

## **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.

**Positive Health:** In Class 6, we invite Positive Health (Lincs) to deliver a seminar to all pupils regarding the changes in puberty.

## 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 Social Media 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, written correspondence and Google Meet calls. 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**

To enhance this, Year 6 visit the Houses of Parliament to view the workings of Government.

### **IB Attributes**

This year, as a school community, we are embarking on incorporating the ten attributes of the International Baccalaureate. These attributes will be studied throughout the school year. Within each subsequent academic year these will be built upon and enhanced. The ten attributes are:

- Caring
- Communicators
- Inquirers
- Risk Takers
- Reflective
- Balanced
- Principled
- Knowledgeable
- Thinkers
- Open Minded

\*Please see Appendix 1 for a detailed breakdown of these attributes.

Our weekly celebrations include the awarding of School Values certificate based on the above areas. These are presented by the Headmaster.

### **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. Starting in September 2022, our Head Boy and Head Girl will be choosing a charity for our school community to support annually. Opportunities are given for in-school fundraising events during which cash is used and the older children take payment and work out the correct change.

### **Monitoring and Review**

The Headmaster and PSHE/RSE Co-ordinator are responsible for monitoring the standards of children's work and the quality of Teaching and Learning. The Headmaster 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.

| When Reviewed       | Reviewed by |
|---------------------|-------------|
| Updated:<br>12.9.25 | WB/MW       |

## Appendix 1: PSHE, RSE & Citizenship Policy 2025

| IB Attributes        | Target statements                                                                   |
|----------------------|-------------------------------------------------------------------------------------|
| <b>Caring</b>        | To show respect and take greater care with belongings.                              |
|                      | To continue to develop the ability to listen and take turns.                        |
|                      | To focus on being kind and thoughtful towards others.                               |
|                      | To work on making a positive difference in class and with class mates.              |
|                      | To respect and care for others' feelings both inside and outside the classroom.     |
|                      | To respect and care for others' feelings in the playground.                         |
|                      | To continue to develop good manners when interacting with others.                   |
|                      | To continue to develop the ability to share and take turns.                         |
|                      | To continue to be kind and thoughtful towards others.                               |
|                      | To be able to support others, seek help and accept support when required.           |
| <b>Communicators</b> | To continue to be a good communicator, sharing ideas with the class.                |
|                      | To be able to speak clearly in front of a range of audiences.                       |
|                      | To continue to develop the ability to cooperate with others and be a team player.   |
|                      | To continue to develop the ability to communicate in more than one language.        |
|                      | To add expression and change intonation when speaking aloud.                        |
|                      | To be more confident to share ideas in class.                                       |
|                      | To have greater confidence when communicating to larger audiences.                  |
|                      | To be able to work more effectively in a collaborative group.                       |
|                      | To develop confidence in working collaboratively with a larger circle of people.    |
|                      | To develop the ability to communicate in a range of ways to share information.      |
|                      | To be more willing to accept ideas and contributions from others in group work.     |
|                      | To develop the ability to listen carefully and focus on information being shared.   |
|                      | To take a more active role in class discussions; speak and listen in a focused way. |
|                      | To develop leadership skills to help guide peers to succeed in collaborative tasks. |
| <b>Inquirers</b>     | To continue to be a good role model and actively engaged in class.                  |
|                      | To be more active and engaged in class to enhance learning.                         |

|                    |                                                                                         |
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|                    | To ask and answer more actively in class to support learning.                           |
|                    | To be more independent when learning in class.                                          |
|                    | To actively research information using a variety of sources to broaden learning.        |
|                    | To continue to develop research skills.                                                 |
|                    | To be more independent in organising for school and while in school.                    |
|                    | To ask for help or support in class if it is needed.                                    |
|                    | To have more confidence to pursue interests independently.                              |
|                    | To ask and answer more actively in class to further enhance learning.                   |
| <b>Risk-takers</b> | To continue to face challenges with enthusiasm.                                         |
|                    | To be brave when faced with challenges.                                                 |
|                    | To be confident to try new experiences.                                                 |
|                    | To be adventurous in the choice of activities both in and out of school.                |
|                    | To be more willing to stand up for themselves or others.                                |
|                    | To have more confidence to explore new ideas, set personal challenges and seek answers. |
|                    | To develop a 'never give up' attitude.                                                  |
|                    | To be brave and get involved in discussions and contribute ideas.                       |
|                    | To step outside of their comfort zone to try new experiences like FOBISIA Sports.       |
| <b>Reflective</b>  | To reflect more on how to face challenge and learn from the experience.                 |
|                    | To reflect more on what has been learned and think about how to improve this.           |
|                    | To reflect more before undertaking an action that will affect themselves or others.     |
|                    | To use past experiences to guide future actions.                                        |
|                    | To be more resilient and see things through to the end.                                 |
|                    | To be resilient in the face of a challenge and not give up if something gets tough.     |
|                    | To reflect on learning and self assess against learning criteria.                       |
|                    | To take more pride in the presentation and quality of the work done in school.          |
|                    | To be more willing to discuss learning.                                                 |
|                    | To be able to identify what targets need to be achieved to improve learning.            |
|                    | To celebrate successes in class.                                                        |
|                    | To continue to reflect on what has been learned and to think about how to improve this. |

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|                      | To reflect on learning and self- assess against learning criteria.                          |
|                      | To take more time and care to think deeply and complete written tasks to a high standard.   |
| <b>Balanced</b>      | To continue to put equal effort into all lessons.                                           |
|                      | To use time in a balanced way for learning and for leisure.                                 |
|                      | To reflect to create a balanced body and mind.                                              |
|                      | To work on putting equal effort into all lessons.                                           |
|                      | To consider the feelings of others more carefully.                                          |
|                      | To choose a wide range of learning activities.                                              |
|                      | To continue to improve fitness and skills through further practice.                         |
|                      | To further develop their sports skills.                                                     |
|                      | To develop a calm mind and self-confidence, being secure in personal abilities.             |
| <b>Principled</b>    | To develop a sense of responsibility for actions and how they affect others.                |
|                      | To be more able to make good judgments on what is the right thing to do.                    |
|                      | To develop the ability to give clear reasons for thoughts and ideas.                        |
|                      | To develop the ability to give clear reasons for actions.                                   |
|                      | To be more willing to admit mistakes and apologise.                                         |
|                      | To be honest and fair in relations with others.                                             |
|                      | To develop the ability to give a viewpoint in lessons.                                      |
|                      | To take a full part and add ideas to discussions.                                           |
|                      | To further develop musical abilities by committing to practise each day.                    |
|                      | To complete and share a first draft of a written piece before the end of the academic year. |
|                      | To take good care of personal belongings and learning resources.                            |
|                      | To arrive to lessons on time and ready to learn.                                            |
|                      | To ensure a continued focus on progress when working independently in lessons.              |
|                      | To complete and return all home learning tasks in a timely manner.                          |
| <b>Knowledgeable</b> | To further develop research skills.                                                         |
|                      | To be able to plan more clearly before undertaking an activity or project.                  |
|                      | To think about the best way to present knowledge.                                           |
|                      | To improve the ability to investigate an idea or problem.                                   |
|                      | To actively seek ways in which to broaden knowledge and understanding.                      |
|                      | To develop a more methodical approach to learning to avoid careless errors.                 |
|                      | To improve the ability to present work and ideas in a clear manner.                         |

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|--------------------|----------------------------------------------------------------------------------------------|
|                    | To develop questioning skills in order to investigate a problem or idea.                     |
|                    | To become more confident in another language by studying more frequently.                    |
|                    | To further develop understanding of musical notation for an instrument.                      |
|                    | To become more fluent in another language through further study and practice.                |
|                    | To develop awareness of global news and current affairs.                                     |
|                    | To become more knowledgeable of the periodic table.                                          |
| <b>Thinkers</b>    | To be able to ask sensible learning questions to support understanding.                      |
|                    | To develop problem solving skills in all contexts.                                           |
|                    | To be able to collect evidence from a range of sources to inform learning.                   |
|                    | To think more carefully about the reasons behind decisions, actions and events.              |
|                    | To think more carefully about decisions and how they affect others.                          |
|                    | To continue to develop initiative and take independent thoughtful actions to solve problems. |
|                    | To further develop the ability to analyse.                                                   |
|                    | To be able to more accurately predict consequences to actions in order to avoid mistakes.    |
|                    | To ask sensible learning questions more often to support understanding.                      |
|                    | To further learning by taking time to think deeply when completing tasks.                    |
|                    | To work quickly and plan carefully to complete written tasks within a given time limit.      |
| <b>Open Minded</b> | To show more understanding that people have different viewpoints.                            |
|                    | To develop the ability to consider and compare the views of others.                          |
|                    | To understand that everyone is different and everyone is equal.                              |
|                    | To develop a greater understanding of 'international mindedness'.                            |
|                    | To understand what bias is and how it affects people's thoughts and actions.                 |
|                    | To be adaptable and open to new ideas.                                                       |
|                    | To show greater respect for the values of the school.                                        |
|                    | To develop an ability to show respect for the values of others.                              |

