

PSHE and Citizenship Policy

see also:

**Behaviour and Discipline;
Drugs; Health, Safety and Welfare;
Sex and Relationship Education**



KEY FACTS:

- We believe that PSHE and Citizenship should enable children to become healthier, more independent and more responsible members of society.
- We encourage our pupils to play a positive role in contributing to the life of the school and the wider community. In so doing we help develop their sense of self-worth.
- They learn to appreciate what it means to be a positive member of a diverse and multicultural society.

1 Aims and objectives

1.1 We believe that PSHE and Citizenship should enable children to become healthier, more independent and more responsible members of society. We encourage our pupils to play a positive role in contributing to the life of the school and the wider community. In so doing we help develop their sense of self-worth. They learn to appreciate what it means to be a positive member of a diverse and multicultural society.

1.2 The objectives of PSHE and citizenship are to enable the children to:

- know and understand a healthy lifestyle;
- be aware of safety issues;
- understand what makes for good relationships with others;
- have respect for others;
- be independent and responsible members of a community, such as school;
- be positive and active members of a democratic society;
- develop self-confidence and self-esteem, and make informed choices regarding personal and social issues;
- develop good relationships with other members of the community.

2 Teaching and learning style

2.1 We use a range of teaching and learning styles to meet the PSHE and citizenship requirements of the National Curriculum. We emphasise active learning by including the children in discussions, investigations and problem-solving activities. We encourage the children to take part in a range of tasks that promote active citizenship, for example charity fundraising, the planning of special school events (such as an assembly or open evening), or involvement in helping other individuals or groups less fortunate than themselves. We organise classes in such a way that pupils are able, through discussion, to set agreed classroom rules of behaviour, and resolve any conflicts. We offer children the opportunity to hear visiting speakers, such as health workers, police, and local clergy, whom we invite into the school to talk about their role in creating a positive and supportive local community.

3 PSHE and citizenship curriculum planning

3.1 We teach PSHE and citizenship in a variety of ways based around the SEAL programme. Sometimes, for example when dealing with issues of friendship and identity, we teach PSHE and citizenship as a discrete subject. On other occasions we introduce PSHE and citizenship topics through teaching in other subjects. For example, when teaching about local environmental issues in geography, we offer pupils the opportunity to find out who is responsible for the maintenance and upkeep of local parks and cycle paths. Also, as there is a large overlap between the programme of study for religious education and the aims of PSHE and citizenship, we deliver a considerable amount of the PSHE and citizenship curriculum through our religious education lessons.

3.2 We also develop PSHE and citizenship through various activities and whole-school events, such as charity fundraising, house point system, classroom and playground monitors etc.

4 The Foundation Stage

4.1 We teach PSHE and citizenship in reception classes (F2) as an integral part of the our topic work. As the reception class (F2) 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 (F2), when we teach ‘how to develop a child’s knowledge and understanding of the world’.

5 Teaching PSHE and citizenship to children with special needs

5.1 We teach PSHE and citizenship to all children, regardless of their ability. Our teachers provide learning opportunities matched to the individual needs of children with learning difficulties. If intervention is appropriate/ required an Individual Education Plan (IEP) is created. The IEP may include, as appropriate, specific targets relating to PSHE. When teaching PSHE and citizenship, teachers take into account the targets set for the children in their IEPs, some of which targets may be directly related to PSHE and citizenship targets.

5.2 For gifted and talented pupils teachers will provide additional opportunities to take responsibility, develop leadership skills, think creatively and use their talents for the good of the class or the wider community.

6 PSHE and citizenship and ICT

6.1 ICT makes a contribution to the teaching of PSHE and citizenship in that children in ICT classes learn to work together in a collaborative manner. They also develop a sense of global citizenship by using the Internet and e-mail. Through discussion of safety and other issues related to electronic communication, the children develop their own view about the use and misuse of ICT, and they also gain an insight into the interdependence of ICT users around the world. Online role-play software provides a very safe arena to try out actions without harmful consequences.

7 Promoting British Values

The DfE have recently reinforced the need “to create and enforce a clear and rigorous expectation on all schools to promote the fundamental British values of democracy, the rule of law, individual liberty and mutual respect and tolerance of those with different faiths and beliefs.”The Government set out its definition of British values in the 2011 Prevent Strategy, and these values were reiterated in 2014. How well a school promotes such values is now an aspect of Ofsted’s inspection process.

Although this is something which is developing in its significance for schools, it is not something new at Polam School. British values are promoted in so much of what we do, not least during our school assemblies, Religious Education and Social and PSHE sessions.

The term 'British values' might be slightly misleading in that these values are integral to so many countries throughout the world – they differ in no way from the values of most western European countries, for example. Below are just a few examples of how we promote British values. The first section is a general overview; the others are specific expectations set out by Ofsted.

7.1 Being Part of Britain

As a school, we value and celebrate the diverse heritage of everybody at Polam School. Alongside this, we value and celebrate being part of Britain. In general terms, this means that we celebrate traditions, such as customs in the course of the year; for example, Harvest festival and Diwali during the Autumn term.

Children also learn about being part of Britain from different specific perspectives.

Two specific examples of when we teach about being part of Britain are:

Geographically: Our topics ensure that children have a better understanding of what Britain is, learning more about:

- its capital cities and counties, its rivers and mountains
- how 'Great Britain' differs from 'England' and 'the United Kingdom'
- where Britain is in relation to the rest of Europe and other countries in the world

Historically: Our children learn our island's story - and where our freedom and things like our Parliament and constitutional monarchy came from.

7.2 Democracy

Children, parents and staff have many opportunities for their voices to be heard at Polam School. Democracy is central to how we operate.

An obvious example is our School Council. The election of the School Council members reflects our British electoral system and demonstrates democracy in action: candidates make speeches, pupils consider characteristics important for an elected representative, pupils vote in secret using ballot boxes etc. Made up of two representatives from each class, the School Council meets regularly to discuss issues raised by the different classes.

Other examples of 'pupil voice' are:

- Voting for local charity
- Buddies for new starters
- Playground Buddies
- Pupil questionnaires (Years 2,3 4,)

Pupils are always listened to by adults and are taught to listen carefully and with concern to each other, respecting the right of every individual to have their opinions and voices heard. We encourage pupils to take ownership of not only their school but also of their own learning and progress.

7.3 Rules and Laws

The importance of rules and laws, whether they be those that govern our school or our country, are referred to and reinforced often, such as in assemblies and when reflecting on behaviour choices. At the start of the school year,

each class discusses and sets its own set of rules that are clearly understood by all and seen to be necessary to ensure that every class member is able to learn in a safe and ordered environment. A set of general rules are selected for whole school application.

Pupils are taught the value and reasons behind laws, that they govern and protect us, the responsibilities that this involves, and the consequences when laws are broken. These values are reinforced in different ways:

- visits from authorities such as the police and fire service
- during Religious Education, when rules for particular faiths are thought about
- during other school subjects, where there is respect and appreciation for different rules – in a sports lesson, for example

7.4 Individual Liberty

Alongside rules and laws, we promote freedom of choice and the right to respectfully express views and beliefs. Through the provision of a safe, supportive environment and empowering education, we provide boundaries for our young pupils to make choices safely; for example:

- choices about what learning challenge or activity
- choices about how they record their learning
- choices around the participation in extra-curricular activities

Our pupils are encouraged to know, understand and exercise their rights and personal freedoms and are taught how to exercise these safely, such as in our e-safety and PSHE lessons.

7.5 Mutual Tolerance and Respect of those with Different Faiths and Beliefs

At Polam School we are proud to promote and celebrate our different backgrounds and beliefs. Mutual respect is at the heart of our learning.

Our pupils know and understand that it is expected and imperative that respect is shown to everyone, whatever differences we may have, and to everything, whether it is a school resource, a religious belief or whatever. Children learn that their behaviour choices have an effect on their own rights and those of others. All members of the school community should treat each other with respect.

Specific examples of how we at Polam School enhance pupils understanding and respect for different faiths and beliefs are:

- through Religious Education, PSHE and other lessons where we might develop awareness and appreciation of other cultures – in English through fiction and in Art by considering culture from other parts of the world, for example
- enjoying a depth of study of religious festivals, countries, holiday experiences where we will celebrate and enjoy learning about the differences in countries and cultures around the word (whilst at other times we might consider groups or individuals who might be vulnerable in some way, such as those with mental health issues).

We work hard to minimise instances which are contrary to these values.

8 Assessment for learning

- 8.1** Our teachers assess the children's work in PSHE and citizenship both by making informal judgements, as they observe them during lessons, and through formal assessments of the work done. We have clear expectations of what the pupils will know, understand and be able to do at the end of each Key Stage.
- 8.2** Our teachers report each year to parents the achievements of pupils in PSHE and citizenship.
- 8.3** We encourage our pupils to keep records, in their personal record-of-achievement file, of their contribution to the life of the school and the community.
- 8.4** We do not set formal examinations in PSHE and citizenship. The assessments that we make of pupil achievement are positive, and record achievement in its widest sense.

9 Resources

- 9.1** We keep resources for PSHE and citizenship in a central store, and also in individual classrooms. We have additional resources in the library.

10 Monitoring and review

- 10.1** Our PSHE and citizenship coordinator is responsible for monitoring the standards of children's work and the quality of teaching. Our coordinator supports colleagues in their teaching by giving them information about current developments in the subject, and by providing a strategic lead and direction for the subject in the school. Our coordinator is also responsible for giving the headteacher an annual summary report, evaluating strengths and weaknesses in the subject, and indicating areas for further improvement. We allocate special time to our coordinator to enable him/her to review samples of children's work, and to observe teaching in the subject.

11 Monitoring and review

- 11.1** The monitoring of the standards of children's work and of the quality of teaching in PSHE is the responsibility of the PSHE subject leader. The work of the subject leader also involves supporting colleagues in their teaching, being informed about current developments in the subject, and providing a strategic lead and direction for PSHE in the school. The subject leader gives the headteacher an annual summary report in which s/he evaluates the strengths and weaknesses in the subject, and indicates areas for further improvement.

The PSHE subject leader has specially-allocated, regular management time in order to review evidence of the children's work and to undertake lesson observations of PSHE teaching across the school.