

PARSLOES PRIMARY SCHOOL



PSHE and Citizenship Policy 2017-2018

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PARSLOES PRIMARY SCHOOL

School Policy Statement

PSHE and Citizenship Policy

RATIONALE

Personal, social and health education (PSHE) and citizenship enables children to become healthy, independent and 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. We teach them how society is organised and governed. We ensure that they experience the process of democracy in school through the school ambassadors. We teach them about rights and responsibilities. They learn to appreciate what it means to be a positive member of a diverse multicultural society.

PURPOSES

The aims of personal, social and health education and citizenship are to 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;
- 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 make informed choices regarding personal and social issues;
- develop good relationships with other members of the school and the wider community.

GUIDELINES

Teaching and learning style

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.

Parsloes Primary School:

PSHE and citizenship curriculum planning Key Stage 1 & 2

(see attached for NC non-statutory guidelines for each Key Stage)

1. We teach PSHE and citizenship as a discrete subject. It is timetabled to be taught once a week from years 1 to 6.
2. A scheme of work has been written, which is based on the Health for Life resources as well as the QCA S of W for Citizenship.
3. The scheme of work is organised under the following headings, each heading making up a half term's unit of work.

| | | |
|-----------------------|-----------------------|---------------------------------|
| Rules/Staying Healthy | Living in a community | Relationships |
| Drug Education | Health and Safety | Knowing Me (which includes SRE) |

In addition to these areas year 6 also follow units of work entitled,
In the Media Moving On

4. Each class from year 1 to 6 has a weekly timetabled PSHE lessons. For this we focus on developing Social and Emotional Aspects of Learning.
5. Also 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 planning of proposed local developments. As there is an overlap between the programme of study for religious education and the aims of PSHE and citizenship, some of the PSHE and citizenship is taught through our religious education lessons.
6. We also develop PSHE and citizenship through activities and whole-school events, e.g. the school ambassadors from each junior year meet regularly to discuss school matters and giving them opportunities to develop leadership and co-operative skills.
7. The programme is embedded within the wider learning offered by the school to ensure that young people have positive relationships with adults, feel valued and those who are vulnerable are identified and supported.

FOUNDATION STAGE

We teach PSHE and citizenship in nursery and reception classes as an integral part of the work covered during the year. 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 nursery and reception classes.

RESOURCES

We keep resources for PSHE and citizenship in a central store (staff room) and use a range of appropriate websites.

MONITORING AND REVIEW

The PSHE and citizenship co-ordinator together with the Head teacher are responsible for monitoring the standards of children's work and the quality of teaching of this subject. 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 reporting to the head teacher evaluating strengths and weaknesses in the subject and indicating areas for further improvement

Note: This PSHE and citizenship policy should be read in conjunction with the other school policies; SRE policy, Drugs Education policy, Nutrition and physical education policies.

Parsloes Primary School:

The National Curriculum Non-statutory Guidelines for PSHE and Citizenship

Key Stage 2

Knowledge, skills and understanding

Developing confidence and responsibility and making the most of their abilities.

1. Pupils should be taught:

- a. to talk and write about their opinions, and explain their views, on issues that affect themselves and society
- b. to recognise their worth as individuals by identifying positive things about themselves and their achievements, seeing their mistakes, making amends and setting personal goals
- c. to face new challenges positively by collecting information, looking for help, making responsible choices and taking action
- d. to recognise as they approach puberty, how people's emotions change at that time and how to deal with their feelings towards themselves, their family and others in a positive way
- e. about the range of jobs carried out by people they know, and to understand how they can develop skills to make their own contribution in the future
- f. to look after their money and realise that future wants and needs may be met through saving

Preparing to play an active role as citizens.

2. Pupils should be taught:

- a. to research, discuss and debate topical issues, problems and events
- b. why and how rules and laws are made and enforced, why different rules are needed in different situations and how to take part in making and changing rules
- c. to realise the consequences of anti-social and aggressive behaviours, such as bullying and racism, on individuals and communities
- d. that there are different kinds of responsibilities, rights and duties at home, at school and in the community and these can sometimes conflict with each other
- e. to reflect on spiritual, moral, social and cultural issues, using imagination to understand other people's experiences
- f. to resolve differences by looking at alternatives, making decisions and explaining choices
- g. what democracy is, and about the basic institutions that support it locally and nationally
- h. to recognise the role of voluntary, community and pressure groups
- i. to appreciate the range of national, regional, religious and ethnic identities in the United Kingdom
- j. that resources can be allocated in different ways and that these economic choices affect individuals, communities, and the sustainability of the environment
- k. to explore how the media present information

Developing a healthy, safer lifestyle

3. Pupils should be taught:

- a. what makes a healthy lifestyle, including the benefits of exercise and healthy eating, what affects mental health, and how to make informed choices
- b. that bacteria and viruses can affect health and that following simple, safe routines can reduce their spread
- c. about the body changes as they approach puberty
- d. which commonly available substances and drugs are legal and illegal, their effects and risks
- e. to recognise the different risks in different situations and then decide how to behave responsibly, including sensible road use, and judging what kind of physical contact is acceptable or unacceptable
- f. that pressure to behave in an unacceptable or risky way can come from a variety of sources, including people they know, and how to ask for help and use basic techniques for resisting pressure to do wrong
- g. school rules about health and safety, basic emergency aid procedures and where to get help

Developing good relationships and respecting the differences between people

4. Pupils should be taught:

- a. that their actions affect themselves and others, to care about other people's feelings and to try and see things from their point of view
- b. to think about the lives of people living in other places and times, and people with different values and customs
- c. to be aware of different types of relationship, including marriage and those between friends and families, and to develop the skills to be effective in relationships
- d. to realise the nature and consequences of racism, teasing, bullying and aggressive behaviours, and how to respond to them and ask for help
- e. to recognise and challenge stereotypes
- f. that differences and similarities between people arise from a number of factors, including cultural, ethnic, racial and religious diversity, gender and disability
- g. where individuals, families and groups can get help and support

Breadth of opportunities

5. *During the Key Stage, pupils should be taught the Knowledge, skills and understanding through opportunities to:*
- a. take responsibility [for example, for planning and looking after the school environment; for the needs of others, such as acting as a peer supporter, a playground leader both for younger pupils and pupils of their own age; by looking after animals properly; for identifying safe, healthy and sustainable means of travel when planning their journey to school]
 - b. feel positive about themselves [for example, by producing personal diaries, profiles and portfolios of achievements; by having opportunities to show what they can do and how much responsibility they can take]
 - c. participate [for example, in the school's decision making process, relating it to democratic structures and processes such as councils, parliaments, government and voting]
 - d. make real choices and decisions [for example, about issues affecting their health and well-being such as smoking; and healthy eating options; on the use of scarce resources; how to spend money, including pocket money and contributions to charities]
 - e. meet and talk with people [for example, people who contribute to society through environmental pressure groups or international aid organisations; people who work in the school and the neighbourhood, such as religious leaders or community police officers]
 - f. develop relationships through work and play [for example, taking part in activities with groups that have particular needs and the elderly; communicating with children in other countries by satellite, e-mail or letters]
 - g. consider social and moral dilemmas that they come across in life [for example, encouraging respect and understanding between different races and dealing with harassment]
 - h. find information and advice [for example, through helplines; by understanding about welfare systems in society]
 - i. prepare for change [for example, transferring to secondary school]

The National Curriculum Non-statutory Guidelines for PSHE and Citizenship
Key Stage 1

Knowledge, skills and understanding

Developing confidence and responsibility and making the most of their abilities.

6. *Pupils should be taught:*

- g. to recognise what they like and dislike, what is fair and unfair, and what is right and wrong
- h. to share their opinions on things that matter to them and explain their views
- i. to recognise, name and deal with their feelings in a positive way
- j. to think about themselves, learn from their experiences and recognise what they are good at
- k. how to set simple goals

Preparing to play an active role as citizens.

7. *Pupils should be taught:*

- l. to take part in discussions with one other person and the whole class
- m. to take part in a simple debate about topical issues
- n. to recognise the choices they can make, and recognise the difference between right and wrong
- o. to agree and follow rules for their group and classroom, and understand how rules help them
- p. to realise that people and living things have needs and that they have responsibilities to meet them
- q. that they belong to various groups and communities, such as family and school
- r. what improves and harms their local, natural and built environments and about the ways people look after them
- s. to contribute to the life of the school and class
- t. to realise that money comes from different sources and can be used for different purposes

Developing a healthy, safer lifestyle

8. *Pupils should be taught:*

- a. how to maintain simple choices that improve their health and well-being
- b. to maintain personal hygiene
- c. how some diseases spread and can be controlled
- d. about the process of growing from young to old and how people's needs change
- e. the names of the main parts of the body
- f. that all household products including medicines can be harmful if not used properly
- g. rules for, and ways of, keeping safe, including basic road safety, and about people who can help them stay safe

Developing good relationships and respecting the differences between people

9. Pupils should be taught:

- a. to recognise how their behaviour affects other people
- b. to listen to other people, and play and work cooperatively
- c. to identify and respect the differences and similarities between people
- d. that family and friends should care for each other
- e. that there are different types of teasing and bullying, that bullying is wrong and how to get help to deal with bullying

Breadth of opportunities

10. During the Key Stage, pupils should be taught the Knowledge, skills and understanding through opportunities to:

- j. take and share responsibility [for example, for their own behaviour; by helping to make classroom rules and following them; by looking after pets well]
- k. feel positive about themselves [for example, by having their achievements recognised and by being given positive feedback about themselves]
- l. take part in discussions [for example, talking about topics of school, local, national, European, Commonwealth and global concern, such as ‘where our food and raw materials come from’]
- m. make real choices [for example, between healthy options in school meals, what to watch on television, what games to play, how to spend and save money sensibly]
- n. meet and talk with people [for example, with outside visitors such as religious leaders, police officers, the school nurse]
- o. develop relationships through work and play [for example, by sharing equipment with other pupils or their friends in a group task]
- p. consider social and moral dilemmas that they come across in everyday life [for example, aggressive behaviour, questions of fairness, right and wrong, simple political issues, use of money, simple environmental issues]
- q. ask for help [for example, from family and friends, midday supervisors, older pupils, the police]