



## Whole School Policy for Personal, Social, Health, Citizenship and Economic Education (Including EYFS and Out of School Provision)

*'PSHCEE helps to give pupils the knowledge, skills and understanding they need to lead confident, healthy, independent lives and become informed, active, responsible citizens.'*  
(National Curriculum, 2000)

### Policy Statement:

We believe it is our responsibility to ensure that pupils leave our School prepared to be active and responsible citizens within society. Personal, Social, Health (physical and mental), Citizenship and Economic Education (more generally referred to as 'PSHCEE' or 'PSHCE Education') is central to a child's education as it is concerned with the development of the 'whole person'. In emphasising the processes involved in PSHCEE it is evident that opportunities occur to enhance a child's feelings of self-esteem and self-worth, these concepts being fundamental to a healthy, happy and fulfilled life, one where a pupil is able to put down deep roots, that give stability and longevity to their lifetime endeavours; a life in which the entitlement to 'being safe' is clearly stated. PSHCEE therefore cannot be treated in isolation but is firmly embedded in all curriculum areas and reflects the Value and Ethos of the School.

This policy is available to all parents and interested parties on the School website and is reviewed annually, and when events or legislation requires, by the Headmaster, Deputy Heads and Governors. The next review date is March 2025.

### Related Policies:

This policy should be read in conjunction with the following related policy documents:

- **'Whole School Safeguarding and Child Protection Policy'**
- **'Whole School Safeguarding and Child Protection Procedures'**
- **'Whole School and EYFS Spiritual, Moral, Social and Cultural Policy (Including Collective Worship)' (SMSC)**
- **'Curriculum Policy for the Junior School (Including EYFS)'**
- **'Curriculum Policy for the Senior School (Including the Sixth Form)'**
- **'Junior School PSHCEE Policy (Including EYFS)'**
- **'Relationships and Sex Education Policy'**
- **'Relationships and Sex Education Leaflet for Parents'**
- **'The Promotion of Fundamental British Values in the EYFS'**
- **'Whole School Equal Opportunities Policy for Pupils'**
- **'Whole School Special Educational Needs and Disability (SEND) Policy'**

- **'Whole School Child-on-Child Abuse Policy'**
- **'Careers Education Guidance Policy'**
- **'Whole School Visiting Speakers' Policy and Procedures'**
- **'Spiritual, Moral, Social and Cultural Development of Pupils'** (Front piece for Schemes of Learning)
- **'Whole School Preventing Radicalisation Policy (Including EYFS)'**
- Supporting Plans and Schemes of Learning for the relevant sections of the School.

This Policy has been written using advice taken from the DfE's non-statutory framework guidance ['Character Education 2019'](#).

**Parts of this policy have been written with particular reference to the Government guidance ["Political impartiality in schools" \(17 February 2022\)](#) and ["Gender separation in mixed schools – non statutory guidance \(June 2018\)"](#)**

*The aim is not to prevent pupils from being exposed to political views or discussing political issues in school. Pupils should not, however, be actively encouraged by teachers or others to support particular political viewpoints.*

### **Aims and Values:**

Our PSHCEE curriculum has been designed to help our pupils develop a clear set of rules of conduct which draw on basic moral values and which can be applied to everyday situations. We aim to encourage our pupils to respect themselves, others, property, the environment and the law. We hope that they will investigate relationships and gain strength to deal with any problems that may occur within their friendships or families. We ask them to take responsibility for their actions and be willing to help others in need of support. We teach the pupils about their own physical and mental health and aid them in identifying factors that impact on their physical and mental well-being. Through the delivery of the Jigsaw curriculum, pupils are able to consider the impact different life factors and events can impact on their mental well-being and staff identify how they seek help if they are concerned about their own mental being. Likewise, staff are trained to also know when to make referrals to the School Matron/Deputy Head when concerns are raised or flagged during these lessons.

Cranford School recognises that preventative education is most effective in the context of a whole-school approach that prepares pupils and students for life in modern Britain and creates a culture of zero tolerance for sexism, misogyny/misandry, homophobia, biphobic and sexual violence/harassment. Our School has a clear set of values and standards, upheld and demonstrated throughout all aspects of School life. These are underpinned by our behaviour policy and pastoral support system, as well as by a planned programme of evidence-based RSHE delivered in regularly timetabled lessons and reinforced throughout the whole curriculum. This programme is fully inclusive and developed to be age and stage of development appropriate (especially when considering the needs of children with SEND and other vulnerabilities).

Cranford School aims to effectively prepare all pupils for future life in British society. Our PSHCEE Schemes of Learning have regard to the definition of such preparation as set out in *'Careers Guidance and Inspiration in Schools'* March 2015: *'...developing in every young person the values, skills and behaviours they need to get on in life. All children should receive a rich provision of classroom and extra-curricular activities that develop a range of character attributes, such as resilience and grit, which underpin success in education and employment.'* This is carried over into our **'Careers Education Guidance Policy'**, which has regard to the updated *'Careers Guidance and Access for Education and Training Providers (Statutory Guidance for Governing Bodies, School Leaders and School Staff)'* January 2023.

We also ensure that the curriculum reflects the School's Values and Ethos, which are promoted through Assemblies (Whole School Assemblies, combined Schools' Assemblies, separate School Assemblies, Form Assemblies), Circle Time, Form time and House time. The PSHCEE curriculum encourages respect for other people and pays particular regard to the protected characteristics set out in the *'Equality Act'* 2010.

Pupils are encouraged to respect other people, even if they choose to follow a lifestyle that one would not choose to follow oneself.

Our Assembly programmes and Schemes of Learning reflect our approach to actively teaching the Fundamental British Values of democracy, the rule of law, individual liberty, and mutual respect and tolerance of those with different faiths and beliefs, which are further embedded in our School Values and Ethos. We also consciously avoid undermining these key elements. This is further reinforced during Form Time activities and through discussion topics in the School Council. Awareness of key pastoral issues is raised by School events, such as 'Anti-Bullying Week', 'Safer Internet Day', the annual Harvest Service and fundraising events, such as for the Children in Need appeal, the school's annual donation drive for the local foodbank and for various charity run by the children for their chosen charities.

We demonstrate, promote and encourage the following values:

- Respect for self and self-awareness;
- Managing feelings;
- Respect and empathy for others;
- Motivation;
- Social skills;
- Responsibility for one's own actions;
- Responsibility for one's family, friends, school and wider community.
- Awareness of self: including looking after one's own physical and mental health.

#### Content:

At Cranford School we recognise that the personal development of pupils, spiritually, morally, socially and culturally (SMSC) plays a significant part in their ability to learn and achieve.

We therefore aim to provide an education which supports the development of the skills, attitudes, values and behaviour which enable pupils to:

- Have a sense of purpose;
- Value self and others;
- Form relationships;
- Make and act on informed decisions;
- Communicate effectively;
- Work with others;
- Respond to a challenge;
- Be an active partner in their own learning;
- Be active citizens within the local community;
- Explore issues related to living in a democratic society;
- Become healthy and fulfilled individuals.

Throughout the **Junior School** we give pupils the opportunity to increase their experience, confidence and resilience in a variety of ways, examples of which include:

- Work within the curriculum through individual, paired, group and class-based learning
- Opportunities for pupils to be awarded specific roles and responsibilities both in and outside of the classroom. For example, the School Council membership, Form Captains, House Captains and Head of Junior School positions.
- Encouraging all pupils to perform or present in front of an audience. For example, in productions, music concerts, poetry readings etc.

- Encouraging all pupils to work together, mixing different Year Groups and Key Stages. For example, Vertical Teaching Day, sports tournaments, Challenge Days etc.

In the **EYFS**, PSHCEE is covered as part of Personal, Social, and Emotional Development. Staff plan activities and opportunities focusing on self-confidence and awareness, feelings and behaviour and making relationships. Pupils are assessed in these areas against the Early Learning Goals at the end of the Reception year.

In Key Stages 1 and 2, this is reinforced within the formal curriculum through the Jigsaw PSHE scheme of learning which is adapted to reflect the aims and Schemes of Learning of the School. This provides pupils with the knowledge, understanding, attitudes, values and skills they need in order to reach their potential as individuals within the community. These include:

- To be healthy;
- To stay safe;
- To enjoy and achieve;
- To make a positive contribution;
- To achieve economic well-being;
- To promote pupils' spiritual, moral, social and cultural development.

The information below shows the areas of PSHCEE covered by the Jigsaw PSHE schemes of learning for the Primary Phase. This is covered on a two-year rolling plan:

<b>Puzzle Name</b>	<b>Content</b>
Being Me in My World	Includes understanding my place in the class, school and global community as well as devising Learning Charters.
Celebrating Difference	Includes anti-bullying (cyber- and homophobic bullying included) and diversity work.
Dreams and Goals	Includes goal-setting, aspirations, working together to design and organise fund-raising events.
Healthy Me	Includes drugs and alcohol education, self-esteem and confidence as well as healthy lifestyle choices.
Relationships	Includes understanding friendship, family and other relationships, conflict-resolution and communication skills.
Changing Me	Includes Relationships and Sex Education in the context of looking at change.

Throughout the **Senior School**, the Jigsaw Programme follows this structure:

There are 6 half-term units (Puzzles) in each year group from ages 11-15 (Years 7-10), and 4 units (Puzzles) in ages 15-16 (Year 11) (to allow for the reduced teaching time because of examination season).

The Puzzles are sequenced in the same way as the Junior programme and are developmental from the beginning to the end of the school year:

Autumn 1: Being Me in My World

Autumn 2: Celebrating Difference

Spring 1: Dreams and Goals

Spring 2: Healthy Me

Summer 1: Relationships

## Summer 2: Changing Me

Ages 15-16, the 4 Puzzles:

Being Me in My World

Dreams and Goals

Healthy Me

Relationships

In KS3 and KS4 pupils have a fortnightly timetabled lesson with a designated teacher, who has received PSHCEE specific training. This may be supported with additional content covered in Form Time activities. This content is planned centrally through the Jigsaw curriculum, but delivered by the form tutor or Head of Year – with support from the Head of PSHCEE where needed.

KS5 follow the PSHCEE Association plan and deliver this within form time and enrichment sessions (where appropriate). This content is delivered by the Heads of Sixth Form and Form Tutors, who have also received PSHCEE specific training.

The curriculum is designed to allow pupils to explore both their own experiences of society, and also to see the world through the lens of others too. In particular, the teaching staff provide examples, case studies and language which allow pupils to see the complexity and rich diversity of British society, helping them to overcome potential unintentional stereotypes and preventing prejudice and discrimination, particularly towards those with protected characteristics.

### Organisation:

The skills and qualities paramount in PSHCE Education cannot be delivered in isolation. They inevitably filter into other curriculum areas and are evident in the everyday life of our School, particularly in the skills and attitudes that staff demonstrate in their relationship with the children and the teaching styles they use. The main content is delivered via timetabled lessons of one-hour duration per week or fortnight. The Head of PSHCEE has overall responsibility for the delivery of PSHCEE in the School and is supported by the Deputy Head.

Active learning methods, which involve children's full participation, are used. Collaborative learning is an integral part of the process as is developing a growing understanding of the feelings of others.

We invite appropriate and suitably experienced and knowledgeable visitors from the wider community to contribute to the delivery of some lessons. We also take full advantage of workshops and local centres to enhance the curriculum.

Career guidance starts in Year 7 and continues through to the end of Year 11 when pupils attend a Work Experience placement. This is co-ordinated by the Head of Careers. (Please refer to the School's '**Careers Education Guidance Policy**' for more details.)

In the **Senior School**, the House system underpins many of the areas which encompass PSHCE Education. House events such as political hustings; conservation and 'green' projects; working to raise money for charities and collaboration over musical, dramatic, artistic or sporting activities all enforce PSHCEE themes of citizenship, community involvement and personal growth and development.

The many and varied school visits also incorporate strong elements of PSHCE Education. Pupils learn about the outside world and develop a knowledge of and respect for other people and cultures.

### Specific Issues with PSHCEE:

#### Confidentiality:

As a general rule a child's confidentiality is maintained by the teacher. If, however, through discussion or written work, they believe that the child is at risk or in danger they will refer it to the Deputy Heads and/or Designated Safeguarding Lead) as appropriate. The child concerned will be informed that confidentiality is being breached and the reasons why will be given. They will be supported by the teacher throughout the process.

### **Safeguarding and Child Protection:**

The School has a separate '**Whole School Safeguarding and Child Protection Policy**' and '**Whole School Safeguarding and Child Protection Procedures**'. Effective PSHCEE may bring about disclosures of child protection issues and staff are aware of the procedures for reporting their concerns (Please refer to the '**Whole School Safeguarding and Child Protection Policy**' and '**Whole School Safeguarding and Child Protection Procedures**' for details).

### **Political Impartiality Duty:**

The school takes its duty to meet the legal requirements relating to political impartiality seriously and recognises the duty of care we have to provide the pupils with balanced views in a whole range of global, political, religious and ethical ideas. With this in mind all staff are made aware of their duty to prohibit the promotion of partisan political views and should therefore "take such steps as are **reasonably practicable** to secure that, where **political issues** are brought to the attention of pupils, they are offered a **balanced presentation of opposing views**" (Political impartiality in schools 17 February 2022). This new guidance has sections on understanding terminology, and scenarios to assist with: identification of political issues; ensuring balance in teaching them; age-appropriate teaching; choosing resources; and sensitive political issues. There is a section on staff expressing personal opinions and further scenarios relating to: the use of external agencies; discussing political issues; political activity by pupils; activities within school during political events; public displays and communications; and concerns about political impartiality.

Staff are also made aware that when they remain unsure if a topic is a 'political issue' it is advisable to avoid promoting a particular view to pupils. Instead, they must ensure they give a balanced factual account of the topic, in line with the legal duties on political impartiality, set out in the guidance given in the Government document "Political impartiality in schools" (17 February 2022). Staff are also made aware that "Not all areas of ethical debate are political issues. There are some concepts and views that can be considered as shared principles that underpin our society and not political issues in this context. Examples include a belief in upholding certain rights, such as freedom of speech and protection from violence and criminal activity - or challenging discrimination and prejudice, including racism." (Political impartiality in schools -17 February 2022)

### **Controversial and Sensitive Issues:**

Staff are aware that views around some PSHCEE related issues are varied. However, while personal views are respected, all lessons are taught without bias. Topics are presented using a variety of views and beliefs so that pupils are able to form their own, informed opinions but also respect others who may have different points of view and opinions. Staff take careful steps when planning and delivering their lessons, to ensure that the children do not form a negative or restrictive view of the role of the opposite sex, or of those with other protected characteristics such as race. They do this through careful consideration of relevant examples, especially when discussing relationships, but also through topics such as diversity and society.

### **Relationships and Sex Education:**

This is as per statutory requirements. Please refer to the '**Relationships and Sex Education Policy**'. This information is available to all parents on the School website, or upon request in the main School Office.

### **Child-on-Child Abuse:**

As stated in the 'Whole School Child-on-Child Abuse Policy' we create a safe culture in School by implementing policies and procedures that address child-on-child abuse and harmful attitudes; promote healthy relationships and attitudes to gender/ sexuality. The PSHCEE curriculum and delivery is designed to ensure pupils understand what child on child abuse is, how to identify abusive behaviours towards themselves and others, where to seek help, and how to protect themselves and their peers from harm, both online and in person. Students are frequently told what to do if they witness or experience such abuse, the effect that it can have on those who experience it and the possible reasons for it, including vulnerability of those who inflict such abuse. They are regularly informed about the School's approach to such issues, including its zero-tolerance policy towards all forms of child-on-child abuse.

Reviewed: April 2020: Headmaster, Deputy Head / Head of PSHCEE and Governors

Reviewed: April 2021: Headmaster, Deputy Head / Head of PSHCEE and Governors

Reviewed: April 2022: Headmaster, Deputy Head / Head of PSHCEE and Governors

Reviewed: April 2023: Headmaster, Deputy Head (DSL), Head of Pastoral Care (Seniors), Deputy Head (Juniors), Head of EYFS and Governors

Reviewed: March 2024 by Headmaster, Assistant Head (DSL), Head of Pastoral Care (Seniors), Deputy Head (Juniors), Head of EYFS and Governors

Review Due: March 2025 by Headmaster, Assistant Head (DSL), Head of Pastoral Care (Seniors), Deputy Head (Juniors), Head of EYFS and Governors