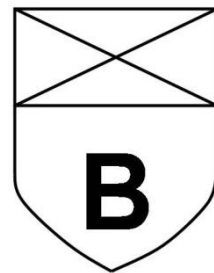


Policy

Bradfield CE Primary School



PSHE and Citizenship

1. Introduction

Why is PSHE and Citizenship Education important?

Because...

- it makes a major contribution to the health and wellbeing of children and young people (supported by the Every Child Matters initiative 2003)
- it contributes to the safeguarding of children and young people
- it contributes to the health of the nation and ultimately helps to reduce national health service spending
- it underpins young people's future employability through the development of the personal and social skills which commerce and industry demand from our workforce
- it helps to increase children and young people's independence and ultimately enables them to take responsibility for themselves. It prepares them for their future role as parents, employees and leaders. (*PSHE Association*)

Nicky Morgan, Secretary of State for Education, in a report titled 'Government Response: Life Lessons – PSHE and RSE in Schools' (July 2015) states that:

"PSHE is a curriculum for modern life. A good PSHE education provides young people with both the knowledge and skills to manage their lives, stay safe, make the right decisions and thrive as individuals and members of society."

2. Philosophy and Values at Bradfield (including SMSC)

At Bradfield, we believe that our PSHE and Citizenship programme supports and underpins our school ethos and values. We cultivate the Fruits of the Spirit "and the fruits of the spirit are Love, Joy, Peace, Patience, Kindness, Goodness, Gentleness, Faithfulness and Self Control." Our spiritual, moral, social and cultural (SMSC) education forms the basis of everything that we do to help develop and nurture the whole child, helping them to grow into well-rounded individuals, and as members of families and social and economic communities.

3. Aims of the PSHE/Citizenship Programme

PSHE and Citizenship Education equips children with knowledge, understanding, attitudes and practical skills to live a healthy, safe, productive, fulfilled, capable and responsible lives.

PSHE provides a focus on the personal dimension and Citizenship a focus on the public dimension. The social and emotional aspects of learning (SEAL) provides a framework for

teaching key aspects of emotional intelligence including self-awareness, managing feelings, motivation, empathy and social skills.

The non-statutory guidelines for PSHE and Citizenship at KS1 and KS2 provide the overall framework for what pupils should be taught. The four main themes are:

- Developing confidence and responsibility and making the most of their abilities
- Preparing to play an active part as citizens
- Developing a healthier, safer lifestyle
- Developing good relationships and respecting the differences between people

Our British Values (democracy, the rule of law, individual liberty, and mutual respect and tolerance of those with different faiths and beliefs) are both promoted and underpin our school values. They are explored and strengthened through the PSHE and Citizenship curriculum.

We also include the following elements to provide age appropriate, effective safeguarding for our children:

- To understand how to keep safe from relevant risks such as abuse
- In regard to discriminatory and derogatory language including language that is derogatory about disabled people and homophobic and racist language
- Sexual exploitation
- Radicalisation and extremism, including when using the internet and social media

4. Organisation of PSHE/Citizenship

The scheme of work follows the SEAL model of a whole school spiral curriculum. Each year group looks at the same theme each half term. It is laid out in a two-year programme to allow for a wider and deeper coverage of PSHE and Citizenship Education and is divided into 12 half termly units.

The range of topics ensures a comprehensive coverage of PSHE education and Citizenship issues including:

- Community and participation
- Safety (including e-safety)
- Health education (including Relationship Education and Drugs Education),
- Difference and diversity
- Personal relationships
- The environment
- Financial capability
- Globalisation
- Social injustice
- Growth and change

The SEAL themes are integrated into the wider PSHE curriculum. PSHE underpins our whole school ethos and values in school.

5. Curriculum Links

PSHE is taught discretely but is also linked across the whole curriculum. It has particular affinity with Physical Education, Science and the Early Years Foundation Stage Curriculum:

Science: (Statutory)

By the end of Key Stage 1 pupils will be able to:

- Identify, name, draw and label the basic parts of the human body
- Notice that animals, including humans, have offspring which grow into adults
- Describe the importance for humans of exercise, eating the right amounts of different types of food, and hygiene

By the end of Key Stage 2 pupils will be able to:

- Identify that animals, including humans, need the right types and amount of nutrition
- Describe the simple functions of the basic parts of the digestive system in humans
- Explain the differences in the life cycles of a mammal, an amphibian, an insect and a bird
- Describe the life process of reproduction in some plants and animals
- Describe the changes as humans develop from birth to old age
- Recognise the impact of diet, exercise, drugs and lifestyle on the way their bodies function

PE: Knowledge of Health and Fitness: (Statutory)

By the end of key stage 1 pupils will be able to understand

- How to exercise safely, describe how their body feels during an activity
- Give reasons why warming up before an activity is important
- Why physical activity is good for my health

By the end of key stage 2 pupils will be able to

- Explain and apply basic safety principles in preparing for exercise
- Choose appropriate warm up and cool down exercises, and note how their body reacts during different types of exercise
- Explain why regular safe exercise is good for their fitness and health

Early Years Foundation Stage: (Statutory)

The prime areas of learning and development are: Personal, Social and Emotional Development, Physical Development and Communication and Language. These three areas are clearly linked to PSHE and Citizenship Education and celebrate the importance of our personal, social and emotional development above all other areas.

Circle Time will be introduced during the children's first year at school, readying them for their journey through the school, developing their confidence, sharpening their communication skills, managing their feelings and behaviour and improving their ability to make positive relationships with others.

Healthy living and safeguarding is promoted through Physical Development opportunities.

6. Inclusion in PSHE and Citizenship

Our school strongly believes that all pupils regardless of circumstances and background should have access to PSHE and Citizenship. To achieve this, the schools approach to PSHE takes account of:

- *Ethnic and cultural diversity:* different ethnic and cultural groups may have different attitudes and beliefs, and the school will always consult pupils/parents/carers about their needs, take account of their views and promote respect for and understanding of, the views of different ethnic and cultural groups.

- *Varying home backgrounds:* We recognise that our pupils may come from a variety of family situations and home backgrounds. We take care to ensure that there is no stigmatisation of children based on their home circumstances.
- *Special educational needs:* We take account of the fact that some pupils may have learning, emotional or behavioural difficulties or physical disabilities that needs appropriate support during our PSHE and Citizenship lessons.

7. Teaching and Learning

We will ensure that the purpose of each lesson is made clear and the content is relevant to the pupils. We will be drawing on the pupils' own experiences or existing knowledge and provide a range of opportunities for pupils to learn, practise and demonstrate skills, attitudes and knowledge/understanding.

Pupils will be encouraged to take responsibility for their own learning and to record their own progress.

Attention will be given to develop a safe and secure classroom climate to allow the children to speak freely but with boundaries set to stop the asking of personal questions or giving personal information. We establish ground rules for circle time, so there are clear parameters for a safe, relaxed environment in which the pupils will not feel embarrassed or anxious about unexpected questions or comments made by others. The rules also reduce the possibility of inappropriate behaviour and the disclosure of inappropriate personal information.

PSHE will be delivered by class teachers in a variety of ways using a wide range of interactive teaching approaches including: circle time, debate, drama and role play, drawing and writing responses, ICT, literature, mind mapping, puppets, question boxes and displays, questionnaires.

8. Monitoring of Provision

The PSHE curriculum leader will monitor provision using staff and pupil questionnaires, scrutiny of planning and assessment, displays, books and photographic evidence.

9. Assessment and Evaluation of Teaching and Learning

Assessment is an integral part of effective teaching and learning in all subjects, including PSHE. One of the difficulties with assessing PSHE is that, by definition, this area is concerned with personal attitudes, skills and development. The emphasis is therefore much more on personal self-assessment and less on teacher judgement. The end of key stage level descriptors to help guide the teachers to make a judgement against each child's achievements and to highlight the progress they are making.

We take into account the pupil's views to help us inform our planning, keeping it relevant and engaging for the children.

10. Partnerships

- with parents:** Parents have access to both our policy and schemes of work, and are invited to meetings specifically relating to Relationship Education. Parental involvement is warmly encouraged.

- b) with pupils:** The pupils form an integral part of our curriculum planning and are consulted and asked to review the PSHE curriculum half termly at the end of a unit of work.
- c) with outside agencies and speakers:** We may invite a visitor to help enhance the PSHE curriculum where it is deemed appropriate to our pupils' needs. We work in partnership with them and jointly plan their work within the school.

Date of Policy: January 2016

Persons responsible: Helen Jones

Renewal Date:

To be read in conjunction with the following policies:

- Child Protection and Safeguarding Policy
- Behaviour Policy
- Equalities Policy and Action Plan
- Sex and Relationship Policy
- Drug, Alcohol and Tobacco Policy
- Intimate Care Policy
- Anti-Bullying Policy
- Healthy Eating Statement
- British Values within SMSC
- Internet Policy