



LOCHINVER HOUSE

PSHEE (Personal, Social, Health and Economic Education), British Citizenship and Careers Policy

Lochinver House School believes that personal and social development lies at the heart of pupil wellbeing and educational achievement. All Staff and adults in the school have an important role to play in promoting the personal and social development of our pupils. This will enable them to develop the confidence and abilities to become effective learners. It will support pupils as they move from childhood through adolescence to become independent young people and responsible citizens. All staff and adults in Lochinver House School will help pupils to acquire the skills, values, attitudes and knowledge and understanding, which underpin their personal and social development.

At Lochinver House School, successful PSHEE, British Citizenship and Careers education is achieved through formal and informal learning and from experiences and relationships throughout the school. PSHEE, British Citizenship, Careers and Relationships and Sex Education (RSE) forms an integral part of the whole school curriculum.

- We actively 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;
- We also ensure that principles are actively promoted which
 - Enable pupils to develop their self-knowledge, self-esteem and self-confidence
 - Enable pupils to distinguish right from wrong and to respect the civil and criminal law of England
 - Encourage pupils to accept responsibility for their behaviour, show initiative and understand how they can contribute positively to the lives of those living and working in the locality in which the school is situated and to society more widely
 - Enable pupils to acquire a broad general knowledge of and respect for public institutions and services in England
 - Promote tolerance and harmony between different cultural traditions by enabling pupils to acquire an appreciation of and respect for their own and other cultures
 - Encourage respect for other people, paying particular regard to the protected characteristics set out in the 2010 Act and
 - Encourage respect for democracy and support for participation in the democratic process, including respect for the basis on which the law is made and applied in England

Pupils at Lochinver House will learn to:

- Understand and manage their emotions
- Sustain worthwhile relationships
- Value themselves and respect others
- Contribute positively to their communities
- Appreciate difference and diversity
- Participate actively in our democracy
- Safeguard the environment
- Act in the wider world in a responsible way

This is underpinned in the School's Core Values and Language of Learning.

Core Values:

- Persevere and Give Your Best effort
- Be curious and keen to learn
- Be kind and respect the rights of others
- Be organised and independent
- Be honest with others and with yourself

Language of Learning:

- Perseverance (problem solving, attention to detail, overcoming failure and Growth Mindset)
- Curiosity (questioning, taking responsible risks, noticing and flexible thinking)
- Honest (self-reflection, self-assessment, peer-assessment and review – how can I improve?)
- Respect (being collaborative, having empathy, listening and learning from others)
- Organisation and Independence (being a creative individual, being resourceful, taking responsibility and having self-control)

A commitment to Equal Opportunities will be built into all aspects of PSHEE, British Citizenship, Careers and RSE. This will be ensured through, resources used, explicit teaching about discrimination and stereotyping, promoting respect for others, a positive school ethos and celebrating diversity.

PSHEE, British Citizenship, Careers and RSE will be delivered through a combination of planned curriculum opportunities and whole school approaches. Some will be delivered through discrete PSHEE curriculum time and through circle and tutorial time. Some will be delivered through curriculum content of the different subject areas. Still more will arise in assemblies, activities, trips and involvement in groups and organisations such as the Anti Bullying Council (ABC), our environmental organisation (LEO) or School Council meetings.

The Department for Education defines British values as follows:

- Respect for democracy and support or participation in the democratic process
- Respect for the basis on which the law is made and applies in England
- Support for equality of opportunity for all
- Support and respect for the liberties of all within the law
- Respect for and tolerance of different faiths and religions and other beliefs

Our school reflects British values in all that we do. We aim to nurture our pupils on their journey through life so they can grow into safe, caring, democratic, responsible and tolerant adults who make a positive difference to British society and to the world. We encourage our pupils to be creative, unique, open-minded and independent individuals, respectful of themselves and of others in our school, our local community and the wider world. Every opportunity should be used, where appropriate, to discuss PSHEE, British Citizenship, Careers and SRE issues as they arise.

At Lochinver House School we value the diversity of backgrounds of all pupils, families and the wider School community. Actively promoting British values also means challenging pupils, staff or parents expressing opinions contrary to fundamental British values, including 'extremist' views.

The School takes opportunities to actively promote British values through its aims and core values, the curriculum, our assemblies and whole School systems and structures. Examples of this would be electing and running a successful School Council and voting for House Captains and Vice House Captains who support the Head Boys in raising money for charities. We look beyond our own community on trips and visits, helping to deepen and develop understanding of difference.

A wide range of teaching and learning approaches are used in developing pupils' skills, attitudes and values in PSHEE, British Citizenship, Careers and RSE; discussion, drama, role play, circle time, group work, displays, charity work, presentations, games, competitions, problem solving, external speakers are some that are used.



Monitoring, assessment and evaluation of PSHEE, British Citizenship, Careers and RSE is carried out in line with the School policies on Feedback and Marking and on Assessment, Recording and Reporting. Class Teachers and Tutors monitor progress; a termly Tutor report is sent to parents, which comments on progress and informs them of specific topics covered.

Resources and materials for delivery of PSHEE, British Citizenship, Careers and RSE are based on the specific requirements of each group, in terms of relevance to age, ability and content. Resources are reviewed and up-dated regularly.

The School recognises the need for staff to develop skills, knowledge and confidence to enable them to support the pupils learning correctly in PSHEE, British Citizenship, Careers and RSE. We are committed to supporting them in their training.

Policy Reviewed: 04.07.2017
Policy Review Date: 03.07.2019
Policy linked to: Acceptable User and Cyber-Security Policy – Pupil, Anti-bullying Policy, Behaviour Management, Reward and Sanctions and Exclusions Policy, SRE Policy, Data Protection Policy, Equal Opportunities for Pupils Policy, Privacy Notice, Safeguarding and Staff Behaviour and Conduct of Policy and Procedures, Subject Policy Framework.

Any data held in relation to the content of this policy will be managed in accordance with our Data Protection Policy and Privacy Notice.



PSHEE, British Citizenship and Careers Long Term Plan

	Autumn	Spring	Summer
EYFS PSED (Personal, Social and Emotional Development)	<p>Playing and exploring – engagement</p> <ul style="list-style-type: none"> ➤ Playing with what they know ➤ Finding out and exploring ➤ Being willing to ‘have a go <p>Making relationships</p> <ul style="list-style-type: none"> ➤ Be kind and respect the rights of others ➤ Be respectful and tolerant of those with different faiths and religious beliefs ➤ Respecting democracy and the rights of others 	<p>Active Learning – motivation</p> <ul style="list-style-type: none"> ➤ Being involved and concentrating ➤ Keeping on trying ➤ Enjoying achieving what they set out to do <p>Self-confidence and self-awareness</p> <ul style="list-style-type: none"> ➤ Persevere and give your best effort ➤ Be curious and keen to learn ➤ Be organised and independent ➤ Individual liberty 	<p>Creating and thinking critically – thinking</p> <ul style="list-style-type: none"> ➤ Having their own ideas ➤ Making links ➤ Choosing ways to do things <p>Managing feelings and behaviour</p> <ul style="list-style-type: none"> ➤ Be honest with others and with yourself ➤ Understanding the importance of respecting and following rules/the law
Year 1 and Year 2	<ul style="list-style-type: none"> • Persevere and give your best effort • Problem solving and paying attention to detail • Resilient, resourceful with a positive mind set • Be curious and keen to learn • Recognise safe and unsafe situations • Recognise risks • Becoming an independent learner • Online Safety <p>Friendship</p> <ul style="list-style-type: none"> ➤ How to be a good friend ➤ Sharing and being inclusive in the playground ➤ Dealing with disputes and anger 	<ul style="list-style-type: none"> • Be kind and respect the rights of others • Being collaborative • Listening and learning from others • Be organised and independent • Being creative and resourceful • Developing greater independence at School and at home • Support charities • Making a difference to the lives of others • Respecting democracy and the rule of law • Following rules and routines • Online Safety <p>Being Our Best Selves</p> <ul style="list-style-type: none"> ➤ Good manners ➤ Being polite ➤ Being supportive of others 	<ul style="list-style-type: none"> • Be honest with others and with yourself • Be respectful and tolerant of those with different faiths and religious beliefs • Similarities and differences • Caring for our Community • Who lives in your community? • What can you do to support your local community? • Making a community successful • Acceptance, tolerance and respect • Different cultural communities • Online Safety <p>Caring for the Environment</p> <ul style="list-style-type: none"> ➤ Recycling and sustainability ➤ Reducing waste ➤ Composting and re-using

Years 3 and 4 are taught on a two year rolling programme based on the SEAL programme, incorporating KS2 aspects of British Citizenship.						
Year 3	Keeping safe and a healthier lifestyle		Respecting the rights of others, focusing on gender		People who help us: living in a diverse world.	Changes: Moving On
	<ul style="list-style-type: none"> ➤ Rules in school and society ➤ Recognise risks ➤ When to take risks ➤ Responsible use of the internet ➤ Cyber bullying ➤ How to keep yourself and the environment clean ➤ Exercise, healthy eating and mental health ➤ Respect other people's viewpoints and beliefs ➤ Differences and similarities between people 		<ul style="list-style-type: none"> ➤ There are differences between male and female ➤ Gender specific toys ➤ Where these stereotypes come from ➤ As we grow our emotions with friends and family change ➤ Expressing feelings positively ➤ Self-worth and identify ➤ Listening and supporting others ➤ Identifying adults to trust ➤ Developing independence 		<ul style="list-style-type: none"> ➤ Our community: people that help us ➤ Understanding disability ➤ Dangerous places ➤ Things that influence us 	<ul style="list-style-type: none"> ➤ Positive changes ➤ Change is normal ➤ Changes and our emotions
Year 4	New Beginnings: developing skills of communication and participation	Falling Out and Making Up: conflict resolution and managing feelings	Going for Goals: what's in the news and media	Good to be Me: rights of children / humans / animals	People who help us: living in a diverse world.	Changes: Moving On
	<ul style="list-style-type: none"> ➤ Our class charter ➤ Charity work: Readathon ➤ Exploring feelings ➤ Creating a community: welcoming new people ➤ Making choices to create a community 	<ul style="list-style-type: none"> ➤ Working cooperatively ➤ Friendship skills ➤ Anger: choices ➤ Resolving conflict 	<ul style="list-style-type: none"> ➤ Knowing myself ➤ Feelings and learning: barriers to reaching learning goals ➤ Perseverance in learning ➤ Intelligent approaches to problem solving 	<ul style="list-style-type: none"> ➤ Hiding feelings ➤ Being assertive ➤ Hopeful and disappointed: learning to use strategies to cope with negative feelings ➤ How do we treat others? 	<ul style="list-style-type: none"> ➤ Our community: people that help us at school ➤ People that help us in the local community ➤ A visit by the Fire Brigade or Police 	<ul style="list-style-type: none"> ➤ Imposed or unwelcome change ➤ Our responses to change ➤ Change and how to survive it

<p>Year 5</p>	<ul style="list-style-type: none"> • House Meetings • House Mentoring • Elections for positions of responsibility • Individual target setting • 1:1 tutor sessions • Grandparents' Day • Who Do I Go to For Help? • VR/NVR papers Friendship ➤ Qualities to look for • Self-assessment form "How is it going for you?" Living In A Diverse World ➤ Prejudices ➤ Differences ➤ challenging discrimination Stereotypes ➤ Knowing your own country ➤ What makes Britain British? Study Skills ➤ "Think Like A Learner" 	<ul style="list-style-type: none"> • House Meetings • House Mentoring Rights and Responsibilities ➤ Children and the Law • Teamwork • Self-assessment for Y5 Parent Consultation Evening • Bouncebackability – Bounce Day • Politeness and making an impression Study Skills ➤ "Think Like A Learner" ➤ Revision techniques for assessments and exams ➤ Flow charts and mind-maps 	<ul style="list-style-type: none"> • House Meetings • House Mentoring Playing by the Rules ➤ Why Do We Have Rules? ➤ Children and the Law ➤ Design your Own Nation ➤ What Happens to Cheats? • How to Deal with Disappointment • Politeness and making an impression • Goals, Dreams and Ambitions! • Writing a Guidebook to Year 5 for next year's cohort • End of Year Self-Assessment Study Skills ➤ "Think Like A Learner"
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Year 6 – 8 are taught on a three year rolling programme, unless otherwise stated

<p>Years 6 – 8 Year 1 / (6)</p>	<ul style="list-style-type: none"> • House Meetings • House Mentoring • Elections for positions of responsibility • Core Values • Emotional literacy topic Social skills ➤ Making friends ➤ Being cooperative ➤ Working as a team • Study Skills ➤ How you learn, V – A - K • Careers topic ➤ Career path from school options to retirement ➤ What do you want to do? • VR & NVR practice • British Citizenship topic Knowing my country ➤ Recognising different identities in the community ➤ Living in a diverse community 	<ul style="list-style-type: none"> • House Meetings • House Mentoring • Core Values • Exam preparation • Economic Personal finance ➤ Managing your money ➤ Saving, borrowing and mortgages ➤ Giving money to charity • Sustainability topic • Year 6 Drugs education ➤ What if we find drugs ➤ Resisting peer pressure • Online Safety 	<ul style="list-style-type: none"> • House Meetings • House Mentoring • Core Values • Exam preparation • British Citizenship topic Political systems ➤ Development of UK democratic government ➤ Role of citizens, Parliament & Monarch • Emotional literacy topic Being different ➤ What do we mean by difference ➤ What is unique about ourselves ➤ Difference is a positive thing ➤ Different skills are important • Year 6 SRE
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<p>Years 6 – 8 Year 2 / (7)</p>	<ul style="list-style-type: none"> • House Meetings • House Mentoring • Elections for positions of responsibility • Core Values • Emotional literacy topic Dealing with bullying ➤ What is bullying ➤ What should we do if we see bullying ➤ How is bullying dealt with in school • Study Skills ➤ In your Stride • Careers topic ➤ Visiting Speakers Careers Seminar • VR & NVR practice • British Citizenship topic Being a British citizen ➤ Comparisons between a Roman citizen and a British citizen ➤ Rules and decision making ➤ Being part of a community 	<ul style="list-style-type: none"> • House Meetings • House Mentoring • Core Values • Exam preparation • Year 7 Work Experience day • Economic Earning money ➤ Working and generating wealth ➤ Tax and pensions • Sustainability topic • Year 7 Drugs education ➤ Recognizing different drugs ➤ The effect of different drugs • Online Safety 	<ul style="list-style-type: none"> • House Meetings • House Mentoring • Core Values • Exam preparation • British Citizenship topic Local democracy ➤ Services provided by local government ➤ Spending priorities ➤ Influencing people’s opinions • Emotional literacy topics Self-awareness ➤ Likes / dislikes ➤ Talent / shortcomings ➤ Feeling disappointed & rejected ➤ Self-identity ➤ Self-esteem
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<p>Years 6 – 8 Year 3 / (8)</p>	<ul style="list-style-type: none"> • House Meetings • House Mentoring • Elections for positions of responsibility • Core Values • Emotional literacy topics Motivation ➤ Being assertive ➤ Being in control ➤ Making decisions • Study Skills ➤ Getting the best from your memory • Careers topic ➤ Real stories to inspire your career http://icould.com • VR & NVR practice • British Citizenship topic Rights and duties ➤ Human rights act 1998 ➤ Common values ➤ Competing values and conflict 	<ul style="list-style-type: none"> • House Meetings • House Mentoring • Core Values • Exam preparation • Year 8 Work Experience day • Economic Financial risk ➤ Insurance ➤ Gambling ➤ Global markets and the Stock Exchange • Sustainability topic • Year 8 Drugs education ➤ Why people take drugs ➤ The consequences of taking drugs • Online Safety 	<ul style="list-style-type: none"> • House Meetings • House Mentoring • Core Values • Exam preparation • British Citizenship topic Democracy ➤ The key functions of Parliament and other forms of government ➤ Voting ➤ Alternative ways to run elections ➤ Participation in elections ➤ Exam preparation • Emotional literacy topics Managing Stress ➤ What is stress ➤ How does stress affect us ➤ Relaxation techniques ➤ Attitude changes
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