



BERKHAMPSTEAD SCHOOL

The School's motto: "Perseverantia Vincit" meaning perseverance wins through, exemplifies the genuine ethos of striving for success in all aspects of school.

Citizenship and Wellbeing (P.S.H.E.) Policy (CWB)

I. Policy Statement

Janet Palmer, the Ofsted lead for PSHE, said "It is difficult to see how Safeguarding can be good if PSHE provision is poor." With this in mind, Berkhamstead is committed to delivering the best CWB (PSHE) programme possible in order to equip its pupils with arguably the most valuable life skills that can be taught during the school years.

At Berkhamstead, we aim to encourage children to be confident, well rounded people with good social, emotional and behavioural skills and the morals exemplified by the Christian faith. We aim to guide the children to be able to:

- have a sense of identity and self-worth
- develop self-confidence and make informed choices regarding personal, social and spiritual issues
- be independent and responsible members of the school community
- understand what makes for good, lasting relationships with others (see also separate RSHE policy).
- work co-operatively with other members of the school and the wider, ethnically diverse national/international community
- have a knowledge and understanding of British Values as well as an interest in, and respect for, the cultures, values and beliefs of others
- be positive and active members of a democratic and diverse society, recognising and standing up for their own rights and the rights of others
- be aware of health and safety issues, such as the importance of a balanced diet, good mental health and how to support their mental health, personal hygiene, regular exercise, drugs awareness, money management, care for the planet, positive body image, understanding their body and the importance of healthy relationships, e-safety, road safety, fire safety etc.

CWB is a wide subject, taught both indirectly as part of the whole school experience and as a regular, specific lesson. Activities and trips which enable the above aims to be met are organised regularly such as trips to the SkillZONE centre in Gloucester.

Cheltenham consists largely of white, middle class families - the unemployment rate is roughly 5% lower than the national level and at least 90% of the population are white – so Berkhamstead teachers and children do not have as much direct experience of a modern multicultural society as do schools in some towns and cities. Hence, we value our few non-British families greatly; we also strive to expose our pupils to a wide variety of cultures through such subjects as English, MFL, music, dance, art, geography and religious studies.

However, although variability in expectations and conventions is more obvious between people of different ethnicities and cultures, it must be remembered that family lifestyles within a culture also vary; each home environment has its own standards of behaviour, parental beliefs and ways of doing things – its own culture. This includes the topics discussed - or kept taboo – within each family setting. Children need to know that it is safe, appropriate and valuable to be able to speak openly at school about how things are done at home without being met by condemnation or a lack of respect. At Berkhamstead, we aim to have a classroom climate in which children can speak and discuss differences freely and openly but within this, such attitudes as racism, bullying, cruelty or discrimination are considered wrong and are therefore never to be tolerated.

Equal Opportunities

- We endeavour to provide equal opportunities for all our pupils in CWB. We aim to take into account cultural background, gender and Special Needs in both our teaching/questioning and in the materials we use with our pupils.
- As in any other subject, we identify pupils who are underachieving and seek to improve their attainment. Able pupils are also identified and suitable challenges provided.

Pastoral care and guidance

- The teachers lead by example and are always there to help and advise the children with any problems, both in the classroom and the playground.
- The children are advised on the right way to behave towards others in all areas of school life and are encouraged to empathise.
- Sensible rules are given/agreed and their value and relevance explained (See Behaviour Policy in Safeguarding Handbook).
- The Head of Pastoral Care will get involved when necessary to help with any particular problems children or their parents may face; mentoring partnerships have been set up for some pupils who have needed special guidance and advice and mentoring has been given to children who have needed it. Where necessary, Pastoral 'IEPs' are agreed upon with individuals and parents and worked upon together with a teacher/mentor over time.

2. Method

The wider school curriculum

CWB pervades the whole curriculum; many aspects of CWB are taught within other subjects. Here are some examples:

- **English:** using/developing communication skills, reading/discussing stories that reflect other cultures and illustrate aspects of personal and social development; these are often the initiators of thought-provoking and valuable moral discussions.
- **Mathematics:** aspects of money.
- **Science:** medicines, health, nutrition, exercise, RSHE, safety and the environment.
- **MFL:** how people in other countries speak/communicate/live their lives; the Prep Department hold regular days which focus on a particular country's language and culture.
- **Design Technology:** health and safety, good use of technology.

- **ICT:** all aspects of eSafety, including cyber bullying. The Media.
- **CAF (Current Affairs):** looking at national and global issues et Black Lives Matter.
- **History:** reasons for - and results of - historical events, situations and changes, diversity within societies studied, significant or influential people, events, ideas and experiences of people from the past, racial issues.
- **Geography:** topical issues concerning environment, sustainable development, land use, study of pupils' own locality compared to and contrasted with different parts of the world, including less economically developed countries.
- **R.E:** religious and moral beliefs, values and practices that underpin and influence personal and social issues and relationships, different cultures and their beliefs.
- **P.E:** teaching and learning about health and safety, development of personal and social skills through team and individual activities, games and sports.
- **Art and Music:** studying and appreciating the work of people from all over the world which breaks down national and cultural barriers. Performing as an ensemble or a choir.
- **In various subject areas:**
 - Class discussions and sharing different opinions
 - Discussing issues in smaller groups
 - Working co-operatively with a partner

Specific timetabled lessons and activities

- Each year group has a weekly Circle Time which can be used in a flexible way to address issues which have arisen at that time; often these issues are concerned with playground behaviour. We consider Circle Time to be a very powerful teaching tool for this age group. There are also particular CWB topics which are taught separately (see Schemes of Work). The class teacher leads the class for CWB/Circle Time; often, the whole year group or department come together for talks on particular subjects.
- In Prep, there are weekly CWB lessons; these may involve discussion and/or some written work (see Schemes of Work).
- Assemblies:
 - Prep and Pre-Prep have a separate daily assembly in which specific themes are covered eg Anti-bullying week.
 - Early Years children attend either their own assembly or the main Pre-Prep assembly.

3. Curriculum Overview

The school follows the Gloucestershire Healthy Living and Learning curriculum planning and resources for PSHE and RSHE.

The school also follows the Gloucestershire Health Living and Learning Relationships and Sex Education Scheme. This is supplemented by other activities and lessons including the Mental Health Handbook.

In Year 4 and 6 the children visit the SkillZone Centre in Gloucester.

Various visitors supplement the curriculum for example the NSPCC. The local SchoolsBeat Police Officer, Ace Wellbeing who provide RSHE workshops, the local MP and doctors and dentists.

4. Resources

Prep

GHLL Curriculum including resources such as “How to be a Superhero”, “Counting Sleep” Mindfulness resources, “Keeping Myself Safe”, “PANTS” NSPCC resource, “The Mental Health Handbook”.

GHLL Relationships and Sex Education Scheme.

Various resources created by the teachers

Skillzone in Gloucester

E-Bug Microbes (Year 3)

NSPCC Number Day E-safety (Year 4)

Homelessness Gloucester City Mission (Year 5)

Childnet All Fun and Games exploring online gaming safety (Year 5)

Schoolbeat Officer (Year 6)

Amazing Me Body Confidence The Dove Self-Esteem Project (Year 6)

Reach Out – Transition to High School activities (Year 6)

Skillzone in Gloucester

Early Years and Pre-Prep

GHLL Curriculum

Various resources created by the teachers

The SEAL materials

GHLL Relationships and Sex Education Scheme.

NSPCC “PANTS” resources

Brake road safety resources

5 ways to Wellbeing

Zones of Regulation (Pre-Prep), Colour Monster (EYs)

Sunsmart

Children’s Mental Health Week resources

Trusted and Emotionally Available Adult (TEAA) resources

5. Monitoring and Assessment

- The Subject Leader for CWB visits as many CWB lessons as possible across the school.
- The Subject Leaders for Prep and Pre-Prep meet together to discuss current practice in CWB lessons and how the teaching of the subject might be improved.
- The Subject Leader carries out a Subject Review once a year (in July) in order to assess what has been successful and decide how best to develop CWB in school. This includes considering any resources that it might be necessary to acquire.
- The SMT carry out a thorough subject review every three years.
- The Behaviour Policy is structured with very clear guidelines and sanctions for children who overstep the mark: see Behaviour Policy in the Safeguarding Handbook.
- At Berkhamstead, repetition is avoided because the curriculum is devised and taught by the Subject Leaders who work closely together.
- High standards – both of oral and written work – are expected.
- Although no formal assessment takes place for this subject, the subject teacher’s comments at Parents’ Evenings and the end of year report will reflect each child’s development and growth in this aspect of their education. Children’s individual progress across the subject is monitored through a range of methods including self and peer assessment, teacher observations, written and practical work and ongoing formative assessments.

6. Budget and Review

Within the CWB file is contained:

- Development Plans
- Subject Reviews
- Budget requests

7. Enrichment

Any enrichment activities, trips and visits enhance aspects of CWB but some are more obviously related to the subject.

Pre-Prep:

- Regular visits from 'people who help us' such as policemen and women, dentists, doctors and firemen.
- Visiting speakers from local and/or charitable organisations e.g Air Ambulance.
- The School Council, consisting of an elected representative from Reception to Y6 class, meets every other week to discuss/make decisions about fund-raising and other issues of relevance to the children.
- Participation in fund-raising events in order to raise money to help others, for example, Harvest Festival, Acorn's Children's Hospice onesie day etc.
- Road Safety is taught by class teachers who make good use of the crossing outside school.
- NSPCC

Prep:

- Talks from visitors representing the school's chosen annual charity eg Acorn's Hospice, Epic (Epilepsy Awareness), Cheltenham Supports Refugees etc.
- Schools Beat Police Officer to do assemblies and workshops.
- Visiting speaker Dementia Awareness as part of the Year 6 Dementia awareness teaching.
- Visiting speakers from CEOPS
- NSPCC
- The Year 5 and 6 children are given an RSHE talk by a visiting specialist.
- The local MP and other party candidates.
- Year 4 and Year 6 children visit Skillzone where they will discuss and learn about Road and Home Safety and safety in a variety of other settings including rail, bus, park, water, walking home etc.
- Year 4, 5 and 6 children take part in the Online Pupil Survey which covers various aspects of CWB and offer the pupil voice and the results are analysed and any findings are acted upon.
- The School Council, consisting of an elected representative from each Y2 to Y6 class, meets every other week to discuss/make decisions about fund-raising and other issues of relevance to the children.
- Participation in fund-raising events in order to raise money to help others, for example, carol singing in the Arcade in town, or Old People's Homes.
- As part of the school Platinum Award the children take part in their own charity activities which have included support for the RNLI, Crisis, Winston's Wish etc.
- Talks from visiting representatives of a variety of careers.

Parental Involvement

We believe it is important to have the support of parents and the wider community for the CWB programme. Parents will be given the opportunity to find out about and discuss the schools' programme through:

- Parent awareness evenings e.g. internet safety, RSHE education
- Consultation surveys
- Twitter @Berkypastoral
- Instagram Berkhamstead_school
- Information through the school newsletter and letters/leaflets/displays e.g. mental health and anti-bullying advice and support

Conclusion

The Importance of Citizenship and Wellbeing (PSHE) at Berkhamstead School

At Berkhamstead we are committed to providing a health and well-being climate and culture for both children and adults. Our CWB provision is a key aspect to achieving this aim for the children. This will help to prepare them for managing many of the most critical opportunities, challenges and responsibilities they will face growing up in such rapidly changing and challenging times. Our children will feel safe and secure in transferring their knowledge, understanding and skills to practical real-life situations to ensure the best possible choices and outcomes.

This policy has been approved by the Governing Body and will be reviewed annually.