PSHE, SMSC and Citizenship Policy

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Aims and objectives

1.1
Intent

To build a PSHE curriculum which develops learning and results in the acquisition of knowledge and skills which enables children to access the wider curriculum and to prepare children to be a global citizen now, and in their future roles within a global community.

To design a curriculum with appropriate subject knowledge, skills and understanding to fulfil the new PSHE three strands; health and wellbeing, relationships and living in the wider world. Relationship and Sex Education will be taught in line with government guidelines.

Children will have accurate and relevant knowledge of PSHE.

Children will have opportunities to create personal understanding.

Children will be given the opportunities to explore and challenge a range of values, attitudes, beliefs, rights and responsibilities.

Children will develop a range of skills and strategies to live a healthy, safe, fulfilling, responsible and balanced life.

1.2 Children are thought these aims through the delivery of three core themes.
The aims of personal, social and health education and citizenship are to enable children, by the end of Year 6 to:

Core Theme 1 – Health and Wellbeing

Pupils are be taught:

1. what is meant by a healthy lifestyle (including physical wellbeing)
2. how to maintain physical, mental and emotional health and wellbeing
3. how to manage risks to physical and emotional health and wellbeing
4. ways of keeping physically and emotionally safe
5. about managing change, such as puberty, transition and loss
6. how to make informed choices about health and wellbeing and to recognise sources of help with this
7. how to respond in an emergency
8. to identify different influences on health and wellbeing.

Core Theme 2 – Relationships

Pupils are be taught:

1. how to develop and maintain a variety of healthy relationships, within a range of social/cultural contexts
2. how to recognise and manage emotions within a range of relationships
3. how to recognise risky or negative relationships including all forms of bullying and abuse and what close constitutes a positive, safe relationship
4. how to respond to risky or negative relationships and ask for help
5. how to respect equality and diversity in relationships.

Core Theme 3: Living in the wider world – Economic wellbeing and being a responsible citizen

Pupils are taught:

1. about respect for self and others and the importance of responsible behaviours and actions
2. about rights and responsibilities as members of families, other groups and ultimately as citizens
3. about different groups and communities
4. to respect equality and to be a productive member of a diverse community
5. about the importance of respecting and protecting the environment
6. about where money comes from, keeping it safe and the importance of managing it effectively
7. how money plays an important part in people's lives
8. a basic understanding of enterprise and having aspirations and careers
9. about media literacy and digital resilience

Teaching and learning style

Implementation
The school curriculum will focus on the three core learning themes; health and wellbeing, relationships and living in the wider world.

The Scheme of work and Progression of skills, also includes opportunities to link British Values, Spiritual, Moral, Social and Cultural (SMSC) and schools key skills into the curriculum.

Children have access to key knowledge, language and meanings in order to understand PSHE to use across the wider curriculum.

Whole school, Key Stage and class assemblies can make a link to PSHE, British Values and SMSC.

2.1 We use a range of teaching and learning styles. We place an emphasis on active learning by including the children in discussions, investigations and problem-solving activities. We encourage the children 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 evening, 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 children the opportunity to hear visiting speakers, such as health workers, police, and representatives from the local church, whom we invite into the school to talk about their role in creating a positive and supportive local community.

PSHE and citizenship curriculum planning

3.1 We teach PSHE and citizenship in a variety of ways. In some instances, e.g. drugs education, we teach PSHE and citizenship as a discrete subject.

3.2 Some of the time we introduce PSHE and citizenship through other subjects, e.g. when teaching about local environmental issues in geography, we offer pupils the opportunity to explore who is responsible for the maintenance and upkeep of local parks and cycle paths. As there is a large overlap between the programme of study for religious education and the aims of PSHE and citizenship, we teach a considerable amount of the PSHE and citizenship through our religious education lessons.

3.3 We also develop PSHE and citizenship through activities and whole-school events, e.g. the school council representatives from each class meet regularly to discuss school matters. We offer a residential visit in Key Stage 2, where there is a particular focus on developing pupils' self-esteem and giving them opportunities to develop leadership and co-operative skills

3.4 PSHE objectives are mapped out based around our school values, which are displayed in classrooms and around the school. These school values are; resilience, kindness, understanding, honesty, appreciation and imagination. Where possible, school and national events are linked to these values, such as Anti-Bullying Week, which falls in line with our Kindness value.

Foundation Stage

4.1 We teach PSHE and citizenship in reception classes as an integral part of the topic work covered during the year. As the reception class is part of the Foundation Stage of the National Curriculum, we relate the PSHE and citizenship aspects of the children's work to the objectives set out in the Early Learning Goals (ELGs). Our teaching in PSHE and citizenship matches the aim of developing a child's personal, emotional and social development as set out in the ELGs. We also support citizenship education in reception classes when we teach 'how to develop a child's knowledge and understanding of the world'.

Teaching PSHE and citizenship to children with special educational needs

5.1 At our school we teach PSHE and citizenship to all children, whatever their ability. PSHE and citizenship forms part of the school curriculum policy to provide a broad and balanced education to all children. Through our PSHE 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 child's different needs. Assessment against the National Curriculum allows us to consider each child's attainment and progress against expected levels.

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

5.3 Intervention will lead to the creation of an Individual Education Plan (IEP) for children with special educational needs. The IEP may include, as appropriate, specific targets relating to PSHE and citizenship.

5.4 We enable pupils to have access to the full range of activities involved in learning PSHE and citizenship. Where children are to participate in activities outside the classroom, for example, a charity fund-raising event at a local church hall, we carry out a risk assessment prior to the activity, to ensure that the activity is safe and appropriate for all pupils.

Assessment and recording

Impact

Children will demonstrate and apply the British Values of Democracy, Tolerance, Mutual respect, Rule of law and Liberty.

Children will demonstrate a healthy outlook towards school and their wider community.

Children will achieve age related expectations within PSHE across the wider curriculum, through demonstrating the school values.

6.1 Teachers assess the children's work in PSHE and citizenship both by making informal judgements as they observe them during lessons and by doing formal assessments of their work, measured against the specific learning objectives set out in the National Curriculum. We have clear expectations of what the pupils will know, understand and be able to do at the end of each key stage.

6.2 Teachers track pupils' progress each half term, noting whether they are working at the expected standard, working towards or exceeding throughout the year.

6.3 We do not set formal examinations in PSHE and citizenship. The assessments that we make of pupil achievement do not imply that a pupil has 'passed' or 'failed'.

6.4 Children's work can be recorded in their integrated curriculum books, noted through annotations on planning of a class discussion or recorded using photographs or videos and uploaded to a class See-saw account/Learning Journey when necessary.

Resources

7.1 Our PSHE and citizenship subject leader holds a selection of reference materials for teaching sensitive issues. We use outside agencies to support the teaching of objectives in Upper Key Stage Two e.g. the police to deliver S.T.A.R. Staff are signposted to use quality assured resources online from the PSHE Association.

Monitoring and review

8.1 The PSHE and citizenship subject leader is responsible for monitoring the standards of children's work and the quality of teaching. The subject leader supports colleagues in the teaching of PSHE and citizenship, by giving them information about current developments in the subject and by providing a strategic lead and direction for the subject in the school. The subject leader is also responsible for giving the headteacher an annual summary report, evaluating strengths and weaknesses in the subject and indicating areas for further improvement.