

**The Mill Hill School Foundation
Walker House, Millers Close, The Ridgeway, Mill Hill,
London NW7 1AQ**

**Mill Hill School
Belmont, Mill Hill Preparatory School
Grimsdell, Mill Hill Pre-Preparatory School
The Mount, Mill Hill International**

PSHE and Citizenship Policy

Effective June 2017

**Key points of the
Foundation PSHE
Policy**

Purpose	To ensure that the School has regard to and is compliant with the statutory framework for PSHE. The Policy also informs Governors, staff and parents about the PSHE curriculum for each year group.
Management and organisation	Each school within the foundation has a lead person responsible for PSHE. It is their responsibility to ensure the following <ul style="list-style-type: none"> a) Day to day running of the curriculum is delivered b) Develop the curriculum to comply with ISI inspection and the safeguarding and welfare needs of the pupils c) To manage the staff responsible for teaching the subject and monitor the delivery of lessons d) To provide staff with opportunities for CPD and training where necessary
Whole foundation approach	The Head of department/ coordinators are responsible for ensuring pupils across the foundation are supported with their personal, social, health, economic educational needs. They work together to establish a whole foundation curriculum, which is suitable for each age group and the needs of the pupils. It is also their role to link PSHE to other areas of the four schools, such as chapels, assemblies, guest speakers and school councils. The main aim of the whole foundation approach is to support pupils through the passage of childhood to adult hood.
Delivery of PSHE	Heads of Department/coordinators are responsible for organising the structure of the PSHE lessons and its delivery. This is different in each of the four schools. Aspects that are taken into consideration in all schools include: <ul style="list-style-type: none"> a) Encouragement for lessons to be delivered in a way which allows pupils to reflect upon personal experiences and feelings b) Ensure a range of teaching methods are used to deliver PSHE c) Arrange for appropriate guest speakers to support the programme of study d) A focus on key skills which pupils can develop and use in everyday life situations e) Ensure safeguarding guidelines and confidentiality is an important part of every lesson and teachers are briefed with disclosure guidance f) Promote equal opportunities within the curriculum and ensure all pupils have access to the PSHE provision available
Review by the Head of department/ coordinators	Heads of department should play an active role within the subject. They can do this by: <ul style="list-style-type: none"> a) Updating the curriculum and schemes of work on a yearly basis, to ensure content is up to date with various aspects of the subject b) Undertake lesson observations to look at delivery, pupil engagement and share good practice amongst staff c) Meet with the Pastoral deputy head on a regular basis to discuss key issues and developments d) Work with the Pastoral team, such as housemasters, housemistresses and tutors, to share relevant information with pupils on a regular basis

The above Key Points are a synopsis and are not intended to replace the policy. The full policy must be read and followed in the event that it needs to be applied. If the Key Points are found to be in conflict with the wording of the full policy, the policy takes priority.

MHSF PSHE and Citizenship Policy

Introduction and National Context

Section 2.5 of the national curriculum framework states that '*All schools should make provision for personal, social, health and economic education (PSHE), drawing on good practice*'. Schools have a statutory responsibility to support pupils' spiritual, moral, cultural, mental and physical development and prepare them for the opportunities, responsibilities and experiences of life as set out in Section 78 of the Education Act 2002. The schools of the Mill Hill School Foundation endeavour to meet these aims through the provision of PSHE and Citizenship for children from the age of 3 to 18.

In accordance with the DFE advice 'Promoting fundamental British values as part of SMSC in schools' (November 2014), the schools of the Mill Hill School Foundation will 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 aspects of SMSC will be delivered through many parts of the curriculum, including PSHE and citizenship. These fundamental British values are also deeply embedded within the ethos of the Mill Hill School Foundation.

PSHE and Citizenship within the schools of the Mill Hill School Foundation contributes to the school curriculum by helping to give pupils the skills, knowledge and understanding to live confident, healthy, independent lives and to become informed, active and responsible citizens. PSHE and Citizenship draw together different aspects of the pupils' personal and social development: health, citizenship, religion, sex and relationships and drugs. The PSHE and Citizenship curriculum is based on the three core themes as set out by the PSHE Association:

1. Health and Wellbeing
2. Relationships
3. Living in the Wider World

The management and organisation of PSHE and Citizenship

Each Foundation school has a member of staff who is responsible for the PSHE and Citizenship curriculum and its delivery. The PSHE Heads of Department/coordinators of the Foundation schools meet at least annually to review the PSHE and Citizenship through Curriculum and Programmes of Study, from ages 3-18. (See Appendix A)

The PSHE Head of Department/Co-coordinator will be guided by the PSHE association programme of study for all key stages. They will also seek training through the PSHE association, for CPD within the subject.

The PSHE Head of Department/Co-coordinator is responsible for ensuring the progression and effective development of PSHE throughout the school by:

- Monitoring and evaluating the teaching of the subject.
- Ensuring progression and continuity between year groups and key stages.
- Ensuring the development, implementation and evaluation of the school policy and schemes of work.
- Ensuring resources are kept up to date and purchased where required.
- Organising opportunities for professional development and training for PSHE.
- maintaining the Subject file.

In the Early years, PSHE is taught by the class teacher and permeates throughout the curriculum on a daily basis.

At Belmont, the majority of PSHE lessons are timetabled to be taught by the form tutor to encourage the children to develop an open and trusting relationship with this teacher throughout the year.

At Mill Hill and The Mount Mill Hill International, PSHE lessons are taught by academic teaching staff, who are specifically timetabled to deliver the PSHE curriculum throughout the year.

The PSHE and Citizenship policy links

The pupils' PSHE and Citizenship provision is an essential part of the school curriculum and plays a significant part in the pupils' ability to learn and achieve. The programme endorses the Mill Hill School Foundation's policies on equality of opportunity and disability, which adhere to the principles set out in the Equality Act 2010. It also serves to support the following Mill Hill School Foundation's policies which are central to the pupil's health and wellbeing:

- The Policy to Safeguard and Promote the Welfare of Children who are Pupils at the School.
- Relationships and Sex Education Policy.
- Anti-bullying Policy
- Email, Access to the Internet and Social Media Policy (plus other guidance linked to new technologies).
- Policy on Smoking, Alcohol, Drugs and Other Substances Abuse.

Aims of the PSHE and Citizenship across the Mill Hill School Foundation

The overarching Foundation-wide aims for PSHE and Citizenship education are to provide pupils with:

- Accurate and relevant knowledge.
- Opportunities to turn that knowledge into personal understanding.
- Opportunities to explore, clarify and if necessary challenge, their own and others' values, attitudes, beliefs, rights and responsibilities.
- The skills, language and coping strategies they need in order to live healthy, safe, fulfilling, responsible and balanced lives.

A whole Foundation approach to PSHE and Citizenship

Opportunities for promoting all the pupils' personal, social, health and economic development exist across the curriculum of all Foundation schools. In addition to promoting PSHE and citizenship in other subjects there are also opportunities to develop PSHE and citizenship in School Assemblies, Chapel services and other appropriate school events. The aim of PSHE and citizenship is to:

- To develop pupil confidence, self-esteem, self-motivation, and independence
- To encourage the pupils to learn and make the most of their abilities.
- To prepare pupils to play an active, developing, independent and responsible role as future citizens and members of society;

- To promote pupils' spiritual, moral, social and cultural (SMSC) development whilst demonstrating the fundamental British values;
- To ensure that all pupils within the school have a voice that is listened to, and to demonstrate how democracy works;
- To provide the opportunity to learn how to argue and defend points of view;
- To learn the basic skills for keeping themselves healthy; and to encourage pupils to keep themselves, their environment and others safe.
- To develop positive behaviours and learn about feelings
- To become aware of the views, needs and rights of other faiths and cultures;
- To learn social skills such as how to share, take turns, play, help others, resolve simple arguments and resist bullying in class/community

These aims and the approach is linked with the overall aims of the Mill Hill School Foundation which are:

- To support pupils in the passage from childhood towards adulthood
- To develop in every pupil self-discipline, responsibility, spiritual and moral values, leading to the highest possible standards of behaviour, consideration for others and a pride in oneself and one's achievements.

Delivery of the PSHE and Citizenship Programme

The PSHE and Citizenship programme should be delivered in such a way as to provide opportunities for pupils to reflect upon what they have done, how they feel, what they have learnt and what they will do next. The programme is continuous and progressive, encouraging effective learning and high expectations of all of the pupils. It also offers the opportunity for pupils to express their views to help shape their school (Pupil Voice).

The PSHE and Citizenship programme allows the teacher to develop a repertoire of flexible, active learning methods appropriate for the aim of the particular lesson.

The programme of study will be taught through a range of teaching methods, including class discussion, debate, role play, lectures and guest speakers. Teachers will seek to understand the pupil's prior knowledge and develop lessons based on the information gathered. They will ensure lessons that cover topics regarding risky behaviours, remain positive in tone by talking about positive behaviours and School expectations.

The programme of study will also focus on key skills, which pupils will have experience of in a safe environment. These include skills such as negotiation, communication, debate, decision making and building resilience.

Confidentiality and handling sensitive and controversial issues

During the delivery of the PSHE and Citizenship programme, pupils may occasionally make disclosures, in class or to an individual teacher. Safeguarding Guidelines and rules for confidentiality, as laid out in the Safeguarding and Promoting the Welfare of Children policy and on the staff disclosure guidance, should be followed.

Equal Opportunities

The PSHE and Citizenship provision is an essential part of the school curriculum and plays a significant part in the pupils' ability to learn and achieve. It also serves to support the Foundation's policies that are central to the pupil's health and wellbeing.

The Foundation recognises its wider responsibility under the Equality Act 2010 and ensures that individual schools strive to do their best for all pupils, irrespective of disability, educational needs, race, nationality, ethnic or national origin, sex, gender identity, religion or sexual orientation. This means that PSHE education must be sensitive to the different needs of individual pupils and may need to evolve over time as the pupil population changes.

Teachers strive to maintain awareness of and provide for equal opportunities for all our children in PSHE. We take into account all cultural, gender, language differences and readiness to learn, both in our attitude toward teaching and with the materials and resources we use with the children. The full PSHE education provision is accessible to every pupil, although parents still have a right to withdraw their children from non-statutory elements.

Special educational needs and disabilities (SEND)

All children have access to a broad, balanced curriculum that includes PSHE and should make the greatest progress possible. Where children have been identified as having a need or disability we have both in house and peripatetic specialist staff available to support a range of learning needs including EAL, speech and language, occupational therapy, gifted and talented, and general learning difficulties. SEND equipment and resources are fully available. Heads of Learning Support and EAL work closely with class teachers and outside specialists to support pupils' needs.

Assessment

Although a formal assessment in PSHE is not required, assessment in PSHE is mainly undertaken by teacher observation; observing the children at work, assessing their completed work and teacher notes on their abilities and understanding.

Additionally, pupils have the opportunity to feedback on the programme of study and key areas of the curriculum through the school council and feedback questionnaires undertaken by the Heads of PSHE/ Co-coordinators.

Review date of the PSHE and Citizenship policy

The PSHE and Citizenship policy is reviewed every three years; the next review will take place in 2020 and will involve parents/carers, staff members, pupils and other members of the school community.

Last review: June 2017

By resolution of the Governors' Academic Committee

Signed..... Date.....

Chair of the Governors' Academic Committee

Appendix A

PSHE Topics: Nursery – Upper Sixth

Nursery

- Choices, Independence, Taking turns, Sharing, Self Esteem, Emotions, Family, Friendship, Caring for the environment, Change, Right & Wrong

Reception

- Keeping safe, Feelings, Behaviour, Fairness, Manners, Rules, Independence, Friendship, Social skills, Right & Wrong, Responsibilities, Kindness

Year 1

- Choices, Healthy living, Personal hygiene, Managing money, Friends, Feelings, Community, Making a contribution, Environment, Rights & Responsibilities, Playing Safe

Year 2

- Human body, Basic SRE, Feelings & Emotions, Likes/Dislikes, Sharing worries, Self-confidence, Rules, Right & Wrong

Year 3

- Settling in, Friendships, Bullying, Rules, Understanding Charity, Choices & Responsibilities

Year 4

- Rules, Setting personal goals, Health & Safety, Harmful substances, Friendship, Conflict, Bullying, Difference & integration, Growing & Changing, New baby

Year 5

- Internet safety, Personal safety, Coping with pressure, Healthy mind, Drugs, Puberty, Hygiene, Resilience, Feelings & Managing Emotions, Liking & loving

Year 6

- Identity, Healthy Choices, Puberty & reproduction, Family, Building positive relationships, Law & government, Respecting Equality, Risks & Safety

Year 7

- Drugs, alcohol and smoking, Relationships & sex education, Physical health, Bullying, Personal finance, Citizenship, Parliament, Personal safety

Year 8

- Drugs & alcohol, Physical health, Citizenship Resilience, Relationships & sex education, Charity, Careers, Media, Study Skills, Online Safety

Fourth Form

- Physical health and wellbeing, Emotional wellbeing and mental health, Relationships & Sex education, Relationships, Citizenship and respecting equality, Online safety

Remove

- Physical Health and Wellbeing, Emotional Wellbeing and Mental Health, Relationships and Sex Education, Relationships, Citizenship and Respecting Equality, Economic Enterprise Education (MHS)/Careers Education (MMHI),

Online Safety (MMHI)

Fifth Form

- Emotional Wellbeing and Mental Health, Relationships and Sex Education, Relationships, Citizenship and Respecting Equality (including Fundamental British Values, MMHI), Online Safety, Careers Education (MMHI)

Lower Sixth

- Physical Health, Emotional Wellbeing and Mental Health, Relationships and Sex Education, Driving Education, Citizenship and Respecting Equality, Economic Enterprise Education

Upper Sixth

- Physical Health, Emotional Wellbeing and Mental Health, Food Education, Citizenship and Respecting Equality, Economic Enterprise Educa

