



**The Banda School**

# **PERSONAL, SOCIAL, HEALTH EDUCATION (PSHE) AND CITIZENSHIP POLICY**



## **The Banda School PSHE Policy January 2023**

As a curriculum area, the Personal, Social, Health Education (PSHE) and Citizenship programme at The Banda School is designed to help pupils gain the skills, knowledge and understanding they need to lead healthy, independent lives and to become informed, active and responsible citizens. This means that all our pupils are encouraged to take part in a wide range of activities and experiences across and beyond the curriculum, contributing fully to the life of the school and the wider community. In doing so, pupils learn to recognise their own worth, develop a sense of their own identity and the ability to take their place in the community as well as respect and work with others. Pupils are encouraged to reflect on their experiences and to recognise how they are developing personally and socially, addressing the spiritual, social, moral and cultural issues that form an intrinsic part of growing up.

### **Aim**

The aim of PSHE and Citizenship provision is to provide opportunities for pupils to:

- ✓ develop independence and responsibility
- ✓ gain in self-confidence
- ✓ have fulfilling and worthwhile relationships
- ✓ make smart informed decisions
- ✓ consider moral and social dilemmas
- ✓ play an active role in society
- ✓ understand the challenges our world faces and inspire the need for change
- ✓ how to manage and prepare for change
- ✓ foster an appreciation for fundamental Kenyan and British values
- ✓ understand what a healthy lifestyle is in terms of diet, exercise, physical health and mental health

### **Method**

In the Upper School lessons are taught by the Head of PSHE and two designated PSHE teachers during a weekly session of 45 minutes. This may be supplemented by further discussions in Form time sessions with the Form Tutor during the week. PSHE is also an integral part of Upper School Assemblies and two weekly Whole School assemblies.

Within Lower School, PSHE is integral to all classroom learning and activities and there is a designated 45 minute PSHE lesson each week taught by the class teacher. In the PSHE lessons the teachers use the programme, Jigsaw to help guide their planning, lesson objectives and to provide useful resources and ideas. For Years 1 and 2 the class teacher creates a PSHE class book to document their learning by including children's work or photos of the activities carried out each week. For Years 3 and 4 the children have a PSHE Journal that they work in each lesson. The teacher also adds photos of activities to the journals when appropriate. Lower School assemblies are generally focused on PSHE.

In Upper School there is a designated 45 minute PSHE lesson every week. The Scheme of Work for these lessons has been created by the Head of PSHE following the Citizenship

and PSHE British Curriculum and using resources, ideas and guidance from the PSHE Association, Jigsaw and other online resources. The lessons include many different interactive and engaging activities interspersed with video clips or images to promote thought and discussion. Every child has a PSHE booklet for the term for their written work and their written reflections from every lesson.

Class teachers in Pegasus Early Years carry out weekly PSED (Personal Social and Emotional Development) sessions which are linked to a specially devised framework. They will also run sessions based on issues that may have arisen amongst the pupils. Weekly assemblies are also used as another avenue for exploring relevant themes.

## **Values Based Education**

The Banda has adopted a Values Based Education which involves 6 values for the school year. Each half term one of the values becomes a focus for the whole school. The values we have chosen are closely linked to the fundamental Kenyan and British values and they are: honesty, celebrating difference, kindness, teamwork, respect and resilience. These values are incorporated, recognised, encouraged and talked about in all areas of school life. These values are linked to our termly well-being programme which works to ensure we link these values to the importance of personal well-being.

## **Citizenship and Fundamental Kenyan and British Values**

Citizenship and the teaching of fundamental Kenyan and British values helps children to develop as members of school, local, regional and global communities. It is concerned with issues of right and wrong, rights and responsibilities, fairness, rules and laws, power and authority, equality and difference, communities and identities, democracy, conflict and cooperation. As children grow and develop, this helps them to think and talk about issues relating to these concepts as they encounter them in their own lives and in the lives of others, and as depicted in media and literature. At The Banda it is normal practice to encourage pupils to respect themselves and other people, regardless of race, religion, ethnicity or culture. The children are set a uniform example and high standard by every member of the teaching, administration and support staff. This ensures that Fundamental Kenyan and British Values are not only promoted, but are in fact a way of life.

## **Democracy**

Democracy permeates the entire school. Pupils have the opportunity to have their voices heard through our School Council. Councillors are elected through a democratic process in each class from Year 3 to Year 8. House Captains and Prefects are voted for by staff and pupils from Year 5 to 8 and are announced at the beginning of each academic year. Pupils are often involved in choosing the charities which will be supported by the school for the year. Pupils will have a say in agreeing on class rules with their teacher at the beginning of a school year. Pupils have a say in the Anti-Bullying charter. Pupils have the chance to feedback their ideas or opinions through the School Council who take it forward on their behalf.

## **The Rule of Law**

The importance of laws, whether they govern the class, the school, or the country, are consistently reinforced through the regular school days, as well as when dealing with behaviour and through school assemblies. Pupils are taught the value and reasons behind laws; that they govern and protect us, the responsibilities that this involves and the consequences when laws are broken. Whilst all staff members prioritise positive reinforcement by awarding merit badges, citizenship badges and Head's awards regularly, there is a system of sanctions in place. Indeed all children are aware of this and that there are also consequences to breaking school rules and laws. The PSHE topic 'Being Me in My World' for Years 1-6, and the topic 'Living in the Wider World' for Years 7-8 covers laws and rights.

## **Individual Liberty**

Within school, pupils are actively encouraged to make choices, knowing that they are in a safe and supportive environment. As a school we educate and provide boundaries for young pupils to make choices safely, through our provision of a safe environment and empowering education. Pupils are encouraged to know, understand and exercise their rights and personal freedoms and how to exercise these safely; for example through E-safety and PSHE lessons. Whether it be through choice of challenge, of how they record, of participation in our numerous extra-curricular clubs and opportunities, pupils are given the freedom to make choices.

## **Mutual Respect**

The Banda pupils treat each other with respect. At The Banda we foster a love of learning within an environment in which each child can feel a sense of belonging. This is premised on respect for one another throughout every aspect of school life. The value of respect is also frequently expanded upon in House meetings, displays and whole school Assemblies. Respect is also one of our values which we have a whole school focus on for a half term. Mutual respect and tolerance of different beliefs is covered in the 'Celebrating Difference' topic for Years 1-6 and the 'Living in the Wider World' topic for years 7-8.

## **Tolerance of those of Different Faiths and Beliefs**

This is achieved through enhancing pupils' understanding of their place in a culturally diverse society and by giving them opportunities to experience such diversity. Children learn about discrimination, prejudices and prejudice-based bullying in RS and PSHE lessons, along with the need to challenge discrimination and celebrate diversity, and we have whole school assemblies which cover these topics. Members of different faiths and religions are encouraged to share their knowledge to enhance learning within classes and the school. Children learn about all the major world religions to cement their understanding

and respect for these beliefs and institutions. We have an annual 'Celebrating Difference' day when the children come to school in home clothes representing a culture or nationality of their choice. At The Banda we will actively challenge pupils, staff or parents expressing opinions contrary to fundamental Kenyan or British values, including 'extremist' views.

### **Protected Characteristics**

PSHE provision encourages respect for other people, paying particular regard to protected characteristics of age, disability, marriage and civil partnership, pregnancy and maternity, race, religion or belief, sex and sexual orientation. These characteristics are not discriminated against by staff in their teaching both in and out of the classroom. However, whilst the Kenya Constitution protects the rights and fundamental freedoms of all people without exception, protected characteristics such as gender reassignment, civil partnership and same sex unions are not recognised in Kenya law. Article 45 (2) of the Constitution of Kenya 2010 in this regard stipulates that a marriage can only exist as between persons of the opposite sex. Currently, there are no restrictions on what can be taught in our schools as long as the content does not promote acts of conducts that are prohibited in Kenya. Teachers are therefore urged to exercise caution when discussing these topics in PSHE lessons.

### **Economic Education**

Through activities such as our many charity events, collections and talks along with 'The Enterprise Project' in Year 8, pupils come to understand the value of money, the importance of budgeting and the development of a project in order to generate a profit. All pupils learn about the difference in life style between the local schools we support and our school, and fund raise collectively and individually. They learn about how far a small amount of money can go in terms of supporting our local charities. In PSHE in the topic 'Dreams and Goals' the children think about their dream career and they learn about money and that not all children in the world have what they have. Within this topic some year groups also have the opportunity to plan fundraising events or collections of their choice all of which will be given to a local school in Kibera. In Years 7-8 in the topic 'Living in the Wider World' they learn about the value of money, different careers and salaries, and they practice budgeting. Opportunities to learn about finances also exist in Maths lessons and in Early Years creative play.

### **Parental and Community Involvement**

Guest speakers may be called upon as a means of enhancing PSHE teaching through contact with the outside community. Parents are invited to join in with school events including Assemblies and PSHE activities and we feel that working with parents is an important part of ensuring a whole school approach towards PSHE and Citizenship. Annual involvement by pupils for chosen charities which the school supports for a year ensures a number of fund raising events take place, and these give all pupils the chance to raise money for, and awareness of, local wildlife, education or humanitarian organisations. Through our Flight programme groups of pupils are given the opportunity to visit some of

these organisations, as well as invite children from local education centres to visit us at The Banda.

### **Recent visitors include:**

Jon Taylor, UK - Outside speaker on Internet Safety for parents and upper school students

Belinda Lowe - Grevy Zebra Trust.

Elephant Queen screening for Banda parents and Year 3 and up.

Ghetto Classics – orchestra of children from a local slum came to play in assembly, our orchestra also played with them and we raised money for them from the showing of Elephant Queen

Louise Leakey – talk on human evolution

Marion Lawrence - talk on sanitary products for young women in Kenya for which the Year 8 girls are collecting and raising money.

Professional Football Player

British Army

Kimta Education Centre, Kibera

### **Health and Safety**

A safe working environment and ways of working safely need to be encouraged from the earliest stage and all staff should understand safe practice and recognise their Health and Safety responsibilities. All staff must report any hazardous conditions to the Bursar or Head. Staff need to be aware of any physical limitations which a pupil may suffer such as height disability, poor eyesight or hearing, and make suitable arrangements to allow the pupils to operate safely and effectively.

In general, PSHE is fostered and encouraged in the following areas:

- ✓ The opportunity to learn about other religions through the RS curriculum
- ✓ A specific time allocation for teaching PSHE every week
- ✓ Explicit opportunities in curriculum subjects
- ✓ Whole school activities and specific projects
- ✓ Assemblies linked to the PSHE programme
- ✓ Learning through involvement in the life of the school and the wider community
- ✓ The incentive of Citizenship badges rewarded from Year 1 to 8
- ✓ Meetings between the Prefects, Head Boy and Girl, and the Head and Director Pastoral
- ✓ Strong links between teachers and pupils
- ✓ Regularly visiting bullying issues through PSHE lessons, assemblies and Form time sessions

## **Overview of the PSHE planning framework – KS 1, 2 and 3**

**Key Stages 1 and 2 use the Jigsaw framework and follow the same themes throughout the year:**

### **Term 1A: Being Me in My World**

'Who am I and how do I fit?'

### **Term 1B: Celebrating Difference**

Respect for similarity and difference. Anti-bullying and being unique

### **Term 2A: Dreams and Goals**

Dreams for ourselves and dreams for our world. Aspirations and how to achieve goals and understanding the emotions that go with this

### **Term 2B: Healthy Me**

Being and keeping safe and healthy, both physical and mental health

### **Term 3A: Relationships**

Building positive, healthy relationship

### **Term 3B: Changing Me**

Coping Positively with Change

## **Key Stage 3 follows similar themes:**

**Term 1:** Citizenship and Living in the Wider World

**Term 2:** Health and Wellbeing

**Term 3:** Relationships and Changing Me

## **Assessment**

PSHE is by nature difficult to assess. Knowledge of PSHE facts, understanding of PSHE concepts and acquisition of PSHE skills can be measured over time by reading and marking the children's written work and by considering their verbal and group contributions in lessons as well as observations of their behaviour out of class. However, it is less easy to measure some of the values and attitudes that lie at the heart of PSHE. Assessment of children's understanding, knowledge and skills can be carried out through teacher observation and discussions and questioning of the pupils in every lesson. The teacher should also be reading and marking any written work by the pupils and provide written feedback on how to improve, along with a target in the children's PSHE journals.

## **Who is responsible?**

The PSHE programme has been put together by the Head of PSHE, and it can be accessed in the PSHE Department folder in the DMS. Class teachers and teachers of PSHE have regular meetings with the Head of PSHE to discuss the progress of PSHE teaching at The Banda and to share ideas and give feedback. The Head of PSHE is also responsible for observations of the PSHE teachers and provide feedback on their delivery of the programme. A PSHE co-ordinator in the Lower School helps to further ensure continuity in the teaching of the programme through meetings with the Head of PSHE. The Head of PSHE attends annual meetings with PSHE leaders from the Prep School community in Kenya which serve as a forum for sharing ideas and good practice.

**Date of next review:** September 2023