Broomfield House School

PERSONAL, SOCIAL, HEALTH AND ECONOMIC (PSHE) EDUCATION AND CITIZENSHIP

This Policy, which applies to the whole school including the Early Years Foundation Stage (EYFS), is publicly available on the School website and upon request a copy, (which can be made available in large print or other accessible format if required), may be obtained from the School Office.

Legal Status:

- Complies with The Education (Independent School Standards Compliance Record) (England) (Amendment) Regulations currently in force.
- The Prevent Duty: Departmental Advice for Colleges and Childcare Providers (DfE: June 2015)
- Revised Prevent Duty Guidance: for England and Wales (HM Government: 2021)

Applies to:

- the whole school including the Early Years Foundation Stage (EYFS), out of school care, the breakfast club, the afterschool clubs, the holiday club and all other activities provided by the school, inclusive of those outside of the normal school hours;
- all staff (teaching and support staff), the proprietors and volunteers working in the school.

Related Documents:

- The Teaching and Learning Policies
- The Safeguarding Policies; Child Protection and Anti-Bullying
- Spiritual Moral Social and Cultural Development
- Personal Social Health and Economic Education and Citizenship Programme
- Relationships and Sex Education (RSE) Policy
- Equality and Diversity Policy
- Inclusion Policy, Special Educational Needs and Disability (SEND) Policy and
- Prevent Duty; Preventing Extremism and tackling Radicalisation Policy

Availability:

This policy is made available to parents, staff and pupils in the following ways: via the School website www.broomfieldhouse.com, and on request, a copy may be obtained from the Office.

Monitoring and Review:

- This policy will be subject to continuous monitoring, refinement and audit by the Headteacher.
- The Headteacher will undertake a formal annual review of this policy for the purpose of monitoring and of the efficiency with which the related duties have been discharged, by no later than one year from the date shown below, or earlier if significant changes to the systems and arrangements take place, or if legislation, regulatory requirements or best practice guidelines so require.

Last reviewed:
September 2026
Next review: September 2027

PSHEE and citizenship in our school encompasses all areas designed to promote children's personal, social and health development. It allows children to build the knowledge, skills and understanding they need to stay healthy and safe, develop worthwhile relationships, respect differences, improve independence and responsibility, make the most of their own abilities and those of others. It has strong links with Every Child Matters outcomes, Spiritual, Moral, Social, Cultural Values, and the National Healthy Schools programme.

Personal: The personal aspects of PSHEE look to develop the whole individual. It supports the progression of qualities and skills children already have. Through becoming aware of their own emotions and how to manage them, children can feel empowered to deal with the challenges that life can bring. This also supports their independence and the capacity to take responsibility for their actions.

Social: The social element focuses on cohesion in both the school and wider community. It aims for children to live alongside one another regardless of race, sex, disability or faith and to judge all people fairly and equally. Children learn to value each other's individuality and explore issues such as bullying including racist and cyber-bullying.

Health: Health education aims to promote an understanding of a range of issues which impact upon lifelong health. It deals with promoting the importance of a balanced diet twined with physical activity to ensure a high level of physical and mental wellbeing.

Economic: Economic education aims to teach children about the economy and how to manage finance. It aims to provide children with knowledge and tools to improve their economic wellbeing and the ability to deal with the financial decisions they may make in the future (see Year 4 Entrepreneurial Project – page 6).

Aims

Broomfield House School recognises that the personal and social development of pupils is increasingly a major aim of education. Far from being on the fringes, PSHEE is at the heart of everything that takes place in a school and this is embedded in the school's Core Values and our **ethos, vision and mission statement. In particular it is expressed in the sections about our school ethos, our school attitude and discipline and the Broomfield House School child.** As the children grow up they will begin to encounter more and more people from all walks of life, and it pays to be furnished with a global view of a world which is ever breaking down the boundaries and distances between its different cultures and beliefs. Universities cry out for children who are more 'rounded' and work places of all shapes and sizes advertise for candidates who can show good 'interpersonal skills' and an 'understanding of the needs of those around them.' We comply with the Education Act of 1996 which requires all (maintained) schools to provide a balanced and broadly based curriculum that:

- promotes the spiritual, moral, cultural, mental and physical development of pupils
- prepares pupils at the school for the opportunities, responsibilities and experiences of the next stage in their lives.

Broomfield House School embraces this as the backbone of its PSHEE philosophy. With all this in mind, the PSHEE programme aims to instil an understanding in all the pupils that academic success is not sufficient on its own for success. PSHEE is essentially concerned with the education of the whole person rather than with the knowledge that person needs. PSHEE is also intended to complement classroom teaching in that it assists other bodies in the school in monitoring and assisting with the development of the emotional and social well-being of children. The aim of PSHEE is to help pupils and young people understand and value themselves as individuals and as responsible and caring members of society. We want our pupils to like themselves and to feel confident. To this end we will:

- promote a healthy lifestyle
- offer our pupils the opportunities to achieve their physical, psychological and social potential
- promote attitudes and behaviour which contribute to personal, family and community relationships
- promote positive attitudes towards equal opportunities and life in a multi-cultural society by dealing sensitively with varying values, cultures and religious beliefs

- encourage the development of personal skills that enable pupils and young people to function successfully as members of society.
- ensure that pupils are able to understand and respond to risk, for example risks associated with extremism, new technology, knives and gangs, personal relationships and personal safety (Junior Citizen course).

Spiritual, Moral, Social and Cultural Development (SMSC)

In our school we plan and provide effectively in order to develop pupils' spiritual, moral, social and cultural awareness. Pupils of all faiths and belief systems are encouraged to strive for academic excellence and a spirit of open and shared enquiry, whilst developing their individual potential and qualities of character so they can make a positive contribution to the world. Whilst SMSC is integral to all aspects of our curriculum, PSHEE and religious education make a strong contribution. Pupils are led towards distinguishing right from wrong and towards acting consistently with their beliefs and with a view to the consequences of their own and others' actions. In addition our school:

- Leads pupils towards becoming confident and positive contributors to their community and effective users of its services and facilities according to their maturity;
- Enables pupils to gain insights into the origins and practices of their own cultures and into those of the wider community;
- Takes steps to ensure that the pupils appreciate racial and cultural diversity and avoid and resist racism.

Spiritual, moral, social, cultural (SMSC) education is integral to our PSHE programme. It pervades the whole of our teaching and learning; the ethos and life of our school. Within SMSC, our aims are to help pupils to:

- develop self-esteem and confidence;
- enable pupils to understand what is right and wrong in their school life and life outside school;
- accept responsibility for their behaviour, show initiative and contribute to the school, as well as local and wider communities;
- take part in a range of activities requiring social skills, develop leadership skills, take on and discharge efficiently roles and responsibilities, offer help and learn to be reliable; acquire knowledge; reflect on beliefs, values and more profound aspects of human experience, use their imagination and creativity, and develop curiosity in their learning;
- understand and appreciate the range of different cultures in British society and develop the skills and attitudes to enable them to take a full and active part in it;
- develop respect towards diversity in relation to, for example: gender, race, religion and belief, culture, sexual orientation, and disability;
- acquire a broad general knowledge of public institutions and services in England;
- respond positively to a range of artistic, sporting and other cultural opportunities, provided by the school, including, for example an appreciation of theatre, music and literature;
- overcome barriers to their learning.

As part of our Behaviour Policy Broomfield House School believes that all children and adults have the right to live in a supportive, caring environment in which pupils feel safe and free from bullying and harassment that may include cyber-bullying and prejudice-based bullying related to special educational need, sexual orientation, sex, race, religion and belief, gender reassignment or disability (as defined in the Equality Act 2010), and the use of discriminatory language. Bullying can occur through several types of anti-social behaviour.

Building children's Resilience to Radicalisation through the Promotion of British Values

Broomfield House builds resilience to radicalisation of its students by promoting fundamental British values. We provide a safe space in which our pupils can discuss and understand the risks associated with terrorism and develop the knowledge and skills to be able to challenge extremist arguments or views. Any discriminatory or extremist opinions or behaviours are challenged as a matter of routine. We offer a general education about the nature of modern society and laws in England and positively promote respect for other people and their lifestyles, which is upheld by English law. This includes an understanding of democratic values and the electoral system in

Britain as well as the promotion of democratic values, including the rule of law, both within and outside of Broomfield House School. All staff are aware that the promotion of partisan political views or religious prejudice are prohibited at Broomfield House School and are accepting of pupils and staff of all faiths and those of none.

Objectives

Our objectives are to:

- teach children the **FACTS** concerning their growth and development as individuals;
- help children to understand **CONCEPTS** such as tolerance, respect and liberty and equality;
- enable children to acquire **SKILLS** relating to personal safety, discussion and decision making, which are vital to their well-being and their interaction with others;
- encourage children to develop informed opinions and **ATTITUDES** for themselves about a range of personal, social and moral issues;
- nurture in children a particular set of **VALUES** and
- give the children the **COURAGE** to challenge stereotypes based on race, disability and faith and to judge all people fairly and equally.

We provide positive experiences through planned and coherent opportunities in the curriculum, extra-curricular activities and through interactions with teachers and other adults for our pupils. Our range of artistic, sporting and other cultural opportunities is available to pupils through the curricular and extra-curricular programme, and their participation in these opportunities. We plan our personal, social and health education and citizenship through, assemblies, lesson times and 'circle time' to help our pupils acquire values and skills to enable them to develop independence and choose their path in life. We aim for our pupils to understand and appreciate the range of different cultures and faiths in modern democratic Britain. We use our curriculum and other plans which enable pupils to develop an understanding of public services and institutions and to take their place in modern democratic British society. We provide a range of quality opportunities for pupils to take on responsibility in school and make a positive contribution to the school, local and wider communities.

PSHEE and Citizenship and inclusion

We teach PSHEE to all children, regardless of their ability. Our teachers provide learning opportunities matched to the individual needs of all children. All children will have opportunities to take responsibility, develop leadership skills, think creatively and use their talents for the good of the class or the wider community, particularly in Years 5 and 6.

Teaching and Assessment

PSHEE can be taught using a range of strategies; linked to an array of assessment methods. At Broomfield we use the Jigsaw PSHE programme to teach the curriculum from EYFS to Year 6. PSHEE does not involve summative assessment. This means the teacher must use formative processes as assessment for learning. The majority of PSHEE lessons will involve discussion, at appropriate times, in various forms. In the Early Years, Circle Time can be useful for finding out about the ideas and values each pupil possesses. Here you would pose questions the children can discuss; looking at pictures or books can also aid the understanding of the chosen topic. Circle time can involve whole class or smaller table groups depending on the subject and the children's abilities.

Assemblies

Assemblies are effective when introducing themes which will later be used as a tool for discussion, enabling children to consider their arguments validity.

Assemblies at Broomfield House School present an excellent opportunity to introduce and /or develop themes relevant to the teaching of PSHEE within the school. T the start of each half term, the new Jigsaw topic is introduced in a whole school assembly.

The whole school attends assemblies on Wednesdays and Fridays when the themes are reflected in the choice of hymn, and teacher-led readings. Pupils' work (academic, musical or dramatic), sporting or other achievements in or out of school are celebrated through readings, performances and presentations; commendations from the Headteacher are given to the older pupils achieving high numbers of house points, including gold stars awarded

for excellent work; for the younger children good achievements and progress are celebrated publicly through the identification of the Headteacher's "lollipoppers", children wearing a lollipop sticker marking their achievements during the week. Polite children are also singled out for praise to encourage good behaviour and each class may be nominated for 'SMART class' by their class teacher/specialist teachers on a weekly basis for good behaviour throughout the school and not just in class. The Headteacher's Award (the criteria for which includes politeness, exemplary behaviour, trying their best at all times, resilience, being a caring member of the Broomfield community, following the School's core values etc) is given to one member of each class each half term and these children are treated to 'high tea' with the Headteacher and other members of the SLT.

Kindergarten children attend their own weekly assembly when fables and parables are read and discussed. In Wednesday's assembly, cultural and religious aspects of the world's major religions are considered.
At any assembly there is an opportunity for any issues of concern to be raised and discussed with the pupils, particularly concerning any infringements of the school rules or when events that children may be aware of, or affected by (both family or in the news) outside the school may be discussed in as positive and supportive manner as possible.

Houses

Houses are a strong feature of life at Broomfield. When they reach Year 2, children are allocated to one of the three houses. Siblings and family connections are respected and there is a strong sense of identity for the children and parents with their houses. There are a number of house competitions; we have a house competition shield for the overall house winner for the year, and a system for displaying the positions in which houses came in each of these competitions on their house board. Additionally, each house has its own charity, for which it raises money, by organising a cake sale and raffle. Currently, each house is supporting a school in India, Guatemala or Uganda. The Deputy Head (Pastoral) along with the heads of houses, manage the pastoral process of encouraging the children to articulate their ideas for the Pupil Council.

The Pupil Council

Anyone from Year 3 to Year 6 can be considered for the Pupil Council. One person per class per House will be nominated. All candidates put forward for election give a speech (manifesto) about why they should be voted for and what he/she will do if they are elected.

The Houses then vote and one pupil from each Year group 3-6 with the most votes win. This process will happen for each term to allow new candidates to stand for nomination. Children cannot be elected twice in the same academic year. The newly elected members wear badges to be identified around the school, allowing other pupils to talk to them about ideas for the future.

The Headteacher and/or the Deputy Head will discuss items raised by the Pupil Council. This body provides a voice for the children about their experiences of Broomfield. It also shows children how new ideas or suggestions may be heard, developed or taken up, or not, in an organisation. Senior children in school canvass the opinions of the very youngest classes, while children in Years 2 and above are encouraged to put forward their views and suggestions. These are heard and discussed at the termly Pupil Council meetings attended by Year 6 children with senior roles together with the children elected to the Pupil Council from each house and class from Year 3 to Year 5. Pupil Council representatives are also asked to watch out for any child around the school, who might appear to be in need of some support and to intervene or inform a member of staff, as appropriate. The Pupil Council makes a valued contribution to the Code of Conduct at Broomfield House School, which everyone is expected to follow.

Year 4 Entrepreneurial Project

This is an annual project run by the Year 4 staff supported by the Headteacher. The purpose of the project is to give the children an opportunity to understand and experience in action the running of a small business. This involves attracting some financial investment from the Headteacher on behalf of the school, and creating all the processes and products needed to run a small stall at the local Kew Fete at Kew Green. The main tradition is for the pupils to make a stock of elderflower cordial and sell it diluted as a cold drink at the stall. Through this children learn about the idea of businesses making profits to succeed and sustain themselves, how to structure a team, managing cash flow, sales and marketing, and the processes of production and financial management of profits. The children operate a process which means that any profits are divided – they "save" some to leave as an investment for the following year group, they "share" some by donating a portion of profits to a nominated charity, and they "spend" some to enjoy the fruits of their labour, usually on a class outing. All of this work increases the children's practical and theoretical literacy, informs their understanding of the world of work and business, all in the hope it may spark in some pupils the desire to be entrepreneurs in the future.

Sex Education/Puberty

As part of our PSHE syllabus, we introduce Year 6 to the subject of puberty. Working in single sex groups but covering exactly the same topics, the sessions are led by members of the senior leadership team. We discuss the following aspects: the main physical and emotional changes that take place; the names and functions of the main sexual and reproductive parts of the body; menstruation; the different rates of change for different people; how to deal positively with concerns or questions about puberty and where to go for help, if needed. A question box is provided, following the lesson, for children to submit questions or concerns anonymously. We hope that, by working in small groups with their friends and led by teachers they know, the children will experience a positive and supportive introduction to this topic. Prior to these sessions, a letter is sent to parents asking for consent for their children to attend.

Jigsaw

Jigsaw brings together PSHE Education, emotional literacy, social skills and spiritual development in a comprehensive scheme of learning. Teaching strategies are varied and are mindful of preferred learning styles and the need for differentiation. Jigsaw is designed as a whole school approach, with all year groups working on the same theme (puzzle) at the same time. This enables each puzzle to start with an introductory assembly, generating a whole school focus for adults and children alike.

The six Jigsaw Units of Work (Puzzles) are:

1. Being Me in My World

Includes understanding my place in the class, school and global community as well as devising Learning Charters.

2. Celebrating Difference

Includes anti-bullying (cyber and homophobic bullying included) and diversity work.

3. Dreams and Goals

Includes goal-setting, aspirations for yourself and the world and working together.

4. Healthy Me

Includes drugs and alcohol education, self-esteem and confidence as well as healthy lifestyle choices.

5. Relationships

Includes understanding friendship, family and other relationships, conflict resolution and communication skills.

6. Changing Me

This puzzle includes relationships education in the context of coping positively with change

Cross Curricular Links

PSHE permeates the whole curriculum and allows many opportunities for developing links with the core and foundation subjects throughout Broomfield House School. There are particularly strong links with the science curriculum as well as literacy, geography, history and art. Communication should take place between the teachers who deliver these areas of the curriculum to ensure a balanced approach and to enhance and identify the development of existing links.

Time allocation and staffing
Throughout the school, PSHE is delivered, overtly, by the Class Teacher but also covered in assemblies. The curriculum that is delivered during these slots is only a small part of the physical, spiritual and moral teaching which the children receive. This is influenced by a range of factors, some of which are impossible to quantify, and, in a minority of cases, impossible to control.

Generally	Specifically
School's values School's atmosphere/ethos School's appearance School rules Influence of home Role model of staff Recreational activities Extra-curricular activities Field trips Organisation and curriculum	Input across the curriculum e.g. RE, Circle Time (Kindergarten) Pastoral care system Discipline system Reward system Assemblies Games programme House System Pupil Council

The 'PSHE Tree' is a neat illustration of how diverse the delivery of moral, spiritual, social and cultural issues is for the pupils. The 'fruits' of the PSHE programme, ie what goes on in the lessons and what the pupils take away from these sessions, is only going to be as strong and healthy as the roots which feed and nourish it. These roots, though barely visible, are the most significant determining factors in the success of the PSHEE programme.

The 'visible' PSHE programme: Curriculum based, largely cognitive. Its success is based upon the quality of the 'roots'.

The 'hidden roots' of PSHEE: Our values and attitudes, the ethos and quality of relationships within the school. The 'roots' are experienced rather than conveyed in neat, cognitive packages.

Equal Opportunities
All activities will be planned in a way that encourages full and active participation by all pupils, irrespective of academic ability, gender, differences in culture or background.

Relationships and Sex Education (RSE)

See separate RSE Policy. Relationship and Health Education is taught as part of our Jigsaw PSHE curriculum.

We also teach a program over several weeks to Year 6 based on respect, consent and appropriate behaviour towards others. Our puberty session is part of this series of sessions.

Our respect and consent programme includes content such as:

- healthy and respectful relationships;
- what respectful behaviour looks like;
- gender roles, stereotyping, equality;
- body confidence and self-esteem;
- different types of relationships, including friendships, family relationships and dealing with strangers;
- how to recognise, understand and build healthy relationships, including self-respect and respect for others, commitment, tolerance, boundaries and how to manage conflict, and also how to recognise unhealthy relationships;
- healthy relationships and safety online;

- factual knowledge around sex, set firmly within the context of relationships and
- that sexual violence and sexual harassment is always wrong; and addressing cultures of sexual harassment.

We ensure that our students are aware of the dangers of these safeguarding issues and promote positive relationships based on mutual respect.

Parental and Community Involvement
Parents have the right to receive information from our school regarding PSHEE. We believe that sharing our pupils learning with parents enables children to continue their development from school into their home life. Parents may be invited to join in events in school, where appropriate, including assemblies, acts of worship and workshops on relevant themes. Parents are regularly informed of events and developments through our weekly newsletter. Working with parents is a vital part of the whole school approach to PSHEE and Citizenship. Outside agencies are invited into school to help with the delivery of PSHEE and Citizenship, e.g. emergency services, magistrates, charitable organisations etc.

Monitoring
Our monitoring will be based on observations and personal discussion so that relevant modification to Schemes of Work can be undertaken swiftly and effectively.

Learning support provision
The nature of the topic allows for a broad range of mediums for delivery. Those pupils for whom some more academic subjects may be challenging often find they have strengths in discussion and argument about the wider world and some of the issues faced by young people today. As PSHEE is not currently examined or assessed there is no call for specific support for less able pupils or streaming, though it remains incumbent upon the session leader to ensure that all pupils are as involved as possible in the discussions and activities taking place.
The Deputy Head (Pastoral) and all teachers are aware from pupils' files of any home situation or social difficulty which could make some subjects more sensitive than others.

Assessment, Recording and Reporting
Assessment in PSHEE is recognised as being different than in many other subjects. Pupils do not have exercise books in this subject as the predominant focus is on discussion. They may, however, keep a journal if they wish. Various methods will be used to record pupils' work eg written, oral, photographic, artistic. Emphasis is placed on class discussion and written work which can rarely be marked in a conventional context. Opportunities to assess the progress and achievements of the children exist through observation of role play, presentations or involvement in discussion. Marking, where necessary, should be with the pupil present so that their thoughts can be explained and explored with sensitive interchange as necessary to foster positive relationships. Where appropriate, parents will be informed of any follow up discussions they might like to have with their children. More serious concerns can be logged on CPOMS and discussed at staff meetings.

Curriculum enrichment
We undertake a variety of field trips and excursions, including residential trips. Furthermore, we have outside speakers on a variety of topics, charity fundraising and special workshops. For example:

1. **School wide charitable activities**: There are fund raisers during the year such as:
- Jeans for Genes
- Christmas Boxes
- Carol Service – St Anne's plus Year 6 choice of charity shared 50/50

2. **Local Visit Programme and In-School Presentations:** The school visits a range of organisations to broaden children's knowledge and understanding of their community including to ensure the children understand core British values of democracy and tolerance of different faiths and cultural traditions. Examples include:

- Visit to the Richmond Magistrates Court
- Visit to House of Parliament
- Visit to Neasden Buddhist Temple
- Visits to local theatres, The Orange Tree and the Polka Theatre.
- Distribution of Harvest gifts to local elderly people with the help of Year 6 parents and the Kew Neighbourhood Association.
- Carol singing at a local home for the elderly, for Kew Sparkle and for Rotary of Richmond at Richmond Station

In school the pupils benefit from a range of artistic and scientific presentations that inform their knowledge of the world. These are funded by the school and the PTA and are administered by the teachers. The Arts and Science Funds bring in working artists, authors and scientists to hold workshops with the children. Recent examples include:

- Science Day – special guest speaker Lucy Hawking
- Author visits
- Dance workshops - flamenco

We also have our three house charities (Phoenix Projects Guatemala; The Butterfly Project, Uganda, and The Mondo Challenge Foundation, India) for which we raise money through the annual house cake sales and raffles.

The Early Years Foundation Stage (EYFS)
We use the Jigsaw Programme with Jigsaw Jenie and this encompasses PSHEE as the Early Years is embedded in the programme.
Specific teacher led Circle Time lessons are held weekly to explore these issues. Through Circle Time activities children can develop social skills, acquire interpersonal relationship skills, increase awareness of their feelings and become more responsible for their behaviour. It is a time to foster a caring group feeling where each member is valued and valuable, where each child gets a chance to speak and more importantly a chance to be listened to. Weekly assemblies are also held that cover the Jigsaw areas. Spontaneous learning opportunities, both indoor and outdoor, are provided that explore the topics taught in the teacher led activity.

The EYFS covers PSHEE topics through the prime learning area of Personal, Social and Emotional Development and corresponding learning goals:

- Children play co-operatively, taking turns with others.
- They take account of one another's ideas about how to organise their needs and feelings, and form positive relationships with adults and other children.
- Children are confident to try new activities, and say why they like some activities more than others.
- They are confident to speak in a familiar group, will talk about their ideas, and will choose the resources they need for their chosen activities.
- They say when they do or don't need help.
- Children talk about how they and others show feelings, talk about their own and others' behaviour, and its consequences, and know that some behaviour is unacceptable.
- They work as part of a group or class, and understand and follow the rules. They adjust their behaviour to different situations, and take changes of routine in their stride.
- Children take control of their behaviour through roe play and acting.
- Children are encouraged to express their feelings.

Behaviour:

At Broomfield we believe in polite, good behaviour as detailed in our Behaviour and Discipline policy. We believe good behaviour is essential to the spiritual and moral welfare of our pupils. Children are reminded regularly about the Broomfield School Rules and our Pupil Code.