



## PSHCEE Policy

### Introduction

Personal, Social, Health, Citizenship and Economic Education (PSHCEE) at Cheam School is rooted in the School's Mission Statement:

*At Cheam we prepare our children not only for the next stage but for life beyond. The school nurtures and develops intellectual, personal, physical, emotional, creative and empathetic core values and skills in each pupil. This is done through the creation of a happy, stimulating environment in which pupils experience a diverse range of opportunities and are encouraged to 'give it a go' and strive to give of their best in all they do. We expect the highest standards in all aspects of living and working in a school community. Cheam employs staff of the highest calibre who seek to mesh the very best in modern thinking with traditional values in order to produce intelligent enquiring children who are happy confident leaders. We want all of our pupils ultimately to look back at their days at Cheam as the best days of their lives.*

PSHCEE is a key part of a well-rounded education, preparing pupils for life in and beyond Cheam School. As a school we see it as our duty to promote well-being and, in line with our vision and aims, our PSHCEE programme aims to ensure that pupils are happy – physically, academically, emotionally, socially, and spiritually. PSHCEE is a way in which pupils can develop their skills and knowledge, learn to be positive about their gifts and abilities and can develop their self-esteem and self-confidence.

Our policy reflects belief in the need 'to provide a balanced and broadly based curriculum which promotes the spiritual, moral, cultural, mental and physical development of children at school and of society; and prepares children for the opportunities, responsibilities and experiences of adult life.' (Education Act 1996)

It also recognises the five outcomes, identified in the 'Every Child Matters' agenda, as being 'the universal ambitions for every child and young person whatever their background or circumstance.' These are to be healthy, to stay safe, to enjoy and achieve, to make a positive contribution and to achieve economic well-being.

It also takes into account the DfE statement with regard to British values – '... 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 of different faiths and beliefs.' It has regard to the Equalities Act (2010) and, where appropriate, and as required, would seek to 'protect' the 9 Protected Characteristics that are implicit within the Act, with the exception of age and marital status.

### Aims of the Policy

- To help foster an ethos of School life that recognises the Anglican foundations upon which the School was founded;
- To assist pupils in developing awareness of their responsibility to themselves, others and the School.
- To foster a greater sense of security, co-operation and achievement at School.
- To help pupils explore their own performance, feelings, attitudes and values; thereby fostering the development of a positive self-image amongst pupils.

- To work towards the improvement of each pupil's academic performance throughout all areas of the curriculum.
- To help pupils develop a greater sense of understanding and empathy towards important social issues.
- To prepare pupils better for life after School in a time of increasingly accelerating social, moral and economic change.
- 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 themselves.
- To assist in the promotion of the fundamental British values of democracy, the rule of law, individual liberty and mutual respect and tolerance of those with different faiths and beliefs.
- To assist on providing each and every pupil with the tools and opportunities to develop emotionally (having regard for their emotional and mental wellbeing) as they navigate their School journey here at Cheam.

Overall ... "To give pupils the knowledge, skills and understanding they need to lead confident, healthy, independent lives and to become informed, active and responsible adults." (DfES framework for PSHE and Citizenship)

This framework (given as non-statutory guidance) comprises four interrelated strands. These are:

- to develop pupil's confidence and responsibility and to make the most of their abilities.
- to prepare pupils to play an active role as citizens.
- to develop within pupils, a healthier, safer lifestyle.
- to develop good relationships and to respect differences between people.

In keeping with these four interrelated strands we aim to encourage our pupils:

- to acquire knowledge appropriate to their age and understanding in order to prepare them for experiences both within and without the School environment.
- to encourage them to take responsibility for their own learning.
- to make decisions/informed choices and to solve problems which affect them in their everyday lives.
- to develop a sense of awe and wonder for the world in which they live.
- to foster an awareness of, and a respect for, a values framework rooted in the Anglican faith.

## **The PSHCEE Curriculum**

The PSHCEE curriculum has been produced in consultation with parents, teachers, governors and pupils. Parents are informed of any updates and the policy is available on our school website.

The PSHCEE Curriculum at Cheam School has been developed to encompass key aspects of growing up. Following continual review of the School's PSHCEE Programme, the school has chosen to follow defined themes on a two year cycle. These are to be delivered on a 2 yearly cycle in three age categories: years 3&4, years 5&6 and years 7&8. Although the themes will be revisited twice by children during their Cheam career, they will focus on different aspects and elements of those themes.

The following themes, we believe, are essential for our pupils' social and emotional aspects of learning and include the following:

### **Year 1**

***Theme 1 : Me** (personal goal setting, identifying and celebrating own strengths and weaknesses, personal hygiene and presentation of self (including online profiles and the effect of social media on mental health and personal safety), healthy diets and lifestyles, self awareness)*

**Theme 2 : Resilience** (reflecting on weaknesses, developing strategies for resilience, the role of resilience in dealing with failure, resilience in the context of exam/assessment feedback, developing a positive growth mindset)

**Theme 3 : Compassion** (understanding empathy and fostering this in our community, awareness of differences and the need for compassion, acts of kindness, value of human life, cultural values (including British), role of empathy in healthy relationships)

**Theme 4 : Ambition** (understanding ambition, realistic short, medium and long term target setting, logical approach to ambition, the need to respond to feedback, that not all goals are academic, to respect others' ambitions, importance of role models, importance of working together to achieve, importance of legacy, relevance of online profile for future ambition)

**Theme 5 : Service** (understanding service, how we can action service, school charities, role of service in the community, team work, positive impact of service, how the school "serves" pupils, friendship as "service", importance of looking after others, relevance of omnia caritate in service)

**Summer 2022 : Theme of Respect** introduced for the first half of term due to various events in school (defining respect, respect for property, respect for community, respect for diversity, respectful verbal and body language with reference to misogyny and sexual inequality for the seniors)

## Year 2

**Theme 1 : Contentment** (enjoying what we have, not always looking at what we don't have, being ourselves and liking ourselves, satisfaction from doing our best regardless of outcome, serenity, happiness)

**Theme 2 : Leadership** (courage, guiding others, serving to lead, setting the example, respect, trust, caring for others, being an ambassador, standing up for what you know is right, risk-taking, vision, speaking out when something is wrong)

**Theme 3 : Failure** (learning from failure, accepting failure as part of the learning process, taking risks, how we bounce back from failure, do we learn from repeated success, resilience, growth mindset)

**Theme 4 : Learning** (curiosity, moving forward, risks, research, trying our best, looking at different ways to learn, focussing on our weaker areas, asking, listening, doing, using our mistakes as a springboard for future success, scholarship)

**Theme 5 : Acceptance** (content with self, tolerance, working with others, diversity, taking on advice, accepting help)

## **Cross-curricular elements**

PSHCEE area	Subject area	Information
Democracy	Philosophy & Ethics	Specifically covered in Year 6 as one of the 'Big Idea' topics in the Spring Term
Communism	Philosophy & Ethics	Discussed in the 'Big Idea' topic of Democracy vs Dictatorship
Parliament	Philosophy & Ethics	Discussed and explained as part of Democracy topic

Government	Philosophy & Ethics  Whole school	8S lessons using ‘Policy Odyssey’ card game where they debate approaches to political problems  We operate a mock election at appropriate times
Royal Family/monarchy	Philosophy & Ethics	History syllabus from Y6-Y8 is based around the successes and failures of British Monarchs
British Values	Philosophy & Ethics	Liberty, Democracy and Tolerance are all covered as specific topics in Year 6 Ph+E
Personal freedom (movement, speech, expression)	Philosophy & Ethics  History	Liberty, Democracy and Tolerance are all covered as specific topics in Year 6 Ph+E. When discussing revolution we discuss law making in this country/personal freedoms-such as freedom of speech.
Respect for diversity and difference	Philosophy & Ethics	Liberty, Democracy and Tolerance are all covered as specific topics in Year 6 Ph+E. Different religions and cultures are studied in Y3 (Celebrations and key figures in the Islamic/Hindu/Christian/Jewish faiths) and Islam is covered in detail in Winter term of Y6.
Law making and respect for Laws/how they are passed	History	When discussing revolution we discuss law making in this country/personal freedoms-such as freedom of speech.
Respect for positions of service in our community	Form time Assemblies	Children are regularly encouraged to write letters of appreciation to the serving members of our school community. Various external speakers and preachers are invited to reinforce the importance of service and gratitude. We sometimes have visits from members of the emergency services. Children are taught CPR by St. John’s Ambulance trained visiting personnel.

It is, we believe, a curriculum which seeks to remain fluid and relevant to our pupils.

### **Online safety, social media and online profiles**

Children learn about keeping themselves safe online through specific lessons in ICT. We also cover it in PSHCEE as part of the Me topic. We teach about the importance of developing healthy habits in relation to screen time and mental health and also teach about the children’s “digital tattoo” left by online photos and profiles. We teach perspective and balance along with critical thinking when encountering online content/profiles/photos and news.

### **Balance**

This policy precludes the promotion of partisan political views in the teaching of any subject in the School. We take such steps as are reasonably practicable to ensure that where political issues are brought to the attention of pupils while they are in attendance at the School, while they are taking part in extra-curricular activities which are provided or organised by or on behalf of the School or in the promotion at the School,

including through the distribution of promotional material, or during extra-curricular activities taking place at the School or elsewhere, they are offered a **balanced presentation of opposing views**.

### **Delivery of PSHCEE at Cheam School**

Pupils are encouraged to participate actively in a wide range of activities and experiences across and beyond the curriculum.

- By its very nature, PSHCEE is cross-curricular and much of its provision remains implicit in other subjects. There is a great deal of opportunity to cover PSHCEE in the RS curriculum. Issues such as healthy eating, personal hygiene, puberty are also covered in the other areas of the curriculum including the Science curriculum. Language development is encouraged throughout with planned opportunities for discussion, observation and reporting.
- All areas of our School life have the potential to contribute to PSHCEE. The very ethos of our School; how our School community lives; the values, attitudes and behaviours, which underpin healthy relationships, including reconciliation, all contribute to the learning process. Standards of discipline are upheld; pupils are given the chance to learn from their mistakes and their efforts are rewarded with positive feedback and through our reward and sanction system (credits, GWs, PAs and debits).
- There is a whole-school approach to PSHCEE in that there are clear links to other School policies aimed at promoting pupils' SMSC development, including our Whole School Behaviour Policy, our Anti-Bullying Policy and our policy Promoting British Values, as well as themes undertaken in other subjects.
- At Foundation Stage, PSHCEE is an integral part of the topic work covered during the year. It is an inherent component of the Early Learning Goals. Teaching in PSHCEE matches the aim of developing a child's personal, emotional and social development as set out in the ELG's. Citizenship is also addressed at this level when we teach 'how to develop a child's understanding of the world'.
- Discrete provision for PSHCEE is made possible through a time-tabled lesson from Year 3 to Year 8 every week. There are, in addition, many other opportunities for addressing elements of the PSHCEE scheme in Form time with the tutor, mentorials (limited to Year 8), assemblies and through the various Committees that the children are a part of.
- Schemes of Work for each year group have been arranged following the key themes above. They are designed to build upon the more implicit and cross-curricular approach to PSHCEE, to support it and to address issues pertinent to the particular age group. Flexibility and spontaneity in the delivery of PSHCEE remain important and would, for example, view Careers based discussions as important to our Year 8 pupils as part of the preparation for transition into Senior School. An element of flexibility is also important to allow us to respond to pastoral issues which may arise in certain year groups from time to time, for example a reminder about table manners or kindness.
- Pupils are encouraged to participate actively in the life of Cheam School and beyond, through our 'School Council', newly appointed each year following School elections. The School Council enables the 'pupil voice' to be heard and provides great opportunity for raising ideas and for informed decision making, e.g. charity work. Pupils can also be a part of our digital committee and food council.

- Leadership roles are available throughout the School but especially in KS3 in the form of Heads of School, Monitors, Division Leaders, Senior Boarding Girl and Boy and Head Choristers. From Pre-Prep above, children are asked to assist newcomers to the School, showing them where to go and taking them through the day. They are appointed as “shadows” for their “substances”.
- Peer mentoring – this is a strategy we sometimes adopt to give the children an opportunity to learn from other pupils. It also gives the “mentor” opportunities to help and advise other people in the school community.
- PSHCEE is also provided for through visits, visitors to School and opportunities provided for in School events. Visits at KS1 and 2 are seen as useful opportunities to reinforce safety issues; stranger danger; respect for others and their property; rules and manners, as well as an opportunity to address difference. Trips to the theatre, concerts and our ‘residential experiences’ (be they ‘in house’ or away from School) contribute towards developing co-operation, understanding, respect and responsibility, as well as exposing children to spiritual and cultural aspects.
- Our extra-curricular activity programme also helps to promote PSHCEE by offering a wide range of activities.
- Many other aspects of School life contribute to the PSHCEE programme of study – including the opportunity for involvement in the House system (divisions); recognition of pupil achievement through the Rewards system (Credit and Debit System as well as GWs and PAs), pupil participation in celebrations/ assemblies; opportunities for prayer and worship, both collective and personal.

### **Equal Opportunities**

Every child is given an equal opportunity to undertake his/her PSHCEE studies. The subject is studied without bias or discrimination in respect of gender, race or religion, cultural background, ability/disability. All children have access to the PSHCEE curriculum.

### **PSHCEE and SEN**

There is close affinity between PSHCEE and SEN as both aim to identify and build upon pupil strengths, thus enhancing individual and group development. It is intended that our PSHCEE programme allows for pupils to feel good about themselves and to recognise that they are each unique and different; it provides opportunities for building self-esteem and the schemes of work allow for each child to contribute and to achieve success.

The resources available to the form tutors include a wide variety so that the form tutor can differentiate effectively for their form, thus making the PSHCEE content accessible to all the children.

### **Teaching and Learning Styles**

A range of teaching and learning styles is used and these reflect individual teachers. We try to promote active learning by including children in discussions, role-play, investigations and problem-solving activities, as well as making use of a variety of educational resources available for effective PSHCEE. Visiting speakers e.g. charity workers, health care professionals, serve to support teaching and enhance learning. In addition we have invited in members from the local community, e.g. police, firefighters, to talk about their role in creating a positive and supportive local community and to teach children about road safety and fire safety. Staff within School are also called upon to talk to the children, e.g. our nurse and our catering staff. Parents too are also called upon to share their expertise, as appropriate.

Issues such as ‘Stranger Danger’ and ‘Anti-Bullying’ are addressed in PSHCEE curriculum but not exclusively. ICT and other curriculum areas complement and support the teaching of these key areas, among other key topics. Pupils learn about how to stay safe in their Computing lessons. Additionally, Internet Safety Week (Feb) has addressed e-safety in the past and this has been raised with parents through Internet Safety talks. Year 8 are given dedicated IT skills and e-safety awareness training as part of their Leavers’ Programme to fully prepare them for the road ahead.

As part of our aim to help children to make healthy choices we explore variety of key themes ranging from diet, exercise, safe use of technology, emotion and social wellbeing, etc. These sessions are all age appropriate as they relate to the children’s health and well-being. These begin with hygiene and healthy eating for the Nursery age-group and build steadily to include issues such as the risks and dangers of substance and drug abuse in Years 5 – 8.

### **Confidentiality and Child Protection**

As it is hoped that PSHCEE will allow for our pupils to talk and ask questions, any issues which a pupil may raise of a sensitive nature will be dealt with in accordance with the School’s Safe-guarding Policy.

### **Resources**

There is a wealth of material available for the delivery of PSHCEE and there are many local and national initiatives which can be and often are, made use of – e.g. Money Matters; keeping safe in the sun, Anti-Bullying materials, NSPCC, Ted talks etc. Our range of resources include, but are not limited to, the above.

The Heads of PSHCEE issue a yearly Class Notebook with a plethora of suitable resources arranged in the key themes outlined above. Form tutors’ discretion is relied upon on choosing the most appropriate resources for their forms from these resources.

### **Assessment and Recording**

- We assess the children’s work by making informal judgements as we observe them during lessons. Such on-going assessment serves to lead and direct planning. We are beginning a trial whereby the children will be asked to feedback on whether they have understood the PSHCEE learning objectives and will give them an opportunity to ask for more guidance in certain areas.
- Records are kept in a PSHCEE book. The Year 3 children keep their own books and the children in Years 4-8 keep a form PSHCEE book. The children and/or form tutor populate this book with a record of the lesson, which resources were used and examples of any worksheets that are completed.
- Where appropriate individual target setting may take place. There are opportunities for pupils to reflect upon their achievements and to identify personal targets for progress. (links with examination results, mock examinations, etc).
- There is no formal reporting of PSHCEE as a subject, but reference to the overall development of our children becomes clear through our report system. Aspects of their work in this area/contribution to School life and achievements outside of School are referred to by the class teacher/form tutor in their general comment.
- There are regular parent/teacher and pupil/teacher consultations/meetings.

- Whilst much of our work, especially in EYFS and KS1 is oral, written work is recorded in exercise books. There is much recognition of all areas of achievement through reports, awards, assemblies and the weekly review.
- Displays in form rooms and in common areas are used at times to inform and to celebrate achievement.

## **Monitoring and Review**

The Heads of PSHCEE are responsible for:

- monitoring the standards of children's work and the quality of teaching.
- supporting colleagues in the teaching of PSHCEE, by giving them information about current developments in the subject and providing a strategic lead and direction for the subject in the School.
- maintaining and purchasing appropriate resources as the budget allows.
- reporting back to the Headmaster, evaluating strengths and weaknesses in the subject and indicating areas for improvement.
- keeping up to date with PSHCEE developments
- to lead and assist in School based INSET

*The PSHCEE programme continues to evolve and by its very nature that's how it should be. There will always be topical and relevant issues which arise and it is important that we do not ignore these by having too rigid a scheme of work.*

## **Evaluation**

Collectively, staff with guidance from the Heads of PSHCEE, assess work in order to amend and update/change the scheme of work or methods of teaching. This will enable staff to meet the needs of all children.

Reviewed:	September 2023
Compliance:	September 2023
Governor review:	January 2023
Next review:	September 2024