

## **PERSONAL, SOCIAL, HEALTH, CITIZENSHIP AND ECONOMIC (PSHCE) EDUCATION POLICY**

Author/reviewer responsible:	MTD / AL	ISI document code:	5a PSHE, fundamental British values
Reviewed by:	SMT	Last amended:	June 2022
Authorisation by resolution of:	Governors	Date of authorisation:	June 2022
		Date of next review:	June 2023

### **1. Introduction**

The School wishes to educate confident, well-adjusted future citizens, who are equipped to live comfortably in community. They should learn to value the freedoms of living in a democratic society.

PSHCE teaching is closely allied with our SMSCD policy and comes under the School's Civics programme (which includes Relationships Education, RSE, PSHCE, SMSCD and charity fundraising). Broadly speaking, Civics aims to provide our pupils with an understanding of their place in the wider world and the School community, and their rights and responsibilities within both. This naturally covers Citizenship and Economic education, while incorporating British Values. In Civics, the School makes specific provision for the teaching of virtuous habits and informed opinion in the areas of Personal, Social and Health education.

### **2. British values and Citizenship**

In their Civics lessons, pupils learn about the historical development of Parliament, the British legal system and the rights and responsibilities of modern day citizenship. They also learn about the British school system, TfL and the NHS. Visiting speakers from these institutions are invited to address pupils at all levels of the School. Classroom teaching is enriched by visits to Parliament in Year 6, and through school trips to sites of national significance such as Westminster Abbey, Canterbury Cathedral, and the Imperial War Museum.

In our Civics lessons, we seek to provide historical context for the development of democracy, appropriate to the ages of our pupils. Following the School's ancient, medieval, and modern curriculum structure, we acquaint our pupils with different forms of government, and with the commonalities and differences between civil and religious law. Examples include:

- The Egyptian pharaohs (Y3)
- The Babylonian lawgivers & Athenian democracy (Y6)
- Medieval kingship (Y4 & Y7)
- British parliamentary democracy (Y5)
- Tyrannies of the 20<sup>th</sup> century (Y8).

These lessons show how modern British state is the product of centuries of tensions between autocracy and democracy.

### **3. Challenging prejudice**

In Civics lessons we aim directly to challenge prejudices or complacencies that may arise within our student body. We present as role models heroes and heroines who may have been afflicted with disability (Paralympians, for example) but have made major contributions to society, or who may have tackled entrenched injustice in other parts of the world (Nelson Mandela). Drawing on the School's Catholic tradition, we share stories of Saints who have challenged discrimination, such as St Teresa of Calcutta. The boys learn about the struggle for the franchise on the part of the Suffragettes, and by African Americans (Y8). Y8 also takes part in a workshop on understanding anti-Semitism.

Learning from common Scripture in Religious Studies and Civics, they also learn that Christianity, Islam, and Judaism share their origins. These aspects of Civics are geared to promote respect for difference, and to provide positive influences upon the boys from outside their immediate environment.

### **4. Personal**

One of the School's aims is to "transmit the Catholic faith with joy and fidelity." Our Religious Studies programme and communal liturgy aim to inculcate a sense of the joy of life in our boys. Under a nurturing and clear pastoral system, we aim to educate pupils with a healthy sense of self-esteem and confidence in themselves. As part of this, we educate them about risks to their well-being and how best to address them, using the support available to them.

Our Civics programme delivers a number of important lessons about safeguarding, as concerning the boys themselves. We are alive to the dangers of the internet and excessive screen time for our pupils. These include regular workshops for boys and parents on how to reduce risks when using electronic equipment and the internet. The key risks addressed include: bullying, grooming, abuse, access to inappropriate or unreliable material, sharing too much information, strangers, and hidden costs in apps, games and websites.

Online education is particularly important in Year 8, as our pupils prepare to take on a greater measure of independence. For them, we also invite an expert who speaks on the dangers of internet addiction and online pornography.

In addition, the School take steps to inform pupils of the avenues open to them if they are worried or unhappy. The Deputy Head (Pastoral), who is the Designated Safeguarding Lead (DSL), speaks to the boys about what to do if something worries them (e.g. bullying). He also informs them about the School Counsellor, and, more broadly, alerts boys to possible risks in and around the School.

Relationships Education and Relationships & Sex Education (RSE) are an important component of the School's commitment to personal, social, health, citizenship and economic education. Details are included in the School's Relationships and Sex Education (RSE) Policy.

## 5. Social

*“Do to others all that you would have them do to you.” (Matthew 7:12)*

We hold that social development best takes place through lived experience. Nonetheless, through Religious Studies and Civics, the School transmits an understanding of ethics and virtues to its pupils to equip them for self-reflection.

Such teaching is geared to the different age groups: for instance, Reception pupils develop skills with everyday social interactions, whereas older boys begin to grapple with abstractions and moral dilemmas.

Pupils reflect upon stories from Scripture, myth, and contemporary journalism to consider the institution of the family and the complexity of moral situations and judgements. They might be asked, for example, whether King David should be considered a good man when weighing up his achievements against his treatment of Uriah (Year 4). They might also be asked whether an artwork can be beautiful if it depicts or promotes something morally questionable (Year 8).

## 6. Health

*“Your body is a temple of the Holy Spirit.” (1 Corinthians 6:19)*

In Civics lessons pupils learn about healthy living. In particular they consider healthy eating, the importance of exercise, and the need for moderation in their use of electronic devices.

Our teaching of these topics is grounded in the reality of their school life, as opposed to teaching them as abstractions. For instance, the boys are invited to consider what they actually eat in the School refectory and the balance between different food groups in their lunches and suppers.

In Civics lessons, boys reflect upon their experience of games at the School. They learn about the benefits for their well-being of taking part in regular exercise, learning some of the science behind this, and also learn about the importance of rules and fair play.

The boys learn about the study of sport. This includes:

- Ancient Greek and Roman attitudes to physical prowess and fitness (Y3 & Y6)
- The contests of medieval knights (Y4)
- The development of modern sports from the 19<sup>th</sup> century onwards (Y5)
- Olympics, the World Cup, nationhood and global community (Y5).

## 7. Economic

The School aims to give our pupils some measure of economic literacy, as appropriate to their ages. In particular we want them to gain some understanding of the structure of society both in Britain and around the world. The School achieves this through Civics

lessons, which focus on historical and contemporary scenarios in which economic forces are prime factors.

The School strives to give its pupils an understanding of the effects of charitable donations and what can be achieved with them in the lives of others. For instance, we invite representatives from the School charities to give impact presentations to the whole School at assembly. This helps our pupils to develop a sense of the value of money, and the responsible and effective use of it.

## **8. Programme delivery and teaching resources**

Generally, Form Tutors teach PSHCE topics to their forms in Civics lessons. In the Prep School, the Prep School Head of SMSCD monitors, oversees and assesses the delivery of the programme in each form, and also assists with the teaching of some lessons. In the Pre-Prep, the Pre-Prep Head of SMSCD oversees the programme.

### **Years 4 – 8**

The teaching of Civics, incorporating PSHCE, Relationships Education and RSE, draws upon a bank of materials, pre-selected by the Prep School Head of SMSCD in consultation with colleagues to be appropriate to the year group concerned. The full set of materials for each term, planned against the Civics scheme of work, is provided at the beginning of term. The teaching of these lessons will extend the boys' frames of reference through exposure to seminal works of constitutional history, Scripture, art, political rhetoric and other rich cultural materials. Wherever appropriate, these materials will correspond to the School's ancient, medieval and modern configuration.

Each week's Civics lesson is based upon one text, artefact, scenario, musical performance or other appropriate selection. Some are drawn from existing materials in the curriculum (for example *Magna Carta* from History lessons or the Sermon on the Mount from Religious Studies). Others materials are new to pupils, chosen for their power to address important themes. Examples might be Aristotle's *Athenian Constitution*, or Nelson Mandela's speech at the Rivonia Trials.

Each week's worksheet is self-contained, including suggested questions and activities and links to additional resources where appropriate. Pupils are expected to participate in open discussions and produce written work each week. The written work encourages personal reflection on, and imaginative engagement with, the topic at hand.

While Civics lessons are content-led, the method of teaching deliberately fosters the development of important social and intellectual skills among the boys. These include the ability to argue a point respectfully, the ability to understand different sides of an argument, and the ability to speak and write engagingly about contemporary issues. The boys are trained to be sensitive to both message and medium.

### **Year 3**

Year 3 also cover PSHCE topics and Relationships Education in Civics lessons. The Civics scheme of work is based on Gutteridge and Smith, *Using Circle Time for PHSE and Citizenship* (Routledge, 2008).

The plan covers the following four areas: developing self-confidence; preparing to play active roles as citizens including British values; developing a healthy, safe lifestyle; and respecting the differences between people. Alongside cross-curricular links, the lessons comprise discussion, group work and written activities.

The children also take part in ‘show and tell’, in which one boy each week brings in an artefact or demonstrates a skill to the class and takes questions regarding it.

### **Reception – Year 2**

The Reception PSED and Year 1-2 PSHCE and Relationships Education scheme of work is delivered during Civics lessons and based on resources from [Caritas in Action](#) and other materials pre-selected by the Pre-Prep School Head of SMSCD in consultation with colleagues to be appropriate to the year group concerned.

The plan covers the following areas: Dignity of the human person, family and community, solidarity and the common good, rights and responsibilities, the poor and vulnerable and the dignity of work. Alongside cross-curricular links, the lessons comprise discussion, group work and written worksheet activities.

The children also take part in ‘show and tell’, in which one boy each week brings in an artefact or demonstrates a skill to the class and takes questions regarding it.

### **Teaching Online Safety**

Today’s pupils are growing up in an increasingly complex world, living their lives seamlessly on and offline. We aim to equip all boys with the knowledge needed to make best use of the internet and technology in a ‘safe, considered and respectful way’.<sup>1</sup>

In addition to timetabled Civics lessons, online safety is taught during ICT lessons and reinforced during form time, whole-school assemblies and termly pastoral assemblies for each year group.

---

<sup>1</sup> [Teaching online safety in school](#)

Extra-curricular planning and example resources are shown in the following tables:

Michaelmas Term	Reception and Year 1- KS1	Years 2 and 3 – KS2	Years 4 and 5 – KS2	Years 6 and 7 – KS3	Year 8
<b>Week 3</b>	<p>Online exploration and research – how do I do this safely?</p> <p>Resource: <a href="#">The SMART rules</a></p>	<p>Online exploration and research – how do I do this safely?</p> <p>Resource: <a href="#">The SMART rules</a></p>	<p>Online exploration and research – how do I do this safely?</p> <p>Resource: <a href="#">The SMART rules</a></p>	<p>Self-image and identity</p> <p>Resource: <a href="#">Education for a Connected World</a></p>	<p>Self-image and identity</p> <p>Resource: <a href="#">Education for a Connected World</a></p>
<b>Week 5</b>	<p>Childnet online safety talk</p>	<p>Childnet online safety talk</p>	<p>Childnet online safety talk</p>	<p>Dr Sigman online safety talk</p>	<p>Dr Sigman online safety talk</p>
<b>Week 9/12</b>	<p>Anti-bullying week</p> <p>Resource: <a href="#">Childnet – Cyberbullying</a></p>	<p>Anti-bullying week</p> <p>Resource: <a href="#">Childnet – Cyberbullying</a></p>	<p>Anti-bullying week</p> <p>Resource: <a href="#">Childnet – Cyberbullying</a></p>	<p>Anti-bullying week</p> <p>Resource: <a href="#">Childnet – Cyberbullying</a></p>	<p>Anti-bullying week</p> <p>Resource: <a href="#">Childnet – Cyberbullying</a></p>
<b>Week 10/12</b>	<p>Help and support when online</p> <p>Resource: <a href="#">Smartie the Penguin</a></p>	<p>Help and support when online</p> <p>Resource: <a href="#">Smartie the Penguin</a></p>	<p>Online relationships and reputation – what do I look like online?</p> <p>Resource: <a href="#">Education for a Connected World</a></p>	<p>Online relationships and reputation – what do I look like online?</p> <p>Resource: <a href="#">Education for a Connected World</a></p>	<p>Online relationships and reputation – what do I look like online?</p> <p>Resource: <a href="#">Education for a Connected World</a></p>

Lent Term	Reception and Year 1- KS1	Years 2 and 3 – KS 2	Years 4 and 5 – KS2	Years 6 and 7 – KS3	Year 8
<b>Week 2</b>	Digiduck's big decision  Resource: <a href="#">Digiduck</a>	Digiduck's big decision  Resource: <a href="#">Digiduck</a>	Check it's for real  Resource: <a href="#">Google internet legends</a>	Online usage contract – developed by boys at start of New Year	Online usage contract – developed by boys at start of New Year
<b>Week 5</b>	Safer internet day – February 2022  Resource: School's pack, Childnet	Safer internet day – February 2022  Resource: School's pack, Childnet	Safer internet day – February 2022  Resource: School's pack, Childnet	Safer internet day – February 2022  Resource: School's pack, Childnet	Safer internet day – February 2022  Resource: School's pack, Childnet
<b>Week 8</b>	The Adventures of Kara, Winston and the SMART Crew  Resource: <a href="#">Childnet chapters</a>	The Adventures of Kara, Winston and the SMART Crew  Resource: <a href="#">Childnet chapters</a>	Google search education  Resource: <a href="#">Google's search literacy lesson</a>	Digital leaders programme – who will be one?  Resource: <a href="#">Childnet – digital leaders</a>	Digital leaders programme  Resource: <a href="#">Childnet – digital leaders</a>

Trinity Term	Reception and Year 1- KS1	Years 2 and 3 – KS 2	Years 4 and 5 – KS 2	Years 6 and 7 – KS3	Year 8
<b>Week 3</b>	The Adventures of Kara, Winston and the SMART Crew  Resource: <a href="#">Childnet chapters</a>	The Adventures of Kara, Winston and the SMART Crew  Resource: <a href="#">Childnet chapters</a>	Privacy and security  Resource: <a href="#">Education for a Connected World</a> & <a href="#">BBC Own it</a>	How do I manage my online use? Thoughts from an eighteen-year-old.	How do I manage my online use? Thoughts from an eighteen-year-old.
<b>Week 5</b>	The Adventures of Kara, Winston and the SMART Crew  Resource: <a href="#">Childnet chapters</a>	The Adventures of Kara, Winston and the SMART Crew  Resource: <a href="#">Childnet chapters</a>	Managing online information  Resource: <a href="#">Education for a Connected World</a>	Privacy and security  Resource: <a href="#">Education for a Connected World</a>	Privacy and security  Resource: <a href="#">Education for a Connected World</a>
<b>Week 9</b>	Communicating online safely and responsibly  Resource: <a href="#">Childnet chapters</a>	Communicating online safely and responsibly  Resource: <a href="#">Childnet chapters</a> & <a href="#">It's only a game, Childnet</a>	Communicating online safely and responsibly  Resource: <a href="#">Childnet chapters</a> & <a href="#">It's only a game, Childnet</a>	Copyright and ownership  Resource: <a href="#">Education for a Connected World</a>	Copyright and ownership  Resource: <a href="#">Education for a Connected World</a>
<b>Week 12</b>	What have I learnt about online safety this year? Feedback and review	What have I learnt about online safety this year? Feedback and review	What have I learnt about online safety this year? Feedback and review	What have I learnt about online safety this year? Feedback and review	What have I learnt about online safety this year? Feedback and review



**Other resources include:**

[Primary e-safety SOW](#)

[Guy Fawkes privacy settings](#)

[Think before you share, Google internet legends](#)

[Crossing the line toolkit, Childnet](#)