



## Silverhill Primary School Policy for PSHE and Citizenship

Curriculum

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### National and Local Policy and Legislation

This policy supports a whole school approach to PSHE and Citizenship (PSHCE) in the curriculum, and throughout the life of the school and its community. It is consistent with current legislative frameworks and non-statutory guidance.

### National Curriculum

The National Curriculum states that all schools must provide a curriculum that is broadly based, balanced and meets the needs of all pupils. It must also:

*' promote the spiritual, moral, cultural, mental and physical development of pupils at the school and of society, and*

*- prepare pupils at the school for the opportunities, responsibilities and experiences of later life.'*

The National Curriculum Framework (2014) and the non-statutory guidance for PSHE Education (2014) state specifically that schools should make provision for PSHE within their school curriculum. We recognise that PSHCE makes an essential contribution to the requirements of the National Curriculum.

### Duty to Promote Wellbeing

The Education and Inspections Act 2006 places a requirement on schools to promote pupils' wellbeing (as defined in the Children Act 2004 - see Appendix 1) as well as their academic achievement. We are committed to promoting the health and wellbeing of children and of the whole school community, and fully recognise the important recurring relationship between wellbeing and learning.

Our PSHE and Citizenship programme makes an essential contribution to the Spiritual, Moral, Social and Cultural (SMSC) development of the children in our school, and also to their personal development, behaviour and welfare.

## **PSHE and Citizenship**

### **Our shared beliefs about PSHE and Citizenship**

Our Personal, Social and Health Education (PSHE) and Citizenship Programme enables our pupils to become healthy, independent and responsible members of society. It has a positive influence on the school ethos and values (SPIRIT) and the pupils learning and relationships throughout the school. 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 our school and community. In so doing we help develop their sense of self worth. We teach them how society is organised and governed. We ensure that they experience the process of democracy in school through the election and membership opportunities provided through the ECO Schools, Healthy Promoting Schools (HPS), and School Council Programmes.

### **Our School Aims**

- We promote a healthy, safe and caring environment for all pupils and staff
- We provide a broad and balanced curriculum for all our pupils, which recognises and values their diverse backgrounds and needs
- We promote pupils' self-esteem and emotional wellbeing and help them to form and maintain worthwhile and satisfying relationships, based on respect for themselves and for others, at home, school, work and in the community
- We prepare our pupils to engage confidently with the challenges of life
- We provide sufficient information and support to enable our pupils to make safe choices
- We provide pupils, through an enriched curriculum, with opportunities to develop the necessary skills to manage their lives effectively
- We help our pupils to learn to respect themselves and others and move safely from childhood, through adolescence, into adulthood

- We create a wider awareness of religious, cultural and moral values including 'Fundamental British Values' and respect for different ethnic groups, religious beliefs and ways of life.
- We promote an inclusive ethos and a culture of mutual respect where diversity and difference are recognised, appreciated and celebrated
- We work in partnership with parents and carers, and with the wider community, to support children in all aspects of their wellbeing.

Through these aims we enable the children 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 regardless of race, gender and mental and physical disability
- 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 feel valued in their environments
- Make informed choices regarding personal and social issues
- Develop good relationships with other members of the school and the wider community
- Develop an awareness of financial capabilities

## **Framework**

PSHE and Citizenship in our school will follow a framework for PSHE and Citizenship, given as non statutory guidance in the National Curriculum. This framework will be delivered through a variety of teaching strategies but mainly using the Cambridgeshire Primary Personal Development Plan and SEAL guidance. A whole school approach will be used to implement the framework. It cannot just be taught as a separate subject, although this is an appropriate teaching strategy. It will also be taught through cross curricular links, collective worship (often the theme for collective worship identifies, promotes and celebrates one of the school's values) and other activities or school events (residential visits, Enrichment, special activities planned to allow the children to work together under different circumstances), ECO Schools, HPS meetings and School Council, which provide links with parents and members of the outside community.

Our PSHE and Citizenship programme (which is covered through the taught curriculum and our wider provision) includes teaching and learning within the following strands and themes

In following the framework our pupils will be taught the four key components of PSHE knowledge, skills and understanding:

**Myself and My Relationships** - including Emotional Wellbeing, Beginning and Belonging, Anti-bullying (see Anti-bullying Policy), Family and Friends and Managing Change.

**Healthy and Safer Lifestyles** - including Personal Safety, Drug Education, Sex and Relationships Education, Healthy Lifestyles and Safety Contexts (including Road Safety). (See SRE Policy, Drugs Education Policy for further details)

**Citizenship** - including Diversity and Communities, Rights, Rules and Responsibilities and Working Together

**Economic Wellbeing** - including Financial Capability.

### **Learning and Teaching**

We use a range of teaching and learning styles with an emphasis on active learning by including the children in discussions, investigations and problem solving activities. PSHE and Citizenship will be provided in a variety of ways, to reflect the age of the pupils and ensure a whole school approach to the subject:

- There will be a regular specific curriculum session, in order to develop themes and share ideas eg circle time.
- Opportunities will be found within other curriculum areas eg links with drama and roleplay, debate and discussion in English, working together in pairs or small groups, improving health in PE, environmental, health and drug issues in science and beliefs, values and practices in RE.
- Activities will be provided as group, class or school events and initiatives eg community projects, school productions, assemblies for parents and friends, celebration assembly and annual residential trips for the Years 3, 4, 5 and 6 pupils.
- At playtimes and lunchtimes opportunities exist for playing co-operatively using play equipment.
- The children are involved when visitors come into school.
- In the Foundation Stage of the national curriculum PSHE is related to the objectives set out in the Early Learning Goals matching the aim of developing a child's personal, emotional and social development.

Much of the curriculum is delivered through oral and practical activities. Where appropriate pupils will record or investigate their work using a variety of mediums including books, internet, posters, art work etc. Specific adults from a variety of agencies e.g. medical agencies, police service, fire service etc may be asked into school to support themes. This encourages children to develop their learning to enquiring skills and assists in equipping them for adult life.

## **Related policies**

This policy acts as an overarching policy for theme specific policies and guidance in the following areas: Anti-bullying, SRE, Drug Education, Food and Physical Activity. These policies include more detailed explanation of implementation of these themes.

It is also linked to and is delivered in the context of the following policies: Behaviour, Safeguarding and Child Protection, Spiritual, moral, social and cultural development, SEN/Inclusion, Equality and Diversity, Health and Safety, Emotional Wellbeing, Staff Health and Wellbeing, Use of Visits/Visitors, Confidentiality, Loss and Change, ICT/Computing (including E-safety), Science.

## **Inclusion/Equality and Diversity**

We promote the needs and interests of all pupils, inclusive of gender, culture, ability or aptitude. Our approaches to teaching and learning take into account the ability, age, readiness and cultural backgrounds of the children to ensure that all can access the full PSHE and Citizenship provision.

In relation to those with special educational needs, we will review our PSHE and Citizenship programme to ensure that provision is made for those with additional needs. When working with children with additional needs we consider:

- their level of vulnerability
- their need to develop self-esteem
- the need to involve all staff and carers in policy development, planning and training
- the need for a range of approaches to teaching and learning to ensure they are genuinely inclusive
- sources of support for pupils.

In relation to ethnicity, religion and cultural diversity, we value the different backgrounds of our children and, in acknowledging and exploring different views and beliefs, seek to promote respect and understanding.

Children have access to a Learning Mentor as the need arises.

In order to ensure the PSHE curriculum meets the needs of all:

- We encourage respect and discourage abuse and exploitation.
- We do not ask young people to represent the views of a particular religious or cultural group to their peers, unless they choose to do so.

We promote social learning and expect our students to show a high regard for the needs of others. PSHE and Citizenship are important vehicles for addressing both multicultural and gender issues and for ensuring equal opportunities for all.

We support children in developing their knowledge about and attitudes towards diversity throughout the Personal Development Programme. This is addressed specifically in units including 'Diversity and Communities', 'Family and Friends', and 'Beginning and Belonging'.

## **Resources**

A range of resources are used to assist with supporting and enhancing learning in PSHE. We use primarily the Cambridgeshire Primary Personal Development Programme and the resources recommended within it when planning and delivering PSHE and Citizenship and these are modified and adapted as appropriate.

## **Confidentiality**

The nature of PSHE means that children may disclose personal information that staff will respond to appropriately. Where there is a genuine risk to the safety of the child, information must be passed on to individuals and/or organisations responsible for protecting the child. We will follow the procedures outlined in other policies such as Safeguarding and Child Protection, Behaviour and Health and Safety.

Any information disclosed to a staff member or other responsible adult, which causes concern about the child's safety, will be communicated to the designated person as soon as possible and always within 24 hours, in line with our Safeguarding and Child Protection policy.

If visitors are working in a classroom or other teaching situation, they will follow the school's policies/guidance on confidentiality and on safeguarding, and other relevant school policies.

## **Assessment, Recording and Reporting**

Teachers assess the children's work both by making informal judgements as they observe them during lessons. We have clear expectations of what the pupils will know, understand and be able to do at the end of each key stage.

We keep records of the contribution to the life of the school and community in photograph and video form. Our Celebration Assembly celebrates personal achievement and rewards thoughtful, caring behaviour.

A grade relating to PSHE and Citizenship will be included in the annual report to parents on pupils' progress.

## **Monitoring and Review**

The Head Teacher and PSHE co-ordinator is responsible for monitoring the standards of children's work and the quality of learning and teaching. The Head Teacher and Co-ordinator supports colleagues in the teaching of PSHE and citizenship by giving information about current developments in the subject and by providing a strategic lead and direction for the subject in school. All staff are responsible for evaluating strengths and weaknesses in the subject and indicating areas for further improvement.

This policy will be reviewed as part of our ongoing review cycle.

## **Appendices**

Appendix 1: National and local context (including policy and legislation)

### **Duty to promote wellbeing**

Wellbeing is defined in the Children Act 2004 as '*the promotion of physical and mental health; emotional wellbeing; social and economic well being; education, training and recreation; recognition of the contribution made by children to society; and protection from harm and neglect*'. The Education and Inspections Act 2006 places a requirement on schools to promote pupils' wellbeing as well as their academic achievement.

Children Act 2004

Education and Inspections Act 2006