



APPLEFORD SCHOOL

PERSONAL, SOCIAL, HEALTH AND ECONOMIC EDUCATION (PSHEE) AND CITIZENSHIP POLICY

This policy which applies to the whole school, including boarding is publicly available on the school website and upon request a copy (which can be made available in large print or other accessible format if required) may be obtained from the School Office.

Monitoring and review: This policy is subject to continuous monitoring, refinement and audit by David King (Headmaster) and Fiona Filkins (Head of Pastoral Care) who is the Designated Safeguarding Lead (DSL). The Managing Director will undertake a full annual review of this policy and procedures, inclusive of its implementation and the efficiency with which the related duties have been discharged. Any deficiencies or weaknesses recognised in arrangements or procedures will be remedied immediately and without delay. All staff will be informed of the update/reviewed policy and it is made available to them in either a hard copy or electronically.

Signed:

Date Reviewed: September 2020

Date of Next Review: September 2021

Dr Peter Gardner, Managing Director

Mr David King, Headmaster

This policy was last reviewed and agreed by the Proprietor of the School in September 2020 and will next be reviewed no later than September 2021 or earlier if significant changes to the systems and arrangements take place, or if legislation, regulatory requirements or best practice guidelines so require.

PSHEE education and citizenship in our School encompasses all areas designed to promote students' personal, social, health and economic education. It allows students to build the knowledge, skills and understanding they need to stay healthy and safe, develop worthwhile relationships, respect differences, improve independence and responsibility, make the most of their own abilities and those of others. PSHEE has strong links with Spiritual, Moral, Social, and Cultural values (SMSC). We are a School for students ages between 7 and 19; young people who are intellectually inquisitive; young people who will become the business innovators, entrepreneurs, academic researchers and political leaders of their generation and PSHEE programmes help guide them and their futures. This policy addresses the risks and importance of acting on, identifying and referring the signs of radicalisation. Our School will refer students identified as being at risk of radicalisation to Wiltshire Children's Social Care. We will normally consult parents, but consent is not required for a referral.

Personal: The personal aspects of PSHEE education look to develop the whole individual. PSHEE supports the progression of qualities and skills students already have. Through becoming aware of their own emotions and how to manage them, students can feel empowered to deal with the challenges that life can bring. This also supports their independence and the capacity to take responsibility for their actions, together with enabling students to gain confidence in their decision making which allows them to establish their own personal boundaries and a knowledge of where to go for help if they should need it. This in return helps to keep them safe.

Social: The social element focuses on cohesion in both the School and wider community. It aims for students to live alongside one another regardless of race, sex, disability or faith and to judge all people fairly and equally. Children learn to value each other's individuality and explore many social issues such as bullying including racist, homophobia and cyber-bullying. Sex and relationships education (RSE) is also a crucial part of social and health

education and ensures that children have the information and understanding to make informed choices, now and in the future, with parental consent.

Health: Health education aims to promote an understanding of a range of issues which impact upon lifelong health. It deals with promoting the importance of a balanced diet twinned with physical activity to ensure a high level of physical and mental wellbeing. It also covers issues such as hygiene, substance and alcohol abuse and the impacts this can have on the individual and others around them.

Mental health and mental diseases are also a point of discussion within the school. Coping mechanisms are taught per individual student and pastoral and therapist help is always on hand for anything which needs further support or discussion. Discussions of mental health with year 10 and above allow a sense of understanding and admission of mental health problems, which is extremely topical at this present time. This offers an element of safety through knowledge.

Economic: Economic education aims to teach students about the economy and how to manage their personal finance. It aims to provide students with knowledge and tools to improve their economic wellbeing and the ability to deal with the financial decisions they must make in the future.

Aims: Appleford School recognises that the personal and social development of students is increasingly a major aim of education. Far from being on the fringes, PSHEE education is at the heart of everything that takes place in our school. As the students grow up they will begin to encounter more people from all walks of life, and it pays to be furnished with a global view of a world which is ever breaking down the boundaries and distances between its different cultures and beliefs. We provide a balanced and broadly-based curriculum that:

- promotes the spiritual, moral, cultural, mental and physical development of students
- prepares students at the School for the opportunities, responsibilities and experiences of adult life.

Appleford School embraces this as the backbone of its PSHEE education philosophy. With all this in mind, the PSHEE education programme aims to instill an understanding in all the students that academic success is not sufficient on its own for success. PSHEE education is essentially concerned with the education of the whole person rather than with the knowledge that person needs. PSHEE education is also intended to compliment classroom teaching in that it assists other bodies in the School in monitoring and assisting with the development of the emotional and social well-being of students. The aim of PSHEE education is to help students and young people understand and value themselves as individuals and as responsible and caring members of society. We want our students to like themselves and to feel confident. To this end we:

- promote a healthy lifestyle;
- prepare students for the opportunities, responsibilities and experiences of adult life;
- offer our students the opportunities to achieve their physical, psychological and social potential;
- promote attitudes and behaviour which contribute to personal, family and community relationships;
- promote positive attitudes towards equal opportunities and life in a multi-cultural society by dealing sensitively with varying values, cultures and religious beliefs;
- support students to be thoughtful, tolerant, compassionate and mindful of the needs of others;
- help students to show respect for others who differ from themselves;
- develop a school community which is harmonious and tolerant where all groups are welcoming of interaction with others;
- enable students to resolve their differences amicably, with adult support where necessary and allow students to debate and discuss potentially contentious issues with equanimity;
- enable children to acquire skills relating to personal safety, discussion and decision making, which are vital to their well-being and their interaction with others;
- encourage children to develop informed opinions and attitudes for themselves about a range of personal, social and moral issues;
- ensure students and/or groups of students feel valued and do not experience discrimination whilst understanding the importance of combatting discrimination;

- help students to articulate the importance and reasons for the positive values we share in the U.K. of democracy, the rule of law (the civil law of England and Wales), individual freedom, mutual respect and tolerance of those with different faith and beliefs; Supporting student's understanding of how citizens can influence decision-making through the democratic process;
- develop an appreciation that living under the rule of law protects individual citizens and is essential for their well-being and safety;
- ensure students feel safe at school to discuss sensitive topics, including terrorism and the extremist ideas that are part of terrorist ideology, and are able to challenge these ideas;
- give the children the courage to challenge stereotypes based on race, sex, gender, disability and faith and to judge all people fairly and equally;
- develop the skills for students to make a positive contribution in modern society in the U.K. and
- ensure students feel able to seek support from staff in relation to any concerns about their own or their friends' ideas or behaviour, including internet use.

As part of our Behaviour Policy, Appleford School believes that all students and adults have the right to live in a supportive and caring environment in which students feel safe and free from bullying and harassment that may include cyber-bullying and prejudice-based bullying related to special educational need, sexual orientation, sex, race, religion and belief, gender reassignment or disability (as defined in the Equality Act 2010), and the use of discriminatory language. Bullying can occur through several types of anti-social behaviour.

Teaching PSHEE to students with special educational needs: At Appleford School we teach PSHEE to all students, whatever their ability and individual needs. PSHEE at our school is part of providing a broad and balanced education for all students. Through our PSHEE teaching we provide learning opportunities that enable all students to make progress. We do this by setting suitable learning challenges and responding to each student's different needs.

We strive to meet the needs of all students with special educational needs, disabilities, special gifts and talents, and of those learning English as an additional language. We assess the needs of each student taking action to enable the student to learn as effectively as possible thus enabling them to have access to the full range of activities involved in learning PSHEE. Where students are to participate in activities outside the classroom we carry out a risk assessment prior to the activity, to ensure that the activity is safe and appropriate for all students.

Building Children's Resilience to Radicalisation through the active Promotion of British Values: Appleford School builds resilience to radicalisation of its students by addressing it within advising lessons and promoting fundamental British values. We provide a safe space in which our students can discuss and understand the risks associated with terrorism and develop the knowledge and skills to be able to challenge extremist arguments or views. Any discriminatory or extremist opinions or behaviours are challenged as a matter of routine. We offer a general education about the nature of modern society and laws in England and positively promote respect for other people and their lifestyles which is upheld by English law. Through the study of PSHEE we hope to make our students aware of the importance of our values so that they can identify with and develop a proud Britain. This includes an understanding of democratic values and the electoral system in Britain as well as the promotion of democratic values, including the rule of law, both within and outside of school. All staff are aware that the promotion of partisan political views or religious prejudice are prohibited at Appleford School and are accepting of students and staff of all faiths and none.

Spiritual, Moral, Social and Cultural Development (SMSC): In our school we plan and provide effectively in order to develop students' spiritual, moral, social and cultural awareness. Students of all faiths and belief systems are encouraged to strive for academic excellence and a spirit of open and shared enquiry, whilst developing their individual potential and qualities of character so they can make a positive contribution to the world. Whilst SMSC is integral to all aspects of our curriculum, PSHEE education makes a strong contribution. Students are led towards distinguishing right from wrong and towards acting consistently with their beliefs and with a view to the consequences of their own and others' actions. In addition, our school:

- Leads students towards becoming confident and positive contributors to their community and effective users of its services and facilities according to their maturity;

- Enables students to gain insights into the origins and practices of their own cultures and into those of the wider community;
- Takes steps to ensure that the students appreciate racial and cultural diversity and avoid and resist racism, and ensure that students are able to understand and respond to risk, for example risks associated with extremism, new technology, substance misuse, knives and gangs, personal relationships and personal safety.

Social, moral, spiritual, cultural (SMSC) education is integral to our PSHEE education programme. It pervades the whole of our teaching and learning; the ethos and life of our school. Within SMSC, our aims are to help students to:

- develop self-esteem and confidence;
- enable students to understand what is right and wrong in their school life and life outside school;
- accept responsibility for their behaviour, show initiative and contribute to the school, as well as local and wider communities;
- take part in a range of activities requiring social skills, develop leadership skills, take on and discharge efficiently
- roles and responsibilities, offer help and learn to be reliable;
- acquire knowledge; reflect on beliefs, values and more profound aspects of human experience, use their imagination and creativity, and develop curiosity in their learning;
- understand and appreciate the range of different cultures in British society and develop the skills and attitudes to enable them to take a full and active part in it;
- develop respect towards diversity in relation to, for example: gender, race, religion and belief, culture, sexual orientation, and disability;
- acquire a broad general knowledge of public institutions and services in England;
- respond positively to a range of artistic, sporting and other cultural opportunities, provided by the school,
- including, for example an appreciation of theatre, music and literature;
- overcome barriers to their learning.

Therefore, the understanding and knowledge expected of the students in Appleford School as an outcome of our positive approach to SMSC includes:

- An understanding of how citizens can influence decision-making through the democratic process;
- An appreciation that living under the rule of law protects individual citizens and is essential for their well-being and safety;
- An understanding that there is a separation of power between the executive and the judiciary, and that while some public bodies such as the police and the army can be held to account through Parliament, others such as the courts maintain independence;
- An understanding that the freedom to hold other faiths and beliefs is protected in law;
- An acceptance that people having different faiths or beliefs to oneself (or having none) should be accepted and tolerated, and should not be the cause of prejudicial or discriminatory behaviour;
- An understanding of the importance of identifying and combatting discrimination.

Our objectives are to:

- teach students the **FACTS** concerning their growth and development as individuals; help children to understand **CONCEPTS** such as tolerance, respect and liberty and equality;
- enable students to acquire **SKILLS** relating to personal safety, discussion and decision making, which are vital to their well-being and their interaction with others;
- encourage students to develop informed opinions and **ATTITUDES** for themselves about a range of personal, social and moral issues;
- nurture in students a particular set of **VALUES** and
- give the students the **COURAGE** to challenge stereotypes based on race, sex, disability and faith and to judge all people fairly and equally.

PSHEE education and Citizenship and inclusion: We teach PSHEE education and Citizenship to all students, regardless of their ability, gender, differences in culture or background. Our teachers provide learning

opportunities matched to the individual needs of children with learning difficulties. The nature of the topic allows for a broad range of mediums for delivery. Those students for whom the normal academic subjects may be challenging often find they have strengths in discussion and argument about the wider world and some of the issues faced by young people today. The class teacher ensures that all students are as involved as possible in the discussions and activities taking place and provide resources so that access to the curriculum is possible. Beyond the classroom, pupils are encouraged to take on responsibility in school and make a positive contribution to the school, local and wider communities.

Teaching, PSHEE Curriculum, Assessment, Recording and Reporting: The programme of study for our PSHEE education is underpinned by the PSHEE = Association, alongside relevant local and national issues as they arise. We provide positive experiences through planned and coherent opportunities in the curriculum, co-curricular activities and through interactions with teachers and other adults for our students. Our range of artistic, sporting and other cultural options are available to students through the curricular and co-curricular programme, and their participation in these opportunities. We plan our personal, social and health education and citizenship to help our students acquire values and skills to enable them to develop independence and choose their path in life. We aim for our students to understand and appreciate the range of different cultures and faiths in modern democratic Britain. We use our schemes of work and other plans to enable students to develop an understanding of public services and institutions and to take their place in modern democratic British society.

Students work together on a series of personal, social and health themes. Assessment takes place informally and is an ongoing process in PSHEE, usually on a one to one basis with the student. Assessment in PSHEE education is recognised as being different than in many other subjects. PSHEE education is not a statutory subject and does not involve summative assessment. Emphasis is placed on self-assessment, review of group work, class discussion and written work which can rarely be marked in a conventional context. Opportunities to assess the progress and achievements of the children exist through observation of role play, presentations and involvement in discussion. The students have many opportunities to reinforce work through the production of information leaflets, posters, presentations, plays etc which can be evaluated. Where appropriate, parents will be informed of any follow up discussions they might like to have with their children. Marking, where necessary, should be with the student present so that their thoughts can be explained and explored with sensitive interchange as necessary to foster positive relationships. Various methods will be used to record students' work in PSHEE education e.g. written, oral, photographic, and artistic. The majority of PSHEE education will involve discussion in various forms, such as debates, which may be recorded (with the full consent of the children) to aid assessment.

Circle Time in Lower School can be useful for finding out about the ideas and values each pupil possesses. Questions are posed which the students can discuss; looking at pictures or books can also aid the understanding of the chosen topic. Circle time can involve whole class or smaller table groups depending on the subject and the children's abilities.

Assemblies are used for introducing themes, which will later be used as a tool for discussion, enabling children to consider their argument's validity.

Role-play / Drama offers a natural medium through which children can experience explore and present ideas. Pupils play out situations discussing possible outcomes and how the results may differ depending on the choices of others. Assessing Drama at Appleford School involves the use of peer or self-evaluation. This allows pupils to know where they are in their learning, understand what they need to do to improve and how to achieve this.

In years 10, and 11, students develop a greater understanding of effective studying, with particular reference to revision and managing stress. They consider democratic principles (including the British system of government) and current affairs in greater depth. Students debate issues raised in PSHEE to not only allow them to reflect on information provided but also express their opinions and further develop their social and moral understanding. Students continue their drugs, alcohol and RSE education in more depth as well as physical health discussions. During year 11 and into years 12 and 13, students begin to prepare for life after school with financial, personal and career skills all being developed.

Relationships and Sex Education (RSE):

Appleford is a specialist school and the safety and wellbeing of all pupils is at the centre of everything we do. Prior to sex education lessons commencing, the Head of PSHEE, the Heads of School and the Head of Pastoral identify the emotional readiness of students and group them accordingly. A letter is sent to parents informing them of the course content and asking for consent for their child to participate. Parents are invited to view resources which accompany various units of work if they so wish. Our programme for Relationship and Sex Education includes content such as:

- “sexting”, “banter”, sexual assault between young people and gender based issues
- healthy and respectful relationships;
- what respectful behaviour looks like;
- gender roles, stereotyping, equality;
- body confidence and self-esteem;
- prejudiced behaviour;
- different types of relationships, including friendships, family relationships, dealing with strangers and, at secondary school, intimate relationships;
- how to recognise, understand and build healthy relationships, including self-respect and respect for others, commitment, tolerance, boundaries and consent, and how to manage conflict, and also how to recognise unhealthy relationships;
- how relationships may affect health and wellbeing, including mental health;
- healthy relationships and safety online;
- factual and legal knowledge around sex, sexual health and sexuality, set firmly within the context of relationships and
- that sexual violence and sexual harassment is always wrong; and addressing cultures of sexual harassment.

We ensure that our students are aware of the dangers of these safeguarding issues and promote positive relationships based on mutual respect.

Continuity and Progression: Continuity and progression is ensured throughout Appleford School by following detailed plans which have a clear progression. The plans build on previously learnt skills, knowledge and values.

Cross Curricular Links(see curriculum maps and planning): PSHEE education permeates the whole curriculum and allows many opportunities for developing links with the core and foundation subjects throughout Appleford School. There are particularly strong links with the science and food and nutrition curricula as well as literacy, physical education (games) and art. Regular communication should take place between the teachers who deliver these areas of the curriculum to ensure a balanced approach and to enhance and identify the development of existing links. The children are also involved in assemblies and the planning of functions for school or fund raising. Economic awareness is encouraged in activities linked with PSHEE, the Mathematics curriculum and the annual Enterprise Scheme. Pupils in the school raise and count money for our Mufti Days to raise money for the school’s chosen charities.

Monitoring the standards of students’ work: It is the responsibility of the Head of PSHEE to monitor the standards of students’ work and of the quality of teaching in PSHEE. The Head of PSHEE monitors and evaluates the delivery of PSHEE across the school and indicates areas for further improvement.

Delivery and staffing: Throughout the school, PSHEE education is delivered, overtly, by the advising Teacher but also covered in assemblies and with visiting speakers. The curriculum that is delivered during these slots is only a small part of the physical, spiritual and moral teaching which the students receive.

Generally:

- School’s values, atmosphere/ethos
- School’s appearance and rules

- Influence of home
- Influence of media
- Role model of staff
- Recreational activities
- Co-curricular activities, Field trips, Organisation and curriculum

Specifically:

- Input across the curriculum e.g. SMSC Sessions, Pastoral care system, Discipline system, Reward systems, Assemblies and Activities programme

Parental and Community Involvement: Parents have the right to receive information from our school regarding PSHEE education. We believe that sharing our students learning with parents enables students to continue their development from school into their home life.

Parents are informed of events and developments which is a vital part of the whole school approach to PSHEE education and Citizenship.

School Council and prefect body: School Council representatives apply for their roles at the start of each academic year and, along with the prefect body, represent student views and wishes to the Headmaster and SLT through termly meetings. Prefect and Headboy/girl applications are made in the summer term.

Display: We have a number of displays in school with a PSHEE focus which enhance the environment for students and adults alike. Members of staff are encouraged to produce displays in classrooms and public spaces showing evidence of student work throughout the wider curriculum.

Confidentiality Policy: All PSHEE teachers are advised to establish ground rules for all lessons where sensitive issues may arise. Some of the PSHEE topics can produce personal responses. However, the School asks staff to make it clear to students that they cannot offer unconditional confidentiality. They are to be reassured however that staff will maintain an approach which is for the best long-term interest of the student. The students are told that:

- teachers cannot offer unconditional confidentiality;
- students' best interests will be maintained;
- if confidentiality has to be broken, students will be informed first and then supported as appropriate; and
- it is a good idea to talk to parents but failing that, students need to know that there are alternative sources of confidential help, for example, a counsellor, GP or local young person's advice centre.

Equal Opportunities (please refer further to our Equal Opportunities / Racial Equality policy): We believe that every student should have the opportunity to achieve the highest possible standards. We ensure that all students, irrespective of their ethnicity, attainment and ability, age, disability, gender or background, have equality of access to learning. The curriculum we offer in the school encourages students to develop positive attitudes about themselves as well as to people who are different from themselves. It encourages students to empathise with others and to begin to develop the skills of critical thinking. We recognise that students have different learning styles, making appropriate provision within the curriculum to ensure each student receives the widest possible opportunity to develop their skills and abilities. We ensure that students learning English as an additional language have full access to the curriculum and are supported in their learning.

Concerns arising from PSHEE lessons – Safeguarding: Teachers are also directed to the School's Safeguarding (Child Protection) Policy. If there is any concern with regard to abuse, the School's child protection procedure should be followed carefully.

Curriculum enrichment - Links with the Wider Community: We undertake a variety of field trips and excursions, including residential trips. Visitors are welcomed into our school to speak to the students (e.g. religious leaders). Visits to places of cultural venues such as theatres and libraries are actively encouraged. Students are taught to appreciate and take responsibility for the environment. We liaise with local community and support groups on issues which affect our local area.

Development

- To build up a strong programme of outside speakers.
- To involve more classes in charity and community projects.
- Support the development of careers hub at Appleford.
- To increase training opportunities for staff in the field of delivering PSHEE education activities.

Legal Status:

- Complies with The Education (Independent School Standards Compliance Record) (England) (Amendment) Regulations currently in force.
- The Prevent Duty: Departmental Advice for Schools and Childcare Providers (DfE: June 2015)
- Prevent Duty Guidance: for England and Wales (HM Government: 2015)

Related Documents:

- The Teaching and Learning Policies; The Safe Guarding Policies; Child Protection and Anti-Bullying
- Spiritual, Moral, Social and Cultural (SMSC) Development; Personal Social Health and Economic Education and Citizenship Programme; Relationship and Sex Education (RSE) Policy; Single Equalities Policy which subsumes Equality and Diversity; Inclusion Policy; Special Educational Needs and Disability (SEND) Policy; Prevent Duty; Preventing Extremism and tackling Radicalisation Policy