

Personal, Social, Health, Citizenship and Economic Education Policy

including EYFS and Boarding

Person responsible for this policy:

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Dulwich Prep
Cranbrook

Aims and Objectives

Personal, Social, Health, Citizenship and Economic Education (PSHCEE) is about promoting the children's personal and social development, including mental well-being and the statutory requirement to teach about relationships, health and sex education (RSE). It is a statutory requirement that all independent schools should teach PSHE under The Education (Independent School Standards) Regulations 2014.

PSHCEE is a planned, developmental programme of learning through which children and young people acquire the knowledge, understanding and skills they need to manage their lives now and in the future. As part of a whole-school approach, it develops the qualities and attributes pupils need to thrive as individuals, family members and members of society.

PSHCEE equips pupils to live healthy, safe, productive, capable, responsible and balanced lives. It encourages them to be enterprising and supports them in making effective transitions, positive learning and career choices and in achieving economic wellbeing. A critical component of PSHCEE is providing opportunities for children and young people 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.

PSHCEE contributes to personal development by helping pupils 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 pupils to form and maintain healthy relationships, develop the essential skills for future employability and better enjoy and manage their lives.

PSHCEE can help to reduce or remove many of the barriers to learning experienced by pupils, significantly improving their capacity to learn and achieve. It makes a significant contribution to pupils' spiritual, moral, social and cultural (SMSC) development, their behaviour, safety and physical and mental wellbeing. In addition the learning provided through PSHCEE is essential to safeguarding pupils.

Pupils develop the self-knowledge, self-awareness, positive self-esteem and confidence to stay healthy, keep themselves and others safe, have worthwhile relationships, respect the differences between people, develop independence and

responsibility, play an active role as a member of a democratic society and make the most of their own and others' abilities.

In promoting the pupils' personal and social development, it is not only the children who will gain. PSHCEE underpins the school's ethos. It should raise standards of achievement by children who are more secure, motivated, confident and independent learners.

The teaching of PSHCEE also supports the school's equal opportunities policy, the anti-bullying policy, the behaviour policy, the RSE policy and the safeguarding policy, as well as reinforcing the school rules.

PSHCEE is not a new subject: it has been around, permeating the curriculum, for many years.

PSHCEE Provision

At Dulwich Prep Cranbrook there are different forms of curriculum provision for PSHCEE.

EYFS & Years 1-4 (Key Stage 1 & 2):

PSHCEE in KS1 and 2 emphasises the social and moral responsibility, community involvement, cultural appreciation and some of the basic aspects of political literacy, for example, knowing what democracy is, and about the basic institutions that support it locally and nationally. It promotes British values and encourages mutual respect and tolerance of those with different faiths and beliefs as well as incorporating relationship and health education.

At Nash House and Little Stream there is Circle Time once a week where the Golden Rules and the Nurturing Program are used as the basis for many sessions, as well as other appropriate resources (see separate book and/or Appendix 1 and 2 of the PSHCEE Handbook for details of PSHCEE at Nash House and Little Stream).

Years 5-8 (Key Stages 2 & 3):

In Upper School, there are discrete, timetabled, PSHCEE lessons in Years 5 to 8, inclusive. There are schemes of work and curriculum summaries for these year groups which can be found in the PSHCEE handbook. PSHCEE is the lesson that the statutory RSE requirements will mainly be taught. There is also extensive coverage of PSHCEE through, and in other subjects/curriculum areas. Please see separate SMSC documents in Appendix 3 of the Handbook. Many of the topics / areas listed as part of PSHCEE can be dealt with at any time where issues and problems arise. This may be through form time, or for instance, the mention of conflict in a lesson may lead to discussion on current affairs or other issues.

Provision is also provided through PSHCEE activities and school events (please consult Appendix 4 of Handbook). For instance collective worship provides us with an opportunity to enhance pupils' spiritual, moral, social, economic and cultural development. It helps promote and celebrate the schools' values.

The personal and social development of pupils is enhanced by the school environment, which allows them to feel safe, and for which they have some responsibility.

PSHCEE at KS3 (Years 7 and 8 at Dulwich Prep) considers social and moral responsibility, community involvement, cultural appreciation and political literacy while addressing various issues and themes, both locally, nationally and internationally. It will promote British values and encourage respect for democracy and tolerance of those with different faiths and beliefs and to avoid and resist racism and radicalisation. See separate Year 7 and 8 schemes of work and the #iWonder curriculum.

iSpace and #iWonder

The current PSHCEE curriculum draws heavily from the iSpace curriculum for KS1 and 2 and #iWonder for KS3. This curriculum covers most of the PSHCEE requirements. Extra topics are added into the curriculum to cover Careers, politics and more in-depth RSE knowledge, as appropriate.

Mrs Claire Pepler oversees this curriculum throughout the school and is the link with the external provider.

School Council/Community-based Activities

Our School's Council began in October 2001, and recent minutes, can be found in Appendix 17 of the handbook. The School Council enables children to contribute to decision making in school-based activities. Each form elects a representative to stand on the school council. This is done democratically each term. There are two meetings each term in Upper School and one a term in Little Stream. Members of staff are also present.

In Year 8, all of the pupils have a position of responsibility in helping with the running of our community. Being on duty in the ICT room, or the library, or helping with the younger pupils, are examples of involvement. Year 8 pupils act as mentors to Year 5 pupils and Year 4 pupils act as mentors to Year 1 pupils. Other buddy systems operate in the school for new children. Children and parents are involved in the school's anti-bullying policies. Partnerships with parents and local communities are part of the PSHCEE programme at Dulwich Prep. Fundraising at Dulwich Prep Cranbrook is frequently initiated by the children who suggest, organise, and run the events, often involving the Tribes (houses). Fundraising could stem from a PSHCEE lesson. PSHCEE involves the whole school, staff and curriculum. We have a Community Links Meeting twice a year, and as a school, we look actively for ways to link with the community both locally and internationally. Recent minutes and a list of some of our community involvements can be found in Appendix 15 and 10 of the Handbook. Our Themes for the Term help reinforce our community efforts (see Appendix 11 of Handbook). Chapel Service adds to the sense of belonging and spiritual fulfilment in our community and the Eco Club is raising environmental awareness both in the school and local area.

The Delivery of PSHCEE within the Curriculum

UPPER SCHOOL

Staff Responsibilities

Mr Mark Howgill is in charge of PSHCEE.

Year 8 are taught PSHCEE by Mr Howgill once a week.

Year 7 have a lesson of PSHCEE once a week with Alison Eckersley, the Assistant Head Welfare and Designated Safeguarding Lead.

Years 5 and 6 have one lesson of PSHCEE a week with Nicky David. This can take the form of circle time, and partly follows the iSpace curriculum and its own scheme of work which is continually updated.

Year 5 also have one lesson of Form Time a week.

Years 6 to 8 also have form times in the morning with Years 7 and 8 having a dedicated tutor time one morning a week.

All Years will attend at least two assemblies during separate mornings each week, one lead by the headmaster, Mr David and another one lead by the school chaplain, Mr Rutherford.

LITTLE STREAM AND NASH HOUSE

Years 1 to 4 at Little Stream, under the leadership of Mrs Clare Mackie and Emma Ansell, use iSpace, the Nurturing Programme, the Golden Rules and Jenny Mosley's Circle Time as a basis for their PSHCE Programme, as do Nursery and Reception in Nash House under Mrs Johanna Scanlon. In Little Stream the system of Golden Time is very successful. (See Appendix 1 and 2 of the PSHCEE Handbook for PSHCE in Little Stream and Nash House).

PSHCEE and the Pastoral System

The whole teaching and non-teaching staff are involved in the implementing of the PSHCEE. The staff are thus at the core of the PSHCEE programme.

A great deal of the PSHCEE delivery comes through the pastoral care system. Much of this comes during contact time with the Form Teacher and/or Personal Tutor (Year 7 and 8). For more information on the role of form teachers/tutors please consult the staff handbook. Assemblies are taken by teachers, forms, the School Chaplain, which along with other special services, compliment the PSHCEE programme. In addition there is an extensive extra curricula activities and clubs programme.

Approaches to Teaching and Learning

A range of teaching strategies, are employed to provide the breadth of effective learning opportunities. These include active learning, enquiry, listening to staff and each other, discussion, debate and participation. Pupils develop their knowledge, skills, and understanding by working together, making decisions, taking responsibility and reflecting on their experiences. At Dulwich Prep Cranbrook there is room to sit in circles or act out role-plays. Use of iPads or laptops in Years 7 and 8 is encouraged as a tool to enhance their learning.

PSHCEE provides different opportunities for visitors to come (or visits to be made) into school. The expertise and skills offered by visitors complement those of the teachers. Indeed, active pursuit of guest speakers is encouraged. In recent years we have had internet safety talks, a visiting astronaut, police officer, environmentalists, a traveller and photographer, authors, talks on study skills and health related issues. For a full list please refer to appendices 3 to 10 in the handbook. We are fortunate at Dulwich Prep Cranbrook to have excellent access to digital projectors, video, computer resources, etc., as required.

In our teaching of PSHCEE at KS3, we aim to ensure that knowledge and understanding about becoming informed citizens are acquired and applied when developing skills of enquiry and communication, partnership, and responsible action.

For PSHCEE there are facts to be learned, concepts, skills to be measured, attitudes and values to be fostered. We teach facts on subjects such as health, human development, safety, drugs, our political and legal system, environmental issues, etc. which play a major part in children's healthy development as individuals and as members of the community. We need to promote key concepts such as tolerance, compassion, self-reliance, determination, and courtesy, which are vital to our society.

The skills to be taught include communication skills, social skills, study skills (there is a discrete lesson in Year 5), developmental skills and problem-solving skills. These all contribute to the pupil's ability to function efficiently, communicate fluently and easily organise themselves and their work. It helps them contribute to empathetic interaction with others and practise informed decision-making.

It is hoped that our teaching will enable the pupils to make informed decisions and form the right 'attitudes' which will help them to cope with a range of personal and social issues. At Dulwich Prep Cranbrook we also hope to imbue a set of core values, which we, as a caring Christian school promote through our ethos.

Most of the teaching of PSHCEE is through listening, talking, role play and discussion. Pupils are issued with an exercise book for Upper School which typically contains occasional worksheets, questionnaires, articles, information sheets or simply a record of what has been covered in the lesson.

Differentiation and Special Educational Needs

We recognise that all children will have varied life experiences and a range of feelings and attitudes. Lessons will allow all perceptions to be articulated, and all contributions will be valued and respected.

Teachers may need to adapt/use different resources and activities or provide specific support depending on the needs of the pupils. Teaching points need to be conveyed using language that is accessible to the pupils.

Teaching Arrangements

For most of the lessons in PSHCEE, the classes are taught in their forms but in their teaching sets in Year 8. Girls and boys are separated for Growing Up talks in Years 5 to 8 as part of our RSE provision (see the RSE policy document).

Assessment

Assessment at Dulwich Prep Cranbrook has not been measured in terms of recording, but that is not to say a record of children's progress and portfolios of work will not provide evidence for reports to parents that might include their child's awareness of topical events, exercise of responsibility and contribution to life at Dulwich Prep Cranbrook. Year 8 might be expected to write a couple of essays during the course of the year. Certificates of Achievement in Citizenship are awarded where appropriate at the end of term (Appendix 19 of the PSHCEE Handbook).

Assessment of the effectiveness of PSHCEE within the school can be made by examining the behaviour, attitudes, relationships, well-being and happiness of pupils and staff. Our expectation is that behaviour will be more responsible, services to others more common, relationships more supportive, mutual respect more apparent, and a friendly, happy atmosphere prevalent throughout the school. Reporting progress is done by verbal feedback and through form and tutor reports. Weekly pastoral staff meetings are held where all pupils can be discussed.

The Department as a Team

The whole staff is part of the PSHCEE team though clearly some individuals have more direct input.

The Head of PSHCEE is open to discussion about relevant matters with staff and students, as are the Heads of Nash House and Little Stream, the Deputy Head of Little Stream, Assistant Head Academic, Assistant Head Pastoral, Assistant Head Welfare and the Headmaster. Issues and suggestions are listened to, and discussed with all the staff and pupils as and when necessary.

Staff Training

Courses on PSHCEE, Citizenship, Drugs and other related topics, have been attended by different staff. Appendix 20 of the PSHCEE Handbook includes some of the courses attended and each member of staff keeps an electronic record of their training in a folder in Staffdata\Whole School\Staff Courses\STAFF COURSES by name. All staff were given training in the iSpace/#iWonder curriculum in June and July 2019 as it would be used in form and tutor times.

Schemes of Work

Schemes of work are in place for all Years. The National Curriculum guidelines have been used to formulate much of the Year 7 and 8 PSHCEE schemes of work. A lot of what is discussed in the nurturing sessions during KS1 and KS2 overlap with the NC guidelines. It is school policy to follow the National Curriculum as closely as we can. The schemes of work for PSHCEE are constantly developing, and, like the other schemes, can be found in the PSHCEE subject folder in Staffdata on the school ICT network. There are also two files called 'Coverage of RSE-Primary' and 'Coverage of RSE-secondary', mapping where PSHCEE at DPS fulfils the statutory RE, RSE and HE 2020 guidelines to be found here: StaffData\Whole School\Subjects\PSHCEE\RHSE Policy Information.

The Future

Copies of the department development plans (Appendix 23 of the Handbook) show a list of targets achieved, and sets out future developments for this subject. However, it is important to take note of the latest statement from the PSHE association which states:

"...From September 2020 all secondary schools will be required to deliver relationships and sex education (RSE), and all primary schools will be required to deliver 'relationships education'."

The government has recently extended the deadline for this (See: <https://www.gov.uk/government/publications/relationships-education-relationships-and-sex-education-rse-and-health-education>) which states "The new curriculum will be compulsory from September 2020. Schools should start teaching from that date if they meet the statutory requirements. If they are not ready, or are unable to meet the requirements, they should begin teaching by at least the start of the summer term 2021."

We have consulted with parents and updated the RSE policy accordingly. We use the iSpace and #iWonder curriculum extensively and this has also been cross-referenced to the current government RSE guidelines to show how our delivery of this program meets the statutory requirements (see appendix ...).

PSHCEE is not a subject where one can rely totally on previous years' schemes of work; in the same way, it is not possible to predict every PSHCEE lesson. PSHCEE, like life, is ever changing, and needs to be reflective of and relevant to the 21st Century. Some lessons may therefore change at the 'last minute' to address topical issues whilst making sure that the essential lessons are covered over the whole year plan.