

Lakeside Primary School

“Believe, Aspire and Achieve”



Policy for Personal, Social and Health Education and Citizenship

Reviewed January 2018
Agreed by Staff – 27.2.13
Agreed by Governors – 27.3.13
Review Date – February 2019

“Believe, Aspire and Achieve”



Lakeside Primary School

Policy statement for PSHE and Citizenship

Background

Lakeside Primary School is a co-educational day school in the centre of Doncaster.

How the policy was formulated

The policy was developed in consultation with staff and governors, children and parents, using the Healthy School's Framework.

Rationale

At Lakeside Primary School each pupil is valued by the school for his/her individual strengths and potential. PSHE and citizenship are fundamental in providing pupils with the knowledge, skills and understanding that they need in order to lead confident, healthy and responsible lives in the classroom, in school and in the wider community.

PSHE and Citizenship aims to develop the emotional literacy of the child and does not focus on academic ability. This is in keeping with the ethos of Lakeside Primary School which encourages an awareness of each other's importance in terms of individuality, gender, culture and race. It is important to provide opportunities to reflect upon spiritual, moral, social and cultural issues and to learn about British Values and their responsibilities and duties as well as their rights. Children will learn to recognise and respect human diversity, religious and ethnic identities and to form effective relationships.

Pupils are encouraged to participate in a wide range of activities and experiences and to play an active role within the life of the school and the wider community. In doing so they learn to recognise and develop their sense of self worth and take increasing responsibility for their own learning.

Aims

- To develop positive attitudes and good behaviour so that pupils mature into confident, independent individuals with enduring values, moral principles and understanding of right and wrong
- To develop children's understanding of British values of democracy, tolerance, the rule of law, individual liberty and mutual respect
- To provide a supportive environment where each child feels valued and appreciated

- To provide a pleasant and stimulating physical environment, reflecting the achievements, care and pride of everyone who uses the school.
- To develop children's self-confidence and self-esteem, enabling them to recognise success, celebrate achievement and fulfil their potential.
- To develop respect for themselves, each other and the environment.
- To help children recognise both their rights and responsibilities as part of the school and wider community. To give them opportunities to both benefit from and contribute to these communities.
- To encourage pupils to take greater responsibility for their own actions and to recognise that their behaviour affects others.
- To develop the knowledge, skills, values and understanding enabling pupils to become active and responsible citizens.
- To know and understand what constitutes a healthy lifestyle so that pupils develop positive attitudes about their bodies and make informed choices to enjoy a safe, healthy lifestyle.
- To recognise how society is organised and governed.
- To give children a democratic voice on issues which directly affect them.
- To empower pupils take increasing control of their lives and make independent and informed choices.
- To enable children to develop worthwhile and fulfilling relationships and respect the differences between people.
- To teach children how to keep themselves safe in both the physical environment and online.

Objectives

A valid PSHE and Citizenship curriculum will provide children with the opportunities to

Work effectively by

- Identifying and developing their own strengths.
- Evaluate what they have learned and understand how this could be useful in their life and stimulate children to ask questions
- Developing skills to listen to and recognise a line of argument and be able to express their own thoughts, feelings and emotions in debates and decision making situations.
- Working effectively in groups with peers, other students and outside agencies.
- Developing the confidence to approach new situations and enterprises appropriately and enthusiastically.
- Providing a foundation which will allow children to consider career choices in their later life by developing knowledge of the world of work and of basic financial management
- Developing healthy bodies, a wide range of physical skills and an awareness of factors which affect health.

- Developing an awareness of their body and its potential, understanding of how the body works, grows and develops and the knowledge and skills to express bodily needs and to look after it
- To dispel myths and misconceptions about sex and drugs
- To develop the skills of critical thinking, problem solving, decision making and target setting
- To develop trust, open-mindedness with and the ability to consider issues from a range of viewpoints
- Promote the development of a range of key skills enhanced by the PSHE/C programme through an integrated and progressive PSHCE curriculum, including a balanced range of teaching methods with particular reference to:
 1. Communication
 2. Working with others
 3. Problem solving
 4. Improving own learning

Develop effective relationships by

- Improving self confidence and self esteem.
- Celebrating the successes and achievements of individuals.
- Recognising, naming and dealing with feelings in a positive way.
- Considering ways and developing skills to develop good relationships in work, play, family and social situations within and beyond school.
- Considering a range of ways to avoid and resolve conflict within their lives and teaching children to resist negative peer pressure

Value and respect themselves and others by

- Recognising their own and others value to the school, community and society.
- Recognising and challenging inequalities based on racism, sexism, gender orientation and social class
- Developing tolerance and respect for the feelings of others and a sense of “belonging” to the school and wider community..
- Recognising the need for following accepted rules and codes of behaviour.
- Identifying strategies for promoting a safe and healthy lifestyle.
- Develop awareness of dangers and skills to keep themselves safe, including online safety.
- Supporting local and national initiatives in order to raise awareness of personal and social issues.
- Supporting the work of the school council which gives opportunities for children to put forward and discuss their own viewpoints.
- Promoting the physical, emotional and social safety of all members of the school by ensuring that staff, children and visitors to the school are aware of relevant procedures and take responsibility for their own and others safety, including e-safety.
- To involve families and community in the furthering of these aims.

Policy into practice

All aspects of PSHCE teaching, including drugs, relationships and sex education and e-safety lessons will be appropriate to the age and needs of the child and will be approached in a caring and sensitive manner. The teaching is differentiated for individual pupils or groups of children by classteachers who are familiar with their needs as an integral part of their planning and ongoing assessment. Teaching will be flexible and take advantage of a wide range of groupings in which there will be an emphasis on discussion, questioning, debate and exploration of a range of perspectives.

To ensure progression in understanding and knowledge, children will revisit themes at regular intervals in their school career, building on and expanding previous teaching and learning. The teachers will use the children's current knowledge as the starting point.

PSHE and citizenship cannot simply be taught. They must be experienced through the values and ethos of the school and its partnerships with parents and the wider community. PSHE and Citizenship are inherent in every aspect of school life. It therefore demands a "whole school" approach, involving staff, pupils, parents, governors and members of the wider community. Such an approach is most effective because many aspects of school life influence pupils' personal and social development. As such, messages are constantly being delivered to pupils on a daily and implicit basis through the attitudes, values and ethos that the school embraces.

Teaching and Learning

PSHE in the Foundation Stage reflects the aims of developing a child's Personal, Social and Emotional Development as set out in Development Matters and the Early Learning Goals. The Webster Stratton emotional literacy, communication and social skills programme offers a specific intervention for children needing additional support.

PSHE and Citizenship will be made explicit to the children in KS1 and KS2 in line with the National Curriculum statements for PSHE and Citizenship and in accordance with the Doncaster Healthy School's Programme. This will be delivered via the use of the "Jigsaw" scheme of work, drugs education, e-safety, financial literacy and enterprise, and "Stonewall" gender equality resources.

In addition, opportunities arise in curriculum subjects for the explicit discussion of issues relating to PSHE and Citizenship. We therefore adopt a cross – curricular approach, teaching through a range of subjects, approaches, methods and styles. It will often be in discrete allocated lessons, but can also be explored in other subjects including PE, Literacy and drama, RE and Science.

Circle time provides an opportunity to promote relationships, teamwork and mutual understanding. Circle time will also be used to respond to issues that arise within a classroom context. PSHE / Citizenship is also delivered through assemblies, whole school events, via School Council, and where relevant, visitors from outside agencies. Where visitors are used to support and extend classroom teaching, the class teacher should always be present and retains overall responsibility in the classroom.

Effective teaching of PSHE and Citizenship involves a range of teaching strategies including:

- Group work
- Circle time
- Debate
- Discussion
- Role play
- The use of visitors and outside agencies

There is a strong emphasis on active learning and pupil participation giving children ownership and responsibility for their own learning. Children are encouraged to:

- Assess evidence
- Negotiate and solve problems
- Make decisions and judgements
- Empathise
- Pose questions
- Reason
- Work together and learn from one another

Assessment

There are two main strands for assessment in PSHE and citizenship.

- i) Children's knowledge and understanding of information on health, safety, the need for rules, and the meaning of ideas such as democracy.
- ii) Children's ability to use this knowledge in developing skills and attitudes, for example through sharing in discussions and group work, managing conflict, making decisions and forging positive relationships.

Citizenship and PSHE are difficult to assess as they are based on attitudes, values and interpersonal skills. Much assessment requires personal observations of the children's behaviour, attitudes, interactions with others, levels of self confidence, acceptance of personal or collective responsibility and so on.

There are no statutory requirements for the end of key stage assessment in PSHE and Citizenship at KS1 and KS2. However, teachers are asked to periodically submit examples of work to the PSHE coordinator. Teachers evaluate progress against the clearly defined learning outcomes in the framework and record comments on short-term plans as part of the ongoing cycle of assessment and planning. Together with examples of work, these provide evidence upon which to report to parents and other professionals. There will be an end of year PSHE comment included on the final report **which will use the PSHE statements for KS1 and KS2 as a guideline.** Individual Education or Behaviour Plans and individual diaries or weekly logs are used to monitor, assess and chart the progress and targets of children with particular needs.

Special Needs

PSHE and Citizenship is delivered to all children regardless of ability. Class teachers adapt curriculum planning and delivery to suit the needs of pupils in their class as discussed above.

Where SEN Support Plans or Individual Behaviour Plans identify targets relating to personal development, teachers will create learning opportunities to support the children in achieving these goals.

Children with physical disabilities participate fully in every aspect of school life, with the support of special equipment and/or adult help.

Equal opportunities

All children have an equal entitlement and access to the PSHE and Citizenship curriculum regardless of gender, race or culture. We acknowledge that learning is influenced by social and cultural experience and teaching will be sensitive to ability, maturity, gender, gender orientation, ethnic and religious backgrounds of pupils. When matching teaching to the needs of pupils, staff take account of their age, maturity, prior knowledge and understanding, interests or disabilities. Teaching reflects the children's particular circumstances and will have relevance for them in the context of their own lives. No child is excluded from any experience or area of the curriculum unless parents exercise their right of withdrawal from certain lessons.

Stereotyping in terms of ethnicity, race and gender are to be avoided. Where appropriate, teaching resources should reflect the cultural and ethnic diversity of society. All children will be given the opportunity and the encouragement to recognise their importance.

Relationships and Sex Education

RSE is delivered as part of the PSHE and Citizenship programme. Please refer to the RSE policy for further information.

Drug, Alcohol and Tobacco Education

Drug Education will be delivered within our programme in line with the National Curriculum for Science, informed by the National Framework for PSHE and Citizenship at Key stages 1 and 2, DFES drugs education guidance and Doncaster Healthy School's Programme.

Our Smoke Free Environment Policy does not permit smoking on school premises.

Please see the Drugs and Smoke Free Environment policies for further information.

Confidentiality and Child Protection

Members of staff cannot offer or guarantee absolute confidentiality. A child's confidentiality will be maintained by the teacher or member of staff concerned unless this person believes that a child is at risk or in danger.

Please see Confidentiality, Child Protection and Safeguarding policies for further information.

Management of subject area

The subject leader will

- Audit the PSHE curriculum
- Undertake regular monitoring and evaluation of PSHE and Citizenship delivery across the school.
- Provide guidance and support for staff.

Links to other policies

- Child protection
- Safeguarding
- Confidentiality
- Health and Safety
- Behaviour
- Anti-Bullying
- Equality
- Science
- Physical Education
- RSE
- Drugs
- Smoke Free Environment
- E-Safety
- PE

Evaluation of Policy

The school operates a policy of continuous review and self-evaluation. A programme of monitoring and ongoing analysis will inform any future amendments.

PSHCE provision will be evaluated using evidence from:-

- Class teachers monitoring and assessment as an ongoing part of the teaching, evaluation and planning cycle.
- Reviews of the curriculum to accommodate new initiatives
- Maintenance of existing community links and addition of others. Evidence of community responses through correspondence and feedback from those with whom the school has been involved
- Reports to Governors and feedback to the Headteacher from parents, Governors, visitors to the school, members of the Advisory Service and OFSTED inspectors.
- Continued development of extra curricular activities and opportunities for developing initiative and independence.
- Issues raised by parents with the Headteacher and staff which are an indicator of satisfaction with both the quality of the curriculum offered and the moral, spiritual, social and physical development of pupils.
- Further indicators including the standard of pupils' general conduct in school, the number of disciplinary incidents reported to the Headteacher and records of attendance or exclusions.

J Witton

Reviewed January 2018