

# Preparatory School Personal, Social, Health and Citizenship Education (PSHCE) /Christian Living Policy



## **Our Mission Statement - the reason our College exists**

### **“Learning & Growing in the Light of the Gospel”**

*With Christ at the centre of our learning, we:*

- *Help young people to achieve their greatest potential*
- *Guide their intellectual growth, nurture their God-given talents, and inspire them to live in service to others*
- *Aim to develop honest, confident, responsible and compassionate members of society, based on the educational values of Blessed Antonio Rosmini*

## **Our Vision Statement - the long-term change resulting from our work**

### ***‘Begin Here, Go Anywhere’***

*Ratcliffe’s unique educational offering based on our College motto, “Legis Plenitudo Charitas”, Love is the fulfilment of the Law, provides a perfect context within which young people may acquire the emotional knowledge and interpersonal skills necessary to live happy and purposeful lives. The College’s inclusive Catholic ethos is complemented by the outstanding quality of our College community through which our Mission, “Learning and Growing in the Light of the Gospel”, serves to nurture resilience and develop maturity. Young people leave Ratcliffe with a strong sense of who they are and their purpose in the world, equipped socially, emotionally, morally and spiritually to go forth and make a difference to the communities in which they live and work.*

**Ratcliffe College Preparatory School**  
**Personal, Social, Health and Citizenship Education (PSHCE) /Christian Living Policy**

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Review Date: September 2025	Next Review: September 2026

**Signed**

**(Chair of Governors)**

**Signed**

**(Head of Prep School)**

**Rationale**

At Ratcliffe College Preparatory School, we call PSHCE Christian Living. The PSHCE/ Christian Living programme supports the school's Mission Statement in the following ways:

- Spiritual and social
- Intellectual and emotional
- Aesthetic and physical

These are achieved through the provision of a broad and balanced curriculum which is responsive to and supportive of their needs and aspirations, fosters curiosity and academic achievement, and encourages them to grow to their full potential.

- PSHCE raises the self-esteem of individuals, valuing and building upon the ideas of the pupils themselves. It accepts that we are all different yet are all equally valued: it encourages pupils to consider the consequences of their own actions. Good PSHCE, involves the ethos of the whole school, including an active partnership between the school, the family and the community.
- PSHCE ensures that pupils will develop the skills, knowledge and attitudes which enable them to take control of their own lives, remembering their responsibility to others.
- PSHCE is reflected not only through the taught curriculum, but also through our expectations; code of behaviour, expression of desirable values, relationships between pupils, between staff and between staff and pupils; the physical environment (classrooms, the playground and corridors are aesthetically pleasing and well cared for); and a wide range of extra-curricular experiences.

**Whole School PSHCE / Christian Living AIMS:**

1. To help foster the Catholic ethos of the school.
2. To assist pupils in developing awareness of their responsibility to themselves, others and the school.
3. To foster a greater sense of security, co-operation and achievement at school.
4. To help pupils explore their own performance, feelings, attitudes and values; thereby fostering the development of a positive self-image amongst pupils.
5. To work towards the improvement of each student's academic performance throughout all areas of the curriculum.
6. To help pupils develop a greater sense of understanding and empathy towards other members of our school community.

7. To encourage pupils to examine and evaluate their attitude towards important social issues.
8. To prepare pupils for life after school in a time of increasingly accelerating social, moral and economic change.
9. To increase awareness of issues on the world-wide stage and promote a caring and sympathetic approach to the plight of others less fortunate than themselves.
10. To nurture a strong knowledge and appreciation of Fundamental British Values.

### **TEACHING AND LEARNING:**

A range of teaching and learning styles are used. Emphasis is placed on active learning, including the children in discussions, circle time, investigations and problem-solving activities.

Within classes, children are able to participate in discussions to resolve conflicts or set agreed classroom rules of behaviour.

When possible, we will aim to offer the children opportunity to hear visiting speakers to talk about their role in creating a positive and supportive local community – this will normally take place during Christian Living session times and assembly times.

Trips and visits will be organised to support the curriculum and where more specialist advice can be given.

### **PLANNING AND ORGANISATION:**

Christian Living themes are based on the following four main categories:

- 1. Developing confidence and responsibility and making the most of their abilities**
- 2. Preparing to play an active role as British citizens**
- 3. Developing a healthy safer lifestyle and emotional health**
- 4. Developing relationships and respecting the differences between people**

The main resource we use to achieve these is:

TenTen Programme 'Life to the Full Plus' supported by the Primary National strategy for PSHCE.

Christian Living is taught once a week. Although based on the schemes highlighted, it will also be introduced through other subjects. For example, as there is an overlap between the Religious Education and Science curriculum, some Christian Living teaching will take place during these lessons. Differentiated activities ensure work is provided for a range of abilities.

Language development is encouraged throughout with planned opportunities for discussion, observation and reporting.

Progression and continuity are provided by a clear and easy-to-follow structure throughout the scheme.

As part of the Whole School Policy to help children to make healthy choices as they grow and develop through their childhood, the Life Education Centre will visit once per year to deliver a rolling programme to each of the classes from Nursery to Year 4. Each session will cover age-appropriate issues relating to the children's health and well-being. These begin with hygiene and

healthy eating for the Nursery children and build steadily to include themes such as, managing emotions and keeping safe, to the risks and dangers of substance and drug abuse at the top end of the Preparatory School. It contributes to their life skills and health education programmes utilising models of best practice.

As part of each pupil's Personal, Social, Health and Citizenship curriculum, in Years 5 and 6 children take part in Relationship and Sex Education sessions, which help their understanding of their physical and emotional development at puberty. (See RSE Policy) All sessions are sensitive to the age of the pupils and taught through the Life to the Full Plus programme. Boys and girls are separated during some of the sessions, in order that content can be directed at a specific gender.

As part of the school's drugs education policy, Year 6 pupils visit the Warning Zone Centre in Leicester, which encourages them to explore issues about the misuse of substances, amongst other relevant age-related topics. We feel it is important that our young people have the opportunity to develop their knowledge and understanding in this area. We look to develop skills to enable children to make health-promoting choices and to cope with situations where they may be at risk – an essential part of their education. (Please see Appendix 1 for Teaching Aims )

As part of the school's focus in promoting Fundamental British Values the school has a focus on democracy during local and national elections, celebrates St George's Day in April and includes units on law and justice in our scheme of work.

The programmes of study which are followed in the classroom are enhanced and enriched by the following important experiences which are a feature of any pupils' life at Ratcliffe College.

- Opportunities for prayer and worship, both collective and personal
- Through assemblies, both teacher and child led
- Awareness of the needs of others, through works of Christian charity (at home and abroad)
- Positions of responsibility – e.g. Head Boy, Head Girl, House Captains, Sports Captains
- Representing a class at the Preparatory School Student Council
- School residential experiences, activity days and community links
- The extra-curricular activities programme
- Involvement in school productions and events
- Boarding night prayers – boarders only
- Maintenance of the pupil planner
- Recognition of achievement through the house point/merit system and 'Student of the Week'
- Opportunity for involvement in the house system
- Pupils' work/performances in Christian celebrations (e.g. Harvest, Christmas and Easter)
- The Pupil Voice surveys are conducted at least twice a year.

### **Role of the Subject Leader**

- To be responsible for the progression and coordination of the subject.
- To support colleagues in their planning of Christian Living activities.
- To maintain and purchase appropriate Christian Living resources, as the budget allows.
- To attend courses.

- To lead and assist in school-based INSET
- To lead whole school assemblies e.g. on Fundamental British Values, Road Safety or E-Safety.
- To monitor Christian Living work throughout the Preparatory School, including teachers' plans, children's recorded work, achieved targets and observation of lessons
- To liaise with Key Stage 3 PSHCE teachers and Nursery School

### **Differentiation**

Christian Living is taught to all children whatever their ability. Some children who have additional learning needs, in the more formal side of education, often find the chance to excel in an area such as science. We aim to provide learning opportunities matched to the needs of these children by:

- setting open-ended tasks.
- using learning support staff as appropriate

### **Evaluation**

Collectively, staff, with guidance from the PSHCE/Christian Leader subject leader, assess work in order to amend and update/change the scheme of work or methods of teaching. This will enable staff to meet the needs of all the children.

### **ASSESSMENT, RECORDING AND REPORTING:**

Assessments take place at the beginning and end of each Life to the Full Plus unit. These are recorded in children's books. Staff constantly assess the children's work whilst observing them in the classroom and this enables the teacher to make an assessment of the overall progress for each child. This is communicated to parents in their child's end of year report. Staff also use discussion activities to gain worthwhile assessments.

**Recording** - Teachers own record keeping and observations.  
 Children have their own book for their lessons.  
 A central display is regularly updated within the Preparatory School.  
 Encourage pupils to keep records of their contribution to the life of the school and community.  
 Staff annotate planning, to ensure that the coordinator is aware of the content of lessons taught.

**Reporting** – Parent teacher meetings in the Autumn and Spring terms.  
 Winter and summer written reports.

### **EQUAL OPPORTUNITIES:**

Each child has an equal opportunity to perform to his/her potential, irrespective of race, gender, cultural background, ability or physical/sensory disability.

### **Prevent Duty**

In line with Prevent Duty, 2015, we build pupils' resilience to radicalisation by providing a safe environment for debating controversial issues and helping them to understand how they can influence and participate in decision-making. We already promote the spiritual, moral, social and cultural development of pupils and, within this, fundamental British values.

Personal, Social and Health Education (PSHE) is an effective way of providing our students with time to explore sensitive or controversial issues, and equipping them with the knowledge and skills to understand and manage difficult situations. The subject can be used to teach pupils to recognise and manage risk, make safer choices, and recognise when pressure from others threatens their personal safety and wellbeing. They can also develop effective ways of resisting pressures, including knowing when, where and how to get help.

Citizenship helps us to provide pupils with the knowledge, skills and understanding to prepare them to play a full and active part in society. It should equip pupils to explore political and social issues critically, to weigh evidence, to debate, and to make reasoned arguments. In Citizenship, pupils learn about democracy, government and how laws are made and upheld. Pupils are also taught about the diverse national, regional, religious and ethnic identities in the United Kingdom and the need for mutual respect and understanding.

Staff must take action when they observe behaviour of concern and follow our existing safeguarding procedures contacting the Local Authority or the Police. Staff should read this section alongside the School's Safeguarding and Child Protection Policy.

This policy statement has been developed by consultation and discussion with all members of staff. The policy will be reviewed and changed, as the requirements of the National Curriculum change, and as we ourselves develop new ideas from courses attended and INSET meetings.

Links to other Policies:

- RE Policy
- Anti-bullying Policy
- RSHE Policy

Next review : July 2025

## **Appendix 1: Teaching Aims 2024-2025**

### **Teaching Aims for Key Stage 1 (Year 1 and Year 2)**

By the end of Year 2 most children will be able to achieve these aims. We lead the children towards these aims through the Preparatory School PSHCE/Christian Living Scheme of Work. Full electronically stored planning is provided to all teaching staff based upon the following:-

#### **1. Developing confidence and responsibility and making the most of their abilities**

- 1a) To recognise what they like and dislike, what is fair and unfair, and what is right and wrong
- 1b) To share their opinions on things that matter to them and explain their views

- 1c) To recognise, name and deal with feelings positively
- 1d) To think about themselves, learn from their experience and recognise what they are good at
- 1e) To set simple goals

## **2. Preparing to play an active role as citizens**

- 2a) To take part in discussions with one other person and the whole class
- 2b) To take part in a simple debate about topical issues
- 2c) To recognise choices they can make and the differences between right and wrong
- 2d) To agree and follow rules for their group and classroom, and understand how rules help them
- 2e) To realise that people and other living things have needs, and that they have responsibilities to meet them
- 2f) To know that they belong to various groups and communities, such as family and school
- 2g) To understand what improves and harms their local, natural and built environments and about some of the ways people look after them
- 2h) To contribute to the life of the class and school

- 2i) To realise that money comes from different sources and can be used for different purposes

## **3. Developing a healthy safer lifestyle**

- 3a) To make simple choices that improve their health and well being
- 3b) To maintain personal hygiene
- 3c) To know how some diseases are spread and can be controlled
- 3d) To know about the process of growing from young to old and how people's needs change
- 3e) To name the main parts of the body
- 3f) To understand that all household products including medicines, can be harmful if not used properly
- 3g) To understand rules for, and ways of, keeping safe, including basic road safety, and about people who can help them to stay safe

## **4. Developing relationships and respecting the differences between people**

- 4a) To recognise how their behaviour affects others
- 4b) To listen to other people and play and work co-operatively
- 4c) To identify and respect the differences and similarities between people
- 4d) To understand that family and friends should care for each other
- 4e) Know that there are different types of teasing and bullying, that bullying is wrong, and how to get help to deal with bullying

## **Teaching Aims for Key Stage 2 (Year 3, Year 4, year 5 and Year 6)**

By the end of Year 6 most children will be able to achieve these aims. We lead the children towards these aims through the Preparatory School PSHCE/ Christian Living Scheme of Work. Full electronically stored planning is provided to all teaching staff based upon the following: -

### **1. Developing confidence and responsibility and making the most of their abilities**

- 1a) To talk and write about their opinions and explain their views on issues that affect themselves and others.
- 1b) To recognise their worth as individuals by identifying positive things about themselves and their achievements, seeing their mistakes, making amends and setting personal goals.
- 1c) To face new challenges positively by collecting information, looking for help, making responsible choices and taking action.
- 1d) To recognise as they approach puberty how individuals' emotions change at that time and how to deal with their feelings towards themselves, their and family and other positively.
- 1e) To learn about the range of jobs done by people they know, to understand how they can develop skills to make their own contributions in the future.
- 1f) To look after their money and realise that future wants and needs may be met through saving.

## **2. Preparing to play an active role as citizens**

- 2a) To research, discuss and debate topical issues, problems and events.
- 2b) To know how and why rules and laws are made and enforced, why different rules are needed in different situations and how to take part in making and changing rules.
- 2c) To realise the consequences of anti-social and aggressive behaviours such as bullying and racism on individuals and communities.
- 2d) To appreciate there are various responsibilities, rights and duties at home, at school and in the community and that these can sometimes conflict with one another.
- 2e) To reflect on spiritual, moral, social and cultural issues, using imagination to understand other people's experiences.
- 2f) To acknowledge that differences and similarities between individuals arise from a number of factors, including cultural/ethnic/ racial/religious diversity, gender and disability.
- 2g) To know what democracy is and what the basic institutions are that support it locally and nationally.
- 2h) To recognise the role of voluntary, community and pressure group.
- 2i) To appreciate the range of national, regional, religious and ethnic minorities in the UK.
- 2j) To know that resources can be allocated in different ways and that these economic choices affect individuals, communities and the sustainability of the environment
- 2k) To explore how the media present information

## **3. Developing a healthy safer lifestyle**

- 3a) To know what makes a healthy lifestyle including the benefits of exercise and healthy eating, what affects mental health and how to make informed choices.
- 3b) To know that bacteria and viruses can affect health, and that following simple, safe routines can reduce their spread.
- 3c) To know how their bodies change as they approach puberty.
- 3d) To know that commonly available substances and drugs are legal and illegal and their effects and risks.
- 3e) To recognise the different risks in different situations and then decide how to behave responsibly including sensible road use, and judging what kind of physical contact is acceptable and unacceptable. This is covered fully within the RSE provision.
- 3f) To understand that pressure to behave in an unacceptable or risky way can come from a variety of sources, including people they know, and how to ask for help and use basic techniques for resisting pressure to do wrong.
- 3g) To be sure why school rules regarding health & safety are needed:  
why different rules needed in different situations



why and how rules are made and enforced  
basic emergency aid procedures  
where to get help

#### **4. Developing relationships and respecting the differences between people**

- 4a) To acknowledge that their actions affect themselves and others, to care about others' feelings and to try to see events from their points of view.
- 4b) To think about the lives of people living in other places and time and people with different values and customs.
- 4c) To be aware of different types of relationships including marriage and to develop skills to be effective in relationships.
- 4d) To realise the nature and consequences of racism, teasing, bullying and aggressive behaviours and to develop appropriate skills.
- 4e) To recognise and challenge stereotypes.
- 4f) To explore that differences and similarities between people arise from a number of factors including cultural, ethnic, racial and religious diversity, gender and disability.
- 4g) To know where individuals, families and groups can get help and support.

