



PSHE and Citizenship Policy

<b>Document Status</b>			
<b>Date of Next Review</b>	12 months Summer 2018	<b>Responsibility</b>	School Improvement Committee
<b>Success Criteria for review completion</b>		<b>Responsibility</b>	<i>(Chair)</i>
<b>Date of Policy Creation</b>	<b>May 2017</b>	<b>Responsibility</b>	<i>Chair of ...</i>
<b>Date of Policy Adoption by Governing Body</b>		<b>Signed</b>	
<b>Method of Communication (e.g Website, Noticeboard, etc) Website</b>			

**References:**

This policy has been produced in consultation of the following documents:

Advice from the Department of Education

<https://www.gov.uk/government/publications/personal-social-health-and-economic-education-pshe/personal-social-health-and-economic-pshe-education>

The Ofsted report, 'Personal Social Health Education – Not yet good enough' published in May 2013 <https://www.gov.uk/government/publications/not-yet-good-enough-personal-social-health-and-economic-education>

North Yorkshire Personal Social Health Education (PSHE) and Citizenship planning and assessment tool Key Stages 1-2 – FRONTER nycc.

**Consultation:**

- The document was drafted by the PSHE coordinator and PREVENT coordinator.
- Staff and Governors have been consulted.
- Reviewed annually.
- The policy will be available on the website and/or on request.

**This policy is linked to our school's policies for:**

- Safeguarding / child protection. North Yorkshire Safeguarding Children Board Procedures and Guidance ([www.safeguardingchildren.co.uk](http://www.safeguardingchildren.co.uk))
- Confidentiality Policy
- Anti-bullying policy
- SRE Policy
- E-safety policy / ICT
- Inclusion Policy
- Teaching and Learning
- Assessment
- Substance Misuse
- Equality and Diversity Policies

## **1. Our school approach to PSHE (and Citizenship) in the curriculum**

### **Definition:**

**1.1 PSHE** is a planned programme of learning through which pupils acquire the knowledge, understanding, skills and strategies they need to manage their lives now and in the future. As part of the whole school approach, PSHE education helps pupils to develop the qualities and attributes they need to thrive as individuals, family members and members of society. PSHE education contributes to personal development by helping pupils to build their confidence, resilience and self-esteem, and to identify and manage risk, make informed choices and understand what influences their decisions. It enables them to recognise, accept and shape their identities, to understand and accommodate difference and change, to manage emotions and to communicate constructively in a variety of settings. Developing an understanding of themselves, empathy and the ability to work with others will help pupils to form and maintain good relationships, develop the essential skills for future employability and better enjoy and manage their lives (PSHE association Sep 2014).

**1.2 Citizenship education (this now includes financial education)** is a planned programme of learning through which pupils acquire the knowledge, skills and understanding to prepare them to play a full and active part in society. It should foster pupils' keen awareness and understanding of democracy, government and how laws are made and upheld. Pupils should be equipped with the skills and knowledge to explore political and social issues critically, to weigh evidence, debate and make reasoned arguments. It should also prepare pupils to take their place in society as responsible citizens, manage their money well and make sound financial decisions.

## **2. Whole school statement of beliefs through the aims of PSHE**

### **2.1 Values and Ethos**

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 council. We teach them about rights and responsibilities. They learn to appreciate what it means to be a positive member of a diverse multicultural society.

### **2.2 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.

### 3. Outcomes:

**Our Outcomes are in line with the NYCC “PSHE and Citizenship Entitlement, planning and assessment tool”.** Our planning is taken from the PSHE Association.

RMS Revised detailed Whole School Long Term Plan including skills  
Vision for PSHCE:

A spiral programme will revisit themes, gradually extending thinking, expanding knowledge and developing skills, rather than providing a series of ‘one-off’ topics. These skills will equip children to manage risk rather than just respond to risk. Please find below the repeated Core Themes and different topic areas.

<b>Core Theme 1: Health and Wellbeing</b>	<b>Core Theme 2: Relationships</b>	<b>Core Theme 3: Living in the Wider World</b>
<b>Topic areas: Healthy lifestyles Keeping safe Growing and changing</b>	<b>Topic areas: Healthy Relationships Feelings and emotions Valuing difference</b>	<b>Topic areas: Rights and responsibilities Taking care of the environment Money matters</b>

There are a series of character lessons to complement the skill development.

<b>Autumn Term</b>		
<b>Developing the overarching concepts of:</b>	<b>Through the contexts of:</b>	
<b>Identity</b> (personal qualities, attitudes, skills, attributes and achievements and what influences these)  <b>Relationships</b> (including different types and in different settings)  <b>Risk</b> (identification, assessment and how to manage risk rather than simply the avoidance of risk for self and others) and <b>safety</b> (including behaviour and strategies to employ in different settings)  <b>Diversity and equality</b> (in all its forms)  <b>Power</b> (how it is used and encountered in a variety of contexts)	<b>Autumn 1: Core theme 2: Relationships</b>	<b>Autumn 2: Core theme 1: Health and wellbeing</b>
	<b>Pupils should be taught:</b>  How to develop and maintain a variety of healthy relationships, within a range of social/cultural contexts  How to recognise and manage emotions within a range of relationships  How to recognise risky or negative relationships including all forms of bullying and abuse	<b>Pupils should be taught:</b>  What is meant by a healthy lifestyle  How to maintain physical, mental and emotional health and wellbeing  How to manage risks to physical and emotional health and wellbeing  Ways of keeping physically and emotionally safe
	<b>Essential Skills</b>	

<p>including persuasion, bullying, negotiation and 'win-win' outcomes)</p> <p><b>A healthy</b> (including physically, emotionally and socially) <b>balanced lifestyle</b> (including within relationships, work-life, exercise and rest, spending and saving and diet)</p>	<p>Active listening Awareness of own needs Drawing conclusions Empathy Making decisions and choices Managing risk and personal safety Perception of how peers show feeling Recognising safe sources of support Resilience Resolving conflict Self-management Self-reflection</p>	<p>Active listening Affirming self and others Analysing and evaluating situations Communicating ideas and views to others Drawing conclusions Empathy Giving constructive feedback to others Looking at evidence Making decisions and choices Managing pressure and stress Managing risk and personal safety Recalling and applying knowledge and skills Recognising need for peer approval Recognising distorted thinking Resilience Self-managing feelings Self-reflection Setting challenging goals for self Team working</p>
--	--	--

	<p><b>Key stage 1</b> <b>Year 1 and 2</b> <b>Minimum 10 sessions to include:</b></p>	<p><b>Lower key stage 2</b> <b>Year 3 and 4</b> <b>Minimum 10 sessions to include:</b></p>	<p><b>Upper key stage 2</b> <b>Year 5 and 6</b> <b>Minimum 10 sessions to include:</b></p>
<p><b>Core theme 2: Relationships</b></p>	<p><b>Feelings and emotions:</b> recognise feelings in self; special people; behaviour and how people's bodies and feelings can be hurt</p> <p><b>Healthy Relationships:</b> secrets and surprises; working together; boundaries and relationships; resolving conflict; teasing and bullying</p>	<p><b>Feelings and emotions:</b> Recognising and managing different feelings; keeping something confidential or secret; recognising and managing dares</p> <p><b>Healthy relationships:</b> recognising aspects of a healthy relationship; physical boundaries within different relationships; working together; behaviour; resolving conflict</p>	<p><b>Feeling and emotions:</b> recognising and responding to others' feelings; keeping a confidence or a secret; recognising and managing dares</p> <p><b>Healthy relationships:</b> understanding what constitutes a healthy relationship; how actions and behaviour can affect relationships; boundaries within relationships; working together; conflict negotiation</p>
<p><b>Core theme 1: Health and Wellbeing</b></p>	<p><b>Healthy lifestyles:</b> Keeping our bodies healthy; likes/dislikes and choices; recognising and managing different feelings; personal hygiene</p>	<p><b>Healthy lifestyles:</b> Making informed choices; balanced diet; hygiene</p>	<p><b>Healthy lifestyles:</b> What influences our choices about health and wellbeing</p>

While not defining character for schools, the DfE has described character as a set of traits, attributes and behaviours such as: perseverance, resilience and grit; confidence and optimism; motivation, drive and ambition; neighbourliness and

community spirit; tolerance and respect; honesty, integrity and dignity; conscientiousness, curiosity and focus.

Therefore, specifically for this reason, we follow the Character Planning from the PSHE Association in addition to the above.

## **4 Statement of Responsibilities of all Stakeholders:**

### **4.1 The Governing Body**

The governing body has a responsibility to ensure that statutory obligations with regard to PSHE (and Citizenship) are being met and that the school has an up-to-date PSHE policy that describes the content and organisation of PSHE. The PSHE subject leader via the Headteacher will provide reports to the Governing body on progress in PSHE. It is good practice to identify a link governor for PSHE. The policy should be reviewed at least every three years or sooner if necessary.

The governing body has the responsibility to ensure the school is meeting requirements under the equalities legislation (Equalities Act 2010) so they need to ensure the curriculum reflects the diversity of modern Britain.

The governing body has the responsibility through the statutory guidance 'Keeping children safe in education' (2015) to consider how pupils may be taught about safeguarding, including online, through teaching and learning opportunities, as part of providing a broad and balanced curriculum. This may include covering relevant issues through PSHE, and /or for maintained school through SRE. Specific issues referred to in the document include sexual exploitation, domestic violence, bullying including cyber bullying, sexting and teenage relationship abuse.

### **4.2 The Headteacher**

The Headteacher has responsibility for the day-to-day management of all aspects of the school's work, including teaching and learning. The Headteacher's responsibilities in respect of PSHE are to:

- Work with governors to ensure compliance with the statutory requirements
- Liaise with the PSHE co-ordinator to ensure the effective delivery of PSHE within the curriculum is being monitored
- Keep the governing body fully informed of provision, issues and progress around PSHE issues
- Act upon any concerns which may arise from pupil's disclosure during PSHE sessions
- Monitor staff training requirements in relation to effective teaching and learning of PSHE
- Ensure parents/ carers are informed when their children will be taught SRE to support a partnership approach but also that they do have the right to withdraw their child from any SRE that is not part of the National Curriculum Science programme
- Lead Safeguarding, Child Protection and SMSC.

### **4.3 The PSHE Co-ordinator (based at Richmond Methodist School)**

The school has a co-ordinator for PSHE to coordinate the different strands, however separate aspects are also led by other members of the PSHE team respectively, for example SMSC, PREVENT, Behaviour, SRE, e-safety.

In respect of PSHE, responsibilities are to:

- Ensure the implementation and quality of long term and medium term PSHE schemes of work
- Ensure that all staff are confident in the skills to teach PSHE, as trained, confident and competent staff are essential to raise standards in SRE
- Consider the needs of all pupils, and to achieve this recognise that the school might need to address some specific issues.
- Consult with pupils to inform provision around PSHE and use the schools' Growing up in North Yorkshire bi-annual survey results to inform planning
- Access appropriate training
- Monitor and advise on PSHE organisation, planning and resource issues across the school – along with the Leads in the relevant aspects.
- Ensure procedures for assessment, monitoring and evaluation are included
- Liaise with any service provision to support aspects of PSHE
- Co-ordinate with external providers to ensure their provision meets the outcomes of the planned provision using age appropriate materials
- Liaise with the Year 5/6 teachers who likewise will liaise with the Headteacher to ensure parents/carers are informed when their children will be taught SRE to support a partnership approach but also that they do have the right to withdraw their child from any SRE that is not part of the National Curriculum Science programme

### **4.4 Parents / Carers**

A school should aim to work in active partnership with families, value their views and keep them informed of the PSHE provision. Families could be signposted to a range of supporting websites to enable them to talk to their children about a range of issues: e.g growing up, sexual health, substance misuse, e-safety etc If a parent/carer has any concerns about the PSHE provision then time should be taken to address their concerns. Families can be invited to review the resources and can contact the Headteacher with any queries or concerns.

The Parental Right to withdraw their child from SRE lessons needs to be included in the SRE policy. Under section 405 of the Education Act 1996, parents may opt to withdraw their children from SRE lessons. Parents have the right to withdraw their children from all, or part, of sex and relationship education, which is not part of the National Curriculum. Parents should be notified in writing of the programme and the content for SRE and reminded of their right to withdraw their children. Parents wanting to exercise this right are invited to see the Headteacher or Class Teacher who will explore their concerns. If a child is withdrawn they will be provided with alternative work for the duration of the lessons they should not be removed from school for the duration of the lesson and consideration will be given on how to protect a pupil from the possible reaction of their peers to this withdrawal.

### **4.5 External agencies**

Whilst the responsibility for organising and delivering most, if not all, of the PSHE programme rests with the school, there may be times when an external contributor can add value and bring to the classroom additional experience, skills or knowledge that teachers may not always have. However they may not possess the skills of organising teaching and learning or managing behaviour. The Partners in School form (see appendix 5 in the North Yorkshire guidance on developing a PSHE policy) is strongly recommended to be used when planning, and for evaluating the input of an external contributor. By using this it is more likely that clear learning outcomes will be established, effective teaching and learning will be used, and that the work will be tailored to the target audience. It is essential to ensure that at all times a member of staff is present when an external contributor is working with pupils. The visitors input will be more effective if a teacher provides the context and follow up to the session. All external visitors should have Disclosure and Barring Service check (DBS).

## **5 Teaching and learning style (Methodology)**

- 5.1** Teaching and learning: • Establishes the right learning climate • Has high expectations • Builds on what learners already know • Developmentally appropriate and culturally sensitive • Based on skill development as well as knowledge • Uses a range of learning styles • Based on 'real' issues that engage and motivate pupils • Uses up to date resources and new technology • Uses high quality display

## **6 PSHE and citizenship curriculum planning**

- 6.1** Planned and taught programme • Equal time, status and resources to other subjects • Meets statutory requirements • Enhanced opportunities beyond the classroom and school day • Cross curricular dimensions

- 5.2** We also develop PSHE and citizenship through activities and whole-school events, e.g. the school council representatives from each class meet regularly to discuss school matters. We offer a residential visit to **Marrick and East Barnby** in Key Stage 2, where there is a particular focus on developing pupils' self esteem and giving them opportunities to develop leadership and co-operative skills.

## **6 Foundation Stage**

- 6.1** We teach PSHE and citizenship in Foundation Stage classes as an integral part of the topic work covered during the year. As the Foundation Stage class 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, social and emotional development as set out in the ELGs. We also support citizenship education in Foundation Stage classes when we teach aspects of the specific area 'Understanding of the World'.

## **7 Teaching PSHE and Inclusion**

- 7.1** At our school we teach PSHE and citizenship to all children, whatever their ability. PSHE and citizenship forms part of the school curriculum policy to provide a broad and balanced education to all children. Through our PSHE and citizenship teaching we provide learning opportunities that enable all pupils to make progress. We do this by setting suitable learning challenges and responding to each child's different needs. Assessment against the National Curriculum allows us to consider each child's attainment and progress against expected levels.

## **8 Assessment and recording**

- 8.1** Planned part of teaching and learning • Clear learning objectives and outcomes • Success criteria • AFL • Measurable progress (Growing up in North Yorkshire Survey /Wellbeing indicators) • Pupils and parents know what general progress they are making and how to improve.

- 8.2** Using the North Yorkshire PSHE and Citizenship planning and assessment tool, Key Stages 1-2, September 2015, staff will make judgements about pupil's knowledge, understanding and skills at age related expectations. This will be a formative process, undertaken by teacher and pupil. The assessments will be summatively recorded by the teacher during the year and reported on to the next teacher/parents through the Personal Statement part of the school report, at the end of the year.

### **8.3 Procedures for assessment, monitoring, evaluating and reviewing.**

- We will consult and involve pupils in planning to meet their needs and address the issues they are facing- prior learning assessed through prelearning discussion/task and evaluated after a block, with pupil contributions stored.
- Through the teaching of philosophy, children will be able to reflect on their own learning to support them making connections between what they learning in PSHE and their current and future 'real life' experiences.
- Learning will be assessed according to Age related expectations as laid down in the NYCC PSHE and Citizenship planning and assessment tool,
- Pupil's learning will be evidenced through interactive display, written work and annotated pictures.
- We will reflect the key aspects from the schools 'Growing up In North Yorkshire' bi-annual survey in our curriculum.
- Staff training needs will be identified according to national and local initiatives, staff identifying areas of knowledge they need strengthening and whole school strategic PSHCE policy.
- Resources are chosen strictly and in line with our principals. They are evaluated every two years.

### **8.4 Confidentiality and Safeguarding issues are addressed**

- As PSHE education works within pupils' real life experiences, it is essential to establish a safe learning environment. All staff who deliver PSHE develop ground rules with the pupils to support the teaching of sensitive issues through specific SRE guidance and close direction by the SLT.
- Staff are trained in effective PSHE methodology where appropriate.
- What is the agreed procedure for all staff to manage the asking of an inappropriate question and are all staff aware of the agreed procedures?
- All staff are up to date with their child protection and PREVENT training.
- All staff, adults who work in school and pupils are aware of the confidentiality policy

### **8.5 Pupils are advised where to get confidential advice**

- The website has a wealth of information to help children and their parents. The SRE we teach also equips children with information as to who to go to for help both in and out of school.
- The school is aware of local support services / on-site support services and staff who are teaching PSHE ensure they provide up-to-date information to the pupils.