This policy is linked to and derived from the overarching curriculum policy. This policy has been reviewed by the SMT to ensure it does not undermine British Values of Democracy, the rule of law, individual liberty and mutual respect and tolerance of those with different faiths and beliefs.
1 Introduction

This policy is written in accordance with Part 1 Paragraph 2 (2)(iv) and Part 2, paragraph 5 of the Education (Independent School Standards Compliance Record)(England)(Amendment) Regulations (2015)

Personal, Social and Health Education is an integral part of the curriculum which affects every aspect of School life. The social climate and the type of learning environment created within the classroom and school are crucial to this. The organisation and rules, the relationship of staff with staff, and staff with pupils carry messages about the value that the school places on attitudes, behaviour and principles of conduct. This part of the hidden curriculum is as important as the planned curriculum

Personal, social and health education (PSHE) is concerned with the emotional health, well-being and welfare of the pupils in our school. PSHE enables pupils to become effective learners and supports them as they move from childhood through adolescence to become independent young people and effective citizens.

2 Rationale

Children grow up in a complex and ever faster changing world and are exposed to an increasing range of influences. The school and its curriculum aim to build on and complement the learning that has already started at home, in relation to moral values and attitudes, and awareness of society. Parents or adults who care for the children we teach are the ‘first time educators’ of their children, schools work in partnership with them, in developing children personally and emotionally, and as young citizens.
The skills, knowledge and attitudes developed will enable young people to lead healthy, fulfilling and meaningful lives, in which they:

- Respect themselves as individuals, whilst developing an understanding, tolerance and respect for others and their differences, treating all people as equal
- Develop a clear set of values and attitudes, including honesty and kindness and establishing a strong moral code and keeping to it
- Value themselves as unique human beings, capable of spiritual, moral, intellectual and physical growth and development
- Develop their varied abilities and talents fully, setting achievable goals, learning to work and try hard, and understanding both success and failure
- Learn to live and enjoy a healthy lifestyle
- Develop an active role as a member of a family, and of the community
- Value family and marriage as one of the foundations of a civilised society, and a firm basis for the nurturing of children
- Understand the principles of our society and democracy
- Value their role as a contributing member of a democratic society
- Take pride in our county and our country and in our nation’s great institutions, its traditions, heritage and history
- Respect the rule of law and encourage others to do so
- Respect religious and cultural diversity and develop an understanding of the beliefs and practices of major world religions and especially Christianity as the national religion and its importance in our history, culture, language and architecture
- Respect the beauty and diversity of the environment and accept responsibility for its maintenance for future generations

3 Aims and Objectives

Hillcrest Park School is committed to increasing the learning opportunities for its pupils and to raising standards. We use our PSHE programme to complement our aims and values.

We aim to:-

- Provide a curriculum that is balanced and broadly based
- Provide opportunities for all pupils to enjoy learning and to achieve high standards and develop self-confidence
- Promote pupils’ spiritual, moral, social and cultural development
- Prepare all pupils for the opportunities, responsibilities and experiences of life
- Re-integrate pupils where possible and appropriate into main stream school
- Enable pupils to interact and communicate with a wide range of people
- Enable pupils to express preferences, communicate needs, make choices and decisions and choose options that other people act on and respect
- Prepare pupils for adult life in which they have the greatest possible degree of autonomy and support them in having relationships with mutual respect and dependence on each other
- Increase pupils’ awareness and understanding of their environment and of the world
- Encourage pupils to explore, to question and to challenge
4 Curriculum Provision

PSHE helps pupils to:

- Acquire knowledge and understanding of themselves, of others and of the world they live in;
- Develop skills for living;
- Understand and manage their emotions;
- Become morally and socially responsible;
- Take on a range of roles and relationships;
- Value themselves and respect others;
- Contribute to their community;
- Appreciate difference and diversity;
- Participate actively in our democracy;
- Safeguard the environment;
- Act in the wider world in a way that makes the most of their own and others’ human potential.

5 SMSC and British Values

- permeates throughout the PSHE Curriculum and underpins everything that we do at Hillcrest Park School.

6 Teaching and learning

A balanced range of teaching strategies is needed to provide for the effective delivery of citizenship for all children. While there are opportunities for direct teaching, the units make full use of group work, circle time, role-play, visitors, case studies and simulation to involve children actively. To ensure that children are actively involved in preparing to play an active role as citizens, they should progressively have opportunities to:

- Take some responsibility for their own learning, by making informed choices within learning activities, reflecting on and recording what they have learnt and achieved and learning how to set targets to establish next steps;
- Explore and discuss topical issues, including taking part in group and class discussions relevant to their own lives, their school and wider communities and issues of global concern, and beginning to explore how issues affect others in the world
- Participate in groups of different sizes and composition, taking on leadership as well as membership roles, sharing the responsibility for group decisions and contributing to the decision-making processes of the class and school;
- Find information and advice, for example through helplines, and learn to provide information to others;
- Work with adults other than teachers, using visits and visitors appropriately, meeting and talking to people from, for example, environmental groups, local, national or international voluntary organisations, and people who work in the school and neighbourhood, such as religious leaders, health professionals, emergency service professionals, local councillors and MPs;
- **Work outside the classroom**, becoming actively involved in the decision-making and organisation of the school and, for example, helping to look after the school environment, supporting peers or younger children in the playground, taking part in activities with different members of the school and local community; and
- **Take time to reflect** on all their experiences in both the formal and informal curriculum, identifying what they have learnt and enabling them to transfer that to situations in their own lives, now and in the future.

The PSHE and Citizenship framework contains specific reference to knowledge, skills and understanding that children need to develop in order to contribute to, and participate in, inclusive learning environments. For example, they learn about and deal with bullying and racism and learn to recognise and challenge stereotypes. They contribute to the development and review of relevant school policies and participate in projects and initiatives that promote inclusion. The PSHE and Citizenship framework therefore provides the basis for schools to develop a ‘curriculum for inclusion’ so that children, as well as adults, take responsibility for meeting the requirements of the inclusion statement.

### 7 Cross curricular links

PSHE and Citizenship can be delivered in a cross-curricular way, or through a discrete lesson to deliver a planned scheme of work. Children’s learning in PSHE and Citizenship is fundamentally improved by a positive ethos in the school. All activities in school contribute to the ethos, through assemblies, and extracurricular activities. Effective teaching of PSHE and Citizenship involves a range of teaching strategies, including group work, circle time, debate, discussion, role-play, and the use of visitors and outside agencies.

Where visitors are used to support and extend classroom teaching, they should be used to complement the school’s scheme of work. The teacher should always be present and retains overall responsibility in the classroom.

### 8 Differentiation and Progress

Throughout their school career children will be at different levels of maturity, will have varied life experiences and a range of attitudes and feelings. Lessons should be planned to allow their perceptions to be articulated, with all contributions being valued and respected. In relation to some sensitive issues, such as sex education and relationship or drug education, the teacher needs to ensure that the teaching point is conveyed in language that is accessible to the children.

Teachers may need to use different resources, activities or provide specific support depending on the needs of their pupils, including able children (those identified as being ‘Gifted or Talented’) and those children who need additional support.
Where children’s IEPs identify targets relating to their personal development, the teacher should ensure that opportunities are planned to support the pupil in achieving these. The programme should be broad and balanced and provide for pupils’ different learning styles.

9 Equal opportunities and Inclusion
The School believes that all pupils and adults have the right to live in a supportive, caring environment in which pupils feel safe and free from bullying and harassment, that may include cyber-bullying and prejudice based bullying related to special educational needs, sexual orientation, sex, race, religion and belief, gender re-assignment or disability (as defined in the Equality Act of 2010), and the use of discriminatory language. Where appropriate, teaching materials, and individual group activities should reflect the cultural and ethnic diversity of society. Stereotyping, in terms of ethnicity, race and gender should be avoided, and pupils’ progress should be monitored, ensuring that no child is disadvantaged. Equally, a child’s religious beliefs and cultural differences will always be respected.

PSHE and Citizenship provides opportunities for links with literacy, for example as children listen to and read stories that enable them to consider other people’s lives and experiences. They research issues through a range of non-fiction texts and other written sources and use writing skills to express their views and communicate them to a variety of audiences. The PSHE and Citizenship programme should be delivered through a wide range of opportunities:

- Community involvement
- Communication activity
- Information communication technology
- Consideration of social and moral dilemmas
- Participation in decision making processes, including involvement in the school council
- Understanding a local, national and international organisations
- Understanding of environmental issues

Continuity and Progression
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**Health & Safety**

Provision for PSHE and Citizenship in the curriculum needs to be consistent with school and LEA policies on guidance and care of children, behaviour and discipline, and health and safety. Additional guidance is available about off site educational activities.

**Assessment and Evaluation**

**Assessment of Learning**

Teachers are expected to make regular assessments of children’s progress in PSHE and Citizenship. Carers should be informed of their child’s progress, through the LAC review system. Assessment in PSHE and Citizenship should be active and participatory, addressing progress in pupil’s development of skills and action as well as knowledge and understanding. It should allow the learner to reflect on their experiences, pose questions, make judgements in the light of evidence about their strengths and needs, and plan how to make progress against criteria agreed with the teacher.

Schools should ensure that the progress and achievement of all pupils is recognised and that methods used do not imply that pupils are failing as citizens or judge the worth, personality or value of an individual or their family.

**Assessment for Learning**

Assessment should:

• Be planned from the beginning as an integral part of teaching and learning;

• Provide regular opportunities for pupils to receive feedback on their progress and achievements, helping them to identify what they should do next;

• Involve pupils in discussion about learning objectives and desired outcomes;

• Include pupils in self-assessment and peer assessment;
Reflect evidence of progress in skills of participation as well as knowledge and understanding; and
Allow for evidence of achievements to be collected in a citizenship portfolio and/or included in a wider profile of pupils’ achievements in the school.

Providing assessment opportunities
Opportunities for assessment are indicated in the scheme of work. They include opportunities for children to:
- Demonstrate their understanding through planning a talk or presentation;
- Design a display or web pages;
- Produce a diary, logbook or portfolio;
- Contribute to discussions and debate;
- Produce resources for younger children;
- Demonstrate skills through role-play or participation in simulations;
- Devise a quiz, board game or card game;
- Write letters to local councillors or MPs, or articles for school or local newspapers;
- Make a video of an event or participate in, for example, a class or school council meeting;
- Record an interview with members of the local community;
- Produce evidence of helping to plan a visit or arranging for a visiting speaker, and
- Produce evidence of involvement in an arts-oriented project on a relevant theme.

Including regular self-assessment
Children, individually and with their peers, should have regular opportunities to reflect on their activities. Following an activity, children can share reactions and start to make sense of the experience in relation to themselves and others. They can identify what went well, what went wrong, and why. Gradually they can learn to draw conclusions about their own strengths and weaknesses and those of the group as part of self- and peer assessment and target-setting.

Using the following questions will help the reflection process:
- What happened?
- What did I do by myself/with others?
- How did I/we feel about the activity/experience?
- What difficulties did I/we encounter?
- How did I/we overcome them?
- What did I/we learn?
- How could I/we improve what I/we did in a future, similar situation?
- How can I/we apply this learning to other situations?
- What other knowledge, skills and understanding do I/we need to do this?
- What do I/we need to do next?
- What help will I/we need?

Contributions to spiritual, moral, social and cultural development
The PSHE and Citizenship framework gives children specific opportunities to explore the range of attitudes and values in society and to consider the kind of society they want to live
in. Through exploration and discussion of topical political, spiritual, moral, social and cultural issues they develop skills and attributes that promote:

- Empathy and a willingness to perceive and understand the interests, beliefs and viewpoints of others;
- A willingness and ability to apply reasoning skills to problems and to value a respect for truth and evidence in forming or holding opinions; and;
- A willingness and ability to participate in decision-making, to value freedom, to choose between alternatives and to value fairness as a basis for making and judging decision.

PSHE and Citizenship promote spiritual development through fostering children’s awareness and understanding of issues that involve differing beliefs and values in human society. PSHE and Citizenship help children develop self-knowledge through an exploration of their identity and belonging, their ideals and commitment and the meaning or purpose they see in life.

PSHE and Citizenship promote moral development through helping children to acquire a critical appreciation of issues of right and wrong, justice, fairness, rights and obligations in society. Children have opportunities to explore the ethical and moral dimensions of legal, political, social, economic and environmental issues and to exercise responsibility at a personal and social level.

PSHE and Citizenship promote social development through helping children to acquire and understanding and skills they need to become responsible and effective members of society. They develop an understanding of how society works and how decisions are influenced and made. They take part in community and social activities that help to promote personal and social skills.

PSHE and Citizenship promote cultural development through helping children to understand the nature and role of the different groups to which they belong, to learn about the origins and implications of the diversity in society, and to develop respect for difference.

Opportunities to reflect on the spiritual, moral, social and cultural dimensions, and for all children to consider their own views and opinions about them, occur through many aspects of PSHE and Citizenship – in particular, as children investigate and think about topical issues, problems and events and as they participate in activities in their school, neighbourhood and communities.

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<tr>
<th>Head Teacher:</th>
<th>David Davidson</th>
<th>Date:</th>
<th>January 2016</th>
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<tr>
<td>Senior Teacher:</td>
<td>Joy Price Bish</td>
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