



## **MICKLEOVER PRIMARY SCHOOL**

**Name of Policy:** Personal, Social, Health Education (PSHE) and Citizenship Policy

**Date of Policy:** April 2018

**Member of Staff responsible:** Mrs Anna Jones

**Review date:** May 2020

**Signature:** \_\_\_\_\_ **Chair of Governors**

**Date Approved:** \_\_\_\_\_

### **At Mickleover Primary School**

**We are:**

**Motivated to learn**

**Proud of our achievements**

**Successful and skilled for life**



## **P.S.H.E and C POLICY**

At Mickleover Primary School, the PSHE programme of study brings together citizenship with personal well-being through a values-based education. It is intended to support the school in developing a coherent whole-school approach to personal, social, health and economic well-being (PSHE).

It supports all five outcomes of the ECM agenda and provides a context for school to fulfil our responsibilities to:

- promote the physical, social and emotional well-being of pupils;
- provide sex and relationships education (\* see separate policy);
- promote community cohesion;
- achieve the aims of the whole curriculum.

PSHE also provides school with an opportunity to focus on the delivery of social and emotional aspects of learning (SEAL).

Through PSHE, we endeavour to foster the notions of responsibility and empowerment to promote a sense of achievement and to enhance self-confidence.

PSHE education is guided by British Values of democracy, the rule of law, individual liberty, mutual respect and tolerance as well as the values of:

- Honesty;
- Kindness;
- Trust;
- Responsibility;
- Friendship;
- Self-control;
- Empathy.

### **AIMS**

PSHE and C education at Mickleover aims:

- to give pupils the knowledge and develop the self-esteem, confidence and self-awareness to make informed choices and decisions;
- to encourage and support the development of social skills and social awareness;
- to enable pupils to make sense of their own personal and social experiences;
- to promote responsible attitudes towards the maintenance of good physical and mental health, supported by a safe and healthy lifestyle;
- to enable effective interpersonal relationships and develop a caring attitude towards others;
- to encourage a caring attitude towards and responsibility for the environment;
- to help our pupils understand and manage their feelings;
- to understand how society works and the rights and responsibilities involved
- to foster a wider understanding of cultural and social trends set against national and global events and developments and to encourage youngsters to understand the law with regard to



harmful or dangerous actions e.g. FGM and radicalization in age-appropriate ways (See Child Protection & Safeguarding Policy)

## **TEACHING AND LEARNING**

Use of effective, specially differentiated frameworks such as: Folens Publications Books 1 to Book 4 (KS2), Bel Air (KS1), Telling Stories (FS) R Time and SEAL materials along with relevant interactive resources will be implemented during the designated P.S.H.E. and Citizenship time.

The different forms of curriculum provision for P.S.H.E and Citizenship include:

- discrete curriculum time
- teaching PSHE and citizenship through and in other subjects/curriculum areas
- through PSHE and citizenship activities and school events
- through use of SEAL

The school aims to provide opportunities for children:

- to take part in activities which are designed to promote success and receive special recognition for achievements;
- to be involved in developing and implementing the school's policies and strategies which aim to improve its ethos e.g. anti-bullying;
- to take part in the decision-making process of the school;
- to have access to a range of options and to exercise some choice between them e.g. choices about their future, and in relation to their health;
- to influence the school as a health-promoting community;
- to meet and work with adults other than teachers, including members of the community, professionals and business people;
- to perform for an audience, individually or as part of a group;
- to interact/ work with a wide range of people who are different from themselves;
- to take part in adventurous and challenging activities in a supportive environment;
- to organise a project or event in co-operation with others;
- to take responsibility for themselves individually and in a group with support and access to resources;
- to have a residential experience;
- to take part in community service;
- to take responsibility for others: visitors, younger pupils, people with special needs;
- to be involved in an environmental project;
- to gain experience and understanding of the world of work;
- to be trained to provide support and advice for their peers and for younger pupils
- to participate in a debate or action about a local, national or global issue
- to take on some responsible role in school; and to exercise leadership and initiative and to receive feedback on their performance;
- to learn from experience in simulated situations e.g. role play, mini debates, councils
- to have time for reflection and preparation for change.

We recognise the Healthy School Standard as an effective vehicle to promote PSHE and Citizenship which offers an integrated whole-school process, set alongside nationally agreed criteria, looking at health issues in the wider sense.



## **ORGANISATION**

All classes are taught in single age classes.

## **TIME ALLOCATION**

PSHE and C is taught through a variety of subjects. These might be based upon SEAL activities, or themes from the Folens/Belair schemes of work, which are taught discretely through the themes which change each half term.

## **FOUNDATION STAGE**

Planning for PSHE and C in Foundation Stage is based on the EYFS. It is an integral part of the topic work covered throughout the year. In the Early Years Foundation Stage, PSHE is encouraged through the 'Personal, Social and Emotional Development' curriculum. PSHE is about making connections and is strongly linked to play. PSHE is taught through activities that are part of topics, as well as on an individual basis to develop personal skills such as dressing, feeding and toileting. Positive experiences are built through daily opportunities to share and enjoy a range of different activities. The children are given the opportunity to engage in social activities, as members of a small group or occasionally during whole school activities.

## **KS1 AND KS2**

The PSHE curriculum divides the year into values and PSHE may be linked to these values or taught on a more individual basis to promote necessary skills. Personal development or intervention groups may be based around our core values of honesty, kindness and trust if class teachers deem these to be relevant. Class teachers may approach the PSHE leader to discuss how to meet the needs of children.

The children are encouraged to engage in activities that promote an understanding of themselves as growing and changing individuals, and as members of a wider community, based on their own first hand experiences.

These activities also encourage pupils to understand how their choices and behaviours can affect others. The children are encouraged to play and learn alongside, and then collaboratively with, their peers. They may use their personal and social skills to develop or extend these activities.

The children are also given the opportunity to make choices about their health and environment and are encouraged to develop a caring attitude to others. SEAL materials and themes may be incorporated into the curriculum as well as resources based on national Healthy Eating week and My Money Week. References for materials relevant to the value focus are given on the PSHE curriculum.

## **CROSS CURRICULAR LINKS**

PSHE and C is linked to all subjects and teachers actively seek to make links within other subjects as well as promoting areas of the PSHE and C curriculum where appropriate.

## **RESOURCES**

- All SEAL resources are on the staff server and a hard copy kept by the PSHE and C coordinator. Books and other resources are stored in each department.



- Many PSHE and C games and resources are stored in the PSHE Co-ordinator's classroom, in the infants department.
- There are opportunities to use community agencies in school in order to accelerate the development of programmes and policies.
- Books to support the implementation of SEAL have been bought and collated to support each theme and year group.

### **Planning:**

Class teachers plan for PSHE in accordance with the PSHE curriculum.

This is usually done in year groups. They acknowledge the importance of personalised learning and the need to plan for the range of attainment levels within a class.

### **Implementation:**

PSHE will be delivered by the class teacher with the support of the PSHE leader as necessary. PSHE may be delivered using a multi-sensory approach for students with SEND by a teacher or TA.

Visiting professionals may provide talks/workshops to pupils. PSHE values may also be introduced in and explored within both whole school and Key Stage assemblies. In addition to this, PSHE is delivered through a range of whole school activities.

Pupils are given opportunities to join in and contribute to local and national initiatives e.g. anti-bullying week, community cohesion projects and fund-raising activities. Pupils may take part in school assemblies, be elected onto the School Council and are encouraged to express their opinions. SEAL materials and themes may be incorporated into PSHE lessons. Pupils are offered a wide range of opportunities to enhance their learning and engage with the concepts and content of the subject through learning in other subjects and areas of the curriculum and out-of-school activities.

## **INFORMATION COMMUNICATIONS TECHNOLOGY (ICT)**

ICT is used in a variety of ways to support teaching and learning. Each teacher has access to the Internet for use of interactive activities on the Interactive Whiteboard (IWB), as well as in the ICT suite. ICT resources are loaded staff laptop/suite computers when and where appropriate.

ICT should be used in PSHE when it has the potential to drive learning and progress.

It is useful to record pupils' learning and performances as they develop, using digital cameras and/or camcorders. Children may also use a video camera or iPad to record these themselves. Students will be encouraged to:

- find things out from a variety of sources, selecting and using information to meet their needs;
- develop their ideas using ICT tools to refine their learning and enhance its quality and accuracy
- understand the dangers of not using the internet safely (see Computing and E-Safety Policy)

## **HEALTH AND SAFETY**

Teachers will follow the "Rules for safe use of the Internet" to protect children when accessing the Internet for research purpose. Where necessary, advice will be sought from the DCC internet safety team and information will be passed on to parents.

Children should be reminded of rules for the circle time and when dealing with sensitive issues.



### Answering Difficult Questions

Sometimes an individual child will ask an explicit or difficult question in the classroom. Questions do not have to be answered directly and can be addressed later. This school believes that individual teachers must use their skill and discretion in these situations and refer to the PSHE/Citizenship Coordinator.

### **EQUAL OPPORTUNITIES**

Mickleover Primary School is committed to providing a teaching environment which values, respects and challenges all children regardless of ability, race, gender, religion, social background, culture or disability.

In the context of the PSHE and C curriculum this might include:

- Examples of male and female roles within society
- Examples of a range of cultures when teaching
- Avoid the use of stereotyping people when discussing issues
- Promoting a range of positive role models in different situations

Within PSHE, staff set high expectations. Each individual is ensured access to a full and varied programme of activities, with opportunities for all pupils to participate fully and effectively, including boys and girls, pupils with diverse additional educational needs, and pupils from all social and cultural backgrounds. Pupils are equally respected for whom they are and for the contributions they make regardless of their background. Knowledge, skills and understanding are taught in ways that suit pupils' current attainment level, and care is taken that all learning is appropriate so that pupils can make progress and show what they can achieve.

### **GIFTED AND TALENTED**

Staff must ensure that there are adequate opportunities for Gifted and Talented children and these should be noted within planning where appropriate. The PSHE and C and Gifted and Talented Coordinators should be informed. Pupils who are Gifted and Talented within PSHE and C are offered the same curriculum as all other children, however they may work on activities at an extended level, using support staff and the Gifted and Talented Co-ordinator to give extra guidance where appropriate. The team member reward system also recognises children who are responsible citizens. Children are encouraged to become pupil mentors and ECO Action group members to extend their PSHE and C opportunities.

Talented PSHE and C pupils are also chosen to represent the school as members of the School Council and the Food Council.

### **SPECIAL EDUCATIONAL NEEDS**

Pupils are supported in a number of ways depending on their difficulties. This may include use of a Teaching Assistant, appropriately differentiated tasks or access to specialised equipment. Specific areas of weakness may be targeted through a Provision Plan.

### **ASSESSMENT**

Assessment is an integral part of effective teaching and learning. Teachers assess children's work in PSHE and C by making informal judgments as they observe pupils. Formal work will be marked on completion and feed back given where and when possible. Teachers keep informal records on pupils' progress and this is passed on to the next teacher at the end of the school year and used to inform parents of progress.



At Mickleover, teachers integrate effective AfL in all areas of the curriculum.

In PSHE, this specifically involves:

- assessing all children's starting point during the first lesson on a value;
- planning learning which builds on children's prior knowledge and shows progression in PSHE learning, not Literacy learning;
- implementing assessment-based planning so that lessons consistently meet children's needs;
- using self and peer assessment to involve children in understanding their own learning and next steps;
- encouraging children to feed back to class teachers about which aspects of a value they would like to learn more;
- completing end of unit assessments, either as a whole class, in groups, with a peer or individually;
- making on-going use of the school reward systems to recognise achievement and progress.

### **MONITORING AND REVIEW**

The coordinator will ensure that there is continuity and progression in PSHE and C by monitoring the planning, discussion with children and lesson observations, class swaps and occasionally the scrutiny of children's work. As part of Mickleover Primary School's monitoring cycle, PSHE is given time whereby the coordinator carries out the above and reports back to Senior Management Team, staff and governors on their findings.

### **THE ROLE OF THE COORDINATOR**

The coordinator should:

- keep up to date with new initiatives and developments including attending local network meetings when these take place.
- encourage and support staff in their teaching of PSHE and C
- organise INSET as appropriate
- ensure that resources are maintained and updated as necessary including ICT software and hardware.
- ensure continuity and progression throughout the school
- manage the budget effectively

### **OTHER RELATED POLICIES**

All subject policies should indicate their contribution to PSHE and Citizenship in school.

- Sex and Relationship Education.
- Drug Education.
- Child Protection.
- Equal Opportunities.
- Cultural Diversity.
- Inclusion.
- Behaviour Policy/Discipline.
- Health and Safety.
- Assessment, recording and reporting.
- Special Needs
- Bullying
- Sun Safety
- E-safety



- Safeguarding

This policy will be reviewed by the end of 2020 to incorporate any necessary changes to the PSHE curriculum once RSE becomes compulsory in primary schools in September 2019.