



St Hilary's School

Personal, Social, Citizenship, Health and Economic Wellbeing Education Policy

What is PSICHE and Citizenship?

PSICHE comprises all aspects of a school's planned provision to promote pupils' personal and social development, including health and wellbeing. We actively promote democracy, the rule of the law, individual liberty and mutual respect and tolerance of those with different faiths and beliefs. These are fundamental British Values which underpin all that we offer, as does our School Motto 'Not for oneself but for all.'

'To embrace the challenges of creating a happy and successful adult life, pupils need knowledge that will enable them to make informed decisions about their wellbeing, health and relationships and to build their self-efficacy. Pupils can also put this knowledge into practice as they develop the capacity to make sound decisions when facing risks, challenges and complex contexts. Everyone faces difficult situations in their lives. These subjects can support young people to develop resilience, to know how and when to ask for help, and to know where to access support.' (RSE Statutory guidance paragraph 60)

Education for Citizenship comprises three inter-related strands

- **Social and moral responsibility**

Pupils learn from the very beginning self-confidence and socially and morally responsible behaviour both in and beyond the classroom, towards those in authority and towards each other.

- **Community involvement**

Pupils learn how to become helpfully involved in the life and concerns of their neighbourhood and communities, including learning through community involvement and service.

Pupils throughout the school follow the Eco Schools' programme to improve the school's sustainability and efficiency. The children are challenged to balance the environmental, social and economic forces of sustainable development when making decisions that affect their school, homes, community and the wider world.

Practical, real-life activities develop thinking skills and provide opportunities for the pupils to raise standards through cross-curricular links.

In addition, the whole school is aware of Fair Trade issues and St Hilary's School is establishing Fair Trade School status.

- **Political literacy**

At Pre-prep and Prep the emphasis is on the development of social and moral responsibility, community involvement and some of the basic aspects of political literacy, for example, knowing what democracy is and about the basic institutions that support it locally and nationally.

Statutory Updates

From January 2015 the requirements included economic education, and the regulations specifically encourage respect for other people, with particular regard to the ‘protected characteristics’ under the Equality Act 2010. In 2020, statutory guidance requires all pupils to undertake Relationships education, Relationships and Sex education (RSE) and Health education. At St. Hilary’s this forms part of the PSCE programme of work. (See RSE Policy)

[https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/805781/Relationships Education Relationships and Sex Education RSE and Health Education.pdf](https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/805781/Relationships_Education_Relationships_and_Sex_Education_RSE_and_Health_Education.pdf)

This policy should be read in conjunction with the following policies:

Behaviour, Discipline and Exclusions Policy
Equal Opportunities and Inclusion Policy
Philosophy Policy
Promoting Positive Mental Health and Wellbeing in School Policy
Religious Studies Policy
Safeguarding and Child Protection Policy
Science Policy

How will this PSICHE Policy help pupils at St Hilary's?

It helps pupils to:

- Value their achievements
- Deal with risk and meet the challenges of life now and in the future
- Identify their values and strive to live up to them

How will this policy help St Hilary's as a school?

It helps St Hilary's to:

- Relate positively to its neighbourhood and local community
- Raise standards of achievement by children who are more secure, motivated, confident and independent learners
- Help promote equal opportunities for all
- Improve the health of children

The PSICHE Policy reflects the values and ethos of St Hilary's.

Mission Statement: At St. Hilary's we aim to educate the whole child by providing unequalled opportunities, support and encouragement for the on-going development of academic, creative, spiritual, moral, social, cultural and physical aspects of our children's lives.

Values:

Honesty	Empathy
Tolerance	Inclusivity
Respect	Creativity
Responsibility	Perseverance
Aspiration	Resilience
Kindness	

We actively promote democracy, the rule of the law, individual liberty and mutual respect and tolerance of those with different faiths and beliefs. These are fundamental British Values which underpin all that we offer, as does our School Motto 'Not for oneself but for all.'

"A growing ability to form strong and positive relationships with others depends on the deliberate cultivation of character traits and positive personal attributes (sometimes referred to as 'virtues') in the individual. In a school wide context which encourages the development and practice of resilience and other attributes, this includes character traits such as helping pupils to believe they can achieve, persevere with tasks, work towards long-term rewards and continue despite setbacks. Alongside understanding the importance of self-respect and self-worth, pupils should develop personal attributes including honesty, integrity, courage, humility, kindness, generosity, trustworthiness and a sense of justice" (RSE Statutory Guidance paragraph 60)

The Equality Act 2010 and the public sector Equality Duty ensures that staff undertake due regard to promoting all aspects of equality, seeking to eliminate discrimination, tackling prejudice and seeking to foster good relationships between those who have a protected

characteristic and those who don't. (Further information can be found from the DfE Prevent Strategy and the use of social media for on-line radicalisation.)

Assemblies at St Hilary's provide a regular opportunity to enhance pupils' spiritual, moral, social and cultural development. They can identify, promote and celebrate the values of the school. At St. Hilary's, assemblies are held 3 times per week:

Monday: Head's Assembly

Wednesday: Hymn Practice and class assemblies

Friday: Celebration assembly.

At St. Hilary's assemblies and the curriculum provide an opportunity to embed 'moments':

- Abbey - kindness
- True Grit – resilience, determination and desire to not give up
- TAR (Take a Risk) – have a go!
- PB (Personal Best)
- DIY (Do it Yourself)
- Sawbuona - empathy
- Online Etiquette
- Table Manners Spoon
- True Friends Band
- Head Teachers Award
- Commendation

The school environment can allow pupils to feel safe and involve their exercising some responsibility. **PSCHE** can provide opportunities for children to become involved in developing proposals for improving the school environment. The form representatives and vice form representatives in Year 1 upwards can write down collected suggestions in regular weekly meetings to present at School Council Meetings.

Social and moral responsibilities can be developed through encouraging positive behaviour and relationships, anti-bullying strategies, environmental and recycling projects. At St Hilary's each class is encouraged to recycle paper in their classroom. This is collected weekly by a team of Year 5 pupils. Each class also appoints an Eco-rep who forms part of a committee looking at environmental issues within the school.

All pupils are encouraged to take care of their possessions and respect others' belongings as well as keeping the classroom, cloakrooms and general school environment tidy. Pupils are given specific tasks within their form and each class cares for a gardening tub outside the building.

All Year 6 pupils are given a specific role or responsibility for their final year. The School Council which is elected each term involves decision-making and also promotes responsibility and learning about democracy first-hand. Year 6 elect a President, Vice President, Secretary and Fourth member. Forms in Years 1-6 elect their own form and vice form representatives who are given responsibilities by the form teacher and by the School Council.

In addition, Year 6 pupils act as reading partners for Year 3 children, Year 4 carry out joint activities with Year 2 and Year 5 pupils are assigned buddies in Year 1. This encourages the older pupils to look after someone younger than themselves and the Pre-prep pupils are given an opportunity to grow in confidence with new people. Year 2 – 6 have elected Digital Leaders. Alongside this Eco Leaders are elected from each class and in Year 5 and 6 can apply to be an Anti-Bullying Ambassador.

The Curriculum

PSCHE is not confined to a specific weekly timetabled lesson. Instead, a variety of provision needs to be used at different times.

1. Specific curriculum time i.e. a weekly timetabled PSCHE in Pre-prep and Prep (Years 3 – 6). In EYFS it encompasses two of the learning strands ‘Understanding of the World’ and ‘Personal Social and Emotional Development.’
2. Provision through teaching and learning in other subjects /curriculum areas

The PSCHE Scheme of Work

The PSCHE Scheme of work is in line with government statutory guidance (2020).

<https://www.gov.uk/government/publications/personal-social-health-and-economic-education-pshe>

<https://www.gov.uk/government/publications/relationships-education-relationships-and-sex-education-rse-and-health-education>

This is organized around 3 broad themes, one for each term, which all of Years 1-6 follow. The themes are:

- Health and Wellbeing
- Relationships
- Living in the Wider World

The scheme is supported by the PSHE Association.

Suggestions as to how this can be done:

- In **English** skills in enquiry and communication, stories that illustrate aspects of personal and social development
- In **Mathematics** aspects of financial capability, counting and sharing. The Economic wellbeing of pupils and their understanding of how to have a secure future are paramount. ‘Money Matters’ and ‘Money week’ are often used to support this learning. Year 6 have specific Financial Education sessions delivered by the Metro Bank.
- In **Science** drugs (including medicines) sex, health, including mental wellbeing, safety and the environment
- In **Design and Technology** health and safety, realising that people have needs as they generate design ideas, use of technology
- In **Computing** communicating with others via e-mail, finding information on the internet and checking its relevance, acting on the Internet responsibly according to a simple school agreement and guide ‘Be Net Smart.’ Other sources of information include being a Junior

Citizen www.juniorcitizen.org.uk/kids/, The UK Safer Internet Centre www.saferinternet.org.uk, CEOP'S Thinkunknow website www.thinkunknow.co.uk

- In **History** use of sources, reasons for and results of historical events, situations and changes, diversity within societies studied, significant people, events, ideas and experiences of people from the past
- In **Geography** topical issues concerning the environment, sustainable development, land use study of pupils' own locality and places in different parts of the world, including less economically developed countries
- In **Art and Design** reflecting on and responding to ideas and experiences communicated through works of art, craft, and design from different times and cultures
- In **Music** making the most of abilities in playing or singing, issues of cultural diversity, their value and their expression
- In **Physical Education** teaching and learning about health and safety, development of personal and social skills through team and individual activities, games and sports
- In **RS** religions and moral beliefs, values and practices that underpin and influence personal and social issues, and relationships.
- **Philosophy** provides an excellent opportunity for children to develop their ideas about the world and continue to improve their speaking and listening skills.

PSCHE, citizenship activities and school events

Residential experiences, day trips and special days or weeks in school provide opportunities for children to plan and work together, and develop and maintain relationships under different circumstances. They can discover new qualities and characteristics through volunteering, participating and reflecting on new experiences. Year 5 and 6 pupils also take part in 'Ombrosa,' in which pupils from France stay with the girls and attend St. Hilary's school for two weeks.

Each year pupils in Years 3 – 6 attend residential trips and throughout the school educational outings are organised to support the curriculum.

Twice a year, every form in Years 1-6 prepares a form assembly and this is discussed and rehearsed during PSCHE Time. The assembly provides an opportunity for individuals to gain in confidence and self-esteem and parents are invited to come into the school and watch.

PSCHE provide many opportunities for visitors to come into schools, including parents and St Hilary's encourages the involvement of the **FOSH (Friends of St. Hilary's School)**, which has a form representative for every form in the school. As well, the school invites in Charity representatives such as the National Society for the Prevention of Cruelty to Children, Save The Children and there are many events to raise funds for charity throughout the school year. At Harvest time the school invites a local clergyman to address all pupils and food and vegetables are distributed to the elderly and stationary goes to Africa. One member of staff coordinates Charity efforts. Awareness of local and international needs has been shown in raising funds for a variety of different charities. We have a partner school, Machwa in Tanzania which we have supported.

Local police also are regular visitors to the school where they talk to the children about topics such as stranger danger, 999 calls and road safety.

The school is seen to take an active part in local events e.g. providing art work or displays in the local church or participating in a Charity Pancake Race, attending the town Carol Service and supporting local charities such as the Meath.

At St. Hilary's School we recognise that the personal development of pupils, spiritually, morally, socially and culturally, plays a significant part in their ability to learn and achieve. It is interconnected with PSCE. (see SMSC policy). We are committed to serving our community and preparing our pupils for their futures. We recognise the multi-cultural, multi-faith and ever-changing nature of the United Kingdom as a whole. We also understand the vital role we play in ensuring that groups or individuals within the school are not subjected to intimidation or radicalisation by those wishing to unduly, or illegally, influence them. We follow equal opportunities ensuring that there will be no discrimination against any individual or group, regardless of faith, gender, ethnicity, sexuality, political or financial status, or similar. Our school is dedicated to preparing our children for their adult life beyond formal education and ensuring that it promotes and reinforces British Values to all our children.

Reviewed: June 2019, July 2020, August 2020

Next Review: June 2021

Person responsible: Mrs Gemma Mitchell (Deputy Head Pastoral, Safeguarding and Compliance)