



QEGS Junior School
Centenary House

PSHEE, Citizenship and Circle Time Policy

This Document is a statement of the aims, principles and procedures regarding Personal, Social, Health and Economic Education (PSHEE) including Citizenship and Circle time at Centenary House. The Policy also outlines Sex and Relationships Education (SRE) within Centenary House. This policy has been written to ensure that Centenary House meets the requirements of National Curriculum 2014 which states that, 'All schools should make provision for personal, social, health and economic education (PSHEE), drawing on good practice'. The policy also ensures continuity between QEGS Centenary House and Junior School.

This policy adheres to the overarching principles outlined in the school's Curriculum Policy with reference to its aims, Prevent Duty, British Values, AG&T and SEND, 2010 Equalities Act'

PSHEE and Citizenship Aims and Objectives

At Centenary House we strive to give our boys the best possible start to becoming healthy, independent and responsible members of society. PSHEE and Citizenship is integrated into all aspects of school life, our pupils are encouraged to develop their sense of self worth by playing a positive role in contributing to school life and the wider community. We also encourage boys to reflect on their own values and attitudes, and explore the many complex and conflicting values and attitudes they encounter elsewhere.

To prepare boys for the transition across schools from Year 2 to Year 3 we encourage them to reflect and consider any possible emotional conflicts they may face at this time. We aim to generate a positive approach to an exciting new era of school life.

PSHEE is delivered through three core themes: *Health and Wellbeing, Relationships and Living in the Wider World.*

Our aims are to enable the children:

- To recognise their own worth;
- To work well with others;

- To develop positive relationships and respect for others;
- To understand our common humanity, diversity and differences;
- To know and understand what constitutes a healthy lifestyle;
- To develop self awareness;
- To be positive and active members of a democratic society;
- To develop self confidence and self esteem, and make informed choices regarding personal and social choices;
- To form good relationships with other members of the school and the wider community.

There are 3 main strands encompassed in the Citizenship framework: -

- Social and moral responsibility
- Community involvement
- Political literacy

These three strands are integrated within the PSHEE programme of study at Centenary House in order to prepare children to play an active role as members of a democratic society, to develop independence and responsibility, and to make informed choices about their own lifestyle.

Helping Children Achieve

The Helping Children Achieve policy is viewed as extremely important by all members of staff at QEGS JS. All boys at QEGS whatever their background or culture will be provided with the support to: be healthy, stay safe, enjoy and achieve, make a positive contribution, achieve economic well-being. It is the intention of the school that these five outcomes are at the heart of every aspect of the curriculum.

Please see the separate QEGS JS Helping Children Achieve Policy.

Our PSHEE and Citizenship curriculum ensures that we meet the 5 strands of Helping Children Achieve. These aims are achieved through a whole school approach at Centenary House, aiming, in all aspects of school life, to introduce, develop and reinforce an awareness of self, others and the environment. Many of the elements are delivered throughout the creative curriculum and through the PSHEE scheme. They are also integrated in wider school activities such as assemblies, other NC lessons, day to day routines and WOW week.

Please see the separate QEGS JS Helping Children Achieve Policy.

Helping Children Achieve Agenda within PSHEE and Circle Time

Throughout the scheme there are opportunities to focus on all five aspects of the HCA agenda -

Health

The PSHEE curriculum in conjunction with elements of the Science curriculum ensures that children have knowledge and experience of healthy lifestyles. This is addressed in EYFS particularly in 'Reception's got the X Factor'. Boys learn about their bodies, exercise and healthy eating. PSHEE Key Stage 1 topics under the core theme of 'Health and Wellbeing' address issues relating to healthy choices, growing up and emotional health.

Staying Safe

In the EYFS children learn about safety through day to day interactions in the learning environment. Boys achieve the Health and Self Care Early Learning Goal by the end of the year, they can talk about ways in which to stay safe and take managed risks. In KS1 staying safe is taught through the 'Health and Wellbeing' core theme. They learn to understanding what rules are for and how they keep us safe, road and beach safety and about people who can help them to stay safe.

Enjoy and Achieve

The PSHEE and Circle Time scheme of work allows for participation at all levels of ability. Lessons are planned to be exciting and boy friendly, promoting learning in a style to suit every boys whether that be auditory, visual or kinesthetic. Every boy is made to feel as though they can achieve within their lessons.

Positive Contribution

In all areas of the curriculum the boys are encouraged to feel that they have made a positive contribution by means of verbal comments and marking of written work. The PSHEE and Circle Time scheme of work encourages the boys to feel as though they have made a positive contribution towards their lessons. Boys in Year 2 can also feel that they have made a positive contribution to school life through the school council and projects to have ownership of improving their school.

Economic Well Being

The PSHEE scheme of work allows opportunities for the boys to plan, perform and evaluate as individuals and as part of a group or class.

A positive social interaction is encouraged which provides an early insight in to how to solve problems that they may be faced with throughout their working life.

During the 'Living in the Wider World' theme, boys learn about the meaning and value of money and how to act responsibly with Money.

Centenary House boys also engage in a whole school Citizenship task where they raise money for a charitable cause.

British Values

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 have been reiterated in 2014. QEGS Juniors reinforces these values regularly as outlined in the QEGS JS Curriculum Policy.

Centenary House strives to promote the fundamental British values. PSHEE medium term planning for KS1 clearly states which elements of 'British Values' the scheme of work addresses within a series of lessons.

Prevent duty

At QEGS JS and CH we are aware of new government literature that addresses and explores the ideas behind extreme radicalisation in our community. Section 26 of the counter terrorism and security act 2015 which states we must have 'due regard to the need to prevent people from being drawn into terrorism'

Within our school community, we are mindful of the need to embrace and celebrate our diverse world. Within this whole school approach, and through PSHEE and RE lessons, we aim to help our boys to understand the world around them and the different communities, cultures and religions found within it.

PSHEE and Citizenship in EYFS

It is of the utmost importance that boys of Reception age are welcomed into a warm and friendly environment where they can thrive, learn and become the best versions of themselves. Therefore, PSHEE and Citizenship in the Foundation Stage as an integral part of topic work and continuous provision throughout the year. Objectives for learning are taken primarily from Personal, Social and Emotional Development. Citizenship is also supported in the Foundation Stage through areas of learning such as Communication and Language, The World and the Health and Self Care element of Physical Development.

Circle Time

Circle time gives the boys at Centenary House the opportunity to express themselves and build confidence with speaking to the teacher and class. It promotes self esteem and positive behaviour in a safe and non judgemental environment.

Quality Circle time helps to develop:¹

1. The value and self confidence of each child.
2. Specific behaviours which show caring and respect towards each other (e.g. 'do be kind when others make mistakes').
3. The establishment, in an enjoyable and constructive way, of classroom routines that are necessary for quality teaching and learning.
4. A climate of good relationships between teacher and children and child to child.
5. A way of meeting children's needs with regard to improving their behaviour, rather than saying 'what they deserve is...'
6. Talking and listening skills in a way that helps such skills transfer across the curriculum.
7. A sense of responsibility of one's own behaviour and actions.

¹ Mosley, J. eds 1990. Circle Time: A practical book of Circle Time lesson plans. Trowbridge: Positive Press.

8. An environment that is nonthreatening where teacher and pupils can express themselves and listen to each other.

How PSHEE and Circle time is organised at Centenary House

PSHEE and Citizenship is delivered in a timetabled weekly hour lesson taught within a safe and supportive learning environment. Children develop the confidence to ask questions, contribute their own experience, views and opinions and put what they have learned into practice in their own lives.

PSHEE education programme is just one part of what Centenary House does to help our boys develop the knowledge, skills and attitudes they need to fulfil their potential at this early stage in their lives. The learning provided by the PSHEE programme supports and is supported by other curriculum areas, cross curricular learning opportunities and the pastoral 'Good to be Green' system.

This may also include:

- learning opportunities in other curriculum subjects
- Assemblies
- Special speakers from the community
- Cross-curricular projects such as 'Wow Week'
- Charity days
- Displays
- School Council
- House meetings
- One-to-one or small group support and guidance on specific areas of learning and development

Centenary House boys should be involved in this process, influencing provision from the start as well as having a say in how learning develops.

Circle time is delivered through a weekly timetables lesson. Themes are planned by the coordinator. SEAL documentation and Jenny Mosley resources have been referred to in the creation of the scheme of work. Teachers may use plans available or have the flexibility to plan their own lessons to meet the needs of the children in their class.

Strategies for the Teaching of PSHEE

At QEGS Centenary House and Junior School we use the following key teaching strategies within PSHEE lessons to ensure consistency between both school and ease transition between key stages.

The key words are:

- Ask** Boys discuss what they already know. This is achieved by revisiting tasks and activities, and then exploring a wider range of possibilities.
- Help** Boys build on what they already know and gain a better understanding of the topic and other learning activities. They achieve this understanding by exploring possibilities, being shown new ideas, watching others, and discussing alternatives and key ideas. The result will be that the boys start to select and apply skills to suit both the activity and what they do best.
- Teach** At those times in the lesson or unit when boys are ready to acquire a new idea or concept, or to revise an activity they have done before but in a new way. As they explore and then select and apply skills and ideas, there will be moments when they need to be taught something new to help them to be more consistent or to operate in different ways.
- Talk** To a whole group or individuals to explain what, why and how they can discuss and think. This will help them to consolidate their ideas, enabling them to be more accurate, consistent and fluent.
- Listen** To what the boys say about what they can and cannot do and how they feel about what they are learning. This will provide information to help the teacher adapt, modify or extend activities to suit the boys better. It will also help to indicate when to move on and challenge the boys with a different task or activity.

These words illustrate some of the steps that a teacher could take in developing a lesson or series of lessons to move boys on to higher standards.

These steps start with asking the boys to show what they can already do and then providing for their need to be stimulated and extended further. Most units and lessons begin with an introduction, then activity and explanation that links the work to what has previously been learned and experienced. Boys can then be helped to understand and explore ideas and activities that indicate what they need to achieve. During this process it will become apparent what new skills and knowledge they need to be taught to develop their learning and the quality of their work. This will enable them to select and apply skills and ideas in the most appropriate and efficient manner to meet the demands of the task. There will also be opportunities for the teacher to talk to the boys about their work and to listen to their ideas and feelings about it.

SRE is a lifelong learning process of acquiring information, developing skills and forming positive beliefs and attitudes about sex, sexuality, relationships and feelings (Sex Education Forum 1999).

Effective SRE can make a significant contribution to the development of the personal skills needed by pupils if they are to establish and maintain relationships. It also enables young people to make responsible and informed decisions about their health and well-being.

Aims

SRE at Centenary House reflects the schools ethos of promoting positive relationships, appropriate behaviour and good manners, thereby creating an environment of respect for others whatever their gender, background or ethnicity.

It demonstrates and encourages the following values:

- Respect for self;
- Respect for others;
- Responsibility for their own actions;
- Responsibility for their family, friends, schools and wider community.

In the EYFS and key stage 1 boys learn to recognise similarities and differences between themselves and others, identify and share their feelings with each other, recognise safe and unsafe situations and identify and be able to talk to someone they trust. These concepts and skills are taught as an integral part of our PSHEE and Science curriculum.

How SRE is organised at Centenary House

SRE is not delivered in isolation at Centenary House. It is firmly embedded in all curriculum areas, particularly PSHEE and citizenship.

SRE is normally delivered by class teachers. Boy friendly active learning methods which involve children's full participation are used.

Occasionally, appropriate and suitably experienced and/or knowledgeable visitors from outside school may be invited to contribute to the delivery of SRE in school. For example the school nurse and medical professionals such as dentists, doctors, fire and police service personnel.

- Visitors are invited in to school because of the particular expertise or contribution they are able to make;
- All visitors are familiar with and understand the school's SRE policy and work within it;
- All input to PSHEE lessons are part of a planned programme and negotiated and agreed with staff in advance;
- All visitors are supervised/supported by a member of staff at all times;

- The input of visitors is monitored and evaluated by staff and pupils. This evaluation informs future planning.

Any parents with questions or concerns about the sections of SRE that fall outside of the National Curriculum should speak with the PSHE co-ordinator or the Head or Deputy Head teacher. If, following discussion, parents still wish to withdraw their child from specific non-statutory aspects of SRE curriculum; they should put this in writing to the Head teacher. The parent will be advised that they have an obligation to provide the information at home using information available from the DCFS.

Confidentiality

It is important that for the effective teaching of SRE there must be a trusting relationship between the class teacher and boys, however, any concerns staff may have should be discussed immediately with the Head teacher. The safety of our boys is a paramount concern and the school is legally obliged to refer concerns regarding child protection issues, including sexual abuse to other agencies such as social services.

The school has a separate Child Protection Policy. Effective SRE may bring about disclosures of child protection issues and staff should be aware of the procedures for reporting their concerns.

Controversial and Sensitive Issues

Staff are aware that views around SRE related issues are varied. However, while personal views are respected, all SRE issues 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 that may have a different opinion.

Dealing with Questions

Both formal and informal SRE arising from pupils' questions are answered according to the age and maturity of the pupil concerned. Questions do not have to be answered directly, and can be addressed individually later. Individual teachers must use their skill and discretion in this area and refer to the Head Teacher if they are concerned.

Planning

PSHEE is provided through a spiral programme that gradually expands and enriches key concepts, increases knowledge, deepens understanding and rehearses and develop key skills as the boys progress through the year groups.

Planning is undertaken at three levels.

LONG TERM PLANNING shows the themes for EYFS and KS1 and the key learning focus which are designed to appeal specifically to boys.

MEDIUM TERM PLANNING outlines the learning objectives for each theme in more detail with links to NC and EYFS. Weekly activities are provided and can be found on P drive.

SHORT TERM PLANNING detailed planning produced by the class teacher including learning objectives and success criteria.

Plans in Key Stag one have been based upon the planning toolkit published by the PSHE Association. A number of resources including; SEAL and SEBS, Go-Givers, P4C and a variety of PSHEE/ Circle Time books including Jenny Mosley and Helen Sonnet teaching resource books.

All PSHEE and Circle time books are resources are stored centrally for all staff to access in the PSHEE cupboard in the ICT suite. Each class teacher has a Circle Time Box stored in their classroom with attractive resources to enable them to teach lessons effectively.

Teaching and Learning

A range of boy friendly teaching strategies will be used as appropriate. These will include: Circle time, role-play, discussion – whole class, small group, 1:1, visitors e.g. PC , Fire Brigade, School Health Advisor etc., stories e.g. exploring behaviour of characters, creative activities, reflective time and pupil initiated activities.

Inclusion

By its nature PSHEE and Citizenship allows all children to be included in activities and discussion. Teachers should allow every child to experience success in learning and achieve high standards irrespective of culture, ability or aptitude. Every child should be given the opportunity to progress. Teaching pedagogy will take into account the age, ability, readiness and cultural background of our boys to ensure that all can access the full PSHEE provision. Special attention should be given to boys who may lack confidence or have low self-esteem.

Equal Opportunities

We believe all pupils in the school should have equal opportunities and equal access to the curriculum giving them the opportunity to learn and make progress, enabling them to fulfil their potential. All pupils are respected for their individuality and have their talents recognised, valued and nurtured. Curriculum activities and the use of equipment offer pupils opportunities to develop in an environment free from prejudice and discrimination against age, disability, gender reassignment, marriage and civil partnership, pregnancy and maternity, race, religion and belief, sex, sexual orientation (as outlined as 'protected characteristics' in the 2010 Equalities Act.

Learning support and SEND

Boys who attend the achievement centre for learning support should be noted on weekly lesson plans and class teachers adapt lessons to meet their specific needs. For boys who the teacher feels causes a concern with regards to their progress in PSHEE are identified and QJ SEND intervention flowchart procedures are followed. Please see Appendix 1.

Differentiation

Boys who are exceeding expectations should be given opportunities to extend their learning through challenges or more complex questions or activities provided by the class teacher.

Able, Gifted and Talented

QEGS Juniors aims to ensure that all pupils, including 'able, gifted and talented' pupils, are being appropriately stretched, challenged and extended in their learning. Please see the separate Junior School Able, Gifted and Talented Policy for further details of our philosophy and approach.

Transition

It is vitally important that the boys feel comfortable and prepared to enter the Junior School from Centenary House. A set of dedicated lessons are planned at the end of Year 2 to help address any worries, apprehensions or questions the boys may have regarding moving from Year 2 to Year 3. The boys also visit their new class teacher on Transition Day. All information about the cohorts progress in PSHEE is passed on to the next teacher in class transfer meetings and via classroom monitor data.

Assessment, Recording and Reporting

Understanding, knowledge and skills in PSHEE, Citizenship and Circle Time are assessed through observation, discussion and questioning and participation in groups. Class teachers will identify which children have met an objective and highlight those boys who need further encouragement on their weekly planning evaluation.

Teachers record their assessment of the boys attainment against the statements on Classroom Monitor. Any additional information about a child can be added as a note against the child's name on Classroom Monitor.

Children will be involved in self-assessment through talking about their own experiences and given opportunities to decide where to take their learning next

Children will be rewarded in line with school policy e.g. stickers for behaviour and achievement, certificates presented in the weekly Achievers Assembly and staff inputting comments in the roll of Honour book.

General comments about PSHEE and Citizenship will be included in annual reports to parents.

Data Storage

We ensure that pupils' personal data, including any information relating to their individual needs, assessments and interventions is maintained securely at all times. (General Data Protection Regulation: May 2018). For more information on the way personal data is stored and processed refer to the Privacy Notices and Data Protection Policies.

The Role of the coordinator

The coordinator is responsible for monitoring, reviewing and changing the policy and development plan for PSHEE, Citizenship and Circle Time. Amendments and improvements will be made by incorporating feedback from teachers, parents and pupil feedback. The coordinator is also responsible for day to day management including monitoring the budget and ordering required resources. The coordinator is responsible for delivering curriculum meeting for staff within Centenary House. The coordinator is expected to keep up to date with initiatives, review the curriculum and inform the phase coordinator and head teacher about changes in requirements.

How the subject will be monitored and evaluated

It is imperative that the PSHEE, Citizenship and Circle Times scheme of work is relevant to the needs of the children in the school. Teachers are not required to teach absolutely to this scheme of work. They are encouraged to adapt or personalise it as they wish. The most important point is that children should be motivated to enjoy and succeed in the subject. The PSHEE coordinator will monitor the implementation and effectiveness of the PSHEE , Citizenship and Circle Time policy as a basis for children's learning. The impact of the units within the creative curriculum will be measured against the success criteria within each unit. Teachers will be asked to use their assessment data to evaluate the effectiveness of the Scheme of Work.

The PSHEE coordinator will review staff training needs and training funds are allocated for in the subject budget.

M Beecher 2013

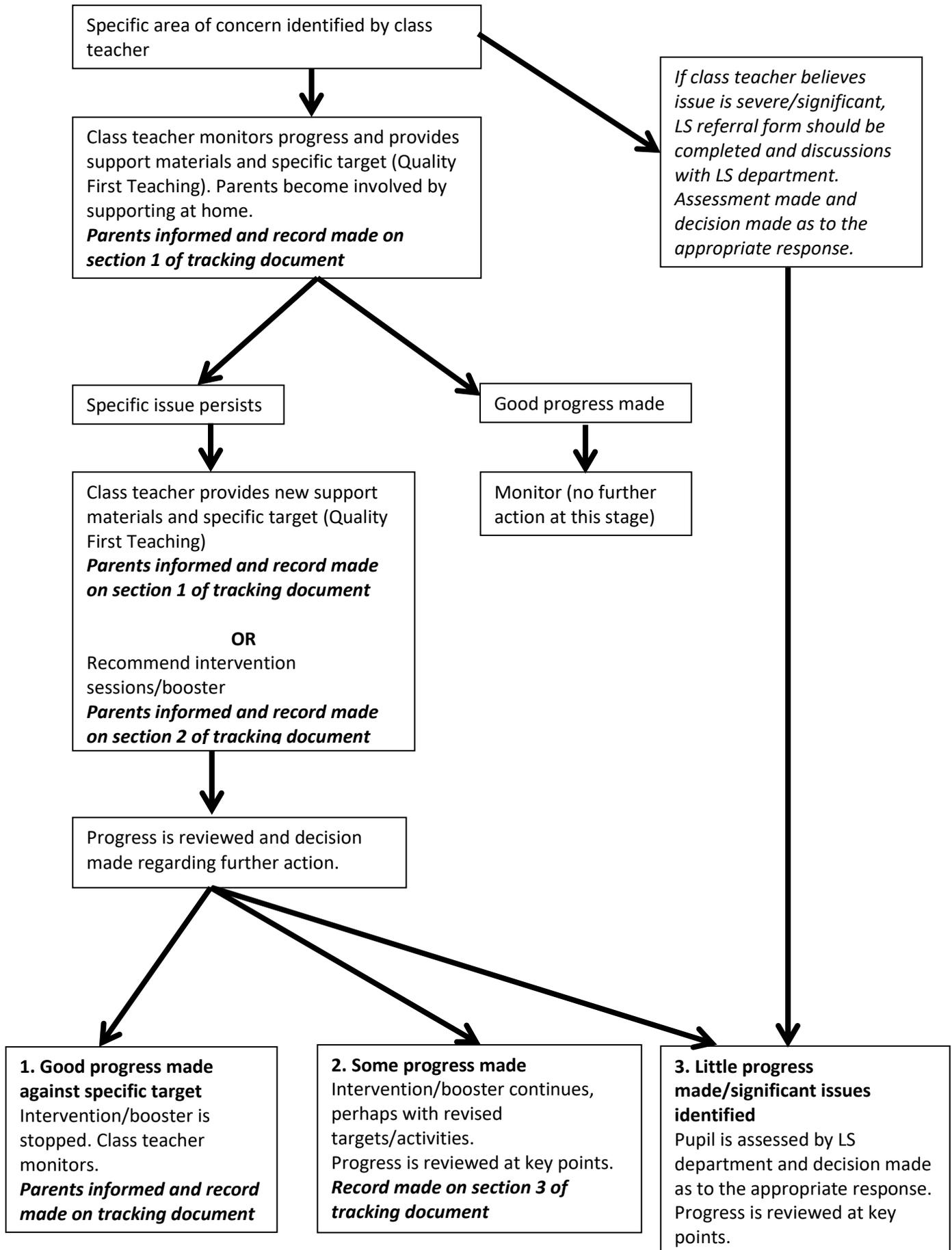
Reviewed and updated May/ September 2015 M Robinson (Nee Beecher)

Reviewed and updated February 2018 M Robinson

Reviewed and updated August 2018 M Robinson

Appendix 1

SEND Intervention flowchart – QEGS JS



Advice for staff:

- This process is intended for boys who are not currently receiving Learning Support
- Section 1 (diary) is intended to be a quick record of action taken to support in class/at home – recording what we are doing already, e.g. specific resources given, prompt sheets, word lists, extra handwriting, process guides for calculations, times tables, number bonds sent home, etc.
- Section 2 is where the concern is greater and work done in class/at home has not alleviated the concern. Extra support is then put in through TA-led intervention groups or booster.
- At any time, serious concerns should be shared with Head of Learning Support.