



2d - Personal, Social, Health and Economic Education Policy (PSHEE), Citizenship Policy

Mission Statement

We are an all-through, inclusive Catholic girls' school with boys in the Nursery. As a girls' school we are committed to preparing girls for life long effectiveness and success. As part of their journey, girls will learn of intellectual risk-taking and emotional strength, reflection and self-knowledge, persuasiveness and team building as well as a cultural curiosity for an enriched enjoyment of life.

In our stunning 13 acres of grounds, girls have a physical freedom unique in central London. We aim to instil in them the emotional freedom to grow intellectually and spiritually and to understand the truth about themselves, others and our complex world. We will give them the courage to be ambitious and compassionate and we will provide a secure, happy and nurturing community in which to explore all of the above.

To this end we seek, develop and retain the best teachers who value well-being and the individual progress of each girl as much as they are relentless in their pursuit of academic excellence. Their goal is life-long success for each girl and they set the pace of energy and dynamism within which the girls flourish.

What Is Personal, Social, Health and Economic Education?

Personal, social, health and economic (PSHEE) education is an important and necessary part of all pupils' education. All Schools should teach PSHEE, drawing on good practice, and this expectation is outlined in the introduction to the proposed new national curriculum. In Nursery and Prep I (EYFS), the subject is called Personal, Social and Emotional Development (PSED).

We believe that it is for Schools to tailor their local PSHEE programme to reflect the needs of their pupils; we expect Schools to use their PSHEE education programme to equip pupils with a sound understanding of risk and with the knowledge and skills necessary to make safe and informed decisions.

Schools should seek to use PSHEE education to build, where appropriate, on the statutory content already outlined in the national curriculum, the basic School curriculum and in statutory guidance on: drug education, financial education, sex and relationship education (SRE) and the importance of physical activity and diet for a healthy lifestyle.

(Department for Education 2013)

Under the Education Act (2002) / Academies Act (2010), all School must provide a balanced and broadly based curriculum which:

- Promotes the spiritual, moral, cultural, mental and physical development of students at the School and of society.
- Prepares students at the School for the opportunities, responsibilities and experiences of later life.

PSHEE at St Augustine's Priory



St Augustine's Priory has as its ethical backbone the teaching of the Catholic Church. Catholic pupils represent our largest faith group but we have many others and learn from their religious traditions. The School will, in the space of one more generation, celebrate its four hundredth anniversary. It has survived because it has always been, and still is, ready to adapt and change without losing its sense of identity, idealism or tradition. We will continue to try to equip our pupils with the confidence, common sense and academic and social skills they will need to face the problems and infinite responsibilities of a changing world.

At St Augustine's Priory, PSHEE and Citizenship is delivered through the curriculum and is an implicit part of the pastoral support and disciplinary system in the School. It is considered to be the curriculum context for the personal and social development of the individual, and underpins the whole education process. The focus is on the development of the 'whole' person – leading and stimulating them to develop their full potential – intellectually, physically, socially spiritually, emotionally, morally and aesthetically. It reflects and supports 'Helping Children Achieve More' and is closely interwoven with the teachings of the Catholic Church. PSHEE allows for personal growth through a planned educational programme which enables the pupils to become healthy, independent and responsible members of society. We encourage pupils to play a positive role in contributing to the life of the School and the wider community. These activities, both inside and outside the classroom, are valuable learning experiences and allows pupil to develop their sense of self-worth as well as teaching them about their responsibilities. They learn to appreciate what it means to be a positive member of a diverse multicultural society.

Spiritual, Moral, Social and Cultural Development of Pupils

St Augustine's Priory School does not have a separate policy on SMSC as we believe that these values are delivered and promoted in various other ways including in the teaching of PSHEE, through participation in worship and the Catholic life of the school which includes actions for the Common Good such as charity fundraising and community projects such as the Faith-Life Forums and Diocesan pilgrimages. SMSC values in addition are explicitly referenced in Departmental Schemes of work and therefore embedded in teaching practice. SMSC values are inculcated in pupils by the ethos and education throughout the school. We do, however have a statement on SMSC in our PSHEE handbook that shows how SMSC development works at St Augustine's Priory and how it fits with our aims and ethos as a Catholic school.

Principles and Values

St Augustine's Priory believes that PSHEE should:

- Develop a student's knowledge and understanding of what constitutes a healthy lifestyle.
- Promote independent and responsible members of the School and local community.
- Encourage every student to be positive and active members of a democratic society and to have a good understanding of Fundamental British Values.
- Develop self-confidence and self-esteem, and assist students to make informed choices regarding personal and social issues.
- Foster awareness of different types of abuse they might encounter, and actions they can take to protect themselves and others from these. Examples include grooming in any form, cyber-bullying, sexual exploitation or honour based violence in its various forms.
- Enable pupils to distinguish right from wrong and to respect the civil and criminal law of England.



- Develop good relationships with other members of the School and the wider community.
- Actively promote fundamental British values of democracy and the rule of law.
- Encourage students and teachers to share and respect each other's views.
- Generate an atmosphere where questions and discussion on matters can take place without any stigma or embarrassment.
- Recognise that the wider community has much to offer and we aim to work in partnership with relevant professionals and other School partners.
- Know and understand what constitutes a healthy lifestyle, both mentally and physically.
- Enable students to be aware of safety issues.
- Encourage respect for others regardless of race, gender and mental and physical disability, gender reassignment, marriage and civil partnership, pregnancy and maternity, race, religion and belief, sex or sexual orientation.

Aims

Our PSHEE programme aims to prepare students for an adult life in which they can:

- Develop personal autonomy by encouraging self-awareness, self-knowledge, self-esteem and self-confidence
- Be successful learners who enjoy learning, make progress and achieve, and are resilient
- Be responsible citizens who make a positive contribution to society
- Be aware of different types of abuse(s) and be resilient against any form of grooming
- Be aware of support for those experiencing risk from themselves or others
- Actively understand and promote fundamental British values and the rule of law
- Avoid being exploited or exploit others
- Understand and value themselves as individuals and as responsible and caring members of society in line with Gospel Values of Truth, Justice, Compassion and Forgiveness
- Accept responsibility for their behaviour, show initiative and understand how they can contribute positively to the lives of those in their local community and to society more widely
- Respect democracy and support participation in the democratic process, including respect for the basis on which the law is made and applied in England
- Appreciate that living under the rule of law protects individual citizens and is essential for their well-being and safety
- Distinguish right from wrong and respect the civil and criminal law of England, including in instances of cultural practice that may conflict with the above
- Understand what makes for good relationships with others, to develop a whole variety of relationships and adopt appropriate behaviour
- Further an appreciation of and respect for their own and other cultures in a way that promotes tolerance and harmony between different cultures and religions
- Encourage tolerance, respect and sensitivity towards others, paying particular regard to the protected characteristics set out in the Equality Act 2010



- Understand that there is a separation of power between the executive and the judiciary and that whilst some public bodies such as the police and the army can be held to account through Parliament, others such as the courts maintain independence
- Understand that the freedom to hold other faiths is protected in law
- Understand the importance of identifying and combatting discrimination
- Ensure that pupils appreciate racial and cultural diversity and avoid and resist racism
- Help develop independent and responsible members of the School community, in preparation for social and economic independence in later life
- Understand and respect the role of public institutions and services in England
- Be positive and active in their attitudes to School life
- Be aware of safety issues
- Know and understand what constitutes a healthy lifestyle, both physically and mentally
- Develop awareness with regards to their personal hygiene and taking care of their bodies, including issues such as smoking and drugs

Equality Statement (Inclusion)

We promote the needs and interests of all students, irrespective of gender, culture, ability or aptitude by ensuring that lessons are age appropriate and address issues relevant to their stage of development and that issues are dealt with in a manner that is sympathetic to all in the audience. Teaching will take into account the ability, age, readiness, and cultural backgrounds of our young people and those with English as a second language to ensure that all can fully access PSHEE education provision. We promote social learning and expect our pupils to show a high regard for the needs of others by adhering strictly to the code of practice drawn up at the beginning of each year which is revisited regularly. We will use PSHEE education as a vehicle to address diversity issues and to ensure equality for all. Specifically we encourage our students not to discriminate against others on the basis of age, disability, gender assignment, marriage and civil partnership, pregnancy, maternity, race, religion and belief, sex or sexual orientation. We aim to develop a culture of inclusion and diversity in which all those connected with the School feel proud of their identity and able to participate fully in School life.

Delivery and Procedures

Pupils will study various topics that are age specific, that are related to:

1. Relationships
2. Health and Wellbeing
3. Economic Wellbeing and Careers
4. British Values (Citizenship, the Rule of Law)

There is a brand new scheme of work for PSHEE in Preps and Juniors following training and resources provided by the London Borough of Ealing. The Seniors also use resources from Ealing for secondary age pupils.

A variety of teaching and learning strategies are used to deliver PSHEE which take into account pupils' age, development, understanding and needs. Pupils will need to work in a safe, secure climate to be able to explore their own and others' attitudes, values and skills. Effective PSHEE lessons will involve a high level of interaction where each pupil has planned opportunities for learning through:



- The development of a trusting relationship between the teacher and the pupils enabling the consideration of sensitive issues to take place
- Collaborative work
- Circle time activities
- Opportunities for reflection
- Challenge within a safe environment
- Respect for each genuinely made contribution
- Negotiation
- Accommodating new information and skills
- Building on current experience and use first-hand learning to achieve positive ends

PSHEE and Citizenship will be taught as a specific subject throughout the School and in other curriculum areas and co-curricular events, which cover the following:

1. PSHEE and Citizenship taught as a specific subject
2. PSHEE and Citizenship taught in other subjects (E.g. Healthy eating in Science)
3. PSHEE and Citizenship activities and School events (E.g. Charities week and Assemblies)
4. Individual discussion if required
5. By visitors to School (E.g. TFL, biannual Drugs talk)
6. By good examples shown by all the staff at St Augustine's Priory
7. A healthy environment at St Augustine's Priory (E.g. Inspiring displays in corridor and a balanced lunch menu)
8. A School Nurse and dedicated School Counsellor available for discussion
9. Various days out to related venues; Race for Life, Ealing Mini Mile
10. Various days in School addressing topics in PSHEE and Citizenship (E.g. Your Life You Choose – Form III; Women's Wellbeing Week 2018; Ten Ten Theatre Relationships workshops Form III-Lower V)
11. Spiritual Retreats for Upper II – Priory VI; Be Spirited Time; Mindfulness club.
12. In preparation for DofE – teamwork, leadership, outdoor skills, First Aid.

To deliver this Curriculum young people need a breadth of opportunities to develop their knowledge, skills and understanding. We use a wide variety of strategies, materials and equipment appropriate to the task in hand. Each form teacher is provided with a file which shows which topics should be covered during the term, with plenty of resources and ideas for discussions on the relevant topics. We are always mindful of the age, needs and abilities of individual children and aware of the necessity of ensuring equal opportunities for all. The nature of the learning environment is crucial, and the quality of inter-personal relationships is a significant factor.

Our Junior programme for PSHEE and Citizenship encompasses SEAL (Social and Emotional Aspects of Learning) and QCA material for each year group with planning adapted to meet the needs of the children in those classes. Aspects of PSHEE and Citizenship will also be covered within other subjects and in special days and weeks. Teaching strategies such as circle time, role-play, discussion etc. are used to deliver it. We make use of timetabled curriculum lessons and also form times to deliver PHSEE content.



We use a range of teaching and learning styles. We place an emphasis on active learning by including the children in discussions, investigations and problem-solving activities. We encourage the students to take part in a range of activities that promote active citizenship, e.g. charity fundraising, the planning of School special events such as preparing for a class Mass and assemblies, Songs and Certificates for Prep II (Yr. 1) to Lower Four (Yr. 8), or involvement in an activity to help other individuals or groups less fortunate than themselves, especially in Charities Week. We organise classes in such a way that pupils are able to participate in discussion to resolve conflicts or set agreed classroom rules of behaviour.

We offer students the opportunity to hear visiting speakers on a variety of topics for example, the work of 'CAFOD', Relationships Education, and 'Transport for London'.

Links are made with PSHEE and Citizenship in other curriculum areas as appropriate e.g. Religious Studies, Physical Education, Science, Geography and in topic planning. Our approach to PSHEE and Citizenship is both proactive and responsive. It is a discrete subject in the curriculum and therefore allows form teachers to have flexibility in order to be able to address certain topics/events that occurring currently not only locally but also on a much broader scope around the world. This allows pupils to stay up to date with current events and speak/discuss topics that are relevant to them. We also hold themed weeks such as Healthy Schools Week, British Values Week and so on, during which all assemblies and form time are intensively focused on these key topics and the Head of PSHEE supplies form tutors with materials and activities to undertake with their forms during daily form time in order to deepen student knowledge. Prevent strategy is covered in various age appropriate ways. For example by lessons on radicalisation in UIV (Year 9) for example, and by lessons on being a good neighbour and community cohesion in Form III/ LIV (years 7 & 8).

Please refer to the PSHEE department handbook to see a detailed list of guest speakers, enrichment activities and Spiritual, Moral, Social and Cultural Development (SMSCD) activities that take place on a yearly basis.

Assessment

There is no formal assessment for the curriculum of PSHEE and Citizenship. The focus of the lessons is to educate the children in various areas that are relevant to their development as people and for them to explore various topics in a safe and encouraging environment. The students give verbal feedback as well as written feedback about what they have learnt during the lesson, however, as previously mentioned, it is about the development of the child and not what is right and wrong. Informal methods such as observation, discussion, questioning and participation in groups allow us to monitor the pupil's progress.

All staff of St Augustine's Priory has pastoral responsibilities which go beyond their teaching or support roles. The combination of the formal pastoral structure, the strong academic and extra-curricular programme, and the informal, on-going support offered by all members of St Augustine's Priory staff ensure that each pupil is closely monitored and effectively supported.

Special projects and events, such as assemblies and charities week, are observed by other adults, teachers and visitors. Our PSHEE and Citizenship programme is part of a whole School approach to promote good health and wellbeing. We have developed a curriculum that is relevant to the children, connecting with their interests and experiences and relating to their abilities and backgrounds. It also allows pupils to take more active roles and responsibilities throughout the School. This is evident, for example, with the House Captains and other prefects in Priory VI, Upper V and Upper II classes and Eco-School Reps. They show



leadership skills that they have developed over the years due to the opportunities that have been presented to them. We hope that this will provide the children with opportunities to lead positive, healthy, adult lifestyles and the ability to cope with real life issues.

Homework is very occasionally used to support PSHEE and Citizenship through tasks such as finding answers to questions/seeking opinions to further develop the discussions or questions posed in School. They can do this by using books (libraries), internet research and interviews with friends and family.

Career Progression of our Pupils

A range of opportunities are open to students to further develop their understanding of themselves and the world they live in. By learning these skills and knowledge at St Augustine's they are able to transition into many different career choices, feeling confident and passionate about whatever they may choose to do. Morrisby testing is made available in Year 10 and Year 11. A biannual major careers fair highlights career paths for Senior pupils; fortnightly Careers talks for Priory VI take place and a variety of initiatives are followed such as this year's Careers' Fair organised by Priory VI pupils using former pupils as facilitators.

Confidentiality, Controversial and Sensitive Issues

Due to the nature of PSHEE education, students' learning may result in them seeking advice or support on a specific personal issue. No teacher can offer complete confidentiality, and it is important for everyone's safety that teachers and pupils are clear about what can and cannot be kept confidential. It is also very important for external contributors, including School nurses, to be clear about these rules and that whilst working in the classroom, they are bound by the School's confidentiality policy, not their own.

Partisan Political Views

The school takes reasonable steps to ensure that where political views are brought to the attention of students, by whichever means, students are offered a balanced presentation of opposing views. Teachers are not allowed to actively encourage students to support particular political views.

In accordance with our Visiting Speaker Policy, visiting speakers are required to sign an agreement to the effect that they will not indoctrinate or radicalise our students and are always accompanied by staff who will intervene if they do so.

St Augustine's Priory PSHEE Team

Head of PSHEE for Seniors
Coordinator for PSHEE for Preps and Juniors
Deputy Head (Seniors)
Deputy Head (Juniors)
Head of Preps and Pre-Preps
Headteacher

Responsibilities

The Governing Body is tasked by the Proprietor to set up a robust, straightforward and realistic Scheme of Work for PSHEE. This will be reviewed regularly or when special circumstances arise and updated to reflect changes in the law or changes in circumstances;



The Head teacher in conjunction with the Governing Body is responsible for ensuring that there are adequate resources including training, to support all staff to enable them to deliver the curriculum affectively;

The PSHEE Co-ordinators will:

- Be responsible for the design and delivery of an appropriate Scheme of Work, compliant with DfE regulations for Independent Schools;
- advise the Head teacher and Deputy Heads in all matters related to PSHEE;
- take the lead in policy development and the production of schemes of work designed to ensure progression and continuity in PSHEE and citizenship throughout the School;
- support colleagues in their development of detailed work plans and implementation of the scheme of work and in record keeping activities;
- monitor progress in PSHEE and advise the Head teacher on action needed;
- take responsibility for the purchase and organisation of resources for PSHEE;
- keep up-to-date with developments and legislation in PSHEE and distribute information to colleagues as appropriate;
- Organise guest speakers to present to the relevant age groups.
- Liaise closely with the Deputy Head (Seniors) for planning across the school year, in co-operation with the Head of Preps and Pre-Preps, and the Deputy Head (Juniors).

Each pupil has a form teacher who guides them on a day-to-day basis. The teacher is someone to whom a pupil can turn for advice on any aspect of School life. The PSHEE and Citizenship Curriculum is delivered by individual form teachers to their own class and to others on an individual level, so that their age, needs and problems can be catered for.

All teachers have updated training on safeguarding and other issues relevant to PSHEE once a year and are trained on their Prevent Duty. New staff are trained on prevent as part of their "New Staff Induction Programme" prior to joining.

Extra reinforcement for PSHEE topics can be assisted by the PSHEE Co-ordinators, School nurse, School counsellor and visitors to the School. When necessary, pupils are allocated a staff mentor who works with them on an individual basis to help them if the need may be. Many activities and experiences will come from a wide variety of materials and individual teachers. Learning by example will also help us to deliver the Curriculum. A good example set by all the staff at St Augustine's Priory will help to promote healthy environment at St Augustine's Priory for all.

Information about related policies

PSHEE and Citizenship filters into many aspects of each pupil's education. The following policies are particularly relevant:

- Pupils with SEND and EAL Policy



- Behaviour Policy
- Safeguarding Policy
- Anti-Bullying Policy
- Relationship and Sex Education Policy
- EYFS Policy

Breaches of the policy

Breaches of this policy will be dealt with in the same ways that breaches of other School policies are dealt with, as determined by the Head teacher and governing body.

Monitoring, Evaluation and Review date

- Samples of work/activities are documented e.g. photographed, and are collected by the PSHEE team and kept in the PSHEE department handbook. The PSHEE team work closely with form teachers to ensure that our aims are being met. The PSHEE co-ordinators pass on to staff any further information as it becomes available and will attend any future training courses for this subject and pass on information where appropriate.
- The PSHEE policy and department handbook will be reviewed at the end of every academic year to ensure that it is as up-to-date as it can be.
- The next review will be July 2018.

Reviewed by:

MH Collins, Deputy Head (Seniors)

S Raffray (Headteacher)

Date for next review: January 2019

Appendices – in separate folder in staff share

Schemes of work

Preps / Juniors overview

Whole Year overview for Seniors – Form III – Upper VI

Whole year overview – Priory 6