



**PSHE Policy
Hope Community School
Sidcup**

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Approved by:	New Generation Trust Board
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Hope Community School PSHE and Citizenship Policy

Rationale:

At Hope Community School, we believe that Personal Health, Social Education and Citizenship helps to give pupils the knowledge, skills and understanding they need to lead confident, healthy, independent lives, in order to become informed, active and responsible citizens.

Aims:

We believe that the education in PSHE and Citizenship enables children to become healthier, more independent and more responsible members of society. We encourage our pupils to play a positive role in contributing to the life of the school and the wider community. In so doing, we help to develop their sense of self-worth. We teach them how society is organised and governed. We ensure that the children experience the process of democracy through participation in elections of pupil leaders. We teach children about their rights and about their responsibilities and how this links to the school's behaviour theme of Ready, Respectful and Safe. They learn to appreciate what it means to be a positive member of a diverse and multi-cultural society. Indeed, the teaching of PSHE and Citizenship helps in many ways to meet the objectives set out in the school's founding values of Adventure, openness, creativity and excellence, which are all underpinned by a Christian ethos.

Through our PSHE curriculum, we aim that our pupils will:

- develop spiritually, morally, socially and culturally;
- develop self-confidence and self-responsibility;
- value themselves and others;
- acknowledge and appreciate difference and diversity;
- be independent, responsible and active members of the school and the local community;
- learn to make informed choices;
- be prepared to be positive and active members of a democratic society;
- understand what constitutes a safe and healthy lifestyle;
- develop the ability to form good relationships;
- understand and manage their emotions;
- have opportunities to consider issues which may affect their own lives and/or the lives of others.
- understand the practical outworking of our core values of hospitality and generosity.
- develop an awareness of mental health and how to cultivate a healthy mind.

Fundamental British Values

Five key British values are promoted explicitly and implicitly through the curriculum, the core four values and Christian ethos of our community school. Activities in and out of the classroom allow children to develop socially, morally, culturally, spiritually.

What are the 5 key British values?

- democracy
- the rule of law,
- individual liberty,
- mutual respect
- and tolerance of those with different faiths and beliefs.

Our Hope Community values help us to explore these ideas. Here are some examples of how the school addresses these values:

- Democracy: annually all pupils vote for class representatives to serve on the Pupil Parliament, The International Earth Matters Group or as members of the Lighthouse group.
- The Rule of Law: pupils have class contracts in place to be Ready, Respectful and Safe for learning. These contracts of being Ready, Respectful and Safe form the foundations of how we all engage with each other. Pupils have been developing their understanding of why schools have rules and these can help us to show mutual respect to others, whilst supporting individual liberty and allowing us all to stay safe. When children make poor choices or have disagreements a restorative justice approach is used to enable children to consider what happened, who was hurt, and what needs to be done now to restore the relationship.
- Individual Liberty: children explore their rights and those of others through stories in RE, Geography, History and Collectives. Children are also encouraged to understand the link between rights and responsibilities.
- Mutual Respect: relationships with members of the school community are modelled on the school's four key values of openness, creativity, adventure, excellence and the Christian ethos, that we should love one another. This ethos is also the basis of how we treat and consider others beyond our school walls. The way children support and consider other people's needs is exemplified through their prayer life, Collectives and charity events. Children also explore this through literature and topic (Geography and History) work.
Each October the school will utilise Black History Month to highlight the impact of Black people whilst enabling the school to consider anti-discrimination messages.
- Tolerance of those with different faiths: children show their respect for others as they learn more about others in areas such as RE, Geography, History and PSHE and many stories or poems children come across.

Teaching and Learning:

Hope Community School will use a range of teaching and learning styles to meet PSHE and Citizenship Curriculum. We emphasise active learning by including the children in discussions, investigations and problem solving activities. We encourage the children to take part in a range of tasks that promote active citizenship, eg. Charity fundraising, the

planning of special school events, such as Collectives, or involvement in helping other individuals or groups less fortunate than themselves. We offer children the opportunity to hear visiting speakers, such as health workers, police and local clergy, whom we invite into the School to talk about their role in creating a positive and supportive local community.

PSHE and Citizenship at Hope Community School will be taught in a variety of ways. Sometimes, for example when teaching about on line safety, it is taught as a discrete subject. On other occasions, we introduce PSHE and Citizenship topics through teaching in other subjects. For example, when healthy eating and lifestyle choices is linked to science teaching. Themes such as anti- discrimination may be approached by either method, depending on what is appropriate to the needs of the children. There is a large overlap between the programme of study from religious education and the aims of PSHE and Citizenship, we deliver a considerable amount of PSHE and Citizenship through our religious education lessons and Collectives.

Other supporting materials will be made available to staff, as and when is appropriate.

PSHE will be delivered as an integral part of school life and in a number of ways:

- we will promote respect for ourselves, others and school property through a consistent school behaviour policy;
- tackle inappropriate behaviour in a fair and systematic way;
- Collectives and workshops;
- pupils' achievements will be praised and rewarded in Collectives;
- Circle Time activities will be used to encourage: the participation of individuals as part of a large group; respect for everyone's views; the development of speaking and listening skills and the sharing of ideas with a whole group;
- opportunities will be given to respond to significant issues which may arise within the class, school, locality, UK or globally, where this is deemed appropriate by the class teacher.
- all subject areas may contribute to the PSHE curriculum, although certain subjects may have a more significant role to play e.g. Science, Citizenship, History and R.E.
- through special activities and events, for example Community service, theatre workshops tackling specific issues, such as bullying and residential trips where pupils have the opportunity to work together in a different context;
- Pupil leadership groups give opportunities for pupils to contribute and discuss their ideas and viewpoints concerning whole school issues.
- visitors can share knowledge and experience with pupils so they can extend their perspective and viewpoint on issues. Visitors will be made aware of our school approach and resources they will use will be vetted prior to being shown to the children.

Equal Opportunities and Inclusion:

PSHE can make a significant contribution to Inclusion, particularly in its focus on promoting respect for all. All pupils at Hope Community School will have the opportunity

to access the PSHE curriculum, irrespective of social background, culture, race, religion, gender or ability. Where appropriate, activities will be differentiated to facilitate this.

Please read this in conjunction with:

- Safeguarding Policy;
- SRE Policy;
- Health for Life resources.
- Prevent, Anti – radicalisation policy