

2016

PSHE & Citizenship Policy



Torriano Primary School

Purpose

Staff responsible for PSHE and Citizenship:

PSHE and Citizenship Co-ordinator: Rosemary O'Brien

Lead Governor: Luca Salice

SLT Lead: Helen Bruckdorfer

- Demonstrates to the school community the importance of PSHE and citizenship to the school
- Gives information about how it is provided in school and what is taught
- Provides guidance to staff about the content, organisation and teaching of PSHE and citizenship
- Gives information about how parents and carers can support PSHE and Citizenship
- Sets out how PSHE and Citizenship contributes to the school meeting its statutory duties

Links to other policies

This Policy should be read alongside other related policies:

Behaviour, anti-bullying (or as part of behaviour policy), food, Drugs (drug education and the management of drug-related incidents), Sex and Relationship Education (SRE), Child Protection and Safeguarding, Teaching and Learning, E-safety and Equality and British Modern Values.

Definition of PSHE and Citizenship

PSHE and citizenship are a **planned** part of the curriculum that is also reflected in whole school activities and experiences.

PSHE gives children knowledge, understanding, and skills and helps them explore and develop attitudes and values to live healthy, safe, fulfilled and responsible lives. It helps them manage feelings, learn about how to be healthy and safe and understand about relationships. It covers physical health, emotional health and well-being, drug education (including medicines, alcohol, tobacco, volatile substances and illegal drugs), sex and relationship education, citizenship, anti-bullying, safety (including e-safety and anti-bullying), personal finance education, careers and the environment.

Why teach PSHE and Citizenship?

Citizenship education gives children knowledge, understanding and skills and helps them explore and develop attitudes and values to become informed, active and responsible citizens. It helps them develop political literacy and explore social and moral issues and to make a positive contribution to their local, national and global communities. It covers rights and respect for rights, democracy, pupil participation in school life, respecting difference and local and global communities.

We believe that our work on PSHE and Citizenship contributes to our school being a healthy school by enabling children to:

- Make choices to live healthy lives
- Stay safe
- Develop self-esteem and confidence

- Make a positive contribution
- Respect one another
- Make and maintain positive relationships

Our PSHE and Citizenship curriculum enables us to fulfil our statutory duties to:

- provide a broad and balanced curriculum
- promote the spiritual, moral, cultural, mental and physical development of pupils at the school, and of society
- prepare pupils at the school for the opportunities, responsibilities and experiences of later life
- promote pupil wellbeing and community cohesion
- safeguard pupils
- meet the Public Sector Equality Duty to eliminate discrimination, advance equality of opportunity and foster good relations between people

The DfE guidance on PSHE Education states that “it is an important and necessary part of all pupils’ education. All schools should teach PSHE Education, drawing on good practice”. It is expected that all schools make provision for PSHE Education.

Development of the Policy

This policy was produced by a policy review group involving Headteacher, PSHE Coordinators, Lead Governor for curriculum/inclusion, staff and parent representatives.

How we consulted others:

- School Council gathered views from their classes about what they wanted to learn in PSHE and Citizenship
- Staff discussed the policy at a review meeting and discussed what activities and resources had worked well and what topics should be included/changed
- Parents/Carers were consulted to discuss what they felt children should learn about PSHE and Citizenship
- The school nurse, governors, all staff and Camden’s School Improvement Manager for Health and Wellbeing were consulted on the draft policy and the final policy was agreed at the governor’s curriculum group.

When developing the policy we took account of:

- DfE advice on the teaching of PSHE Education (September 2013)
- Camden’s example policy (March 2014)
- Ofsted’s grade descriptions for the inspection of PSHE Education (December 2013) PSHE and citizenship is underpinned by our school’s values and aims(*school includes values/aims*)

Aims of PSHE and Citizenship

We structure our PSHE and Citizenship around the aims set out in the non-statutory framework for PSHE and Citizenship to help pupils:

1. Develop confidence and responsibility and making the most of their abilities
2. Prepare to play an active role as citizens
3. Develop a healthy, safer lifestyle
4. Develop good relationships and respecting the differences between people

We want pupils to gain knowledge and information, explore attitudes and values and develop skills to help them live healthy, safe, fulfilling and responsible lives.

In particular the outcomes of our PSHE and Citizenship scheme of work aim to help our pupils:

- Understand and manage their emotions
- Make and maintain effective relationships
- Value and respect themselves and others
- Get on with one another and not to bully others
- Respect equality and diversity and be sensitive to the needs of others
- Appreciate the range of religious and ethnic identifies in the UK
- Contribute to the school and local community
- Be responsible for their behaviour and learning
- Feel confident about themselves and their abilities and be positive about learning
- Make informed decisions that lead to a safe and healthy lifestyle
- Deal with problems positively and know where to get help
- Be resilient and able to resist pressure
- Be assertive and keep themselves safe
- Take responsibility for themselves and the environment around them
- Know the importance of managing money
- Develop enterprising skills
- Understand the importance of rights and respect for rights

Content of PSHE and Citizenship

Where relevant we may use health and wellbeing data to inform us about priorities for the school and the views of staff, parents and pupils.

Our PSHE and citizenship curriculum builds on the statutory content in the national curriculum covering:

- Drug education
- Financial education
- Relationship and Sex education
- Physical activity
- Diet for a healthy lifestyle

We have a scheme of work for PSHE and citizenship which covers key topics including:

- Healthy lifestyles
- Emotional health and resilience
- Bullying and prejudice-based language
- Stereotyping, prejudice and discrimination
- Equality and diversity
- Relationship and Sex education (RSE)

- Safety including e-safety
- Drugs, alcohol and tobacco education
- Citizenship and rights
- Being an active citizen in school and the community
- Rights and respect for rights
- Looking after the environment
- Personal finance
- Careers and the world of work
- Enterprise

These topics are explored at different levels as relevant to different years.

Our scheme of work is based on the Camden Scheme of work which we have adapted to reflect the needs of children at the school. This is available on request.

In order to ensure that the teaching programme reflects the views of pupils we

- consult the school council about what is taught
- involve pupils in evaluating the programme
- assess pupils' prior knowledge before starting some topics to ensure it is relevant to their needs e.g. drug education
- take account of any health-related data available in school or locally as relevant e.g. packed lunch audit, obesity data

Where it is taught

PSHE and Citizenship is taught through a range of planned opportunities across the curriculum, a weekly lesson and weekly circle time.

We also organise themed weeks which are mapped across the curriculum which complement and enrich, but do not replace, our planned PSHE teaching programme.

This is supported and enhanced through opportunities throughout the school that are a valuable contribution which support children's personal and social development e.g. Day for Change, Send my Friend Campaign, Children for Children Week, Make a Difference

We also promote our aims for PSHE and Citizenship through displays in class throughout the school e.g. showing positive messages about equality and diversity and showing what children are learning in PSHE and Citizenship.

PSHE and citizenship is also covered by other subjects

- **Science and PE**-healthy lifestyles
- **Drama and literacy**- using stories to consider issues related to relationships and health, as well as discussions about topical issues
- **RE** includes many aspects related to relationships, diversity and self-awareness
- **Maths**-financial capability
- **Geography**-citizenship work about different communities
- **ICT**-using databases to collate information about different opinions

How it is taught

All class teachers teach PSHE and Citizenship and where relevant, outside visitors support and enhance the curriculum, such as parents/carers, school nurses, police, fire service, health professionals and theatre in education

All visitors are expected to work within the framework of this PSHE and Citizenship policy and the Camden protocol for involving outside visitors. We make the PSHE and Citizenship policy available to visitors and ask them to consider the following questions in preparation:

- What will they offer that the teachers cannot?
- How can the visitor's sessions be integrated into the PSHE and Citizenship programme, rather than a one off?
- What role will teachers play in the classroom?
- How will the sessions be evaluated?

Teaching methods

Teachers have the same high expectations of pupils learning in PSHE and citizenship as they would in any other subject and in addition we ensure that:

- When starting a new topic we find out children's prior knowledge to help plan the teaching.
- Pupils have opportunities to express their views and listen to others and respect different views, to research and evaluate information and make informed decisions.
- We use a wide range of active teaching methods so that pupils are fully engaged in learning, which include providing challenging tasks appropriate to pupils' needs, questioning, opportunities to reflect on their learning, setting independent learning tasks, encouraging collaborative working and facilitating discussions. We use activities such as debating, drama, role-play, quizzes, web-based activities and stories
- We use a variety of high quality imaginative resources in our programme. Staff view resources before they are used to ensure that their content is appropriate, relevant and up-to-date, they reflect the diversity of the school and local community, promote positive images and avoid stereotypes e.g. disabled, non-stereotypical gender roles, different families including same sex parents, ethnic, religious and cultural background
- We set ground rules, particularly when teaching sensitive topics such as SRE, to ensure that pupils discuss topics with respect and listen to the views of others, as well as ensuring that pupils and staff do not disclose personal information
- Through appropriate planning, involvement of support staff, resourcing and grouping and we meet the needs of all pupils, including those with special educational needs
- In Key Stage 2 classes we have an anonymous question box for pupils to raise questions that they may not feel comfortable about raising in class
- We will always seek to answer children's questions, taking account of their age and maturity and the appropriateness of the question.

Safeguarding and child protection

Teachers cannot promise pupils complete confidentiality. Teachers are clear to pupils what can and can't be kept confidential. If a pupil was to talk to staff about a personal situation, and staff were concerned that they were at risk, they would follow the school's child protection procedures.

Assessing pupil's progress

We recognise the importance of effective assessment of learning in PSHE and citizenship and use it to inform planning and consolidate or accelerate learning where appropriate. Assessment can also be used to identify vulnerable pupils who may benefit from additional support such as building self-esteem or one to one support. In PSHE and Citizenship we assess

- what knowledge and understanding pupils have gained and its relevance to their lives
- what skills pupils have developed and are able to put into practice
- how pupils' feelings and attitudes have been influenced and changed

Our assessment

- is part of teaching and learning
- involves opportunities for both pupils and teachers to reflect on how far pupils have achieved the intended learning outcomes of lessons and topics
- involves periodic assessment at the end of topics/terms.
- Uses Camden's suggested end of year statements, based on the national end of key stage statements as a basis for individual pupil assessments
- Produces reports for parents and carers on each child's achievement in PSHE and citizenship, at the end of the year
- Is recorded through a portfolio of pupils' achievements both in PSHE and Citizenship and in their wider life in the school
- Includes celebrations of achievement

We also identify wider needs through surveys e.g.

- Pupil Attitudes to School Survey (PASS)
- Annual Pupil Surveys
- Pupil focus groups

Monitoring and evaluation

Monitoring

We monitor PSHE and citizenship through subject reviews, self-evaluation and improvement planning to provide an accurate perspective on how PSHE and citizenship is being delivered and can be further improved.

The PSHE is responsible for the overall monitoring of the quality of PSHE and Citizenship which includes:

- Lesson observations with feedback to teachers
- Looking at a sample of pupils' work
- Looking at curriculum plans/weekly/mid term and termly plans
- Teachers making regular comments on the scheme of work/lesson plans
- Feedback from PSHE and Citizenship co-ordinator, class teachers and pupils about what has been covered
- Discussions at staff meetings
- Discussions at governor curriculum meetings
- Learning walks

Our School Improvement Plan includes PSHE and Citizenship and this is monitored.

Evaluation

We plan opportunities to regularly evaluate PSHE and citizenship.

Pupils participate in a range of activities including:

- Questions and participatory activities at the end of lessons or units of work e.g. to find out pupils' views about particular activities/resources/lessons
- Questionnaires at the end of some units or as part of an end of year review of PSHE
- Feedback forms/discussions about particular aspects of the teaching e.g. outside visitors, Theatre in Education, peer education
- Key Stage 2 pupils complete an annual 'Satisfaction Survey', which covers aspects of PSHE and Citizenship
- School council review PSHE and citizenship

Teachers

- Complete evaluation forms at the end of units or as part of an end of year review
- Complete feedback forms about particular aspects of the teaching e.g. outside visitors, Theatre in Education, peer education
- Have discussions in staff meetings

Governors

We have a governor who is responsible for the oversight of PSHE and ensures that effective monitoring and evaluation of the subject is undertaken and identifies areas for development.

Opportunities to promote PSHE and Citizenship throughout the school

In addition to the taught programme, there are a number of activities that promote our aims and outcomes for PSHE and citizenship throughout the whole school. We develop pupils':

1. *Confidence, responsibility and making the most of their abilities* through positive rewards systems, target setting and class responsibilities
2. *Role as active citizens* through school council, playground friends, community projects, buddy systems, peer mentoring, developing class rules, charity work and consultation on school improvement plan and policies
3. *Healthy and safer lifestyles* through the promotion of walk to school week, lunch time clubs, playground games, and monitoring school meals and packed lunches
4. *Good relationships and respect for differences* between people by celebrating different cultures and involving visitors from different cultures
5. Following a RRS mandate throughout learning, teaching and in classroom displays

Training and support for staff

Our aim is that teachers are confident to teach all aspects of PSHE, including SRE and other sensitive issues, and we ensure staff access high quality professional development annually on PSHE and Citizenship to keep them updated on relevant issues and to ensure they are confident to teach the full breadth of the curriculum. We participate in training and projects run by the LA and other organisations. New members of staff receive induction training on the teaching of PSHE and Citizenship. Our PSHE Coordinator/Subject Lead attends Camden wide PSHE training and networks.

Working with parents/carers

Our school sees the personal and social development of pupils as something that is achieved in partnership with parents and carers. We value and extend opportunities for parents and carers to be involved in PSHE and Citizenship through consultation and where appropriate specific input to the curriculum.

Dissemination of the policy

We also offer resources and information for parents and carers to support their children in aspects of PSHE and citizenship e.g. e-safety, drug education, healthy eating and organise meeting for parents on SRE and workshops on e-safety.

The policy is given to all parents and is available on the website. Parents and pupils new to the school are given a copy. It is in the staff handbook, the Governors' handbook and Policy reference file/online.

Any outside contributors involved in PSHE and Citizenship are sent a copy or directed to the website, prior to teaching.

The school council are also given a copy and pupils know about the policy during PSHE and Citizenship lessons.

When the policy is updated, a summary is included on the website.

Review Date: January 2018