



**GRANTHAM PREP  
INTERNATIONAL SCHOOL**

**UNITED KINGDOM**

## **PSHE & Citizenship Policy**



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## **PSHE & Citizenship Policy**

Personal, Social and Health Education (PSHE) and Citizenship enables children to become healthy, independent and responsible members of society. We encourage our pupils to play a positive role in contributing to the life of the school and the wider community. In so doing we help develop their sense of self-worth. We teach them how society is organised and governed. We ensure that they experience the process of democracy in school through regular meetings, suggestions and discussions of the school council. Some pupils become school councillors and each class has the opportunity to raise issues or proposals through these representatives.

**The aims of PSHE & Citizenship are to enable the children to:-**

- **Know & understand what constitutes a healthy lifestyle**
- **Be aware of safety issues**
- **Understand what makes for good relationships with others**
- **Have respect for others regardless of race, gender and mental and physical disability**
- **Be independent and responsible members of the school community**
- **Be positive and active members of a democratic society**
- **Develop self-confidence and self-esteem and make informed choices regarding personal and social issues**
- **Develop good relationships with other members of the school and the wider community**
- **Become confident whilst dealing with change**

### **Framework**

PSHE & Citizenship in our school will follow the Framework for PSHE and Citizenship, given as non-statutory guidance in the National Curriculum (September 2014) for mainstream schools but compulsory within Independent Schools. This framework will be delivered through a variety of teaching strategies but mainly using the PSHE Association planning documentation. It cannot just be taught as a separate subject, although this is an appropriate teaching strategy. It will also be taught through cross curricular links, collective worship (often the theme for collective worship identifies, promotes and celebrates one of the school's values) and other activities or school events (residential visits, Enrichment, special activities planned to allow the children to work together under different circumstances), having links with parents and members of the outside community.

A whole school approach will be used to implement the framework. **This policy has clear links with other school policies aimed at promoting pupils spiritual, moral, social and cultural development including our Relationships, Sex Education and Health Education, Behaviour policy, Equal Opportunities policy, Race Equality policy and Anti-Bullying policy.**

In following the framework our pupils will be taught the four key components of PSHE knowledge, skills and understanding:

1. Developing confidence and responsibility and making the most of their abilities
2. Preparing to play an active role as citizens
3. Developing a healthy, safer lifestyle
4. Developing good relationships and respecting the differences between people

In following the framework for Citizenship our pupils will be taught:

1. Social and moral responsibility
2. Community involvement
3. Political literacy

## **Learning & Teaching**

We use a range of teaching and learning styles with an emphasis on active learning by including the children in discussions, investigations and problem solving activities. PSHE and Citizenship will be provided in a variety of ways, to reflect the age of the pupils and ensure a whole school approach to the subject:

- There will be a regular specific curriculum session, in order to develop themes and share ideas e.g. circle time
- Opportunities will be found within other curriculum areas e.g. links with drama and role play, debate and discussions in literacy, working together in pairs or small groups, improving health in PE, environmental, health and drug issues in science and beliefs, values and practices in RE.
- Activities will be provided as group, class or school events and initiatives e.g. community projects, school productions, assemblies for parents and friends, celebration assembly and annual residential visits for Yrs 3 to 6.
- At playtimes and lunchtimes opportunities exist for playing co-operatively using play equipment
- The children are involved when a visitor comes into school
- In the Foundation Stage of the national curriculum PSHE is related to the objectives set out in the Early Years Learning Goals matching the aim of developing a child's personal, emotional and social development.
- Much of the curriculum is delivered through oral and practical activities.
- Where appropriate pupils will record or investigate their work using a variety of mediums including books, CD -Roms, internet, interviewing specific adult visitors e.g. medical agencies, police service, fire service etc. This encourages children to develop their learning to enquiring skills and assists in equipping them for adult life.

## **Special Needs**

We teach PSHE and Citizenship to all our pupils, regardless of their ability. Learning opportunities are matched to the individual needs of children with learning difficulties. Activities and debates challenge our most able pupils to formulate personal views based on evidence they research and discuss. Children have access to a Learning Mentor (adult support) as the need arises.

## **Relationship Education, Sex Education (RSE) and Health Education**

**Running alongside our PSHE and Citizenship programme, The Department of Education have created the above documentation to ensure that the subjects within the framework safeguard and support pupils. It becomes statutory from September 2020 but The Grantham Preparatory International School, on the recommendation of the government is implementing the scheme for the academic year commencing September 2019. The themes and issues will be covered in an age appropriate way, building skills and knowledge over time in order to prepare and empower the children for dealing with the issues that they will face as they grow.**

**At our school we are committed to ensuring that the education provided within our RSE Framework is appropriate to the age and religious backgrounds of our pupils. The right of the parents to withdraw their child(ren) from sex education within the RSE are retained and the withdrawal should be preceded by a meeting with the Headteacher.**

**The programme of study will focus on:**

- **Different kinds of relationships including friendships, family relationships, dealing with strangers.**
- **How to recognise, understand and build healthy relationships, including self-respect and respect for others, commitment, tolerance, boundaries and consent.**
- **How to manage conflict and how to recognise unhealthy relationships.**
- **How relationships may affect health, well-being and mental health.**
- **How to build and maintain safe online relationships.**
- **Healthy bodies and lifestyles; puberty, drugs and health.**
- **Economic well-being and financial capability.**

## **Resources**

A range of resources is being collected to assist with supporting and enhancing learning in PSHE.

### **PSHE**

**Association material and other published materials are used as a basis of teaching PSHE** – these are modified and adapted as appropriate. All can be found online at the PSHE Association website and in the appropriate file on the T:Drive. Junior classes also have access to Philosophy books “Thinking philosophically” by Paul Cleghorn.

## **Assessment, Recording and Reporting**

Teachers assess the children’s work both by making informal judgements as they observe them during lessons.

We keep records of the contribution to the life of the school and community in photograph and video form.

Our weekly Celebration Assembly celebrates personal achievement and rewards thoughtful, caring behaviour. Merits and Certificates are issued to pupils.

A comment relating to PSHE and Citizenship will be included in the annual report to parents on pupils’ progress, (included in the general comment).

## **Celebration of Teamwork/Ethos**

Early 2016 saw the installation of a large screen TV in the School’s Foyer. Digital evidence (video and picture capture) is played through this medium. The content celebrates the pupils’ contribution to school life and highlights team work and participation. This is updated on a regular basis for visitors and the school community to enjoy. Regular online updates are made to our Facebook and Twitter community pages.

## **Sex Education**

**This school recognises the importance of sex, puberty and relationship education for our older pupils (with parental written permission). As some of the children move towards puberty during their time at the Grantham Preparatory International School, early delivery of factual information within a familiar and supportive environment will go some way towards making the physical and emotional changes less stressful and unexpected. The session will be undertaken by senior teachers and/or relevant health visitors.**

## **Internationalism and the IES/SEK Community**

As a member of an international body of schools, The Grantham Preparatory International School enjoys the numerous opportunities which this membership offers. With sister organisations based in Europe, South Africa, South America and the U.S.A., our children are invited to take part in International exchanges (and to welcome families into their homes), make links through email and Skype calls and to participate in Intersek Weeks. Articles from our weekly newsletter are shared within the family of schools and in turn our families are able to enjoy updates from across the IES/SEK communities.

## **Mindfulness**

This was originally added to the Class 6 P.S.H.E. curriculum as a 7 week program of study. It was delivered by Maureen O'Callaghan, an expert in this field. It was hoped that the introduction of Mindfulness sessions would build upon best practice already established within the school. Mindfulness and its relevance are introduced to Class 6 prior to the "Thinking through Philosophy" scheme, as a focused approach to learning styles, concentration, well-being and ownership of a task. The program includes elements of experimental, laboratory and investigation. It is proven to be empowering and despite its roots in Buddhism 2000 years ago, it is to be treated as not therapy or religion based.

## **British Values**

**Although these have always underpinned the PSHE curriculum at The Grantham Preparatory School, a move towards openly displaying and reinforcing these key values will be implemented during this academic year. Year groups will discuss and consider their individual roles and ownership of age appropriate elements. They will encounter British Values through specific and cross curricular opportunities. This will be evident within role-play exercises, debate, practical tasks, school trips, in-school visitors and written activities.**

**The following areas will be of particular significance:**

- **Caring and sharing**
- **Tolerance**
- **Mutual Respect**
- **Manners**
- **Self- Belief**
- **Having a voice**
- **The Rule of the Law**
- **Individual Liberty**

## **Golden Rules**

Closely linked to the British Values, the school community will know, take ownership for, and understand the "Golden Rules" devised at the commencement of the academic year. These will be displayed prominently around the school.

- Wear your uniform with pride
- Be punctual and organised
- Respect each other and property
- Remember SLANT
- Have good manners at all times

### **Economic Awareness**

The Infant children engage in the transaction of luncheon vouchers every mealtime. They understand "Same Value/Different Appearance" from their learning within Maths Makes Sense. The Junior pupils regularly support local and International charities; encouraging involvement of the whole school community through cake sales, competitions and Bring and Buy events. (For which they plan, set out and service.) The Junior children have recently visited Grantham Passage to see how their fund-raising helps to support the local community.

### **Monitoring and Review**

The Headmistress and PSHE co-ordinator are responsible for monitoring the standards of children's work and the quality of learning and teaching. The Headmistress and Co-ordinator support colleagues in the teaching of PSHE and citizenship by giving information about current developments in the subject and by providing a strategic lead and direction for the subject in school. All staff are responsible for evaluating strengths and weaknesses in the subject and indicating areas for further improvement. Full details of each year group's curriculum can be found within the appropriate curriculum framework and as an appendix to this policy.

This policy will be reviewed as part of our on - going review cycle.

**Appendix 1 PSHE/RSE/British Values**

PSHE CURRICULUM FRAMEWORK - WHOLE SCHOOL									
Term	Autumn			Spring			Summer		
Core Theme	Health and Well-being (10 Lessons)			Relationships (10 Lessons)			Living in the wider world (10 Lessons)		
Topics	HEALTHY LIFESTYLES	GROWING AND CHANGING	KEEPING SAFE	FEELINGS AND EMOTIONS	HEALTHY RELATIONSHIPS	VALUING DIFFERENCE	RIGHTS AND RESPONSIBILITIES	ENVIRONMENT	MONEY
YEAR 1	What helps keep bodies healthy; hygiene routines.	Recognising what they are good at; setting goals. Change and how it feels.	Keeping safe around household products; How to ask for help if worried about something.	Recognising feelings in self and others; sharing feelings	Secrets and keeping safe; special people in their lives. *	Respecting similarities and differences in others sharing views and ideas. *	Group and class rules; everybody is unique in some ways and the same in others. *	Looking after the local environment. (with Year 2)	Where money comes from; how to use money; saving and spending money.
YEAR 2	Healthy choices; different feelings and managing feelings.	Recognising what they are good at and setting goals.  Growing and changing and being more independent; correct names for body parts including external genitalia.	Keeping safe in different situations; how to ask for help if they are worried about something; privacy in different contexts.	Behaviour; bodies and feelings can be hurt.  *	Listening to others and playing co-operatively; appropriate and inappropriate touch; teasing and bullying.  *	Respecting similarities and differences in others; sharing views and ideas.  *	Group and class rules; respecting their own and others' needs; groups and communities they belong to; people who work in the community and getting help in an emergency.	Looking after the local environment. (with Year 1)	Where money comes from; saving and spending money; making choices; keeping track of money spent or saved.

YEAR 3	What makes a balanced diet; opportunities for making own choices with food; what influences food choices; habits.	Recognising what they are good at; setting goals; describing feelings; conflicting feelings and how to manage feelings. *	School rules or health and safety; basic emergency aid; people who help them stay healthy and safe *	Recognising feelings in others; responding to how others are feeling.	Positive healthy relationships and friendships; maintaining friendships; actions affect ourselves and others; working collaboratively. *	Recognising and responding to bullying.	Discuss and debate health and well-being issues; Being a part of the community and who works in the community. *	Responsibilities, rights and duties. *	Enterprise; what it means; developing skills in enterprise.  (Cross Year Project with Year 6)
YEAR 4	What makes a balance lifestyle; drugs common to everyday life; hygiene and germs. *	Recognising what they are good at; setting goals; Changes at puberty; Changes that happen in life and feelings associated with change. *	How to keep safe in the local area and online; people who help them stay healthy and safe.	Keeping something confidential or secret; when to break a confidence and manage dares. *	Acceptable and unacceptable physical contact; solving disputes and conflicts amongst peers. *	Listen and respond effectively to people; share points of view.	Discuss and debate health and well-being issues; appreciating difference and diversity in the UK and around the world. *	Sustainability of the environment across the world.	Role of money; managing money; saving and budgeting; what is meant by interest and loan.
YEAR 5	What positively and negatively affects health and wellbeing; making informed choices; benefits of a balanced diet; different influences on food choices; skills to make choices	Recognising what they are good at; setting goals; aspirations; intensity of feelings; managing complex feelings; coping with change and transition; bereavement and grief.*	Strategies for managing personal safety in the local environment; online safety including sharing images; mobile phone safety. *	Responding to feelings in others.	Actions have consequences; working collaboratively; negotiation and compromise; giving feedback. *	Listening to others; raise concerns and challenge.	Discuss and debate health and wellbeing issues; rules and laws; changing rules and laws; anti-social behaviour; respecting and resolving difference. *	Different rights, responsibilities and duties. *	Importance of finance in people's lives; being a critical consumer; looking after money; interest, loans, debt; management of money; tax. *

YEAR 6	<p>Images in the media and reality; how this can affect how people feel; risks and effects of drugs.</p> <p>*</p>	<p>Recognising what they are good at; setting goals; aspirations; change at puberty (recap); human reproduction; role and responsibilities of parents.</p> <p>*</p>	<p>Independence; increased responsibility; keeping safe; influences on behaviour; resisting pressure; rights to protect their body and speaking out (including FGM); who is responsible for their health and safety.</p> <p>*</p>	<p>Confidentiality and when to break a confidence.</p>	<p>Different types of relationships; positive and healthy relationships; maintaining relationships; recognising when a relationship is unhealthy (including forced marriages); committed, loving relationships and marriage.</p> <p>*</p> <p>Acceptable and unacceptable physical touch; personal boundaries and the right to privacy.</p> <p>*</p>	<p>Listening to others; raise concern and challenge.</p> <p>What makes people the same or different; recognising and challenging stereotypes, discrimination and bullying.</p> <p>*</p>	<p>Discuss and debate health and wellbeing issues; Human rights; the rights of a child; cultural practices and British Law; Being part of a community; groups that support communities; Being critical of what is in the media and what they forward to others.</p>	<p>How resources are allocated; effect of this on individuals; communities and environment.</p>	<p>Enterprise; setting up an enterprise.</p> <p>(Cross Year project with Year 3)</p>
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\*Indicates that the topics within all three core themes explicitly cover content within **relationships and sex education**



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