

# Personal, Social, Health and Economic Education and Citizenship Policy

## New End Primary School

Date Reviewed: Spring Term 2022

Review Date: Autumn Term 2023

### Purposes of the policy

- Demonstrate to the school community the importance of PSHE and citizenship to the school
- Give information about how it is provided in school and what is taught
- Provide guidance to staff about the content, organisation and teaching of PSHE and citizenship
- Give information about how parents and carers can support PSHE and Citizenship
- Set 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 (this can be included within the behaviour policy),
- Food policy
- Drug, alcohol and tobacco education and the management of drug-related incidents, Relationships and Sex Education (RSE),
- Child Protection and Safeguarding,
- Teaching and Learning,
- Online safety
- Equality.

### 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 wellbeing, drug education (including medicines, alcohol, tobacco, volatile substances and illegal drugs), sex and relationship education, citizenship, anti-bullying, safety (including online safety and anti-bullying), personal finance education, careers and the environment .

**Citizenship** education provides 'knowledge, skills and understanding' to 'play a full and active part in society' (National Curriculum 2014).

The citizenship curriculum helps children

- explore and develop attitudes and values to become informed, active and responsible citizens. develop political literacy and explore social and moral issues,
- distinguish right from wrong 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, the rule of law, respecting difference and local and global communities and how to prevent prejudice and discrimination.

Citizenship is a natural place for many of the current requirements around SMSC, British Values, Safeguarding and the Prevent Duty.

## **Why teach PSHE and Citizenship?**

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
- promote the values of democracy, the rule of law, individual liberty and mutual respect and tolerance described by the DfE as fundamental British Values
- 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 The DfE guidance September 2013 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.”

## **Governor and Staff Responsibility**

Governors will:

- ensure that there is a link governor responsible for PSHE&C
- ensure that arrangements for the teaching of PSHE&C throughout the school are reviewed annually and agreed and meet any statutory requirements (including the teaching of relationships education and drugs education).

The Head Teacher will:

- ensure INSET time, when appropriate
- provide a budget for sufficient resources
- enable the subject leader to work alongside other staff, where appropriate
- ensure the monitoring of teaching and learning through lesson observations and of PSHE&C outcomes across the school
- report to Governors, where appropriate, about the development of PSHE&C and progress made

The PSHE&C Leader will:

- ensure that all staff are aware of policy
- ensure that PSHE&C has a valued profile

- provide support to staff in ensuring effective PSHE&C provision throughout the school (this includes relationships and sex education, and drugs education).
- monitor and evaluate PSHE&C teaching and learning
- ensure that PSHE&C provision is effectively and properly resourced
- develop a long term curriculum plan
- keep up to date with current initiatives

#### Role of the Class Teacher

The class teacher will:

- plan for, teach and evaluate PSHE&C units of work appropriate for the year group
- report on children's progress in PSHE & C in annual reports
- attend INSET, when necessary
- liaise with and work alongside the subject leader, when appropriate

### **Aims of PSHE and Citizenship**

Our PSHE and Citizenship programme is based on that developed by *Kapow Primary* and is categorised into the five key areas below, which we return to in each year group. Year 6 also have a further key area: Identity.

**Family & relationships    Health & Wellbeing    Safety & the changing body    Citizenship**  
**Economic wellbeing**

Camden LA also provides suggestions for the incorporation of the national SEAL teaching resource. Further details of some aspects of the PSHE and Citizenship curriculum will be found in the school's Relationships and Sex Education, Behaviour and Science policies.

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:

- Build resilience and maintain positive mental health
- Understand and manage their emotions
- Make and maintain effective and healthy 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
- Understand and respect different religious, ethnic and gender identities
- Accept and respect people's different faiths and beliefs
- Understand the importance of rights and respect for rights
- Respect democracy
- Contribute positively to the school, local community and local environment
- Be responsible for their behaviour
- Feel confident about themselves and their abilities and be positive about learning
- Make informed decisions that lead to a healthy lifestyle
- Deal with problems positively and know where to get help
- Be able to resist negative pressure
- Be assertive and not put themselves at risk
- Keep themselves and others safe, both on-line and off-line
- Know the importance of managing money
- Have high aspirations for their future careers

### *Early Year and Foundation Stage (EYFS)*

PSHE and Citizenship in Key Stage 1 builds on children's prior experiences in the EYFS where teaching and learning are cross-curricular taking a holistic view of the child's needs.

PSHE and Citizenship links most directly to these 3 areas of learning and development within the Foundation Stage:

1. *Personal, social and emotional development* which involves helping children to develop a positive sense of themselves, and others; to form positive relationships and develop respect for others; to develop social skills and learn how to manage their feelings; to understand appropriate behaviour in groups; and to have confidence in their own abilities.
2. *Physical development* which involves providing opportunities for young children to be active, interactive and to develop their co-ordination, control and movement. Children must also be helped to understand the importance of physical activity and to make healthy choices in relation to food.
3. *Understanding the world* which involves guiding children to make sense of their physical world and their community through opportunities to explore, observe and find out about people, places, technology and the environment.

### **Content of the PSHE and Citizenship Curriculum**

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 literacy
- Relationships and Sex education
- Physical activity
- Food and nutrition

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

- Healthy lifestyles
- Emotional health and resilience
- Anti-bullying and prejudice-based language (including Homophobic, Biphobic and Transphobic)
- Stereotyping, prejudice and discrimination
- Equality and diversity
- Relationships and sex education (RSE)
- Safety including online safety
- Drugs, alcohol and tobacco education including shisha
- Democracy and the rule of law
- 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
- Basic First Aid

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

Our scheme of work is based on the *Kapow Primary* scheme of work which we have adapted to reflect the needs of children at the school.

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 eg packed lunch audit, data from the National Child Measurement Programme

## **Where it is taught**

PSHE and Citizenship is taught through a range of planned opportunities across the curriculum, a weekly lesson or 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 eg Mental Health Week, Anti-Bullying Week, Black History Month, Diversity Week, etc.

We also promote our aims for PSHE and Citizenship through displays in class throughout the school eg 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, families and different faiths and beliefs
- **Philosophy** - includes regular opportunities to explore personal and social moral responsibility
- **Maths** - financial capability
- **Geography** - citizenship work about different communities and looking after the environment
- **ICT** - online and using databases to collate information about different opinions
- **Cooking and nutrition** - diet for a healthy lifestyle

There are a number of other ways that the PSHE and citizenship curriculum is taught.

- Each afternoon children have 15 minutes allocated for PE
- Opportunities through extra-curricular activities, e.g. citizenship projects such as 'Junior Citizens', environmental projects (e.g. the walk to school scheme, recycling schemes), sponsored fund raising for targeted charities (e.g. NSPCC, Oxfam, Great Ormond Street Hospital Children's Charity, local foodbanks), school council, visits and visitors, education-business initiatives, community service (e.g. work class monitor/helper, recycling monitor), the 'Buddy' scheme ('New End Friends').
- Health Weeks (e.g. Walk To School Week, Healthy Eating Week, Physical Activity Week, Anti-Bullying Week, Mental Health Week, Comic/Sport Relief, etc.).
- Opportunities through self-reflection, e.g. self-assessment, setting targets, monitoring and celebrating achievement (such as class-based reward schemes or effort assemblies).

## **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 beliefs and views, to research and evaluate information and make informed decisions.
- Through PSHE teachers promote the values of the school and will challenge opinions or behaviours that are prejudicial or discriminatory or are contrary to fundamental British values
- We set ground rules, particularly when teaching sensitive topics such as RE, 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
- 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, and 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 eg 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
- Key Stage 2 classes can 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 will follow the school's child protection procedures.

## **Working with Parents**

We recognise that the PSHE and citizenship curriculum cannot be implemented effectively without the support of parents and that much of the detail of New End's Home-School Compact relates directly to aspects of PSHE and citizenship. We appreciate the support and involvement of parents/carers in our annual Health Weeks. Parents will be consulted on aspects of PSHE, such as the teaching programme for relationships and sex education and drugs education.

## **Assessing pupils' 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

Assessment in PSHE education should not be about levels or grades, passing or failing. The model of assessment that is most meaningful in PSHE education is **ipsative** assessment. Ipsative assessment compares the pupil's results against his or her previous results against their previous performance. The benchmark against which progress is measured is the pupil's own starting point; not the performance of others or the requirements of an exam syllabus.

We also identify wider needs through surveys eg

- Pupil Attitudes to School Survey (PASS)
- Annual Pupil Surveys
- Pupil focus groups
- Health Related Behaviour Questionnaire (HRBQ)

## **Equal Opportunities**

Equal Opportunities are an integral part of the school curriculum. Strategies are adopted to ensure that all children have the opportunity to succeed, regardless of ability, gender, race and class.

Teachers are aware of these issues in their planning for PSHE & C. They should also raise the level of consciousness on these issues with children throughout, in all curriculum areas.

See Equal Opportunities Policy for full details.

## **Pupils with Special Educational Needs and Disabilities**

All teachers will have in their class some children whose progress warrants special consideration. Their difficulties may have physical, sensory, behavioural, emotional or neurological causes, or may stem from a legacy of poor learning that inhibits their current learning.

Teachers should aim to include all these pupils fully in PSHE & C lessons.

## **Pupils with English as an Additional Language**

At New End we have a large number of children who have English as an Additional Language. These children must all be encouraged and assisted to reach their potential in PSHE & C. We use emotion cards and peer mentors in classes to help support EAL children.

## **Monitoring and Evaluating Policy and Practice**

Monitoring and evaluating the effectiveness of the PSHE and citizenship curriculum will be carried out by class teachers and the PSHE and citizenship subject leader. PSHE and citizenship will be properly considered when deciding curriculum priorities for the school improvement plan. The PSHE & C subject leader, supported by the Senior Leadership team, will check class plans (both short- and medium-term) to ensure that PSHE and citizenship activities are being effectively planned for by class teachers and also that plans are being implemented. Monitoring and evaluation of PSHE and citizenship will be included in school self-evaluation alongside statutory curriculum subjects. There is a link governor for citizenship and PSHE whose work involves monitoring the implementation of these curriculum areas on behalf of the governing body. The Curriculum & Standards/Home-School Liaison committee of the governing body has a structured programme of meetings to monitor school provision and improvement plans for PSHE & C.