

South Kilworth C of E Primary School

***PSHE/ Citizenship Policy***

Adopted on \_\_\_\_\_

Signed \_\_\_\_\_

Review Date \_\_\_\_\_



## Introduction

This policy has been informed by National Curriculum non-statutory guidance KS1/2 (2000).

## Description of School

South Kilworth C of E Primary School is a small voluntary controlled school in rural Leicestershire for girls and boys aged 4-11. The children come from the village and surrounding areas. The school has close links to the Church. A proportion of children have SEN and a significant proportion are in receipt of the pupil premium. The school has an active PTA, which involves itself in fund raising.

## Aims for the School Curriculum

- The school curriculum aims to provide opportunities for all pupils to learn and to achieve.
- The school curriculum aims to promote pupils' spiritual, moral, social and cultural development and prepare all pupils for the opportunities, responsibilities and experiences of life.

These two aims reinforce each other, the personal development of pupils, spiritually, morally, socially and culturally, plays a significant part in their ability to learn and achieve. Development in both areas is essential to raising standards of all pupils.

## Rationale

Personal, Social and Health Education (PSHE) and Citizenship help to give pupils the knowledge, skills and understanding they need to lead confident, healthy, independent lives and to become informed, active, responsible citizens. Pupils are encouraged 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. In doing so they learn to recognise their own worth, work well with others and become increasingly responsible for their own learning. They reflect on their experiences and understand how they are developing personally and socially, tackling many of the spiritual, moral, social and cultural issues that are part of growing up. Pupils also find out about the main political and social institutions that affect their lives and about their responsibilities, rights and duties as individuals and members of communities. They learn to understand and respect our common humanity, diversity and differences so that they can go on to form the effective, fulfilling relationships that are an essential part of life and learning.

## The Framework for PSHE

- The knowledge, skills and understanding to be taught in 4 interrelated sections:
  1. Developing confidence and responsibility and making the most of pupils' abilities.
  2. Preparing to play an active role as citizens.
  3. Developing a healthy, safer lifestyle.
  4. Developing good relationships and respecting the differences between people.

## The Framework for Citizenship

This comprises 3 interrelated strands:

1. Social and moral responsibility.
2. Community involvement.
3. Political literacy

## Forms of Curriculum Provision

PSHE and Citizenship cannot always be confined to specific timetabled time.

At South Kilworth C of E Primary school PSHE and Citizenship is delivered within a whole school approach which includes:

- Discrete curriculum time.
  - Teaching PSHE and Citizenship through and in other subjects/curriculum areas.
  - Through PSHE and Citizenship activities and school events.
  - Through pastoral care and guidance.
- (See Appendix 1 for further details).

## Healthy Schools Award

At South Kilworth C of E Primary school we recognise the Healthy Schools Award 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 their wider sense. South Kilworth Primary achieved Enhanced Healthy School Status in 2012.

South Kilworth C of E Primary School is working with local partners and agencies to develop PSHE and Citizenship, including emotional health, sex and relationship education, drug education, safety, healthy eating and physical activity these include the Life Education van , school nurses, police, fire service, school sports partnership.

## Teaching Methods and Learning Approaches

Good teaching relies on using appropriate methods for the aim of the lesson or unit of work. All teachers are encouraged to develop a repertoire of flexible, active learning methods.

- Effective starting and ending strategies.

- High order questioning skills.
- Climate building and ground rules.
- Agenda setting.
- Working together.
- Values clarification.
- Information gathering and sharing.
- Consensus building.
- Problem solving.
- Understanding another point of view.
- Working with feelings and imagination.
- Reflection, review and evaluation.
- Circle Time.
- School Council /class council.
- Drama and role-play.

## Assessment, Recording and Reporting

Assessment in PSHE and Citizenship at South Kilworth C of E Primary School does not imply that children are failing as people or citizens. It is not a judgement on the worth, personality or value of an individual child or their family

In PSHE and Citizenship there are two broad areas for assessment:

- Children's knowledge and understanding, for example, information on health, understanding of rules, understanding of health and safety procedures, and the meaning of ideas including democracy.
- How well children can use their knowledge and understanding in developing skills and attitudes, for example through participating in discussions, group tasks and activities, managing conflict, making decisions and promoting positive relationships.

Details of Assessment recording and reporting at South Kilworth Primary School are set out in Appendix 2.

## Role of PSHE Co-ordinator

The Co-ordinator will:

- raise awareness amongst all staff of their contribution to the pupils' personal and social development and agree the overall aims, objectives and priorities
- establish a shared view of best practice to which all pupils are entitled
- lead policy development
- agree the main priorities for the pupils' personal and social development and identify the major opportunities for meeting these priorities across the curriculum
- provide appropriate support and training for staff
- monitor and evaluate the programme, including the use of outside agencies, and pupils' responses to the programme
- carry out a continuous process of review and development of the programme as part of the annual cycle of school improvement
- attend relevant courses
- order and monitor resources.

## 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. Individual teachers must use their skill and discretion in these situations and refer to the PSHE/Citizenship Co-ordinator if they need support.

For more details see Appendix 3.

## Use of Visitors

Visitors are frequently invited into school to enrich our PSHE provision. Recent visitors have included

An Olympic Torch bearer

An Olympic Athlete

Local police force

Fireman

Local doctor

Zambian Visitors

British Waterways

## Other Related Policies

- Sex and Relationship Education.
- Drug Education.
- Child Protection.
- Equal Opportunities.
- Behaviour Policy
- Health and Safety.
- Assessment, recording and reporting.
- Special Needs - see Appendix 4.
- Bullying

## Appendix 1

### Discrete Provision

This includes separately planned curriculum time based on “ Personal, Social, health and Economic Education” a scheme of work by Learning Excellence. This scheme which has been tailored for the children at South Kilworth Primary allows for good progression and enables links to other curriculum areas.

### Provision through teaching and learning in other subjects/curriculum areas

Provision for some aspects of PSHE and Citizenship is also made through other subjects including RE.

- *English*: skills in enquiry and communication, stories that illustrate aspects of personal and social development.
- *Mathematics*: aspects of financial capability, counting and sharing.
- *Science*: (including medicines), sex, health, safety and the environment.
- *Design & Technology*: health and safety, healthy eating, realising that people have needs as they generate design ideas, use of technology.
- *ICT*: communicating with others , finding information on the internet and checking its relevance.
- *History*: use of sources, reasons for and results of historical events, situations and changes, diversity within societies studied, significant people, events, ideas and experiences of people from the past.
- *Geography*: topical issues concerning environment, sustainable development, land use, study of pupils' own locality and places in different parts of the world, including less economically developed countries e.g. Zambia
- *Art and Design*: reflecting on and responding to ideas and experiences communicated through works of art, craft and design from different times and cultures.
- *Music*: making the most of abilities in playing or singing, issues of cultural diversity, their value and their expression.
- *Physical Education*: teaching and learning about health and safety, development of personal and social skills through team and individual activities, games and sports.
- *RE*: religious and moral beliefs, values and practices that underpin and influence personal and social issues and relationships.

## PSHE and Citizenship Activities and School Events

Residential experiences, visits and special days in school provide opportunities for children to plan and work together, and develop and maintain relationships under different circumstances. They can discover new qualities and characteristics through volunteering, participating and reflecting on new experiences. Recent events include;

Residential to Harrow House

RNLI training

Talks by police on stranger danger

Role playing Court scene led by local Magistrate

Visit to Houses of Parliament and participation in law making workshop

Visits from Zambian visitors

Partnership with Roan Basic School in Zambia

Visit to West Midlands Safari Park

Fire safety Talk by Fire Service

Visit to Fire Station and Hazard House

Visit by local doctor

Visiting Clergy

Lambing Day

Coventry Blitz experience

Theatre Visits

Visits by School Nurse

Foxton Locks Visit and talk by British waterways

First Aid training for Y5/6

Raising Money for Marie Curie Cancer Care

Making Christmas Boxes for Operation Christmas Child

Red Nose Day Activities



## Appendix 2

### Assessing, recording and reporting PSHE

#### a) Assessing

Assessment is as central to personal and social development as it is to any other learning process. Baseline assessment, with regular reflection on personal experiences, provides information which can be indicative of pupils' progress and achievement.

#### *The central role of self-assessment*

The individual's feelings and responses must always be respected. Sensitive teachers understand that some aspects of personal and social development are not linear, for example, self-esteem can rise and fall through the influence of events at any stage of life.

- Any judgement about self-worth has to be made by the individual. It should be their decision whether they share it with others.
- Unlike knowledge and skills, it is inappropriate to assess pupils' values. However, pupils should be encouraged to reflect on how their personal values relate to those of the school and society, and on the consequences of challenging these values.

Assessment, therefore, should allow the learner to:

- pose the questions
- make the judgement in the light of the evidence of his/her current strengths and needs
- reconsider and plan in terms of his/her growth and development.

This will have a positive impact on a pupil's self-awareness and self-esteem.

Self-assessment can be influenced by the view of others. Information from a range of sources will help pupils to see themselves through the eyes of other people.

#### *What can be assessed?*

- Factual knowledge and understanding, knowledge of facts (the effects of drugs, why hygiene is important, where support and help can be found) is the least difficult aspect of personal and social development to assess. Understanding and being able to apply knowledge may be observed and assessed in real or simulated experiences eg, during the planning of projects or in role-play.
- Personal and social skills South Kilworth Primary School ensures that pupils have opportunities to learn and practise these. They can be assessed in real or simulated activities.

#### *Who can be involved in assessing skill level and progress?*

- Individuals themselves, their peers and teachers.

#### *Opportunities to gain accreditation*

- South Kilworth Primary has a system of personal development awards which children can work towards..

b) Recording

- Children record their own progress through the personal development awards system
- Class Teachers record progress relating to key skills in citizenship, personal wellbeing and economic well being on classroom monitor.

c) Reporting

Schools are required to keep records on all aspects of pupils' development, so the pupils' annual school report includes a commentary on personal and social learning in the same manner as academic reporting.



## Appendix 3

Teachers are careful to ensure that their personal beliefs and attitudes do not influence the teaching of PSHE/Citizenship. To this end ground rules have been agreed to provide a common values framework within which to teach. There are clear parameters as to what will be taught in whole class setting and what will be dealt with on an individual basis.

### *Ground Rules and Distancing Techniques*

- Pupils will be given preparation so that they will know how to minimise any embarrassment they feel.
- No one (teacher or pupil) should be expected to answer a personal question.
- No one will be forced to take part in a discussion.
- Meanings of words will be explained in a sensible and factual way.

### *Dealing with Questions*

- Teachers should establish clear parameters about what is appropriate and inappropriate in a whole-class setting.
- Teacher should set the tone by speaking in a matter-of-fact way and ensuring that pupils discuss issues in a sensible way.
- If a verbal question is too personal the teacher should remind the pupil of the ground rules.
- If a question is too explicit, feels too old for a pupil, is inappropriate for the whole class, or raises concerns about abuse, the teacher should acknowledge it and promise to attend to it later on an individual basis.
- Teachers should not be drawn into providing more information than is appropriate to the age of the child.
- If a teacher is concerned that a pupil is at risk of abuse the Headteacher should be informed and the usual child protection procedures followed.

### Responding to Pupils' Needs when teaching PSHE and Citizenship

The importance of PSHE and Citizenship to pupils with learning difficulties

Learning PSHE and citizenship help all pupils develop as individuals in a wider society. Pupils learn to understand themselves physically, emotionally, socially and sexually and to understand their relationships with others.

In particular, PSHE and citizenship offer pupils with learning difficulties opportunities to:

- make choices and decisions
- develop personal autonomy by having a degree of responsibility and control over their lives
- make a difference or make changes by their individual or collective actions
- find out that there are different viewpoints which lead to a respect for the opinions of others.

In response to these opportunities, pupils can make progress in PSHE and citizenship by:

- developing greater control and choice
- adapting to change as they grow and develop, physically and emotionally
- moving from the personal to a wider perspective (in terms of the range of relationships and viewpoints, and consideration of other people's point of view)
- moving from an immediate time perspective to thinking about the future and reflecting on the past, *for example, how tackling things differently could lead to different outcomes.*

### Developing confidence and responsibility and making the most of their abilities relates to pupils':

- self-concept and self-awareness: the development of a sense of their own identity as a separate and distinct person which is mainly developed through interaction with familiar people and the environment
- self-esteem: the value that pupils place on themselves which is greatly influenced by the way others behave towards them. The approach of staff in valuing and respecting all pupils is therefore crucial, particularly as some pupils may have low self-esteem or a poor self-image, and may see themselves as different
- self-knowledge: thinking about themselves and getting to know their own likes and dislikes, strengths and weaknesses. Some pupils with learning difficulties may be dependent on staff to help them interpret their preferences.

Teaching this aspect across the key stages can help pupils to:

- develop a positive self-image
- explore, express and communicate their needs, feelings and opinions
- take responsibility for themselves and their belongings (initially in the classroom, in school, outside school and, later, further afield).

### Preparing to play an active role as citizens (key stages 1 and 2)

Knowledge and understanding of citizenship starts by pupils interacting with adults they know and other pupils in familiar one-to-one activities and small group

situations, as well as taking part in the regular routines, roles and responsibilities of classroom and school life. Pupils learn about the right and wrong ways to behave through the boundaries set by others. Citizenship gives contexts in which all pupils, particularly those with learning difficulties, can move from a personal view of themselves and their immediate world, towards a much wider perspective. This helps them think about other people and ways in which they can make a difference to others and the world around them. Pupils learn about the differences in people and how to value those differences.

Teaching this aspect across the key stages can help pupils to:

- make choices
- take part in group activities and discussions
- realise that all individuals are important in their own right
- recognise differences and similarities in people.

### **Developing a healthy lifestyle (PSHE)**

Developing a healthy, safer lifestyle starts with a basic awareness of the body and in daily personal care routines. Pupils may be dependent on others for their health and safety and need to have some control and autonomy within safe parameters.

Teaching this aspect across the key stages can help pupils to:

- learn about the need for personal hygiene, take part in and maintain personal hygiene routines
- develop body and gender awareness
- know when they can and should give their permission and when to withhold their permission, *for example, to communicate 'no'*.

### **Developing good relationships and respecting the differences between people (PSHE)**

Developing good relationships and respecting the differences between people begins with awareness of, response to, and interaction with, familiar and unfamiliar people and staff who are positive role models.

Teaching this aspect across key stages can help pupils to:

- develop and experience a range of relationships
- recognise and understand different types of relationships.

### **Sex and relationship education**

For all pupils, there is a need for clear, explicit and repeated teaching about sex and relationships to avoid confusion. Pupils with learning difficulties may need to specifically learn things which other pupils learn incidentally, *for example, what being 'private' actually means*. They may be more open to exploitation than other pupils and may need additional teaching to help them understand acceptable parameters and behaviours. Above all, they need the knowledge, skills and understanding to make informed, positive decisions about their own relationships and lives, and about their own safety.

### **Improving access to the PSHE framework and Citizenship curriculum**

Staff can make PSHE and citizenship more accessible by focusing on the senses. They can improve access by:

- using materials and resources that pupils can understand through sight, touch, sound, taste or smell

- organising a range of activities to compensate for a lack of first hand experiences, *for example, decision-making scenarios on CD-ROM*
- giving first-hand and direct experiences through play, visits, drama, puppets.

Staff can also improve access by:

- using ICT, visual and other materials to increase pupils' knowledge of their personal surroundings and the wider world, *for example, through stories*
- using specialist aids and equipment, adapting tasks or environments, or providing alternative activities, where necessary
- encouraging support from adults or other pupils, whilst giving pupils space and freedom to do things for themselves and allowing time to respond. Pupils with learning difficulties are often dependent on the consistent and sensitive responses and support of staff to ensure proper access to learning opportunities
- being aware of the pace at which pupils work and of the physical effort required
- balancing consistency and challenge, according to individual needs
- giving opportunities to make choices and have control in all activities.

Teaching PSHE and citizenship can help pupils develop their broader communication and literacy skills through encouraging interaction with other pupils as well as staff.