



**CLIFTON LODGE PREPARATORY SCHOOL**

**PERSONAL, SOCIAL, HEALTH,  
CITIZENSHIP AND ECONOMIC  
EDUCATION (PSHCEE) POLICY**

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## **1. The Aims of PSHCEE**

Clifton Lodge attaches great importance to Personal, Social and Health, Citizenship and Economic Education and its place in the school curriculum.

It is the aim of the school that all pupils, regardless of race, gender, religion or ability should have the opportunity to develop their personal and social education during their years at Clifton Lodge.

### **Aims and objectives**

1. To prepare the pupils for life after Clifton Lodge in their senior schools in a time of accelerating social and moral change.
2. To help pupils develop a greater sense of understanding and responsibility towards themselves, others and the school.
3. To encourage pupils to examine and evaluate their attitude towards important social issues.
4. To foster a greater sense of security, co-operation and achievement at school.
5. To increase awareness of issues on the world-wide stage and promote a caring and sympathetic approach to the plight of others less fortunate than members of the school.

We set a standard and a set of values that we believe will help to produce good citizens who will be able to take their place in society and play their part.

The ethos of the school promotes general decency, consideration for and understanding of others. This is a corporate responsibility and one which no one at Clifton Lodge takes lightly.

Form Teachers will be responsible for the imparting of these values during Form-time and in addition the pupils all attend assemblies that are geared to addressing these areas. SMSC lessons are also taught discretely from Year 2 to 8 once a week.

PSHE and Citizenship at Clifton Lodge follows closely the recommendations in the National Curriculum for Key Stage 3. For all other year groups, a curriculum has been developed based on current thought and practices on teaching PSHCEE using materials available nationally such as Collins text books.

Children need the self-awareness, positive self-esteem and confidence 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 a member of a democratic society
- Be aware of their place in the world
- Make the most of their own and others' abilities.

PSHCEE is encompassed within the teaching of all subjects within the National Curriculum and is identified in Clifton Lodge Curriculum Policies. The interdependent aims for the school Curriculum cannot be achieved fully without the provision of PSHCEE.

PSHCEE is linked closely to other cross-curricular policies, which can be consulted for more information, including:

- Dealing with Bullying
- School Behaviour Policy
- Child Protection
- Sex Education
- Health and Safety
- Equality
- Care of Pupils
- Policy for Collective Worship

## **2. The aims of Citizenship**

Citizenship comprises three interrelated strands.

1. Social and moral responsibility - pupils learn self-confidence, and social and moral responsible behaviour towards authority and each other.
2. Community involvement - pupils learning to become involved in the life and concerns of their neighbourhood and their wider communities.
3. Political literacy - pupils learn about the issues, problems and practices of our democracy and how citizens can make themselves effective in public life.

Through a variety of learning experiences Clifton Lodge helps each child:

- Know him/herself better and think well of, and respect, him/herself and others
- Develop confidence and independence
- Acquire personal qualities, values and social skills
- Take his/her place in a wide range of roles in preparation for adult life, to deal with risk and meet the challenges of life and to play an active role as a member of society
- Value and respect their own and others' belongings, living things and the environment
- Be able to share and work co-operatively with everyone
- Value their achievements
- Identify moral values and strive to live up to them.

### **3. Organisation of the learning**

Miss Jordan teaches Year 2-8 for a timetabled weekly session, which is called 'SMSC.'

During the Sex and Relationships sessions Miss Jordan will work with Dr Thamia to deliver gender-appropriate sessions (normally from Year 5-8, depending on the gender make-up of the class).

Assemblies provide an opportunity to enhance pupils' spiritual, moral, social and cultural development, promoting and celebrating the school's values and achievements.

### **4. Curriculum and School Organisation**

PSHCEE is developed in the following ways.

- Class, or school-based topics, for instance a project on 'Ourselves'. This includes work in Science, RS, English or History. A topic in Science on 'Healthy Bodies' focuses on food and diet, exercise, smoking, or drug and solvent abuse.
- Circle time - topics include discussions and activities on bullying, relationships, making choices, loss (divorce, death, separation), healthy eating, emotional literacy, stress, anger management, smoking, drugs, moral dilemmas, and so forth.
- The School Council, with one representative from each form from Years 2 - 8, is involved in the running of the school. Meetings are held every half term to discuss and take decisions on various aspects of school life, including decision making about how to spend funds or make charity donations, as well as any whole school initiatives. Miss Jordan is responsible for co-ordinating the Pupils' Council.
- Prefects encourage good behaviour and compliance to school rules at the end of break time and lunchtime. They report back any incidences to Dr Thamia.
- The House Point system encourages not only good work, but also attitude and behaviour.

## Curriculum

### Summary of main topic areas (to be taught in any order)

<p>Year 2 - based on Collins Citizenship and Personal, Social and Health Education Book 1</p>	<p><b>Personal development</b> Who am I?, similarities and differences, setting targets, the work people do.</p> <p><b>Citizenship</b> Right and wrong, rules, responsibilities, communities, caring communities, our environment.</p> <p><b>Lifestyle</b> Growing and changing, dangerous places, harmful materials, dealing with emergencies, safe choices, things that influence us.</p> <p><b>Relationships</b> Togetherness, what is a friend?, other people's feelings, understanding others, arguments, bullying, different customs.</p> <p><b>Sex and Relationships education –see details below for year 2</b></p>
<p>Year 3 - based on Collins Citizenship and Personal, Social and Health Education Book 2</p>	<p><b>Personal development</b> Different feelings, what makes me feel this way?, points of view, I can do it!</p> <p><b>Citizenship</b> Talking about issues, doing the right thing, making decisions, consequences, making difficult decisions, taking part.</p> <p><b>Lifestyle</b> Growing and changing, leisure and work, exercise, coping with stress, personal safety, influences.</p> <p><b>Relationships</b> Changing friendships, looking after friendship, family fall-outs, stereotypes, challenging stereotypes, secrets.</p> <p><b>Sex and Relationships education –see details below for year 3</b></p>
<p>Year 4 - based on Collins Citizenship and Personal, Social and Health Education Book 3</p>	<p><b>Personal development</b> Personal qualities, resolutions, learning from mistakes, A to Z of feelings, emotions and actions.</p> <p><b>Citizenship</b> Right and wrong, antisocial behaviour, responsibilities in the family, responsibilities in the school, services, local democracy, debating environmental issues</p> <p><b>Lifestyle</b> Clean choices, harmful substances, unsafe places, playing safe, healthy eating, emergencies.</p> <p><b>Relationships</b> Liking and loving prejudice, teasing and offensive behaviour, respecting others' feelings, people's lives.</p> <p><b>Sex and Relationships education –see details below for year 4</b></p>
<p>Year 5 - based on Collins Citizenship and Personal, Social and Health Education Book 4</p>	<p><b>Personal development</b> Growing independence, new school, all in a day's work, points of view, money matters.</p> <p><b>Citizenship</b> Interpreting right and wrong, making rules and laws, rights and responsibilities in the community, antisocial behaviour, decisions about resources, pressure groups, making a difference.</p> <p><b>Lifestyle</b> Personal safety, coping with pressure, a healthy mind, drugs, beating the bugs.</p> <p><b>Relationships</b> Moving on, resolving differences, dealing with bullying, celebrating variety.</p> <p><b>Sex and Relationships education –see details below for year 5</b></p>
<p>Year 6</p>	<p><b>Just Living resources produced by Barclays and Unicef</b> (a rights-based approach to economic well-being) Transition to year 7 preparation – including a visit from Transport for London – travelling to new schools</p> <p><b>Sex and Relationships education –see details below for year 6</b></p>
<p>Year 7</p>	<p><b>Just Living resources produced by Barclays and Unicef</b> (a rights-based approach to economic well-being) <i>See below for more detail about Citizenship objectives</i></p> <p><b>Sex and Relationships education –see details below for year 7</b></p> <p><b>Trip – Your Life, You Choose</b></p>
<p>Year 8</p>	<p><i>See below for more detail about Citizenship objectives</i></p> <p><b>Sex and Relationships education –see details below for year 8</b></p> <p><b>Trip – Houses of Parliament</b></p>

Lesson objectives and ideas are sometimes based directly on the text books but are mostly backed up with supplementary materials.

Some topics are covered every year in SMSC lessons, as well as assemblies. These topics include;

- Rules and routines at the start of term,
- Anti-bullying week (including cyber bullying and staying safe online),
- School council elections,
- Planning for harvest assembly,
- Black History Month,
- Learning about the work of charity we have chosen to donate to as a school.
- Autism Awareness Week (only when appropriate to the class).

### **Supporting the School Travel Plan**

Year 3 benefit from Pedestrian training, run by For2Feet Ltd, which focuses on how to cross roads safely, as well as how to avoid dangers walking on the pavement.

Year 4 take part in Bikeability level 1, run by Cycle Training UK.

Older children have the opportunity to work towards Bikeability levels 2 and 3, which normally takes the form of an after-school club for 6 sessions.

### **Citizenship in Key Stage 3**

In Year 7 and 8, teaching is based around the areas below (from the National Curriculum 2014 programmes of study for Citizenship).

*Teaching should develop pupils' understanding of democracy, government and the rights and responsibilities of citizens. Pupils should use and apply their knowledge and understanding while developing skills to research and interrogate evidence, debate and evaluate viewpoints, present reasoned arguments and take informed action.*

*Pupils should be taught about:*

#### **Year 7**

- *the roles played by public institutions and voluntary groups in society, and the ways in which citizens work together to improve their communities, including opportunities to participate in school-based activities*
- *the nature of rules and laws and the justice system, including the role of the police and the operation of courts and tribunals*

The Year 7 curriculum also includes involvement in a day called 'Your Life, You Choose.' The aim of the day is to make young people aware of the consequences of crime, to recognise the effects of crime on parents, family, friends, the community and the victim and finally to deter young people from getting involved in a life of crime by making better decisions and life choices.

## **Year 8**

- *the development of the political system of democratic government in the United Kingdom, including the roles of citizens, Parliament and the monarch (Year 8)*
- *the operation of Parliament, including voting and elections, and the role of political parties*
- *the precious liberties enjoyed by the citizens of the United Kingdom*
- *the functions and uses of money, the importance and practice of budgeting, and managing risk*

The year 8 curriculum also includes a trip to the Houses of Parliament to learn about the structure and workings of government.

## **Sex and Relationships education**

The materials used are taken from ‘Teaching SRE in Primary Schools’ (CWP resources). Topics covered are listed below. We have decided as a school to teach the content suggested in the scheme for the year below. Parents/carers are made aware of the lesson content in advance, in case they would like to prepare their child for the lesson.

Year 1: Our Lives

Year 2: Growing and Caring for Ourselves

Year 3: Differences

Year 4: Valuing Difference and Keeping Safe

Year 5: Growing Up

Year 6: Puberty

Year 7: Puberty, Relationships and Reproduction

Year 8: Consolidation of all the above

## **5. Teaching Methods**

In planning the Curriculum, teachers at Clifton Lodge provide:

- A clear, consistent framework of values, supported and agreed by all, in which to work
- A classroom climate that encourages a high level of interest and all children to explore hypotheses
- Opportunities for personal growth outside the classroom through responsibility, extra-curricular activities and educational day and residential visits.

All staff promote positive approaches to behaviour and our Behaviour Policy reflects this. It sets clear guidelines for both parents and children. We provide opportunities for personal, social and health development through:

- Individual, peer group, collaborative group work, discussion and role-play
- Involvement in a range of problem solving activities
- Preparation and presentation of tasks for different audiences
- Positive self-assessment and personal target setting
- Positive marking, with oral or written comments

### **Differentiation:**

Differentiation is approached in a variety of ways. The staff are aware of children's additional needs, which may be discussed at a staff meeting or disseminated via email.

Before sensitive issues such as parental separation and bereavement are discussed, parents are informed and can decide whether to withdraw the child from the session. This also applies to Sex and Relationships sessions.

Teachers show interest and praise for all views that are expressed, whilst encouraging the following of ground rules so that everyone's views are respected.

There is minimal written work and full use is made of the interactive white board wherever possible. Planning and resources are stored in a SMSC document folder on the school system.

A variety of approaches is used in group work: groups are arranged appropriately for co-operative work, but self-selected groups work well in other situations, children of similar abilities are often less inhibited when working together; differentiated questions can be given to selected ability groups; staff can choose the spokespeople or groups can often choose wisely themselves. Pairing children of different aptitudes can often be beneficial for both.

Through our general routines, in and out of the classroom, and the way in which individuals relate to each other, children are helped to form their own attitudes and values. By building positive working relationships between pupils and staff, all members of our school family are valued as individuals. Children learn the need for good manners, self-discipline, respect of others and appropriate behaviour, in whatever situation they find themselves.

Drama activities are used across the year groups, to enhance understanding of PSHE issues.

Extra-curricular interests and achievements are recorded in the newsletter and in whole school assemblies.

## **6. Assessment & Examinations**

Assessment is used: to help with future planning; to verbally report to pupils; to report to parents and other teachers; to motivate pupils and to maintain records.

Assessment is made in an on-going form, with house points recorded on the house point noticeboard and on house point sheets kept with day sheets. House points are given for service and for participation within the school community, especially for polite and helpful behaviour.

There are no written assessments, nor examinations in this subject, although self-assessment is encouraged.

## **7. Marking & Record Keeping**

As the worksheets are often merely observations of thoughts and discussions, formal 'marking' is inappropriate. Work in lessons is always looked at and staff may write a comment or tick to demonstrate their value of and interest in the child's views and progression. House points can be given for participation, co-operation, enthusiasm etc.

Photographs are taken as and when appropriate.

## **8. Departmental Resources**

A stock of relevant resources needs to be built up as the scheme of work develops for all year groups. At present the main resource for PSHE and Citizenship teaching are the Collins textbooks 1-4. Materials from Barclays and Unicef, Amnesty International and other organisations are used as and when appropriate.

## **9. Equal Opportunities**

At Clifton Lodge we aim to provide equal opportunities for all pupils, regardless of race, gender or disability. To this end, these issues are specifically discussed by various year groups in PSHCEE, and also discussed as they occur in English, History, RS and Science. By providing the children with opportunities to discuss such delicate topics and by providing them with the facts, we can aim to avoid ignorance and help them to make informed judgements.

Children with Special Educational Needs/Disabilities and English as an Additional Language are catered for through differentiation and where appropriate.

## **10. Partnership with Parents and the Local Community**

At Clifton Lodge, we aim for PSHE and Citizenship to complement the personal and social development of children provided in the home and the local community. A high priority is working with parents and is a vital part of the whole-school approach. PSHE and Citizenship features at our Open Days and in the School Prospectus. Parents are encouraged to become involved in the life of the school, helping in class, with extra-curricular activities and in fund raising. Parents at Clifton Lodge are kept fully informed of the school's policy for sex education.

Clifton Lodge values the contributions of the community and outside agencies through active involvement in the life and philosophy of the school.

In order to develop citizenship further and to encourage the children to think of others in their local community and the wider world:

- The children bring in food donations at harvest time.
- Year 2 and 3 collect donations for Operation Christmas Child.
- The school council decide on a charity to donate to in the event of the termly Mufti Day.
- Parents are invited to come in to tell a class about an aspect of their culture, for 'Multicultural Day'.

## **11. Health & Safety**

At Clifton Lodge, we aim to make the children feel secure and confident in their own environment. To that end any visiting speakers are 'signed in' on arrival on site and wear an identity badge. The children are always accompanied by at least one member of staff during any talks or lectures.

When the children go off-site for a PSHE & C outing, all the Outings Procedures are followed and Risk Assessments are made.

## **12. Monitoring and Review**

The PSHCEE policy of Clifton Lodge School is reflected in our practice.

The policy is be available to all staff and parents.

The policy is reviewed annually, by the Inclusion Manager, in collaboration with the Headteacher and Deputy Headteacher.