



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

Berkhampstead is committed to delivering the best CWB (PSHE) programme possible in order to equip pupils with valuable life skills that can be taught and developed throughout their school years.

At Berkhampstead, we aim to encourage children to be confident, well-rounded individuals with good social, emotional and behavioural skills and morals based on Christian values. 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
- become independent and responsible members of the school community
- understand what makes for healthy relationships with others (see also separate RSHE policy).
- work co-operatively with other members of the school and the wider 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
- become 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 and how to keep safe in different situations such as online.

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

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 and questioning and in the materials, we use with our pupils.

- In all subjects, we identify pupils who are underachieving and seek to improve their attainment. Able pupils are also identified and provided with suitable challenges.

Pastoral care and guidance

- Teachers lead by example and are always available to help and advise the children with any problems, both in the classroom and on the playground.
- Children are advised on appropriate ways to behave towards others in all areas of school life and are encouraged to show empathy.
- Sensible rules are established and/or agreed and their value and relevance explained (See Behaviour Policy in Safeguarding Handbook).
- The Head of Pastoral Care or the DSL will become involved when necessary to help with any particular problems children or their parents may face. Mentoring partnerships have been established for some pupils who have needed special guidance and advice, and mentoring has been provided for children who have needed it. Where necessary, Pastoral plans are agreed upon with individuals and parents and worked on 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.

Examples include:

- **English:** Communication skills are developed through speaking, listening, reading and discussion. Stories reflecting other cultures and illustrating aspects of personal and social development are used to initiate thought-provoking and valuable moral discussions
- **Mathematics:** aspects of money and money management
- **Science:** Teaching includes medicines, health, nutrition, exercise, RSHE, safety and the environment.
- **MFL:** Pupils learn how people in other countries speak, communicate and live their lives. The Prep Department also hold regular days focusing on a particular country's language and culture.
- **Design Technology:** Health and safety and the appropriate use of technology are explored.
- **Computing:** Teaching covers all aspects of e-safety, including cyber bullying and media influence.
- **CAF (Current Affairs):** Exploring national and global issues e.g. Black Lives Matter.
- **History:** Pupils consider the 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, including racial issues.
- **Geography:** Pupils consider topical issues concerning the environment, sustainable development, as well as land use. They study their own locality and compare and contrast it 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 are explored, alongside different cultures and their beliefs.
- **P.E:** Teaching and learning includes 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 choir also develops co-operation and teamwork.
- **Across 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

- In Early Years and Pre-Prep, each year group has a weekly session which can be used flexibly to address issues that have arisen at that time. These issues are often concerned with playground behaviour. We consider Circle Time to be a particularly powerful teaching tool for this age group. Specific CWB topics which are taught separately (see Schemes of Work). The class teacher leads the class for CWB/Circle Time. At times, the whole year group or department comes 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 assembly in which specific themes are covered e.g. 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. This is supplemented by other activities and lessons including the Mental Health Handbook, E-Bug and lessons created by the Department for Health and Social Care.

In Year 4 and 6 the children visit the SkillZONE Centre in Gloucester. SkillZONE is a purpose-built interactive village where children can experience scenarios such as a home, road, train, car, bus, dark alley, building site, water, farm and shop, learning about how to keep safe in each situation.

Various visitors supplement the curriculum, including representatives from the NSPCC, Police Officers, local MPs, Puddleducks water safety, and doctors and dentists. Year 6 pupils visit the local care home after learning about dementia.

4. Resources

Prep

The following resources are used to support the CWB curriculum:

GHLL Curriculum including resources such as - How to be a Superhero (building resilience), Counting Sleep, Keeping Myself Safe

Mindfulness resources

NSPCC PANTS resources

SkillZONE in Gloucester (Years 4 & 6)

E-Bug Microbes (Years 3 & 4)

Southwest Grid for Learning, Internet Safety Lessons

5 Ways to Wellbeing NHS

Homelessness Gloucester City Mission (Year 5)

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

NatWest Thrive (formally Money Sense) (Year 5)
Amazing Me Body Confidence The Dove Self-Esteem Project (Year 6)
Department for Health and Social Care PSHE resources
BBC Bitesize
The Mental Health Handbook
Oak Academy Resources
Department for Education, Educate against Hate resources
Young Citizens
Learn with the Lords
Various resources created by the teachers

Early Years and Pre-Prep

The following resources are used to support the CWB curriculum:

GHLL Curriculum including resources such as - How to be a Superhero (building resilience) and Keeping Myself Safe
NSPCC “PANTS” resources
Southwest Grid for Learning, Internet Safety Lessons
Brake road safety resources
Think.gov (road safety resources)
5 ways to Wellbeing
Zones of Regulation (Pre-Prep)
Colour Monster (EYs)
SunSmart
Children’s Mental Health Week resources
BBC Bitesize
Department for Health and Social Care PSHE resources
Oak Academy Resources
Trusted and Emotionally Available Adult (TEAA) resources
Various resources created by the teachers

5. Monitoring and Assessment

- The Subject Leader for CWB visits as many CWB lessons as possible across the school.
- The Subject Leader meets with Prep and Pre-Prep teachers 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, 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 Behaviour Policy provides 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 by the Subject Leader to ensure a broad, spiral based curriculum.
- High standards, both of oral and written work, are expected.
- Children’s individual progress across the subject is monitored through a range of methods including self and peer assessment, teacher observations, and written and practical work. Ongoing assessment takes place through various strategies such as verbal feedback, mind maps, and questions. 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.

6. Budget and Review

Within the CWB subject folder 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 police officers, dentists, doctors and firefighters.
- Visiting speakers from local and/or charitable organisations e.g. Puddleducks.
- The School Council, consisting of an elected representative from each Reception to Y6 class, meets every other week to discuss and make decisions about fundraising and other issues of relevance to the children.
- Participation in fundraising events to raise money to help others, for example, Harvest Festival, 'Break the Rules' Day for Headspace etc.
- NSPCC workshops

Prep:

- Talks from visitors representing the school's chosen annual charity e.g. Emily's Wish, CCP
- A visit to a care home as part of the Year 6 Dementia awareness teaching.
- NSPCC workshops
- The local MP and other party candidates.
- Learning with the Lords, including a zoom call with a member of the House of Lords
- 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 offers pupil voice, the results are analysed, and any findings are acted upon.
- The School Council, consisting of an elected representative from each Reception to Y6 class, meets every other week to discuss and make decisions about fundraising and other issues of relevance to the children.
- Participation in fundraising events to raise money to help others, for example, carol singing in the Arcade in town, or at 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, charities and organisations.

Parental Involvement

We believe that the support of parents and the wider community is important to 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
- 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 positive 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 pupils 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, enabling them to make the best possible choices and achieve the best possible outcomes.

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