




Whitehall
Park School
LEARN ENJOY SUCCEED

WPS PSHE and Citizenship Policy

Signed:	
Chair of Advisers:	Paul Domjan
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1.0 Bellevue Place Education Trust – Our commitment

Learn, Enjoy, Succeed

Every BPET child and staff member enjoys a broad **(LEARN)** and enriched **(ENJOY)** learning experience, enabling them to achieve far greater individual success **(SUCCEED)** than they might previously have thought possible.

Our Mission

To grow hubs of like-minded, autonomous schools, well-supported, all of which combine academic rigour with highly enriched opportunities that deliver a personalised approach to education and exceptional outcomes for all.

Our Difference

We are leading the way in delivering high quality education through a skills-based curriculum, applying the best of the independent and state sectors to deliver breadth of opportunity and pupil enrichment. We empower all our schools as individual entities that best meet the needs of the communities they serve and have a strong relationship with parents, who are our key partners in delivering the vision.

Our Promise

Every child is an individual. Our role is to nurture pupils' potential through a personalised approach to learning. BPET children are happy, independent, confident all-rounders. We encourage a 'be interested and be interesting' attitude in children and staff alike. We don't just teach; we want our pupils to have a passion to learn. Our focus is on all pupils, regardless of background or academic ability, focusing on pupils with Special Educational Needs as well as those who are more-able.

2.0 Introduction

At Whitehall Park we follow the PSHE and Citizenship Programme of Study. PSHE education is a planned programme of learning through which children and young people acquire the knowledge, understanding and skills they need to manage their lives.

The PSHE Association, 2014

The National Curriculum (September 2014) states that:

All schools should make provision for personal, social, health and economic education (PSHE), drawing on good practice.

The NEW Islington scheme of work for PSHE education has been produced to support the Islington community of schools to provide quality PSHE education that is meaningful to pupils and manageable for teachers.

3.0 Aims

Whitehall Park School will provide stimulating, high quality learning experiences within a safe and happy environment where all children and young people are active participants in their own learning, developing skills and knowledge for today and tomorrow.

The school will encourage all pupils to play a positive role in contributing to the life of the school and the wider community. In this way, the school will help develop their sense of self-worth. The diversity of cultures within the world will be celebrated and pupils will be encouraged to value each other, regardless of age, colour, gender, ethnicity, heritage, religion, disability or other characteristics.

The school will teach our children and young people what it means to be a positive member of a diverse multicultural society, how society is organised and governed, ensuring that they experience the process of democracy in the school through a range of opportunities provided through the School Council and in leadership roles appropriate to the age and maturity of each child.

4.0 Objectives

This scheme of work will ensure that the key areas of PSHE education are covered throughout the primary phase and in preparation for secondary school.

We have defined these key areas as:

- sex and relationship education
- drug, alcohol and tobacco education
- physical health, including healthy eating and physical activity (fun, food and fitness)
- mental health
- behaviour and safety
- financial capability
- citizenship

The key objectives of PSHE and Citizenship are to enable pupils to:

- know their rights and responsibilities
- explore the benefits and importance of conflict resolution
- be able to communicate with others more effectively
- analyse and discuss significant issues
- have an understanding of how society works
- be more able to take an active part in society and to make a difference
- be more able to take an active part in their community and to make a difference
- become more responsible, tolerant and sensitive citizens
- be more aware of life's opportunities and experiences
- develop a greater understanding of socio-economic structures
- be aware of the needs of others
- become independent and responsible adults
- ensure personal safety and choices in relation to sex, health, drugs and alcohol

5.0 Roles and Responsibilities

The responsibility for the implementation of this policy and provision rests with the Headteacher. On an operational basis, the management, responsibility and evaluation of this policy will be undertaken by the Citizenship and PSHE Coordinator.

6.0 EYFS, Key Stages One and Two

Personal, social, health and economic (PSHE) education and citizenship education are both planned parts of the school curriculum that will also be reflected through the whole school experience. They equip pupils with knowledge, understanding and skills and help them to explore and develop attitudes and values.

PSHE education supports the development of personal, social and life skills: the identification of and dealing with emotions and feelings, exploring health-related issues, understanding about oneself, relationships with others and one's place in the world, learning about managing finances, the world of work and planning for the future. It supports pupils to lead healthy, safe, fulfilled and responsible lives.

Citizenship education prepares pupils for the social and moral responsibilities of community involvement: the understanding of democracy and justice, rights and responsibilities and exploring identities and diversity. It helps them develop political literacy and to become informed, critical, active citizens who have the skills, confidence and conviction to advocate, take action and try to make a difference in their local, national and global communities.

EYFS and Key Stage One

During EYFS and Key Stage 1 pupils learn about themselves as developing individuals and as members of their communities, building on their own experiences and on the early learning goals for personal, social and emotional development. They learn the basic rules and skills for keeping themselves healthy and safe and for behaving well. They have opportunities to show they can take some responsibility for themselves and their environment. They begin to learn about their own and other people's feelings and become aware of the views, needs and rights of other children and older people. As members of a class and school community, they learn social skills such as how to share, take turns, play, help others, resolve simple arguments and resist bullying. They begin to take an active part in the life of their school and its neighbourhood.

Key Stage Two

During Key Stage 2 pupils learn about themselves as growing and changing individuals with their own experiences and ideas, and as members of their communities. They become more mature, independent and self-confident. They learn about the wider world and the interdependence of communities within it. They develop their sense of social justice and moral responsibility and begin to understand that their own choices and behaviour can affect local, national or global issues and political and social institutions. They learn how to take part more fully in school and community activities. As they begin to develop into young adults, they face the changes of puberty and transfer to secondary school with support and encouragement from their school. They learn how to make more confident and informed choices about their health and environment; to take more responsibility, individually and as a group, for their own learning; and to resist bullying.

7.0 Delivering the PSHE and Citizenship Curriculum

Our programme for PSHE and Citizenship is adapted to meet the needs of the children and young people in those year groups. Aspects of PSHE, Citizenship and British Values will also be covered within other subject teaching and in special days and weeks.

The school will seek to use the widest range of resources and learning opportunities to energise students' learning in this important area. The school will use a range of teaching and learning styles with an emphasis on active learning by including the children in discussions, investigation and problem solving activities.

The PSHE and Citizenship curriculum will be provided in a variety of ways to reflect the age of the pupils and ensure a whole school approach to the subject.

It will be taught through cross-curricular links, collective worship (often the theme for collective worship identifies promotes and celebrates one of the school's values) and other activities or school events (residential visits, Enrichment, special activities planned to allow the children to work together under different circumstances), and School Council, which provide links with parents and members of the local community.

We will teach PSHE and Citizenship to all our pupils regardless of their ability. Learning opportunities are matched to the individual needs of children with learning difficulties. Activities and debates challenge our most able pupils to formulate personal views based on evidence they research and discuss.

8.0 Teaching British Values

Promoting British Values at Whitehall Park School

The DfE have recently reinforced the need *“to create and enforce a clear and rigorous expectation on all schools to promote the fundamental British values of democracy, the rule of law, individual liberty and mutual respect and tolerance of those with different faiths and beliefs.”*

The Government set out its definition of British values in the 2011 Prevent Strategy, and these values are reiterated every year. At Whitehall Park School these values are reinforced regularly and in the following ways:

Democracy

Each year the children decide upon their school council members.

The school councilors meet every half term with Senior Leaders in the school to discuss school improvement and issues that have been raised within the class. The school council is genuinely able to effect change within the school. Each class votes every child on the school council in.

Children have an annual questionnaire where they are able to put forward their views about the school.

The Rule of Law

The importance of laws, whether they are those that govern the class, the school, or the country, are consistently reinforced at Whitehall Park.

Pupils are taught from an early age the rules of the school. These are our Golden Rules, Playground Rules, classroom rules and our school values. Pupils are taught the value and reasons behind rules and laws, that they govern and protect us, the responsibilities that this involves and the consequences when laws are broken. Visits from authorities such as the Police and Fire Service help reinforce this message.

Individual Liberty

At Whitehall Park, pupils are actively encouraged to make choices, knowing that they are in a safe and supportive environment. As a school we educate and provide boundaries for young pupils to make informed choices, through a safe environment and an empowering education.

Pupils are encouraged to know, understand and exercise their rights and personal freedoms and advised how to exercise these safely, for example through our E-Safety and PSHE lessons

Mutual Respect

Mutual respect is at the heart of our values. Children learn that their behaviours have an effect on their own rights and those of others. All members of the school community treat each other with respect.

Tolerance of those of Different Faiths and Beliefs

Whitehall Park is a diverse school. We actively promote diversity through our celebrations of different faiths and cultures. Religious Education lessons and PSHE lessons reinforce messages of tolerance and respect for others. Members of different faiths and religions are encouraged to share their knowledge to enhance learning within classes and the school. The children visit places of worship that are important to different faiths.

9.0 Assessment, Recording and Reporting

Teachers will assess pupils' work by making informal judgements as they observe them during lessons. We have clear expectations of what the pupils will know, understand and be able to do at the end of each key stage.

We keep records of the contributions to the life of the school and community in photograph and video form. Our Celebration Assembly celebrates personal achievement and rewards thoughtful, caring behaviour.

A comment relating to Citizenship will be included in the annual report to parents on pupils' progress.

10.0 Monitoring and Review

The Headteacher and the PSHE and Citizenship Coordinator are responsible for monitoring the standards of pupils' work and the quality of teaching and learning.

The Headteacher and the PSHE and Citizenship Coordinator support colleagues in the teaching of Citizenship by giving information about current developments in the subject and by providing strategic lead and direction for the subject in school.

The PSHE and Citizenship Coordinator will present a report annually to the Local Advisory Board on the quality of learning and, on all changes which have taken place in the programmes of learning in this area.

11.0 Approval by the Local Advisory Board

This policy has been formally approved and adopted by the Local Advisory Board