

PERSONAL, SOCIAL, HEALTH AND ECONOMIC EDUCATION (PSHEE) AND CITIZENSHIP POLICY

This policy applies to the whole School including the Early Years and is publicly available on the School website and upon request a copy (which can be made available in large print or other accessible format if required) may be obtained from the School Office.

Legal Status:

- Complies with The Education (Independent School Standards Compliance Record) (England) (Amendment) Regulations currently in force.
- The Prevent Duty: Departmental Advice for Schools and Childcare Providers (DfE: June 2015)
- Prevent Duty Guidance: for England and Wales (HM Government: 2015)

Related Documents:

- Curriculum, Teaching and Learning Policy;
- Child Protection/Safeguarding policy; Prevent Duty; Preventing Extremism and tackling Radicalisation Policy
- Anti-Bullying,
- Spiritual, Moral, Social and Cultural (SMSC) Policy;
- Relationship and Sex Education (RSE) Policy;
- Single Equalities Policy which subsumes Equality and Diversity; Inclusion Policy; Special Educational Needs and Disability (SEND) Policy;

Monitoring and Review: This policy will be subject to continuous monitoring, refinement and audit by the Proprietor. Our monitoring will be based on observations and personal discussion so that relevant modification to Schemes of Work can be undertaken swiftly and effectively. The Principal (who is also the Proprietor) will undertake a formal annual review of this policy for the purpose of monitoring and of the efficiency with which the related duties have been discharged, by no later than one year from the date shown below, or earlier if significant changes to the systems and arrangements take place, or if legislation, regulatory requirements or best practice guidelines so require.

Staff can contribute to and shape our PSHEE Policy. Any deficiencies or weaknesses recognised in arrangements or procedures will be remedied immediately and without delay. All staff will be informed of the updated/reviewed policy which will be made available to them in either a hard copy or electronically.

This policy was last reviewed and agreed by the Principal (who is also the Proprietor) in September 2018 and will next be reviewed no later than September 2019 or earlier if significant changes to the systems and arrangements take place, or if legislation, regulatory requirements or best practice guidelines so require.

Signed:

Principal

Date Reviewed: September 2018

Date of Next Review: September 2019

PSHEE education and citizenship in our School encompasses all areas designed to promote pupils' personal, social and health development. It allows pupils to build the knowledge, skills and understanding they need to stay healthy and safe, develop worthwhile relationships, respect differences, improve independence and responsibility, make the most of their own abilities and those of others.

Our PSHEE curriculum is designed to encourage respect for other people, with particular regard to the protected characteristics set out in the Equality Act 2010. It has strong links with Spiritual, Moral, Social, and Cultural values. We are a School for pupils ages between 3 and 18; young people who are intellectually inquisitive; polite and respectful and who will have the confidence when they leave to contribute to society in a meaningful way. This policy addresses the risks and importance of acting on, identifying and referring the signs of radicalisation. Our School will refer pupils identified as being at risk of radicalisation the Local Authority Prevent Officer, Geoff

Thomas. We will normally consult parents, but consent is not required for a referral.

Personal: The personal aspects of PSHEE education look to develop the whole individual. It supports the progression of qualities and skills pupils already have. Through becoming aware of their own emotions and how to manage them, pupils can feel empowered to deal with the challenges that life can bring. This also supports their independence and the capacity to take responsibility for their actions.

Social: The social element focuses on cohesion in both the School and wider community. It aims for pupils to live alongside one another regardless of race, sex, disability or faith and to judge all people fairly and equally. Children learn to value each other's individuality and explore issues such as bullying including racist, homophobic and cyber-bullying. Relationships and Sex Education is also a crucial part of social and health education to ensure that children have the information and understanding to make informed choices, with parental consent.

Health: Health education aims to promote an understanding of a range of issues which impact upon lifelong health. It deals with promoting the importance of a balanced diet twinned with physical activity to ensure a high level of physical and mental wellbeing. It also covers issues such as hygiene, substance and alcohol abuse and the impacts this can have on the individual and others around them.

Economic: Economic education aims to teach pupils about the economy and how to manage their personal finance. It aims to provide pupils with knowledge and tools to improve their economic wellbeing and the ability to deal with the financial decisions they must make in the future.

Aims: Pattison College recognises that the personal and social development of pupils is increasingly a major aim of education. Far from being on the fringes, PSHEE education is at the heart of everything that takes place in a school. As the pupils grow up they will begin to encounter more people from all walks of life, and it pays to be furnished with a global view of a world which is ever breaking down the boundaries and distances between its different cultures and beliefs. We provide a balanced and broadly-based curriculum that:

- promotes the spiritual, moral, cultural, mental and physical development of pupils
- prepares pupils at the School for the opportunities, responsibilities and experiences of adult life.

Pattison College embraces this as the backbone of its PSHEE education philosophy. With all this in mind, the PSHEE education programme aims to instill an understanding in all the pupils that academic success is not sufficient on its own for success. PSHEE education is essentially concerned with the education of the whole person rather than with the knowledge that person needs. PSHEE education is also intended to complement classroom teaching in that it assists other bodies in the School in monitoring and assisting with the development of the emotional and social well-being of pupils. The aim of PSHEE education is to help pupils and young people understand and value themselves as individuals and as responsible and caring members of society. We want our pupils to like themselves and to feel confident. To this end we will:

- Promote a healthy lifestyle;
- provide pupils with a comprehensive understanding of people and communities beyond their immediate experience.
- prepare pupils for the opportunities, responsibilities and experiences of adult life;
- offer our pupils the opportunities to achieve their physical, psychological and social potential;
- promote attitudes and behaviour which contribute to personal, family and community relationships;
- promote positive attitudes towards equal opportunities and life in a multi-cultural society by dealing sensitively with varying values, cultures and religious beliefs;
- support pupils to be thoughtful, tolerant and compassionate, and mindful of the needs of others;
- help pupils to show respect for others who differ from themselves;
- develop a school community which is harmonious and tolerant where all groups are welcoming of interaction with others;
- enable pupils to resolve their differences amicably, with adult support where necessary and allow pupils to debate and discuss potentially contentious issues with equanimity;

- enable pupils to acquire skills relating to personal safety, discussion and decision making, which are vital to their well-being and their interaction with others;
- encourage pupils to develop informed opinions and attitudes for themselves about a range of personal, social and moral issues;
- ensure pupils and/or groups of pupils feel valued and do not experience discrimination whilst understanding the importance of combatting discrimination;
- help pupils to articulate the importance and reasons for the positive values we share in the U.K. of democracy, the rule of law (the civil law of England and Wales), individual freedom, mutual respect and tolerance of those with different faith and beliefs; Supporting pupil's understanding of how citizens can influence decision-making through the democratic process;
- develop an appreciation that living under the rule of law protects individual citizens and is essential for their well-being and safety;
- ensure pupils feel safe at school to discuss sensitive topics, including terrorism and the extremist ideas that are part of terrorist ideology, and are able to challenge these ideas;
- give the children the courage to challenge stereotypes based on race, sex, disability and faith and to judge all people fairly and equally;
- explain accurately and confidently how pupils can keep themselves healthy;
- ensure pupils can make informed choices about healthy eating, fitness and their emotional and mental well-being alongside teaching pupils to have an age-appropriate understanding of healthy relationships and are confident in staying safe from abuse and exploitation;
- ensure pupils' spiritual, moral, social and cultural development equips them to be thoughtful, caring and active citizens in school and in wider society;
- develop the skills for pupils to make a positive contribution in modern society in the U.K. and
- ensure pupils feel able to seek support from staff in relation to any concerns about their own or their friends' ideas or behaviour, including internet use.

As part of our Behaviour Policy, Pattison College believes that all pupils and adults have the right to live in a supportive and caring environment in which pupils feel safe and free from bullying and harassment that may include cyber-bullying and prejudice-based bullying related to special educational need, sexual orientation, sex, race, religion and belief, gender reassignment or disability (as defined in the Equality Act 2010), and the use of discriminatory language. Bullying can occur through several types of anti-social behaviour.

Building Children's Resilience to Radicalisation through the Promotion of British Values: Pattison College builds resilience to radicalisation of its pupils by addressing it within lessons and promoting fundamental British values. We provide a safe space in which our pupils can discuss and understand the risks associated with terrorism and develop the knowledge and skills to be able to challenge extremist arguments or views. Any discriminatory or extremist opinions or behaviours are challenged as a matter of routine. We offer a general education about the nature of modern society and laws in England and positively promote respect for other people and their lifestyles which is upheld by English law. Through the study of PSHEE we hope to make our pupils aware of the importance of our values so that they can identify with and develop a proud Britain. This includes an understanding of democratic values and the electoral system in Britain as well as the promotion of democratic values, including the rule of law, both within and outside of school. All staff are aware that the promotion of partisan political views or religious prejudice are prohibited at Pattison College and are accepting of pupils and staff of all faiths and none.

Spiritual, Moral, Social and Cultural Development (SMSC): In our school we plan and provide effectively in order to develop pupils' spiritual, moral, social and cultural awareness. Pupils of all faiths and belief systems are encouraged to strive for academic excellence and a spirit of open and shared enquiry, whilst developing their individual potential and qualities of character so they can make a positive contribution to the world. Whilst SMSC is integral to all aspects of our curriculum, PSHEE education makes a strong contribution. Pupils are led towards distinguishing right from wrong and towards acting consistently with their beliefs and with a view to the consequences of their own and others' actions. In addition, our school:

- Leads pupils towards becoming confident and positive contributors to their community and effective users of its services and facilities according to their maturity;

- Enables pupils to gain insights into the origins and practices of their own cultures and into those of the wider community;
- Takes steps to ensure that the pupils appreciate racial and cultural diversity and avoid and resist racism, and ensure that pupils are able to understand and respond to risk, for example risks associated with extremism, new technology, substance misuse, knives and gangs, personal relationships and personal safety.

Spiritual, moral, social, cultural (SMSC) education is integral to our PSHEE education programme. It pervades the whole of our teaching and learning; the ethos and life of our school. Within SMSC, our aims are to help pupils to:

- develop self-esteem and confidence;
- enable pupils to understand what is right and wrong in their school life and life outside school;
- accept responsibility for their behaviour, show initiative and contribute to the school, as well as local and wider communities;
- take part in a range of activities requiring social skills, develop leadership skills, take on and discharge efficiently
- roles and responsibilities, offer help and learn to be reliable;
- acquire knowledge; reflect on beliefs, values and more profound aspects of human experience, use their imagination and creativity, and develop curiosity in their learning;
- understand and appreciate the range of different cultures in British society and develop the skills and attitudes to enable them to take a full and active part in it;
- develop respect towards diversity in relation to, for example: gender, race, religion and belief, culture, sexual orientation, and disability;
- acquire a broad general knowledge of public institutions and services in England;
- respond positively to a range of artistic, sporting and other cultural opportunities, provided by the school, including, for example an appreciation of theatre, music and literature;
- overcome barriers to their learning.

Therefore, the understanding and knowledge expected of the pupils in Pattison College as an outcome of our positive approach to SMSC includes:

- An understanding of how citizens can influence decision-making through the democratic process;
- An appreciation that living under the rule of law protects individual citizens and is essential for their well-being and safety;
- An understanding that there is a separation of power between the executive and the judiciary, and that while some public bodies such as the police and the army can be held to account through Parliament, others such as the courts maintain independence;
- An understanding that the freedom to hold other faiths and beliefs is protected in law;
- An acceptance that people having different faiths or beliefs to oneself (or having none) should be accepted and tolerated, and should not be the cause of prejudicial or discriminatory behaviour;
- An understanding of the importance of identifying and combatting discrimination.

Our objectives are to:

- teach pupils the **FACTS** concerning their growth and development as individuals; help children to understand **CONCEPTS** such as tolerance, respect and liberty and equality;
- enable pupils to acquire **SKILLS** relating to personal safety, discussion and decision making, which are vital to their well-being and their interaction with others;
- encourage pupils to develop informed opinions and **ATTITUDES** for themselves about a range of personal, social and moral issues;
- nurture in pupils a particular set of **VALUES** and
- give the pupils the **COURAGE** to challenge stereotypes based on race, sex, disability and faith and to judge all people fairly and equally.

We provide positive experiences through planned and coherent opportunities in the curriculum, extra-curricular activities and through interactions with teachers and other adults for our pupils. Our range of artistic, sporting and other cultural opportunities is available to pupils through the curricular and extra-curricular programme, and

their participation in these opportunities. We plan our personal, social and health education and citizenship through a range of activities to help our pupils acquire values and skills to enable them to develop independence and choose their path in life. We aim for our pupils to understand and appreciate the range of different cultures and faiths in modern democratic Britain. We use our schemes of work and other plans which enable pupils to develop an understanding of public services and institutions and to take their place in modern democratic British society. We provide a range of quality opportunities for pupils to take on responsibility in school and make a positive contribution to the school, local and wider communities.

PSHEE education and Citizenship and inclusion: We teach PSHEE education and Citizenship to all pupils, regardless of their ability, gender, differences in culture or background. Our teachers provide learning opportunities matched to the individual needs of children with learning difficulties. The nature of the topic allows for a broad range of mediums for delivery. Those pupils for whom the normal academic subjects may be challenging often find they have strengths in discussion and argument about the wider world and some of the issues faced by young people today. The class teacher ensures that all pupils are as involved as possible in the discussions and activities taking place and provides resources so that access to the curriculum is possible.

Teaching, PSHEE Curriculum, Assessment, Recording and Reporting: in weekly lessons pupils will work together on a series of personal, social and health themes. Assessment takes place informally and is an ongoing process in PSHEE, usually on a one to one basis with the pupil. Assessment in PSHEE education is recognised as being different than in many other subjects. PSHEE education is not a statutory subject and does not involve summative assessment. Emphasis is placed on self-assessment, review of group work, class discussion and written work which can rarely be marked in a conventional context. Opportunities to assess the progress and achievements of the children exist through observation of role play, presentations and involvement in discussion. The pupils have many opportunities to reinforce work through the production of information leaflets, posters etc which can be evaluated. Where appropriate, parents will be informed of any follow up discussions they might like to have with their children. Marking, where necessary, should be with the pupil present so that their thoughts can be explained and explored with sensitive interchange as necessary to foster positive relationships. Various methods will be used to record pupils' work in PSHEE education e.g. written, oral, photographic, and artistic. The majority of PSHEE education lessons will involve discussion in various forms which may be recorded to aid assessment.

Circle Time/Class discussions: This can be useful for finding out about the ideas and values each pupil possesses. Here staff would pose questions the children can discuss; looking at pictures or books can also aid the understanding of the chosen topic. Circle time can involve whole class or smaller groups depending on the subject and the children's abilities. Pupils are taught to discuss and debate issues in a considered way, showing respect for others' ideas and points of view.

Assemblies are also effective when introducing themes which will later be used as a tool for discussion, enabling children to consider their arguments validity. Another link to Circle Time is **Silent Sitting or Reflection**. During reflection, the children consider the issue concerned, developing positive thinking skills and add another layer of depth to the discussion. The aim of reflection is to relax and focus the mind, create mental space and get in touch with the inner self. One way to assess learning during Circle Time and Assembly is by using observation. It is useful for the teacher to utilise the teaching assistant in the Prep School if there is one; they note down any comments or misconceptions that may affect their understanding. The discussion could be repeated at a later stage to check progression of ideas. Linked to circle time in the Prep School is the use of **Persona Dolls or Puppets**. These are useful for encouraging pupils to discuss difficult issues such as feelings or bullying. Pupils are able to listen to the dolls problems and then suggest a resolution. Using the dolls removes the focus from the individual. Assessing by documenting discussions or ideas using video, voice recordings or annotated drawings can capture pupils' comprehension.

Role-play / Drama offers a natural medium through which children can experience, explore and present ideas. Pupils can play out situations discussing possible outcomes and how the results may differ depending on the choices of others. Assessing Drama may involve the use of peer or self-evaluation. This allows pupils to know where they are in their learning, understand what they need to do to improve and how to achieve this.

The table below shows the range of PSHE topics explored within the drama curriculum for the different year groups.

| Year Group | PSHE Topics |
|------------|--|
| Reception | <ul style="list-style-type: none"> • Understanding seasonal change • Peer cooperation and friendship • Developing social skills • Personal hygiene • Parent-child relationships |
| 1 & 2 | <ul style="list-style-type: none"> • Parent-child relationships • Peer cooperation, friendship and sharing • The Home • The Environment • Diversity • Taking responsibility for our actions • Friendship/Empathy/Bullying • Animal welfare |
| 3 & 4 | <ul style="list-style-type: none"> • Multiculturalism • Making effort to achieve what we want • Bullying/Empathy/Friendship • Honesty |
| 5 & 6 | <ul style="list-style-type: none"> • Bullying/Empathy/Friendship • Emotional awareness • Children in need • Multiculturalism • Poverty |

The structure of the drama lessons is such that a range of different dramatic forms and conventions are employed to explore the themes under study. All these forms represent role-playing in that through them the children are required to take on the roles of characters within the scenario under exploration and through this gain an affective (ie emotional and sympathetic) awareness of the situation they are considering . In addition these dramatic forms and conventions, by their very nature, also promote the children’s good practice of PSHE themes such as friendship, cooperation, empathy, and the communication skills of listening and speaking.

Houses

Houses are a strong feature of life at Pattison College. When they reach Reception class, children are allocated to one of the three houses. Siblings and family connections are respected and there is a strong sense of identity for the children and parents with their houses. Each house has its own charity, for which it raises money, by organising a cake sale and raffle, for a period of three academic years. Currently, each house is supporting local charities: Acorn Children’s Hospice, The Cancer Ward at University Hospital and Mr Clegg’s Polio Camps (a retired local orthopedic surgeon).

Teaching PSHEE to pupils with special educational needs: At Pattison College we teach PSHEE to all pupils, whatever their ability and individual needs. PSHEE at our school is part of providing a broad and balanced education for all pupils. Through our PSHEE teaching we provide learning opportunities that enable all pupils to make progress. We do this by setting suitable learning challenges and responding to each pupil’s different needs.

We strive to meet the needs of all pupils with special educational needs, disabilities, special gifts and talents, and of those learning English as an additional language. We assess the needs of each pupil taking action to enable the pupil to learn as effectively as possible thus enabling them to have access to the full range of activities involved in learning PSHEE. Where pupils are to participate in activities outside the classroom we carry out a risk assessment prior to the activity, to ensure that the activity is safe and appropriate for all pupils.

Relationships and Sex Education (RSE): Sex education is delivered by teachers of both sexes who can move between groups to provide different perspectives from male and female points of view. Prior to sex education lessons commencing in the Upper Juniors, a letter will be sent to parents asking for their consent. Our programme for Relationship and Sex Education includes content such as:

- “sexting”, “banter”, sexual assault between young people and gender based issues
- healthy and respectful relationships;
- what respectful behaviour looks like;
- gender roles, stereotyping, equality;
- body confidence and self-esteem;
- prejudiced behaviour;
- different types of relationships, including friendships, family relationships, dealing with strangers and, at secondary school, intimate relationships;
- how to recognise, understand and build healthy relationships, including self-respect and respect for others, commitment, tolerance, boundaries and consent, and how to manage conflict, and also how to recognise unhealthy relationships;
- how relationships may affect health and wellbeing, including mental health;
- healthy relationships and safety online;
- factual knowledge around sex, sexual health and sexuality, set firmly within the context of relationships and
- that sexual violence and sexual harassment is always wrong; and addressing cultures of sexual harassment.

We ensure that our pupils are aware of the dangers of these safeguarding issues and promote positive relationships based on mutual respect.

Continuity and Progression: Continuity and progression is ensured throughout Pattison College by following detailed plans which have a clear progression. The plans build on previously learnt skills, knowledge and values.

Cross Curricular Links: PSHEE education permeates the whole curriculum and allows many opportunities for developing links with the core and foundation subjects throughout Pattison College. There are particularly strong links with the science curriculum as well as literacy, Drama and art. Regular communication should take place between the teachers who deliver these areas of the curriculum to ensure a balanced approach and to enhance and identify the development of existing links.

Monitoring the standards of pupil’s work: It is the responsibility of the PSHEE coordinator to monitor the standards of pupil’s work and of the quality of teaching in PSHEE. The co-ordinator provides the strategic lead and direction for the subject in the school evaluating the strengths and weaknesses in the subject, and indicates areas for further improvement.

Time allocation and staffing: Throughout the school, PSHEE education is delivered, overtly, usually by the Form Teacher but is also covered in assemblies and with visiting speakers. The curriculum that is delivered during these slots is only a small part of the physical, spiritual and moral teaching which the pupils receive. This is influenced by a range of factors, some of which are impossible to quantify, and, in a minority of cases, impossible to control.

| Generally | Specifically |
|---|--|
| School’s values, atmosphere/ethos School’s appearance and rules Influence of home, Influence of media Role model of staff, Recreational activities Co-curricular activities, Field trips, Organisation and curriculum | Input across the curriculum e.g. SMSC Sessions, Pastoral care system, Discipline system, Reward systems, Assemblies and Activities programme |

Parental and Community Involvement: Parents have the right to receive information from our school regarding PSHEE education. We believe that sharing our pupils learning with parents enables pupils to continue their

development from school into their home life. Parents are invited to join in events in school, including special assemblies, acts of worship and workshops on relevant themes. Parents are regularly informed of events and developments through our newsletters. Working with parents is a vital part of the whole school approach to PSHEE and Citizenship. Outside agencies are invited into school to help with the delivery of PSHEE and Citizenship, e.g. emergency services, Compass, ministers of religion, charitable trust, community groups, etc.

Head Boy and Head Girl: interested pupils will apply for their role at the end of the previous academic year and are interviewed for the position. Senior pupils are asked to write down who they would choose to be Head Girl or Boy, who would be a good role model, represent them out of school, when we have visitors to speak in assemblies, at School Council etc.

The School Council

At the start of each academic year, the School Council representatives will be drawn from volunteers from Year 1 to 11. The Principal or Assistant Head Teacher attend the meetings which are chaired by the Head Boy/Girl.

This Council provides a voice for the children about their experiences of school and shows them how new ideas or suggestions may be heard, developed or taken up, or not, in an organisation. School Council members canvass the opinions of their class and are encouraged to put forward their views and suggestions. These are heard and discussed at the twice termly meetings attended by all the representatives. School Council representatives are also asked to watch out for any child around the school, who might appear to be in need of some support and to intervene or inform a member of staff, as appropriate. The School Council makes a valued contribution to the Code of Conduct at Pattison College, which everyone is expected to follow.

Display: We have a number of displays in school with a PSHEE focus which enhance the environment for pupils and adults alike. Members of staff are encouraged to produce displays in classrooms and public spaces showing evidence of pupil work throughout the wider curriculum.

Confidentiality Policy: The PSHEE teacher is advised to establish ground rules for lessons where sensitive issues may arise. Some of the PSHEE topics can produce personal responses. However, the School asks staff to make it clear to pupils that they cannot offer unconditional confidentiality. They are to be reassured however that staff will maintain an approach which is for the best long-term interest of the pupil. The pupils are told that:

- teachers cannot offer unconditional confidentiality;
- pupils' best interests will be maintained;
- if confidentiality has to be broken, pupils will be informed first and then supported as appropriate; and
- it is a good idea to talk to parents but failing that, pupils need to know that there are alternative sources of confidential help, for example, a counsellor, GP or local young person's advice centre.

The Early Years Foundation Stage (EYFS)

We use the document "Development Matters in the Early Years Foundation Stage" to inform planning in the Nursery and Reception classes. Our curriculum for the EYFS reflects the areas of learning identified in the Early Learning Goals. Our pupils learning experiences enable them to develop competency and skill across all the learning areas. The Early Years Goals are organised into seven areas and provide the basis for planning throughout the EYFS, so layering secure foundations for future learning. We relate the PSHEE aspects of the pupils work to the objectives set out in the EYFS Learning Goals (ELGs) which underpin the curriculum planning for pupils aged three to five. The EYFS covers PSHEE topics through the prime learning area of Personal, Social and Emotional Development and corresponding learning goals:

- Children play co-operatively, taking turns with others.
- They take account of one another's ideas about how to organise their needs and feelings, and form positive relationships with adults and other children.
- Children are confident to try new activities, and say why they like some activities more than others.
- They are confident to speak in a familiar group, will talk about their ideas, and will choose the resources they need for their chosen activities.
- They say when they do or don't need help.

- Children talk about how they and others show feelings, talk about their own and others' behaviour, and its consequences, and know that some behaviour is unacceptable.
- They work as part of a group or class, and understand and follow the rules. They adjust their behaviour to different situations, and take changes of routine in their stride.

Specific teacher led Circle Time lessons are held frequently as issues arise. Through Circle Time activities children can develop social skills, acquire interpersonal relationship skills, increase awareness of their feelings and become more responsible for their behaviour. It is a time to foster a caring group feeling where each member is valued and valuable, where each child gets a chance to speak and more importantly a chance to be listened to. Weekly assemblies with EYFS and KS1 pupils are also held. Spontaneous learning opportunities, both indoor and outdoor, are provided that explore the topics taught in the teacher led activity.

To appreciate the approach in EYFS please observe the pupils in this area of the school and consult The EYFS Policy, the "*Statutory Framework for the Early Years Foundation Stage*" DFE 2012, and "*Development Matters in the Early Years Foundation Stage*" British Association for Early Childhood Education 2012

KS4 (Year 10)

During Key Stage 4, pupils develop a greater understanding of effective studying, with particular reference to revision and managing stress. They consider democratic principles (including the British system of government) and current affairs in greater depth. Pupils debate issues raised in PSHEE to not only allow them to reflect on information provided but also express their opinions and further develop their social and moral understanding. Pupils continue their drugs, alcohol and RSE education in more depth as well as physical health discussions.

KS4 (Year 11)

By Year 11, the focus for PSHEE evolves into pupils sharing experiences, understanding peoples' opinions and assessing the risks involved in certain situations. Pupils will continue their RSE and also develop further understanding of British politics, equal rights and Life Issues. In Year 11, pupils focus on study skills and stress management and prepare for life after school with financial, personal and career skills all being developed.

Careers Guidance: As part of the school's commitment to ensuring our pupils are fully prepared for their futures, we organise impartial careers guidance which helps pupils to make informed choices about which courses suit their academic needs and aspirations. Pupils are prepared for the next stage of their education, employment, self-employment or training through a range of opportunities. Please see our Careers Guidance Policy for more details.

Equal Opportunities (please refer further to our Equal Opportunities / Racial Equality policy): We believe that every pupil should have the opportunity to achieve the highest possible standards. We ensure that all pupils, irrespective of their ethnicity, attainment and ability, age, disability, gender or background, have equality of access to learning. The curriculum we offer in the school encourages pupils to develop positive attitudes about themselves as well as to people who are different from themselves. It encourages pupils to empathise with others and to begin to develop the skills of critical thinking. We recognise that pupils have different learning styles, making appropriate provision within the curriculum to ensure each pupil receives the widest possible opportunity to develop their skills and abilities. We ensure that pupils learning English as an additional language have full access to the curriculum and are supported in their learning.

Concerns arising from PSHEE lessons – Safeguarding: Teachers are also directed to the School's Safeguarding (Child Protection) Policy. If there is any concern with regard to abuse, the School's child protection procedure should be followed carefully.

Curriculum enrichment - Links with the Wider Community: We undertake a variety of field trips and excursions, including residential trips. Visitors are welcomed into our school to speak to the pupils (e.g. religious leaders). Visits to places of cultural venues such as theatres and libraries are actively encouraged. Pupils are taught to appreciate and take responsibility for the environment. We liaise with the local community e.g. Gosford Park & Stoke Park Residents Associations on issues which affect our local area.

Examples of our involvement with the wider community include: printing the GPRA monthly newsletter; raising funds for the Tick Tock play area (now known as Dr Dave's play area); singing at the installation of the Victorian Clock in the play area, presided over by the Mayor of Coventry; buying trees for the local park; designing and printing an information leaflet for a local homeless charity; singing at local care homes, at Coventry University's Carol Service, at the local hospital;

1. **School wide charitable activities:** There are fund raisers during the year such as:
 - Macmillan Big Breakfast
 - Comic and Sport Relief
 - Carol Service –Stoke St Michael Church charity shared 50/50
 - Plan – sponsoring a young girl in Kenya
 - Children in Need
 - Royal British Legion Poppy Appeal
 - Orphanage in India
 - Sanitation First (ecosan toilets in India and Africa)
 - Coventry Children's Boot Fund (Bag packing at M&S every Christmas £11,000+ over 13 years)
 - etc

2. **Local Visit Programme:** The school visits a range of organisations to broaden children's knowledge and understanding of their community including to ensure the children understand core British values of democracy and tolerance of different faiths and cultural traditions. These are funded by the school but the PTA helps fund coach hire. Examples include:
 - Visit to Coventry Heritage Trail (Years 7 to 11)
 - Dancing in Coventry Cathedral or in town centre in the Godiva Sisters festival
 - Visit to House of Parliament
 - Visit to Sikh Temple (Years 2 to 6 & Years 7 to 10)
 - Visits to local theatres, cinemas, museums
 - Harvest gifts to local food bank
 - Carol singing at local homes for the elderly

In school the pupils benefit from a range of artistic and scientific presentations and visitors that inform their knowledge of the world.

We bring in working artists, authors and scientists to hold workshops with the children. Recent examples include:

- Two groups of Argentinian music students performing and talking about their culture
- Science Week with an expert from MTC and special events put on for Prep children in the senior school;
- Dance workshops with West End performers
- Musicians playing for pupils e.g. Sitar, Digeridoo

Development

- To build up a strong programme of outside speakers.
- To involve more pupils in charity and community projects
- To increase training opportunities for staff in the field of delivering PSHE education activities (two members of staff have recently had RSE training).