



Policy for PSHE and Citizenship



November 2018

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This policy has been drawn up in consultation with all teaching staff, other school staff, parents, young people and governors. We are committed to the ongoing development of PSHCE in our school.

Context including National and Local Policy and Legislation

This policy supports a whole school approach to PSHE and Citizenship in the curriculum, throughout the life of the school and its community. It is consistent with the current legislative frameworks and non-statutory guidance.

Duty to Promote Wellbeing

The Education and Inspections Act 2006 places a requirement on schools to promote pupils' wellbeing (defined in the Children's Act 2004) as well as their academic achievement.

Thorpe Acre Infant School (TAIS) is committed to promoting the health and wellbeing of the whole school community. We fully recognise the important relationship between wellbeing and children's learning.

National Curriculum

The National Curriculum states that all schools must provide a curriculum that is broadly based, balanced and meets the needs of all pupils. We recognise that PSHCE makes an essential contribution to the requirements of the National Curriculum.

Healthy Schools

We are committed to providing a 'Healthy School' climate and culture, through our work with the 'Food for Life' programme. We place teaching and learning within this wider context.

Introduction to PSHE and Citizenship (PSHCE)

Aims of PSHCE

The overarching aims for PSHE education is to provide pupils with:

- a. accurate and relevant knowledge
- b. opportunities to turn that knowledge into personal understanding
- c. opportunities to explore, clarify and if necessary challenge their own and others' values, attitudes, beliefs, rights and responsibilities
- d. the skills and strategies they need in order to live healthy, safe, fulfilling, responsible and balanced lives.

[PSHE Association July 2013]

Our shared beliefs about PSHCE

Our PSHCE curriculum has a positive influence on the ethos, learning and relationships throughout our school. It is central to our values and achieving our school's stated aims and objectives.

Our provision is embedded within the wider learning offered by the school, to ensure that children experience positive relationships with adults and with each other, feel valued and that those who are most vulnerable, are identified and supported. Children are encouraged to take part in a wide range of activities and experiences across and beyond the curriculum, contributing fully to the life of our school and community.

Defining PSHCE

The PSHE Subject Association, has published a Programme of Study which includes the following definition:

'Personal, Social, Health and Economic (PSHE) education, is a planned, developmental programme of learning through which children and young people acquire the knowledge, understanding and skills they need to manage their lives now and in the future. As part of a whole-school approach, PSHE education develops the qualities and attributes pupils need to thrive as individuals, family members and members of society.' (PSHE Association 2013)

Our PSHE and Citizenship programme (which is covered through the taught curriculum and our wider provision) includes teaching and learning within the following strands and themes:

Myself and My Relationships -including Emotional Wellbeing, Beginning and Belonging, Anti-bullying, Family and Friends and Managing Change.

Healthy and Safer Lifestyles – including Personal Safety, Drug Education, Sex and Relationships Education, Healthy Lifestyles and Safer Contexts (including Road Safety).

Citizenship – including Diversity and Communities, Rights, Rules and Responsibilities and Working Together.

Economic Wellbeing – including Financial Capability.

SEAL

We are committed to promoting and developing children's Social and Emotional Aspects of Learning (SEAL), through our curriculum and beyond. This is supported, in part, by elements of the national SEAL programme and materials. Our SEAL programme is delivered through a whole school approach - including assemblies, medium-term planning foci and behaviour management.

Implementing the PSHCE policy in our school

School Aims and Values

This PSHCE policy is set within the wider context of the school's overall aims and values, which include the following:

At Thorpe Acre Infant School:

- We promote healthy lifestyles set within a caring environment for all pupils and staff
- We provide a broad and balanced curriculum for all of our pupils, which recognises and values their diverse backgrounds and needs
- We promote pupils' self-esteem and emotional wellbeing and help them to form and maintain worthwhile and satisfying relationships, based on respect for themselves and for others, at home, school, work and in the community
- We provide sufficient information and support to enable our pupils to make safe choices
- We create a wider awareness of religious, cultural and moral values, encouraging respect for different ethnic groups, religious beliefs and ways of life.
- We work in partnership with parents and carers, and with the wider community, to support children in all aspects of their wellbeing.

Aims of the policy

The aim of our PSHE and Citizenship policy is to ensure quality and consistency in our approach to all aspects of PSHCE in our school. This includes our whole school approach to promoting health and wellbeing, as well as the curriculum.

The policy aims to:

- explain the central role PSHCE plays in the life of the school and in children's learning, within the context of national and local guidance
- ensure that the entire school community understands the role of PSHCE in the ethos of the school
- ensure the continuing development of policy and practice relating to Healthy Schools, with the support of the Cambridgeshire PSHE service

Related policies

This policy acts as an overarching policy for theme specific policies and guidance in the following areas: Anti-bullying, SRE, Drug Education, Food and Physical Activity.

It is also linked to and is delivered in the context of the following policies: Behaviour, Safeguarding and Child Protection, Spiritual, Moral, Social and Cultural development, SEN/Inclusion, Equality and Diversity, Health, Safety and Well-being.

Inclusion/Equality and Diversity

We promote the needs and interests of all pupils, inclusive of gender, culture, ability or aptitude. Our approaches to teaching and learning take into account the ability, age, readiness and cultural backgrounds of the children to ensure that all can access the full PSHE and Citizenship provision.

In relation to those with special educational needs, we will review our PSHCE programme to ensure that provision is made for those with additional needs. sources of support for adults

Curriculum Organisation - Methodology

In order to address the 'active learning triangle' of knowledge, skills and attitudes, a wide range of methodology is used in teaching the PSHCE curriculum. The focus is on interactive learning and approaches include: Circle time, whole class discussions, social skills games and activities, working in pairs/groups, brainstorming, drama and role play, use of puppets, use of story and picture books and use of technology.

Ground rules

PSHCE is taught in a safe, non-judgemental environment where adults and children are confident that they will be respected. Teachers and children together may develop and establish 'ground rules', in order that every child feels safe and is able to learn in a supportive and caring environment.

Answering questions

We acknowledge that sensitive and potentially difficult issues will arise in PSHCE, as children will naturally share information and ask questions. When spontaneous discussion arises, it is guided in a way that reflects the stated school aims and curriculum content for PSHCE.

As a first principle, we answer questions relating to the taught, planned curriculum for that age group (or younger) to the whole class. We answer questions relating to areas beyond the taught, planned curriculum for that age group, in a sensitive and age appropriate way, Guidance may be sought from the PSHCE leader as necessary. Questions may be referred to parents/carers if it is not appropriate to answer them in school.

Where a question or comment from a pupil in the classroom indicates the possibility of risk of harm, teachers will pass this information to the designated person for safeguarding and child protection, in line with school policy and procedures.

Resources

We primarily use the Cambridgeshire Primary Personal Development Programme and the resources recommended within it when planning and delivering PSHCE.

We carefully evaluate teacher resources, including books, leaflets and video/ DVDs, before using them. When PSHCE related resources are being used within other subject areas, the same criteria are considered. This also applies to the use of websites and presentations found on the internet.

Teachers will also consider the needs and circumstances of individual children in the class when reading texts, to consider whether they need to have a preparatory conversation with a child before the teaching takes pace - for instance, in relation to a bereavement theme.

Confidentiality

The nature of PSHCE means that the children may disclose personal information. Where there is a genuine risk to the safety of a child, information must be passed on to individuals and/or organisations responsible for protecting the child. We will follow the procedures outlined in other policies such as 'Safeguarding and Child Protection', 'Behaviour' and 'Health and Safety'.

Any information disclosed to a staff member or responsible adult, which causes concern about the child's safety, will be communicated directly to the School's DSL (Designated Safeguarding Lead) as soon as possible.

If visitors are working in a classroom or other teaching situation, they will follow the school's policies/guidance on confidentiality, safeguarding and other relevant school policies.

Assessment, recording and reporting

We use the assessment tools provided in the Cambridgeshire Personal Development Programme. Teacher assessment is used to provide an overview of the child's learning within a unit of work, and to assess whether the child is working at the expected level, working towards or at 'greater depth'. Each unit also includes tools for children's self-assessment, and children are supported to participate in this process appropriately for their age and ability.

Involving the whole school and wider community

Working with staff

Within the context of the School Development Plan, support and training will be made available to all staff as appropriate. This includes allocating time at staff meetings to introduce new areas of work and to review the effectiveness of the approaches used. Individual staff members are offered training opportunities as appropriate.

The coordinator is entitled to receive training in his/her role and responsibilities. This supports them to lead on the development of the school's policy and practice and to monitor its implementation. He/She also takes responsibility for supporting other members of staff in their work relating to PSHCE, i.e. advice, coaching.

The role of governors

The governing body as a whole plays an active role in monitoring, reviewing and developing the PSHCE policy and its implementation in school.

Working with parents and carers

We recognise the key role that parents/ carers fulfil in supporting their children through their personal development and the emotional and physical aspects of growing up. We therefore seek to work in partnership with parents and carers when planning and delivering PSHCE.

We encourage this partnership by:

- informing parents and carers by letter/booklet of forthcoming PSHCE topics and their content;
- gathering parents'/carers' views on the PSHCE policy and taking these into account when it has been reviewed;
- providing supportive information about parent'/carers' role in PSHCE and how they can develop protective factors with their children;
- providing access to this policy on request.

Involving the children

We recognise that an interactive approach will better develop the skills of our children, and also that, if they are involved in shaping the learning, it is more likely to meet their needs. We involve young people in the evaluation and development of their PSHCE in ways appropriate to their age.

- We engage the children in activities to establish their development needs
- We encourage the children to ask questions as they arise
- Through assessment, in particular self-assessment, we will learn more from the children about the effectiveness of the teaching and learning and its impact.

Use of visits and visitors

Where appropriate we use visits and visitors from outside agencies or members of the community. This is an enrichment of our programme and not a substitute for our core provision.

Further, we believe that residential visits can make a significant contribution to children's personal development. When planning such visits, we use opportunities to promote children's learning in relevant areas of the PSHCE curriculum (for example, relationship skills, group work skills, communication skills, healthy lifestyles, managing risk, safety).

Our partnership with the local community is a priority, and we recognise and value its contribution to the PSHCE/PD programme. This reflects our approach to active Citizenship. We include a range of opportunities for community involvement and activities, such as:

- links with the local church
- charity fundraising
- invitation performances
- links with local services

Monitoring, Review and Evaluation

We will use the following indicators to monitor and evaluate our progress:

- a co-ordinated and consistent approach to curriculum delivery
- a flexible approach to delivering PSHCE that responds to children's needs
- children are receiving an entitlement curriculum for PSHCE in line with national and local guidance
- there are clearly identified learning objectives for all PSHCE activities and children's learning is assessed

- opportunities for cross-curricular approaches are being used where appropriate
- the impact of training for staff and governors on practice is evaluated
- policy and practice are revised regularly and involves staff, governors and, where appropriate, children
- opportunities are provided for parents, carers and members of our community to consider the purpose and nature of our PSHCE, for example through parent/carer booklets/working groups

The member of staff responsible for overseeing and reviewing the policy is **Beth Taylor**

Date of policy: **September 2018**

Review of policy: