



PSHE, RSE & Citizenship Policy

This policy covers our approach to Personal, Social, Health and Economic education, Relationship and Sex Education and Citizenship education. It aims to set out the purpose of PSHE, RSE and Citizenship education and the intended outcomes for pupils, it also includes, within the annex, our curriculum coverage and how it is delivered.

We believe that these areas of teaching and learning are an important and necessary part of all pupils' education. In our school, it is a key element of school life and, as well as explicit teaching sessions, which will draw on good practice and national recommendations, it will be built into many areas of the wider curriculum. Our school believes that PSHE, RSE and Citizenship education is a shared responsibility of school staff, parents, carers and where appropriate, the wider community.

Personal, Social and Health and Economic Education (PSHE), Relationship and Sex Education (RSE), and Citizenship education 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, RSE & 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, RSE & Citizenship in our school will follow the Framework for PSHE, RSE 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 planning and resources recommended and produced by The PSHE Association. 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 (specialist in-school visitors, 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 Behaviour and Attendance policy, Equality and Diversity policy, Safeguarding and Child Protection policy, Confidentiality policy and Anti-Bullying policy.**

In following the framework our pupils will be taught the core areas of PSHE, RSE and Citizenship with regard to the following areas:

Health and Wellbeing: lessons will explore physical wellbeing, healthy lifestyles, mental health, growing and changing, keeping safe and drugs, alcohol and tobacco.

Relationships: lessons will explore families and close, positive relationships, friendships, managing hurtful behaviour and bullying, safe relationships and respecting self and others.

Living in the Wider World: lessons will explore our shared responsibilities, communities, media literacy and digital resilience and economic wellbeing (money and aspirations, work and career) and British Values.

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, RSE and Citizenship teaching will be delivered 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, timetabled, specific curriculum session, in order to develop themes and share ideas
- Opportunities will be found within other curriculum areas, for example; links with drama and role play, debate and discussions, 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 for example; community projects, school productions, assemblies for parents and friends, celebration assemblies and annual whole school activity weeks or residential visits for Years 3 to 6.
- At playtimes and lunchtimes opportunities exist for playing co-operatively, improving fitness, skills and teamwork using play equipment within the school environment.
- The school council with representatives from each year group provides a platform for democratic discussion and co-operative practice.
- House assemblies build on shared ideas, healthy competition, team ethos and enhance the provision for building self-esteem, valuing and sharing the ideas of others.
- The children are fully involved when a visitor comes into school; meeting members of the wider community or specialists from differing spheres – the school nurse for puberty talks (Years 5 and 6), Charity Representatives, people of different faiths.
- 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 but appropriate written recording may take place.
- Where appropriate, pupils will record, or investigate their work using a variety of media sources; including books, videos, internet, interviewing specific adult visitors e.g. medical agencies, police service, fire service etc. This encourages children to further their understanding by developing their questioning and comprehension skills. Thus developing life long skills.

Special Needs

We teach PSHE, RSE 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

Within our PSHE and Citizenship programme, we incorporate, within the framework special areas of teaching and learning to safeguard and support pupils as they grow, change and develop new relationships within the wider community. The Grantham Preparatory International School will ensure that 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 RSE are retained and the withdrawal should be preceded by a meeting with the Headteacher.

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.

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; media literacy and digital resilience.
- Healthy bodies and lifestyles; puberty, drugs and health.
- Economic well-being and financial capability.

Resources

The PSHE Association material and other published materials are used as a basis for teaching and learning within PSHE, RSE and Citizenship – these are modified and adapted as appropriate. Further resources can be found online within our Discovery Education and Twinkl subscriptions.

A range of resources is being collected and shared with class teachers to assist, support and enhance learning in PSHE, RSE and Citizenship. Superb, appropriately aged resources and guidance for the teaching of RSE have been downloaded for Years 1/2, 3, 4/5 and 6. (Which has been created jointly by the PSHE Association and Medway.)

Assessment, Recording and Reporting

Teachers assess the children's work both by making informal judgements as they observe contribution and discussion during lessons, accompanying written work and by outcomes witnessed throughout the school week.

We keep records of the contribution to the life of the school and community in photographic and video form. Our weekly Celebration Assembly celebrates personal achievement and rewards thoughtful, caring behaviour. Merits and Certificates are issued to pupils. A weekly newsletter is sent to parents to show the opportunities and experiences that have been offered to all of our pupils. All children have a blue, A4 'Learning Journal' which moves up with them through their school life – this will record in-school and outside achievements, success and experiences in all areas of life, which together will develop the 'whole child'.

A large screen TV in the School's Foyer showing digital evidence (video and picture capture) has been installed. 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 whole school community to enjoy. Regular online updates are made to our Facebook and Twitter community pages.

A comment relating to PSHE, RSE and Citizenship will be included in the annual, end of year report to parents on pupils' progress, (included in the general comment).

Internationalism and the IES/SEK Community

As a member of an international body of schools, The Grantham Preparatory International School enjoys the numerous opportunities that 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 class 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 and Mental Health

At the end of each school day, pupils are encouraged by their Class Teacher to spend some time reflecting on their day and to share, within the group or confidentially, any successes or concerns which have arisen. Mrs Jane Thompson is our dedicated Mental Health Supporter and all pupils have been made aware of this within their PSHE, RSE and Citizenship program. She can be approached by any pupil or staff member who wishes to discuss feelings, concerns, personal worries or suggestions.

Equality and Diversity

This is embedded within all of our curriculum areas, celebration, Key Stage or whole school assemblies and daily social interactions. Every pupil, including the very youngest member of the school community within our care, will be encouraged to work collaboratively, respectfully and to show tolerance for others regardless of race or gender. We encourage children to be themselves and we offer support with discussions, interactions or themes where appropriate to do so. Pupils will be encouraged to celebrate their heritage, share their views and beliefs and to understand that all members of the school family are valued equally. Within specific subjects, Black History and Multicultural Teaching are appropriately introduced. These are highlighted in purple on our long-term planning overview. As an International School we celebrate everyone's contribution to school life.

British Values

At The Grantham Preparatory School, a move towards openly displaying and reinforcing these key values has been made. 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 and within individual classes.

- 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 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 and continue to provide much entertainment and stunning charitable contributions for Children in Need.

Monitoring and Review

The Headmistress and PSHE/RSE Co-ordinator are responsible for monitoring the standards of children’s work and the quality of Teaching and Learning. The Headmistress and Co-ordinator support colleagues in the teaching of PSHE, RSE 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 personal/individual 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 annually as part of our ongoing review cycle.

Appendix 1 PSHE/RSE/British Values overview for The Grantham Preparatory International School

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.

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 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.

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 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. *

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 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>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>

*Indicates that the topics within all three core themes explicitly cover content within **relationships and sex education**

