monitoring & Evaluation

We are conscious of the need to monitor the content and provision of the PSHE curriculum. The PSHE subject leader will conduct learning walks to monitor the delivery of our PSHE lessons and will take account of pupil voice by conducting interviews with the children. Children will also be surveyed on the content of the curriculum and delivery of teaching, in order to ensure that their needs are being met.

Any changes that are made to the PSHE curriculum will be reported to stakeholders to ensure they remain informed. The updated policies will be available on our School website for parents and governors to access at their convenience.

12. Review

This policy will be reviewed in September 2022 by the PSHE subject leader to ensure that it continues to meet the needs of pupils, staff, and parents, and that it is in line with current Department for Education advice and guidance.