

The Cornwall Independent School

PSHEE AND CITIZENSHIP POLICY

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

We have a whole school approach to safeguarding, which is the golden thread that runs throughout every aspect of the school. All our school policies support our approach to safeguarding (child protection). Our fundamental priority is our children and their wellbeing; this is first and foremost.

Scope: This policy is a live document that is sensitive to our working practices and is subject to change according to the needs of The Cornwall Independent School (TCIS). All who work, volunteer or supply services to our school have an equal responsibility to understand and implement this policy and its procedures both within and outside of normal school hours, including activities away from school. All employees and volunteers are required to state that they have read, understood and will abide by this policy and its procedural documents and confirm this by signing the *Policies Register*.

Legal Status: Complies with The Education (Independent School Standards) (England) Regulations currently in force and other statutory and best practice documentation cited in this document.

Monitoring, Review and Adaptation: The text of this policy is **necessary** and proportionate to meet the needs of The Cornwall Independent School, supporting those who work with our pupils, **making clearer** the responsibilities of school staff, volunteers, proprietor and the Governing Advisory Body. These arrangements are subject to continuous monitoring, refinement, and audit by the Headteacher. The Governance Advisory Body is committed to regularly reviewing and updating our policies to ensure they remain relevant and effective in supporting our school's mission and values, inclusive of its implementation and the efficiency with which the related duties have been implemented. This review will be formally documented in writing. Any deficiencies or weaknesses recognised in arrangements or procedures will be remedied immediately and without delay. All staff will be informed of the updated/reviewed arrangements, and it will be made available to them in writing or electronically.

The Policy Owner is Miss Jayne Chapman, supported by the Education and Compliance Officer.

Reviewed: September 2026

Next Review: September 2027 (or sooner, to reflect any material change in statutory or best practice requirements)



Miss Louise Adams
Headteacher

Aims and objectives:

Personal, Social, Health and Economic Education (PSHEE&C) and Citizenship enables pupils to become healthy, independent and responsible members of society. We encourage our pupils to play a positive role in contributing to the life of the school and the wider community. In so doing we help develop their sense of self-worth. We teach them how society is organised and governed. We ensure they experience the process of democracy in school through the school council. We teach them about rights and responsibilities. They learn to appreciate what it means to be a positive member of a diverse multicultural society and to develop Spiritual, Moral, Cultural and Social Values.

This policy precludes the promotion of partisan political views in any of our teaching.

The aims of personal, social and health education and citizenship are to enable the pupils to:

- know and understand what constitutes a healthy lifestyle;
- be aware of safety issues;
- understand what makes for good relationships with others;
- have respect for others;
- be independent and responsible members of the school community;
- be positive and active members of a democratic society;
- develop self-confidence and self-esteem, and make informed choices regarding personal and social issues;
- develop respect for being a British Citizen and become aware of British Values;
- develop an awareness of economic wellbeing and money management.

Teaching and learning style:

We use a range of teaching and learning styles. We place an emphasis on active learning by including the pupils in discussions, drama, role play, debates, investigations and problem-solving activities. We encourage the pupils to take part in a range of practical activities that promote active citizenship, e.g. charity fundraising, the planning of school special events such as an assembly or open day, or involvement in an activity to help other individuals or groups less fortunate than themselves. We organise classes in such a way that pupils are able to participate in discussion to resolve conflicts or set agreed classroom rules of behaviour. We offer pupils the opportunity to hear visiting speakers, such as the police and representatives from the local community, whom we invite into school to talk about their role in creating a positive and supportive local community. We ensure that in all curriculum subjects fundamental British Values are not undermined.

Planning Overview:

We are members of the PSHE Association and use their schemes of work and planner tool to ensure a broad and balanced PSHEE&C curriculum covering all the required curriculum areas. Medium term plans are outlined to parents in a 'topics' lists. Class teachers complete a weekly (short-term) plan for the teaching of PSHEE&C; this is embedded in their weekly plans. This lists the specific learning objectives for each lesson and gives details of how the lessons are to be taught. It also includes details of what each group of children will be learning. The class teacher keeps these individual plans, and the class teacher and subject co-ordinator often discuss them on an informal basis.

PSHEE and citizenship curriculum planning:

We teach PSHEE and Citizenship in a variety of ways. In some instances, e.g. Drugs Education and Sex and Relationship Education, we teach PSHEE and Citizenship as a discrete subject and may involve outside agencies to ensure that professional expertise is offered.

Teachers plan opportunities to develop PSHEE and Citizenship objectives across the curriculum. For example, when teaching about local environmental issues in Geography, we offer pupils the opportunity to explore who is responsible for the planning of proposed local developments.

As there is a large overlap between the programme of study for Religious Education and the aims of PSHEE and Citizenship, we visit PSHEE and Citizenship objectives through our Religious Education lessons. This enables spiritual and moral development.

We also develop PSHEE and Citizenship through activities and whole-school events. For example, the school council representatives from each class meet regularly to discuss school matters. We offer PGL residential visits where there is a particular focus on developing pupils' self-esteem and giving them opportunities to develop leadership and team building skills. Showing respect, being thoughtful and considerate to others and using good manners are fundamental to the ethos of

our school and are continually reinforced by all staff members. Good behaviour is recognised and rewarded through our whole school reward systems. The Headteacher carries out an Anti-bullying Assembly once every half term.

Assemblies and form time:

Whole school assemblies range from discussing a humanitarian disaster to appreciating an unusual performance of a rapper performing Shakespeare. Each half term an aspect of Anti Bullying is explored in each Key Stage and in EYFS, this includes cyber bullying and E-Safety. For pupils in KS3 & 4 relationships and gender identity is explored during form time and Key Stage Assemblies.

Foundation Stage:

We teach PSHEE and Citizenship in the Reception class as an integral part of the topic work covered during the year. As Reception class is part of the Foundation Stage of the National Curriculum, we relate the PSHEE and Citizenship aspects of the pupils' work to the set out in the Early Years Foundation Stage Curriculum Early Learning Goals (ELGs). Our teaching in PSHEE and Citizenship matches the aim of developing a pupil's Personal, Social and Emotional Development in foundation stage classes which is embodied in our early years teaching and learning.

Key Stages One and Two:

Throughout Key Stages One and Two PSHEE and Citizenship are taught through school and class routines, such as circle times and assemblies, as well as through discrete lessons and cross curricular links. Form Teachers address pastoral issues on a class or individual basis as the need arises.

Key Stages Three and Four:

PSHEE and Citizenship continues to be taught throughout Key Stages 3 and 4. The long-term plan ensures teaching topics allow continuity and progression throughout the school. During Key Stage Four the emphasis is on preparing pupils for adult life. Enterprise projects, work experience and careers talk help to prepare students for the world of work.

Teaching PSHEE and citizenship to pupils with Special Educational Needs:

We recognise that there are children of different abilities in all classes, and we provide suitable learning opportunities for all. We achieve this by:

- setting common tasks which are open-ended and can have a variety of responses;
- setting tasks of increasing difficulty, with some children completing all the tasks;
- providing resources of different levels of complexity
- providing individual support;
- providing opportunities for scaffolding and cascading knowledge.

At The Cornwall Independent School we teach PSHEE and Citizenship to all pupils, whatever their ability. PSHEE and Citizenship form part of the school curriculum policy to provide a broad and balanced education to all pupils. Through our PSHEE and Citizenship teaching we provide learning opportunities that enable -all pupils to make progress. We do this by setting suitable learning challenges and responding to each pupil's attainment and progress against expected levels.

We teach PSHEE to all children, whatever their ability. Learning opportunities allow all pupils to make progress. Learning challenges are appropriate to each child and small class sizes mean that we are able to respond quickly to individual needs on a one-to-one basis. Children also support each other during activities. Where children need a greater level of support the IEP may contain specific targets relating to PSHEE. We monitor their needs by placing them on alert, in accordance with the revised SEND Code of Practice (September 2024).

When progress falls significantly outside the expected range, the pupil may have special educational needs. Our assessment process looks at a range of factors – classroom organisation, teaching materials, teaching style, and differentiation - so that we can take some additional or different action to enable the pupil to learn more effectively. This ensures that our teaching is matched to the pupil's needs.

Pupils on the school 'Alert List' may have an Individual Education Plan (IEP) with specific targets relating to PSHEE and Citizenship.

For gifted and talented pupils, teachers will provide additional opportunities to take responsibility, develop leadership skills, think creatively and use their talents for the good of the class or the wider community. Achievements from extra-curricular activities outside of school are celebrated in assemblies.

We enable pupils to have access to the full range of activities involved in learning PSHEE and Citizenship. Where pupils are to participate in activities outside the classroom, for example, a volunteer project at the local day care centre, we carry out a risk assessment prior to the activity to ensure that the activity is safe and accessible for all pupils.

Assessment and recording:

Teachers assess the pupil's work in PSHEE and Citizenship by making informal judgements as they observe, talk with and question pupils. We have clear expectations of what the pupils will know, understand and be able to do at the end of each year group and key stage.

Teachers plan opportunities for pupils to peer and self-assess their progress. At the end of a unit of work pupils review what they have learned, assessing how confident they are with each of the objectives taught. Teachers assess pupil attainment against topic learning objectives. Assessment is used effectively to amend future planning, enabling maximum progress and achievement for all pupils.

Pupil progress in PSHEE and Citizenship is reported to parents in their annual reports.

SMSC:

Teachers utilise opportunities in PSHEE and Citizenship lessons to enhance and teach aspects of the pupil's SMSC development.

Spiritual

Pupils are given opportunities across the curriculum and through extracurricular activities to explore beliefs and experiences, develop respect and moral values, discover oneself and the surrounding world, use imagination, creativity and develop their skills of reflection and evaluation.

Moral

Pupils investigate moral and ethical issues and develop a clear sense of right and wrong. All staff help pupils develop an understanding of consequences and allow pupils to put forward their views and opinions.

Social

Pupils are given a variety of opportunities to develop and use their social skills in different contexts. They are taught how to work collaboratively with others, how to resolve conflicts and develop an understanding of how communities work. They are given responsibilities, such as being a Nursery Buddy to develop a sense of responsibility.

Cultural

Cross curricular links and extracurricular activities allow pupils to appreciate cultural influences and participate in cultural opportunities. Pupils are taught to understand, accept, respect and celebrate diversity.

Relationship & Sex Education (RSE) and Health

RSE begins in the Foundation Stage where pupils learn about how to develop healthy relationships and being to name body parts. Throughout Key Stages 1 and 2 pupils learn about their bodies, life cycles and healthy relationships. Year 6 pupils receive specific RSE sessions, in preparation for senior school. Pupils in Key Stages 3 & 4 receive sessions provided by the Brook Advisory Service. An awareness of Female Genital Mutilation (FGM) is developed within these sessions. Pupils throughout the school are made aware of 'appropriate touch' and are taught strategies for keeping themselves safe. NSPCC resources are used to ensure continuity and progress throughout the school.

Promoting British Values

As a school, we promote values that reflect British values.

The DfE have recently reinforced the need "to create and enforce a clear and rigorous expectation on all schools to 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."

The government set out its definition of British values in the 2011 Prevent Strategy, and these values have been reiterated by the Prime Minister.

At The Cornwall Independent School these values are reinforced regularly and in the following ways:

Democracy:

Democracy is key to the running of the school. Pupils have the opportunity to have their voices heard through our School Council and this often includes a secret ballot in order to vote for a class representative. Senior pupils have visited the House

of Commons and taken part in a Making Laws workshop. KS3 & 4 pupils are involved in the Youth Parliament and get to plan, organise, run and participate in a real-life election.

The Rule of Law:

The importance of Laws, whether they be those that govern the class, the school, or the country, are consistently reinforced throughout 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. Visits from authorities such as the Police; Fire Service; Lifeguards etc. are also parts of our curriculum and help reinforce this message. Visits to the Courts in Truro enable pupils to see justice in action. Justice is often considered in the context of literature for example in the KS3 text 'The Other Side of Truth.'

Individual Liberty:

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 provision of a safe environment and empowering education. Pupils are encouraged to know, understand and exercise their rights and personal freedoms and advise how to exercise these safely, for example through our E-Safety and PSHE&C lessons. Whether it be through choice of challenge, or how they record, pupils are given the freedom to make choices. We encourage the view that with freedom comes responsibility.

Mutual Respect and Tolerance of those of Different Faiths and Beliefs:

Part of our school ethos and behaviour policy has revolved around Core Values such as 'Respect', and pupils have been part of discussions and assemblies related to what this means and how it is shown. This is also promoted through our classroom and learning rules, as well as our behaviour policy.

Tolerance of those of different faiths and beliefs is achieved through enhancing pupils understanding of their place in a culturally diverse society and by giving them opportunities to experience such diversity. Assemblies and discussions involving prejudices and prejudice-based bullying have been followed and supported by learning in RE and PSHE&C.

Preventing Radicalisation

At The Cornwall Independent School we have an important part to play in both educating children and young people about extremism and recognising when pupils start to become radicalised. In March 2015, new statutory duties were placed on schools by the Counter Terrorism and Security Act (2015) which means they must work to prevent children being drawn into extremism.

Safeguarding children from all risks of harm is an important part of a school's work and protecting them from extremism is one aspect of that.

At The Cornwall Independent School we ensure that through our school vision, values, rules, diverse curriculum and teaching we promote tolerance and respect for all cultures, faiths and lifestyles. This ethos is reflected and implemented effectively in school policy and practice and there are effective risk assessments in place to safeguard and promote pupils' welfare.

We have a duty to prepare our children for life in modern Britain and to keep them safe

Pupils who attend our school have the right to learn in safety. We do not tolerate bullying of any kind and will challenge derogatory language and behaviour towards others.

Statutory Duties

The duty to prevent children and young people being radicalised is set out in the following documents.

- [Counter Terrorism and Security Act](#) (2015)
- [Keeping Children Safe in Education](#) (2026)
- [Prevent Duty Guidance](#) (2023)
- [Working Together to Safeguard Children](#) (2026)

Non-statutory Guidance

- Improving the spiritual, moral, social and cultural (SMSC) development of pupils: supplementary information (DfE 2014)

Resources:

Resources and teaching files are stored in classrooms. Our PSHEE and Citizenship Co-ordinator holds a selection of generic resources and books. All resources and books have been audited, and all teachers have been issued with a log.

Community links and Outside Agencies:

We have strong links with the Day Care Centre in Hayle, where our pupils visit to engage in a voluntary programme. Our school choir performs at various events, namely the community carol service and the Wall Music Festival. We invite speakers into school to support the PSHE&C curriculum. The Brook Advisory Service helps to deliver the Sex and Relationships Education for our Key Stage 3 and 4 Pupils. The Police Liaison Team support the teaching of Drugs and Alcohol. Our pupils benefit from visits from the emergency services, health care professionals and charity workers. Pupils are encouraged to develop an understanding of the need to be economically independent through Enterprise projects developed with Hayle Chamber of Commerce and charity events. All visiting speakers are from reliable, professional backgrounds and are fully vetted before being invited in.

Professional development:

The subject co-ordinator and members of staff attend training as and when it is deemed appropriate. Annual lesson observations and book scrutinies enable the co-ordinator to support staff with their professional development. WE use links and training opportunities with [PSHE Association](#) and ISA to keep up to date with our teaching of the PSHE&C curriculum.

Extra-Curricular Activities:

Residential visits, educational trips, sporting events, charity days, harvest (community giving), school councils and extracurricular clubs are some of the activities on offer which enable pupils to further develop the objectives and skills taught as part of the PSHE&C curriculum. Our pupils also attend local music, speech and drama festivals.

Monitoring and Review:

The PSHE and Citizenship subject co-ordinator, together with the Headteacher, is responsible for monitoring the standards of pupil's work and the quality of teaching of this subject. The subject co-ordinator supports colleagues in the teaching of PSHE and Citizenship, by giving them information about current developments in the subject and providing help and guidance as necessary. The co-ordinator holds a meeting for all who teach PSHE and Citizenship on a termly basis.

The purpose of these meetings is to review the long-term planning and assessment, discuss needs for development and plan future events. The subject co-ordinator meets regularly with the Headteacher to discuss and review the teaching and learning of PSHE and Citizenship. Areas that need developing are included in the school development plan.

The Cornwall Independent School
Personal, Social, Health and Economic Education &
Citizenship Marking Policy

Layout

For PSHEE&C, work produced in exercise books should be set out with a date and title at the top of each piece of work.

How work will be assessed

When marking work teachers will consider how well the learning objective has been achieved. Pupil attainment will be assessed using the PSHEE&C Objectives.

Marking scheme

Spelling – words which pupils are expected to know will be underlined and annotated with the code 'sp'. Where appropriate, pupils will be asked to practise the spelling at the end of the piece of work.

Punctuation – incorrect punctuation will be corrected, at the discretion of the teacher.

Grammar – grammar mistakes will be underlined and corrected, at the discretion of the teacher.

Feedback

Discussion is a key element of PSHEE&C lessons. Teachers are aware that written work produced by pupils may not reflect their full understanding. This will be taken into account when marking written work and, where appropriate, a pupil's oral contributions will be commented upon. Feedback will be given verbally throughout lessons. All pieces of work will be looked at by the teacher. Some pieces will be marked in more detail. Comments will, where appropriate:

- inform pupils on how well they have met the lesson objective.
- acknowledge where pupils have shared personal beliefs or experiences.
- judge pupil effort and attitude
- reflect upon pupil responses during class discussion and group work.
- identify next steps for learning / future targets.
- include empathetic comments.

Peer / self-assessment

Peer and self-assessment will be an integral part of the teaching and learning of Personal, Social and Economic Education and Citizenship.