

**CITY OF ROCHESTER SCHOOL**  
**PERSONAL, SOCIAL, HEALTH AND ECONOMIC EDUCATION (PSHE) AND CITIZENSHIP**

*This policy, which applies to the whole school, 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. This policy is also publically available on the school website*

In the City of Rochester School, the term 'staff' is inclusive of all staff and it also applies to students on placement, contractors, agency staff, volunteers, the Trustees and Board of Trustees.

**Legal Status:**

- Complies with The Education (Independent School Standards) (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)

**Applies to:**

- all activities provided by the school, inclusive of those outside of the normal school hours and
- all staff (teaching and support staff), the proprietor and volunteers working in the school.

**Related Documents:**

- The Teaching and Learning Policy, Collaborative Curriculum Policy; The Safeguarding Policies; Child Protection and Anti-Bullying
- Spiritual, Moral, Social and Cultural (SMSC) Development; Personal Social Health and Economic Education and Citizenship Programme (PSHE); Relationships and Sex (RSE) Policy; Equality and Diversity Policy; Inclusion Policy; Special Educational Needs and Disability (SEND) Policy; Prevent Duty; Preventing Extremism and tackling Radicalisation Policy

**Monitoring and Review:**

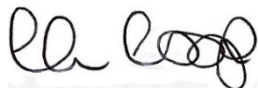
- This policy will be subject to continuous monitoring, refinement and audit by the Headteacher.
- The Headteacher will undertake a formal review of this policy for the purpose of monitoring and of the efficiency with which the related duties have been discharged, by no later than July 2021, or earlier if significant changes to the systems and arrangements take place, or if legislation, regulatory requirements or best practice guidelines so require.

Signed:

Date Reviewed: July 2020  
Date of Next Review: July 2021  
Version No. 2  
Policy No 18:001



Alicja Emmett  
Headteacher



Claire Cooper  
Chair of Trustees and Safeguarding Trustee

## Introduction

Autistic spectrum affects social interactions, communication and imagination. PSHE plays a core part in the development of a person with autism. A coherent programme throughout the age ranges applicable to the abilities and needs of pupils will run throughout school life. The nature of autism means that pupils mature at different rates and that pupils will only benefit from learning about concepts for which they are developmentally ready.

PSHE education and citizenship in our school encompasses all areas designed to promote pupils' personal, social, health & economic 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. It has strong links with Spiritual, Moral, Social and Cultural Values.

We are a non-selective special school for pupils within the age range of Key Stage 1 to Key stage 5. which, as well as the academic curriculum enables all pupils, no matter what their academic ability, to grow in confidence and self-esteem. This policy also 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 to either Channel or Children's Social Care. We will normally consult parents but consent is not required for a referral.

**Personal:** The personal aspects of PSHE 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. Sex and relationships is also a crucial part of social and health education to ensure that children have the information and understanding to make informed choices.

**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 twined with physical activity to ensure a high level of physical and mental wellbeing. It also covers issues such as 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

City of Rochester School recognises that the personal and social development of pupils is increasingly a major aim of education. Far from being on the fringes, PSHE is at the heart of everything that takes place in a school. As the pupils grow up they will begin to encounter more and 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 and
- prepares pupils at the school for the opportunities, responsibilities and experiences of adult life.

City of Rochester School embraces this as the backbone of its PSHE philosophy. With all this in mind, the PSHE programme aims to instil an understanding in all the pupils that academic success is not sufficient on its own for success. PSHE is essentially concerned with the education of the whole person rather than with the knowledge that person needs. PSHE 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 PSHE 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;
- 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 children to acquire skills relating to personal safety, discussion and decision making, which are vital to their well-being and their interaction with others;
- encourage children 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 pupils' 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;
- ensure British pupils have a clear sense of British identity and are they able to appreciate British heritage as well as the heritage of other cultures and societies;
- give the children the courage to challenge stereotypes based on race, sex, disability and faith and to judge all people fairly and equally;
- 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, City of Rochester School believes that all pupils and adults have the right to live in a supportive, 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.

#### **Teaching PSHE to pupils with special educational needs**

At City of Rochester School, we teach PSHE to all pupils, using the Jigsaw PSHE Curriculum, whatever their ability and individual needs. PSHE at the school is part of providing a broad and balanced education for all pupils. Through our PSHE 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. Pupils at the City of Rochester School learn through "doing" and through practical application and

understanding of the subject matter – an example of this would be through the use of social stories to contextualise situations and events.

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 PSHE. 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.

**Building Pupils' Resilience to Radicalisation through the Promotion of British Values:** City of Rochester School builds resilience to radicalisation of its pupils by 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 PSHE 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 Radnor House 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, PSHE and religious education make 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.

Social, moral, spiritual, cultural (SMSC) education is integral to our PSHE 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;
- 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 City of Rochester School 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 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, lessons, assemblies and ‘circle time’ 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. Examples of this include the student council, pupils participating in teacher interviews, and participating in fundraising events – such as Red Nose Day.

**PSHE and Citizenship and inclusion:**

We teach PSHE 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. When teaching PSHE and Citizenship, teachers take into account the targets set for the pupils, some of which may be directly related to PSHE and Citizenship targets. For gifted and talented pupils, teachers will provide additional opportunities to take responsibility, develop leadership skills, think creatively and use their talents for the good of the class or the wider community.

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. The Headteacher and all teachers are aware from pupils' files and through good communication with parents of any home situation or social difficulty which could make some subjects more sensitive than others.

### **Teaching, PHSEE Curriculum, Assessment, Recording and Reporting**

At various times during the year the timetable is suspended and staff as well as visiting experts organise various activities and Senior School staff and pupils work together on a series of personal, social and health themes, for example keeping safe, self-esteem, careers etc.

Assessment in PSHE is recognised as being different than in many other subjects. PSHE 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 PSHE e.g. written, oral, photographic, and artistic. The majority of PSHE lessons will involve discussion in various forms which may be recorded to aid assessment.

### **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, a letter will be sent to parents asking for their consent. Our programme for Relationship and Sex Education in the Senior School 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.

**Assemblies** are also effective when introducing themes, which will later be used as a tool for discussion, enabling children to consider their argument's validity.

**Role-play / Drama** offers a natural medium through which children can experience explore and present ideas. Pupils play out situations discussing possible outcomes and how the results may differ depending on the choices of others. Assessing Drama at City of Rochester School involves 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.

### **Continuity and Progression**

Continuity and progression is ensured throughout City of Rochester School by following detailed plans which have a clear progression. The plans build on previously learnt skills, knowledge and values.

### **Cross Curricular Links**

PSHE permeates the whole curriculum and allows many opportunities for developing links with the core and foundation subjects throughout City of Rochester School. There are particularly strong links with the science curriculum as well as literacy, geography, history 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 PSHE coordinator to monitor of the standards of pupil's work and of the quality of teaching in PSHE. The co-ordinator provides the strategic lead and direction for the subject in the school giving the Headteacher an annual summary report which evaluates the strengths and weaknesses in the subject and indicates areas for further improvement.

### **Time allocation and staffing**

Throughout the school, PSHE is delivered, overtly, by the Class Teacher/HLTA but also covered in assemblies and with visiting speakers and themed days/events across the year. 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.

### **Parental and Community Involvement**

Parents have the right to receive information from our school regarding PSHE. We believe that sharing our pupils learning with parents enables pupils to continue their development from school into their home life. Parents will be invited to join in events in school on relevant themes where appropriate. Parents are regularly informed of events and developments through our regular newsletters. Working with parents is a vital part of the whole school approach to PSHE and Citizenship. Outside agencies are invited into school to help with the delivery of PSHE and Citizenship, e.g. the Police Service

### **School Council**

School Council representatives will be elected by their peers at the start of each academic year. The Headteacher will discuss items raised by the school Council. The school Council will make a valued contribution to the Code of Conduct at City of Rochester School which, when agreed, everyone is expected to follow.

### **Display**

We have a number of displays in school with a PSHE 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 PSHE work as well as pupil work throughout the wider curriculum.

### **How we further support and embed PSHE at City of Rochester School**

- Workshops – RSE (Relationships and Sex Education) workshops, E-Safety workshop, Nutrition workshops, Parenting workshops via the school's coffee morning
- Anti-Bullying Week - We acknowledge the national November Anti-Bullying Week in PSHE lessons and/or assemblies in the school.
- Fundraising initiatives – we support national charities such Red Nose Day, but this changes year on year
- Healthy school snacks meals are prepared from scratch on the premises using locally sourced produce.
- BTEC Cookery reflects cultural celebrations e.g. Valentine's Day, Shrove Tuesday, Chinese New Year etc.
- Staff eat in the dining hall at the same time as the children

- All pupils share the same playground and play well together.
- After school clubs are available for all pupils

### **Confidentiality Policy**

PSHE teachers are advised to establish ground rules for lessons where sensitive issues may arise. Some of the PSHE 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.

### **KS4**

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 PSHE 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.

### **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 identity 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 PSHE 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 outings for pupils of all ages, including residential trips through the Duke of Edinburgh Programme. Furthermore, we have outside speakers on a variety of topics and special workshops. Visitors are welcomed into our school to speak to the pupils (e.g. religious leaders, representatives of different careers etc). Visits to places of worship, cultural venues such as theatres and cinemas are actively encouraged. Students are taught to appreciate and take responsibility for the environment.

### **Development**

- To build up a strong programme of outside speakers.
- To involve more classes in charity and community projects
- To increase training opportunities for staff in the field of delivering PSHE activities.