

PSHEE & Citizenship Policy			
Ref.:	SOP007	Rev: 13	Date: Jan 2024

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# Learning4Life POLICY

13	Jan 2024	Reviewed	NA	
12	August 2023	Adapted to launch Learning4Life	NA	DB
11	Feb 2023	Reviewed and Updated	NA	DB
10	Jan 2022	Reviewed and updated	DB	INSPECTED
9	Sept 2021	Adapted to incorporate KCSIE 2021	DB	RW
8	Jan 2021	Reviewed and updated	DB	RW
7	Feb 2020	Reviewed	DB	RW
6	Nov 19	Reviewed and updated	DB	RW
5	Mar 19	Reviewed and updated	SP	RW
4	Feb 18	Reviewed and updated	SP & DB	RW
3	April 17	Update inc revised SRE provision	DB	RW INSPECTED
2	Feb 2016	Update inc Jigsaw scheme	DB	RW
1	May2015	First Published	MJ	AC
<b>Rev.</b>	<b>Date</b>	<b>Amendment</b>	<b>Adapted By:</b>	<b>Authorised By:</b>

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This policy applies to all staff including those in the EYFS

All aspects of this policy are subject to the School's [Data Protection Policy](#), [Privacy Notice](#) and [Data Retention and Destruction Policies](#)

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## Training Record

Training:	Provider:	Date:
Staff workshop during Inset (programme, expectations, resources & assessment)	Pastoral Leaders	Sept 2021
RSE training (how to deliver RSE in an age-appropriate manner)	Jigsaw	April 2022
PSHEE Essentials: Growing Positive Physical & Mental Health & Wellbeing (Nicola Aplin, PSHEEE Lower School Lead)	Surrey	June 2023
Whole School INSET (New launch of L4L, programme, delivery, expectations, resources and assessment.)	Pastoral Leaders	September 2023

## Introduction

- This document is a statement of the aims and principles for the teaching and learning of PSHEE and Citizenship at Bishopsgate. We call it Learning 4 Life, or L4L for short.
- This document explains subject content and expectations across the school
- This policy was produced by the Pastoral Team through consultation with teaching staff. Pupils have been involved in the creation of this policy through discussion and questionnaires.
- This policy will be reviewed annually through a process of consultation with teaching staff, school management, pupils and parents
- PSHEE is taught through the Learning 4 Life programme in Years 1 to 8. In the EYFS, PSHEE is taught mainly in the following areas of learning: Communication and Language, Personal, Social and Emotional Development, Physical Development and Understanding the World, using guidance from the statutory framework.

## Mission Statement

The Learning 4 Life programme at Bishopsgate aims to give children the knowledge, skills and understanding they need to lead healthy, confident and independent lives, as well as to become informed, active and responsible citizens. The foundations of the L4L programme are: Kindness, Respect, Relationships and Self-awareness.

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## Departmental Aims and Objectives

The Learning 4 Life programme is progressive through the key stages. Mental health and its link to physical health are also explored, along with the promotion of British Values. For the Careers education, information, advice and guidance (CEIAG) programme at Bishopsgate, please see the [SOP022 Careers Education Policy](#).

The attributes we aim to develop are:

- Kindness and inclusivity
- Self-esteem and self-confidence in social situations
- To encourage acceptance of responsibility and actions, positively contributing to both school and the wider community
- The knowledge, understanding and skills to live a healthy, safe, productive and balanced life
- The ability to think clearly and critically, reflective of one's own values, beliefs and attitudes.
- Recognise, accept and shape their identities, understanding change and difference
- To build, develop and maintain healthy relationships?
- Tolerance and respect for the opinions, rights and beliefs of others
- Understanding of legal rights and responsibilities and respect for the law.
- The promotion of autonomy and an awareness of their personal responsibility within society
- High moral standards and the ability to make moral decisions
- To foster an understanding of fundamental British values and respect for public institutions and services
- To support the Computing provision on E-safety

## Equal Opportunity Statement

Bishopsgate understands and pays special regard to the protected characteristics under the Equality Act 2010. Our Learning 4 Life programme aims to respond to the diversity of children's family backgrounds, faiths, cultures, disabilities, genders and sexual orientation. The programme of study encourages respect for all others, but with a particular regard to protected characteristics under the Equality Act 2010: age, disability, gender reassignment, marriage and civil partnership, pregnancy and maternity, race, religion and belief, sex, sexual orientation.

Classroom practice and pedagogy will take into account pupils' ability, age, readiness and cultural backgrounds, and should be adjusted to enable all pupils to access the learning. We will ensure that pupils with SEND receive access to PSHEE through differentiation with content and delivery adapted as necessary. We will not exclude access to PSHEE for any pupils and recognise the right for all pupils to have access to PSHEE education learning which meets their needs.

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## PSHEE Structure

L4L works within pupils' real life experiences and therefore it is essential to establish a safe learning environment. Clear ground rules and a confidentiality policy that is understood by all adults and children are important elements that are recapped and reviewed regularly in sessions. All teaching staff should be aware of the schools safeguarding and child protection policy to ensure clarity about what is required in any circumstance where a pupil may indicate in some way that they are vulnerable or at risk. (See policies linked in appendix) Learning 4 Life is delivered in a spiral, progressive and fully planned scheme of work, giving children relevant learning experiences to help them navigate their world and to develop positive relationships with themselves and others.

- We will ensure that where pupils indicate that they may be vulnerable and at risk, they will get appropriate support by their form tutor, member of the Pastoral or Wellbeing Team
- We will create a safe and supportive learning environment by creating rules agreed upon by the class and displayed in the classroom
- This policy is informed by the school's safeguarding/child protection policy
- We promote the needs and interests of all pupils, irrespective of gender, culture, ability or personal circumstance
- Teaching will take into account the age, ability, readiness, and cultural backgrounds of children (and those with English as a second language) to ensure that all can fully access PSHEE education provision
- We promote diversity and inclusion will consider all pupils' needs
- We expect our pupils to consider others' needs by showing respect, feeling safe to ask and answer questions, to choose not to answer a question
- Sessions will be taught in a variety of ways including, but not limited to, circle game, slides, written activities, discussions and workshops. Visitors and speakers will also play a role in the delivery of L4L
- To ensure statutory guidance is followed Learning 4 Life follows the Programme of Study set out in the PSHEE Association
- The delivery of PSHEE will fall into 3 core themes: Health and Wellbeing, Relationships and Living in the wider world.

## Teaching Allocation

PSHEE is timetabled in the curriculum for Years 1 to 8. In most instances, PSHEE is delivered by the Form Tutor (or a linked tutor) through stand-alone lessons and a cross-curricular approach. The programme will be led by Nicola Aplin in Lower School and Rebecca Tippet in Upper school.

Phase	Staff
Lower School Lead	Mrs Aplin
Upper School Lead	Miss Tippet & Miss Thompson
Head of PSHEE	Mr Boorman

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## Principles and Methodology

PSHEE education needs to consider pupils' starting points. Pupils will bring differing levels of knowledge and understanding to any issue explored through PSHEE education. Often this prior learning is more complex than we might assume. Where possible, any new topic in PSHEE education should start by determining pupils' prior knowledge. It is important that pupils are helped to make connections between the learning they receive in PSHEE education and their current and future 'real life' experiences. The skill of critical reflection is therefore at the heart of assessment for learning in PSHEE education.

- We will determine pupils' prior knowledge/starting points by informal conversation with children prior to learning
- We will ensure that sessions, including those on risky behaviours, remain positive in tone researching the subject matter, understanding signposting to help and support as necessary, being open and honest to an appropriate level and answering all questions. This may be to the group, 1:1 or suggesting they ask the question at home
- We will help pupils make connections between their learning and 'real life' behaviours by planning sessions that are relevant, inspirational and current
- We will make links to other areas of the curriculum
- We will deliver lessons that are sensitive to a range of views, ensuring that pupils always have access to the learning they need to stay safe and healthy, and protect and enforce their human rights. This should include clear, impartial information in relation to matters such as forced-marriage, female genital mutilation and abortion.

We allocate at least 1 hour of curriculum time to PSHEE education each week .The curriculum is delivered by the Tutors and assemblies using the PSHEE Association Program of study which has been organised into:

- Schemes of work, relevant to specific age groups.
- Termly overviews
- Weekly overview

The programme will be taught through a range of teaching methods, including and enriched by:

- circle time
- individual, pair or group work
- drama and stories
- videos
- worksheets
- display
- teacher led discussion
- pupil led discussion
- poster prompt activities

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- guided and open ended written tasks
- role plays
- workshops
- talks by outside speakers

## Visiting Speakers and Trips

The PSHEE curriculum allows for a number of visiting speakers and trips to help enrich the curriculum. These may include:

- Visits by a PC Liaison Officer  
*Talks include:*
  - personal safety
  - ages and the law
  - drugs education
  - rights and responsibilities
  - bullying
- Junior Citizen Trip (Thorpe Park education centre)
- Visits by religious leaders from Slough Mosque
- Visits by religious leaders from the local Jewish community
- Indian cultural days, including dancing and traditional food tasting

## Assessment

It is important to recognise that assessment in PSHEE education is not about 'passing or failing', or about behavioural outcomes. Teachers and pupils both need to know what has been learned, and how learning and understanding has progressed. Although formative assessment is ongoing, PSHEE assessments will be recorded every half term by the subject teacher (normally the Form Tutor). PSHEE will be reported on in line with other subjects in written reports.

- We will assess pupils' learning and progression through discussion, work completed and participation in activities. 'I can statements' will support assessment and children will be graded as 'Working towards, Working at, Working above
- We will evidence pupils' learning and progression through LEARNING 4 LIFE CLASS JOURNALS across the school

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## Spiritual, Moral, Social and Cultural Development (SMSC)

This is an integral part of our PSHEE and Citizenship programme, as well as our wider Form Tutor input and Assembly programme. Pupils are encouraged to work collaboratively and to share their experiences, thereby developing their interpersonal skills, their knowledge of the world in which they live and an awareness of their role in a multicultural society.

## Confidentiality and Disclosures

Due to the nature of PSHEE education, pupils' learning may result in them seeking advice or support on a specific personal issue. Teachers cannot offer complete confidentiality; it is important for everyone's safety that teachers and pupils are clear about what can and cannot be kept confidential. It is also very important for external contributors, including school nurses, to be clear about these rules and that whilst working in the classroom, they are bound by the school's confidentiality policy, not their own.

- We will set ground rules where necessary in lessons to ensure a respectful environment
- We will ensure confidentiality by explaining to children how a PSHEE session is a trusted space where pupils can ask questions and discuss sensitive matters confidently and securely. The discussions will not be taken outside of the classroom unless guided by the teaching staff
- • If a pupil makes a disclosure we will follow our Child Protection Policy

## Responding to pupils questions

It is important that pupils feel able to ask any questions that they wish and that their questions are valued. Pupils' questions will be answered with consideration of prior learning and readiness. Teachers will feel confident to ask a pupil to wait for an answer to give them time to consult with the Pastoral Team if they feel this is appropriate or if the question raises safeguarding concerns (For instance: 'That is a really interesting question and I need time to think because I want to give you a proper answer').

- We will allow pupils to raise anonymous questions by having a question box available or through the use of online questionnaires in the Upper School
- If a safeguarding issue is raised by an anonymous question we will speak immediately to the Pastoral Team for further action

## Parents and Carers

PSHEE is strongest when there is communication and collaboration between school and home. We are committed to working with parents and carers through a variety of ways:

- We will communicate with parents and carers person, via our school website and through the weekly Nutshell communication



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offering opportunities for parents to come into school and feel part of the school communication, participate in workshops, meet with members of staff as needed, signpost support and professional bodies as appropriate

- We will encourage discussion of topics at home through The Nutshell
- We will communicate to parents about their right to withdraw their children through the RSE policy and RSE forums that are held in the Summer to discuss coverage, content and give an opportunity to ask questions and see resources. If a parent wish to withdrawal we will discuss their viewpoint and work together to reach a suitable outcome.

### Linked policies:

Learning in PSHEEE classes is most effective when it is cross curricular and the learning compliments other lessons such as Science, PE, English, Computing. This policy supports/complements the following policies:

- Child protection and Safeguarding policy
- RSE Policy
- Anti-Bullying policy
- Drugs Policy
- Online safety
- Careers advice

### Review

This policy is reviewed annually and updated inline with statutory guidance.

### Relationships and Sex Education (RSE)

#### Aims

The Relationships Education, Relationships and Sex Education and Health Education (England) Regulations 2019, made under sections 34 and 35 of the Children and Social Work Act 2017 and KCSIE, make Relationships Education compulsory for all pupils receiving primary education. Personal, Social, Health and Economic Education(PSHEE) continues to be compulsory in independent schools.

Sex and Relationships Education, as delivered through the Science and PSHEE curriculum at Bishopsgate, aims to enable pupils to have an understanding of the physical and emotional changes boys and girls experience through puberty to adult life as well as the process of human reproduction. In Year 7 and 8, pupils also develop an awareness of physical intimacy including their own rights and responsibilities, consent of sexual acts, methods of contraception and the dangers of unprotected sex including sexually transmitted infections.

Prior to the delivery of SRE in PSHEE lessons, a parent forum is held where the school outlines topics that will be covered in these lessons. This information is also clearly stated on Curriculum Overviews. These forums will be delivered by Pastoral Leaders, alongside the Head of PSHEE, with parents encouraged to attend and ask any questions.

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Legislation states that parents have the right to withdraw their children from aspect of RSE which do not form part of the science national curriculum. How will the school ensure that parents understand their responsibility for ensuring their child receives the missed learning?

The curriculum should help pupils in the following ways:

- To help children cope with the emotional and physical changes of adolescence
- To provide information and guidance on sex education and where to seek sources of help
- To have the knowledge to make informed decisions as they grow into adulthood
- To respect others without prejudice

## Delivery of the RSE Curriculum

Like all areas of the PSHEE curriculum, Sex and Relationship Education is taught by Tutors during PSHEE lessons. For Years 1 to 8, we follow recommended objectives from the Jigsaw programme. At times, we may combine other resources to those provided within the Jigsaw framework.

Pupils are taught in a combination of mixed and same gender lessons. They are encouraged to use correct terminology and are able to ask any questions they have. We also ensure pupils have opportunities to write down, or submit online, questions in advance in case they feel too embarrassed to ask in front of their peers.

In Science, pupils are taught about life cycles and the physical process of reproduction. This is done progressively through the year groups – see the Science scheme of work for more detail.

## Promoting British Values

The DfE have reinforced the need to 'create and enforce clear and rigorous expectations 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.' These are values that have a central place in the way our children learn and in the content of our curriculum at Bishopsgate.

Children learn about, and practise, democracy through visits and visitors, through having their own voices heard, and voting for what happens in their school via our School Council.

- We learn about the importance of laws in the class, the school and the wider community, through the exercise of a fair behaviour management policy and opportunities for discussion in PSHEE and assemblies.

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are encouraged to make choices, knowing that they are in a safe and supportive environment, and in this way develop their understanding of individual liberty. They learn about rights and personal freedoms and the responsibilities that come with choice.

- Our behaviour management policy is built around the need for all members of the community to show respect for each other.
- Our PSHEE and Philosophy and Ethics curricula seek to enhance pupils' understanding of their place in a culturally diverse society, along with discussions, visits, visitors and the modelling of a tolerant and accepting attitude.

## Parental consent

Bishopsgate School has a Christian ethos that is evident at certain times of the year. However, Bishopsgate is a school of many faiths and we aim for every child to explore all major world religions and make up their own minds as part of a healthy, rounded education. We also aim to give children age-appropriate knowledge of sex and relationships, as stipulated by the Government. Parents have the right to withdraw their child from specific PSHEE lessons (those concerning the sexual education aspect of SRE), however, we ask that this is done in writing to the Headmaster one term in advance, clearly stating the reason for withdrawal. All SRE and Philosophy and Ethics topics can be obtained from the Curriculum Overviews that are published on the School App.