



Shipton Bellinger Primary School

Personal, Social and Health Education and Citizenship Policy

Rationale & Aims

At Shipton Bellinger School we 'learn and care together'. We want to fulfil the potential of the child as an individual, able to work independently and co-operate with others in different ways and to make learning an enjoyable experience. The child is valued as a 'whole' person.

Personal, social, health and economic education aims to help children understand how they are developing personally and socially, and tackles many of the moral, social and cultural issues that are part of growing up. It gives children an understanding of the rights and responsibilities that are part of being a good citizen and introduces them to some of the principles of prudent financial planning and understanding. Children are also taught about **British Values**, i.e. The Rule of law, Democracy, Individual liberty & Respect for those with different faiths & beliefs.

Overview

The Government's consultation into 'Relationships Education, Relationships and Sex Education, and Health Education in England' (published in February 2019) will make the teaching of Relationships Education and Health Education statutory in all primary schools in England from September 2020. Citizenship continues to be a non-statutory requirement in Primary Schools. The DfE states in section 6 that '*Our guiding principles have been that compulsory subjects should help keep children safe; help prepare children for the world in which they are growing up, including its laws in relation to relationships, sex and health; and help foster respect for others and for difference*'.

The aim of **Relationships Education** is to put in place the building blocks needed for positive and safe relationships of all kinds, starting with family and friends, and moving out to other kinds of relationships, including online. The DfE directs that this subject should complement what pupils are taught at home, with the active involvement of parents in the subject to ensure it is effective.

With regards to Health Education, the DfE encourages schools to teach the compulsory elements within a high quality PSHE programme, modified to meet the new requirements. The focus in primary school is on teaching the characteristics of good physical health and mental wellbeing. It is clear that mental wellbeing is a normal part of daily life, in the same way that physical health is. We also want children to be able to recognise and talk about their emotions, as well as understanding that it is common for people to experience mental ill health at some point in their lives. For many people who experience mental ill health, the problems can be addressed by having access to the right support as early as possible.

Framework

The programme of study at Shipton Bellinger Primary School is based on three core themes, within which there is broad overlap and flexibility.

1. Health and Wellbeing
2. Relationships
3. Living in the Wider World

A whole school approach is used to implement the framework.

Objectives

The PSHE programme of study will continue to be an integral part of the school curriculum and should always be taught in a sensitive manner appropriate to the needs of the individual child, it also supports many of the principles of good Safeguarding for our pupils (see Safeguarding Policy).

Our Key objectives:

- developing pupils' confidence, responsibility and making the most of their abilities;
- preparing them to play an active role as citizens;
- developing a healthy & safe lifestyle;
- understanding safety issues that will affect themselves and others;
- developing good and respectful relationships;
- respecting differences between people;
- being independent, responsible members of the school community;
- being positive and active members of the wider community.

Teaching and Learning Style

A variety of teaching and learning styles will be used when delivering PSHE and Citizenship. These may include discussion, investigation, problem-solving, videos and stories. Resources and strategies such as **Thrive, SEAL (Social & Emotional Aspects of Learning), Circle Time and Rights Respecting Schools** information will also be regularly used. In addition, teachers will aim to set aside time in class to discuss matters arising from **school council** meetings. Children are encouraged to take part in a range of tasks that promote active citizenship, for example: charity fundraising; helping with special school events; environmental campaigns or involvement in helping others less fortunate than themselves. The school also invites members of the community or charitable organisations to visit the school to help the pupils to further understand important areas of the subject, e.g. **local police** talking about the rule of law, **NSPCC** talking about how to stay safe. Being a school with a large percentage of service families, we also seek frequent contact with local regiments to work on special projects for the children.

Children have opportunities to agree classroom rules of behaviour and resolve conflicts. Opportunities are also in place for children to take responsibility, develop leadership skills, think creatively and use their talents for the good of the class or the wider community, e.g. Head Boy & Girls, House Captains, Junior Road Safety Officers, mentors for younger pupils, etc.

Curriculum Planning

PSHE and Citizenship is taught in a variety of ways. Sometimes, for example when dealing with issues in drugs education, PSHE and Citizenship is taught as a discrete subject. On other occasions, it is embedded in the curriculum and through the ethos of the school, this is backed up by the **value of the month**, which is reinforced in assemblies and classrooms, e.g. Honesty, Respect, etc.

There is also a large overlap between the programme of study for religious education and the aims of PSHE and Citizenship. A considerable amount of the PSHE and Citizenship curriculum is taught through our religious education lessons, such as 'understanding of and tolerance towards other faiths and belief systems' (a British Value).

PSHE and Citizenship is also developed through whole-school initiatives, for example the school council representatives and Global Reporters, who meet regularly to discuss school matters. Day trips are offered to all classes throughout the year to supplement their topic work, and residential visits are planned for Key Stage 2 pupils, where there is a particular focus on developing independence, resilience, self-esteem, and positive teamwork.

We seek to promote a healthy lifestyle and self-confidence for our community by:

- providing a range of lunch time and after school clubs, e.g. football, rugby, netball, choir, gymnastics, film, dance, singing, chess, ICT and sewing, which help foster a healthy lifestyle and encourage children to explore individual talents and develop an appreciation of culture.
- providing opportunities in school for children to learn a musical instrument.
- promoting walking & cycling to school.
- providing healthy eating promotions during the year, and posters / menus encouraging a healthy diet in the school hall.
- supporting environmental campaigns.
- recognising & supporting the needs of service children.
- Attending to the needs of disadvantaged children, those with SEND, English as an additional language or Looked After Children.

The Foundation Stage

In the reception class, PSHE and citizenship is taught as an integral part of the school day. The Early Years Foundation Stage relates 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, emotional and social development as set out in the ELGs.

Children with Special Educational Needs

PSHE and citizenship is taught to all children, regardless of their ability. Teachers provide learning opportunities matched to the needs of children with learning difficulties, taking into account any IEP (Individual Education Plan) targets.

PSHE and citizenship and ICT (computing)

ICT makes a contribution to the teaching of PSHE and citizenship. In ICT classes, children learn to work together in a collaborative manner. They also develop a sense of global citizenship by using the Internet and e-mail. Importantly, children also learn through Internet safety lessons and whole-school initiatives concerning Internet safety and cyberbullying, about how to keep safe within this environment.

Special Roles for pupils

Each year, teachers and children vote on one pupil each who have made exceptional contributions to the life of the school and are recognised as the '**Junior Citizens**' of the year. Furthermore, teachers also vote on two pupils in Year Five who have been exceptional pupils in the wider sense, to become the **Head Boy and Head Girl** for the following year and receive personal trophies. Other candidates are selected to represent their houses as **House Captains** or to become **School Prefects**.

Resources

We use a range of resources for PSHE and citizenship, including **SEAL** units (Social & Emotional Aspects of Learning), the **Learning for Life Scheme** and use appropriate **websites & Twinkl** as necessary. We also have members of staff trained in the '**Thrive**' system, which provides a tool to assess and support pupils' emotional & social development. From 2019, the school is developing the Thrive approach across all year groups in order to meet the needs of every child and enable them to develop strategies to cope with the challenges of life.

Monitoring and review

Our PSHE and Citizenship subject leader is responsible for supporting colleagues in their teaching by giving them information about current developments in the subject, and by providing a strategic lead and direction for the subject in the school. The curriculum governors monitor the content of policies and the extended work of the school with the local community at every Full Governing Body meeting.

Related Policies:

Teaching and Learning, Equal Opportunities, Behaviour, Foundation Stage, Home/School Agreement, Safeguarding, Health and Safety, Sex And Relations Education, Collective Worship, PE, RE, and SEND policies.

Reviewed: April 2019

Signed by Headteacher: _____ Date: _____

Signed by Chair of Governors: _____ Date: _____

Date of Review: April 2021