



Clarendon Primary School & Children's Centre
PSHE and Citizenship Policy
'Doing our best to achieve our best'

CONTEXT

PSHE - Personal, social, health, economic education is a planned programme of learning opportunities and experiences that help children and young people grow and develop as individuals and as members of families and communities. It helps to equip them with knowledge, understanding and practical skills, appropriate to their age and maturity, in order to live healthy, safe, fulfilled and responsible lives. PSHE also enables children and young people to reflect on and clarify their own values and attitudes, and explore the complex and sometimes conflicting range of values and attitudes they encounter now and in the future. PSHE makes a significant contribution to children and young people's personal, spiritual, moral, social and cultural development and the ability to understand and reflect upon fundamental British values such as inclusion, acceptance and honesty.

CITIZENSHIP - Citizenship education helps to enable children and young people to make their own informed decisions and take responsibility for their own lives and their communities. It aims to raise awareness of their own, as well as other peoples, rights and responsibilities as citizens in both the social and political world. Citizenship education highlights a range of issues, such as the welfare of others, and enables children and young people to be knowledgeable and articulate in reflecting upon their opinions and arguments, assisting them to become increasingly active and responsible in their communities, and supporting them in realising the capability they have on influencing the world. Citizenship education assists schools in promoting the fundamental British values of democracy, the rule of law, individual liberty; furthering mutual respect, appreciation and harmony between people with different faiths, beliefs, cultures and traditions.

POLICY AIMS

- To provide pupils with the knowledge, understanding, attitudes, values and skills they need in order to reach their potential as individuals and within the community.
- To encourage pupils to take part in a wide range of activities and experiences across and beyond the curriculum, contributing fully to the life of their school and communities; and as a result learning to recognise their own worth, work well with others and become increasingly responsible for their own learning.
- For pupils to reflect on their experiences and understand how they are developing personally and socially, whilst having an opportunity to 'tackle' many of the spiritual, moral, social and cultural issues that are part of growing up.
- For pupils to learn to understand and respect our common humanity; diversity and differences so that they can appreciate empowering values and go on to form the effective, fulfilling relationships that are an essential part of life and learning.

OBJECTIVES/PUPIL LEARNING OUTCOMES

The PSHE/Citizenship programme will support the development of the skills, attitudes, values and patterns of behaviour, which enable pupils to:

- To become an active citizens within the local and wider British community
- To develop tolerance, respect and an understanding towards people from other cultures
- Have a sense of purpose
- Develop the ability to reflect upon situations and circumstances
- Assess risk and possible consequences
- Value and respect themselves and others
- Form and maintain positive healthy relationships

- Make and act on informed decisions
- Communicate effectively
- Apply a restorative approach to conflict resolution
- Work with others effectively
- Respond positively to challenge and appropriately manage feelings of anxiety
- Be an active partner in their own learning
- Explore issues related to living in a democratic society
- Become healthy and fulfilled individuals

PUPIL VOICE

At Clarendon Primary School, we feel that the PSHE curriculum can benefit, and increasingly address pupil need when pupils are consulted about their own personal, social and citizenship development. Pupil consultation can take place across the whole school, within particular classes, via the school council or through the use of focus groups. Pupils should consider questions such as:

- What sort of person they would like to be by the time they leave this school?
- What qualities, skills, attitudes and values are important to them as people?
- What key issues they would like to address through their PSHE and Citizenship curriculum?
- Are there any behaviours/issues/circumstances specific to their school and community that they would like to examine?
- How confident are they at doing and saying the things they want to say and do?

This can be developed further by asking pupils how they feel the school could support their learning in relation to these issues and what wider initiatives the school could implement to support them e.g. friendship benches, peer mentoring systems, peer mediation, school council/active citizenship, transition projects.

THE ORGANISATION OF PSHE AND CITIZENSHIP WITHIN THE SCHOOL

PSHE takes a whole school approach and is planned to address mental health and wellbeing. PSHE, as a subject, helps to embed our school aims, school values, the behaviours required to engage successfully and embed important safeguarding principles as well as promote children's ongoing SMSC, (spiritual, moral, social and cultural) development.

PSHE and Citizenship is timetabled and discretely taught on a weekly basis in each class. It is also taught through cross-curricular opportunities, for example Relationships and Sex Education and Drug Education within Science, e-safety within Computing, Healthy Living within PE and Healthy Eating within Design Technology.

PSHE and Citizenship is generally taught by the class teacher or a HLTA within the school.

Questions asked by pupils will be answered in a way that is appropriate to their age, maturity, understanding and need. Correct vocabulary for terms will generally be used during PSHE lessons, in line with all other curriculum subjects. Often questions will be addressed to the whole class, but should the need arise, questions may be answered on an individual or small group basis. Professional judgement will be applied here and undertaken in line with the school safeguarding policy. On occasions it may be considered that the people/person best placed to answer a pupil's question is their family/carer/s, and the school will liaise with the pupil's family appropriately.

In addition to the taught PSHE and Citizenship curriculum we provide enrichment activities to support the curriculum such as a Healthy Schools Week, Anti-Bullying Week, Cycling Proficiency, Young Enterprise, NSPCC workshops and many more.

The residential experiences in Years 4-6 make an important contribution to the pupils' personal, social, emotional and citizenship development. Assemblies support the delivery of PSHE and Citizenship through planned themes and are used to focus upon specific values, activities and topics; for example

respect, care, compassion, inclusion and equality as well as national initiatives, celebrations and reflections.

THE SCHOOL'S PSHE CURRICULUM – SCHEME OF WORK

At Clarendon Primary School we follow the National Curriculum and the PSHE Association Programme of Study to deliver an annual developmentally progressive scheme of work which incorporates the specialist areas of:

- Relationships and Sex Education
- Drug Education
- Economic Wellbeing and Financial Capability
- Emotional Health and Wellbeing
- Safety Education
- Healthy Eating/Healthy Lifestyles

The school fulfils its statutory duty (DfE, 2014) to publish its curriculum (including PSHE) online and the PSHE Curriculum is available to view on the school website on each year group's curriculum map. More detailed overviews can be provided on request.

PARENT/CARER INVOLVEMENT

We believe that it is important to have the support of parents/carers and the wider community for the PSHE and Citizenship curriculum. Parents/carers are provided with opportunities to find out about and discuss the schools' programme through:

- parent/carer curriculum subject events / information meetings
- parent/carer consultation evenings
- involvement in policy and curriculum development through Parent Forums
- information leaflets/displays
- the school website and the school newsletter

THE USE OF EXTERNAL CONTRIBUTORS

External Contributors, e.g. school/family planning nurses, community police, fire officers, local experts, parents, local and/or national charities, and PSHE based production groups can make a valuable contribution to the PSHE/Citizenship programme. Their input should be carefully planned and monitored so as to fit into and complement the programme. External contributors are used where this adds 'additional' value to that of a school member of teaching staff. They are expected to comply with the school's Safeguarding Procedures before, during and after the event.

EFFECTIVE PSHE PEDAGOGY

A variety of teaching and learning strategies, which take into account pupils' age, development, understanding and needs are used to deliver PSHE and Citizenship. Pupils need to work in a safe, secure climate to be able to explore their own and others' attitudes, values and skills. Teachers and staff should be sensitive to pupil and family situations and backgrounds and give consideration to these issues when planning the lessons.

Effective PSHE/Citizenship lessons will involve a high level of interaction where each pupil has planned opportunities for learning through:

- the effective use of PSHE Ground Rules or a PSHE Class Charter / Class Code of conduct
- the development of a trusting relationship between the teacher and the pupils enabling the consideration of sensitive issues to take place
- collaborative work
- opportunities for reflection
- challenge and risk within a safe environment

- respect for each genuinely made contribution
- negotiation
- accommodating new information and skills
- building on current experience and using first-hand learning to achieve positive ends

MONITORING, EVALUATION, ASSESSMENT, RECORDING AND REPORTING PROCEDURES

MONITORING

The PSHE and Citizenship Leader will monitor the delivery of PSHE with the Senior Leadership Team through observation, planning, work sampling, learning walks, and discussions with teaching staff and pupils to ensure consistent and coherent provision. The Surrey Healthy Schools Annual Review process will also be used as it helps monitor provision and identify strengths and areas for development.

EVALUATION: Evaluation of the PSHE curriculum will be conducted through pupil and teacher evaluation of content, activities and learning processes and through opportunities to share and review good practice at staff meetings.

ASSESSMENT: Assessment is a planned part of teaching and learning which helps to set clear expectations for standards and achievement. It ensures progression in teaching and learning and motivates pupils because they become partners in the assessment process. Assessment in PSHE and Citizenship allows pupils to be clear about strengths and weaknesses in their learning, and enables teachers to be clear about the achievements of their pupils and how their learning might be improved.

Ongoing formative assessment of children's understanding, relating to the topics and themes being studied, will be undertaken throughout each lesson with information gained used to support the future planning and delivery of lessons. Assessment should be in-line with QCA Guidance on Assessment, Recording and Reporting, which can be found at www.surreyhealthyschools.co.uk. Teachers may also use the end of Key Stage Statements for PSHE and Citizenship as well as 'The PSHE Association documentation on Assessment' to support this process. Where possible assessment should be carried out in line with other curriculum subjects and follow the school's Assessment Policy.

RECORDING AND REPORTING: Information and records on academic achievements are maintained for every pupil. Information about a child's progress and attainment in PHSE is summarised on their end of year report to parents, with additional comments made regarding their attitude to learning, involvement in school life, relationships and interactions with others and ability to overcome challenges and difficulties.

LINKS WITH OTHER POLICIES

We recognise that there are clear link between PSHE and the following policies and staff are aware of the need to refer to these policies and documents when appropriate:

- Relationships and Sex Education Policy
- Drug Education Policy
- Teaching and Learning Policy
- Assessment Policy
- Equalities policy and Single Equality Scheme
- Safeguarding and Child Protection Policy (*this includes Child Sexual Exploitation and anti-radicalisation*)
- Behaviour Policy
- Anti-bullying Policy
- Sports premium development / action plan
- E-safety Policy
- Medicines Policy
- SEN policy

TRAINING AND SUPPORT FOR STAFF

All staff benefit from specific PSHE/Citizenship training in order to enhance their PSHE delivery skills. Opportunities are provided for staff to identify individual training needs on a yearly basis and relevant support is provided. In addition to this, support for teaching and understanding PSHE issues is incorporated in our staff INSET and staff meeting programme, drawing on staff expertise and/or a range of external agencies where necessary.

All staff have access to the following useful websites:

- Surrey Healthy Schools www.surreyhealthyschools.co.uk
- PSHE Association www.pshe-association.org.uk
- Sex Education Forum www.sexeducationforum.org.uk
- Mentor ADEPIS (alcohol and drug education and prevention information service) <http://mentor-adepis.org/>
- PfEG (personal finance education group) <http://www.pfeg.org/>
- RoSPA (royal society for the prevention of accidents) <http://www.rospace.com/>
- Young Minds <http://www.youngminds.org.uk/>
- Active Surrey <http://www.activesurrey.com/>
- Children's Food Trust <http://www.childrensfoodtrust.org.uk/>
- Healthy Surrey <http://www.healthysurrey.org.uk/>

MONITORING, EVALUATION AND REVIEW:

This policy will be monitored, evaluated and reviewed by the PSHE leader in consultation with Headteacher, senior leadership team, governing body and school staff.

The PSHE leader and staff will ensure that the policy is implemented, reporting any concerns and challenges to the Headteacher and senior leadership team.

Parents are asked to support the policy and to actively encourage their child/ren to be a positive member of our school community.

Policy Review:

Date reviewed: Spring term 2016
Review date: Spring term 2019