

Cottesbrooke Infant & Nursery School

Personal, Social and Health Education and Citizenship Policy

PSHE, Citizenship Policy Statement:

Personal, Social and Health education and Citizenship education in the primary school are governed by non-statutory guidelines.

PSHE and Citizenship teaching aims to give pupils the knowledge, skills and understanding they need to lead confident, healthy; including emotionally healthy; independent lives and to become active, responsible citizens.

Pupils are encouraged to take part in a range of activities and experiences across and beyond the curriculum, contributing to the life of the school and their 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, emotionally and socially in so doing they tackle some of the spiritual, moral, social and cultural issues that are part of growing up. 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.

To a lesser degree at Key Stage 1 they learn about some of the political and social institutions that affect their lives and about their responsibilities, rights and duties as individuals and members of communities. 'British Values' are a way of addressing these responsibilities and duties. This is promoted through Spiritual, Cultural, Social and Cultural development (SMSC).

The school wants no child or person at the school to feel like an outsider and is committed to equality. No one will be discriminated against on the bases of any of the protected characteristics of the 2010 Equalities Act (age, disability, gender reassignment, race, religion or belief, sex, sexual orientation, marriage and civil partnership and pregnancy and maternity) and the school will encourage discussion around these areas at an age appropriate level.

Cottesbrooke Infant & Nursery School will incorporate Protective Behaviours into the PSHE curriculum. This whole school approach to keeping children safe will help to inform children of their right to feel safe, develop children's resilience, well-being and self-esteem and build skills and tools for feeling and keeping safe.

Foundation Stage:

Due to the different learning needs and teaching and learning techniques used at this level, PSHE/C is delivered via a more discrete curriculum. This is largely embodied in the "Personal and Social development" section of the Foundation stage guidelines.

Key Stage 1:

We aim to develop the pupil's knowledge of PSHE related topics e.g. smoking, healthy eating, the need for physical activity, the need to maintain personal safety, equality and diversity.

We aim to develop the child's ability to think and reason for themselves on these issues.

We aim to enable children to express themselves, both their ideas and feelings, with assurance and to begin to recognise the effects that their actions may have on themselves and others.

We aim to enable children to begin to be able to make choices concerning their own health, safety, lifestyles and actions.

We are continually aiming to raise the standards of achievement of the children in Cottesbrooke Infant & Nursery School.

Personal, Social, Health Education and Citizenship and the National Curriculum:

The guidance document 'Personal, social, health and economic (PSHE) education' (DfE, 2013) provides advice for the non-statutory implementation of PSHE/C.

The curriculum guidance for the Foundation stage, Early Years Profile, sets out objectives that are reflected in this document.

Planning:

The Framework for PSHE and Citizenship identifies 4 interrelated sections covering the knowledge, skills and understanding to be taught:

1. Developing confidence and responsibility and making the most of the children's 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

Planning is undertaken at three levels:

Long term Targets are drawn from the non-statutory guidance.

Planning is based on the areas advised by the Foundation and QCA documents (PSHE/C initial guidance for schools QCA 2000). It can be discrete, blocked or ongoing as necessary.

Progress will be reviewed and results used to inform the following year's planning.

Medium term (Carried out half termly) Topics and outcomes are determined by links between PSHE/C and main curriculum topics in all subject areas. Any blocked activities e.g. the visit of the MLECs "Life bus" are planned in full in the appropriate half term as part of "Science and Health" week. (See first draft of Medium Term Plan for new curriculum overview with Protective Behaviours and British Values included).

Short term To include specific objectives linking the teaching and assessment of PSHE/C issues alongside National curriculum topics (overtly or discretely taught). Clearly defined outcomes based on the framework will be set to assist the assessment of PSHE/C as appropriate.

Planning to be monitored at the long term planning stage and on delivery by the coordinator.

Cross Curricular Links:

PSHE/C cannot be taught satisfactorily in isolation from other subjects. Links at KS1 have been identified within other subject areas and detailed in the scheme of work. These include PE, Science, Geography, History, RE, English and Mathematics. Minor links can be found in all other subject areas.

Circle time and the School's Social Training programme are important areas through which we deliver this subject.

Each separate policy details the links that exist within it with PSHE/C.

At the Foundation level much of the emphasis of the guidelines is upon the child's personal, social and emotional development so PSHE/C are on-going, daily objectives.

We will try to draw the children's attention to these links so they do not see PSHE/C as an isolated area but as one with importance in all areas of school and community life.

Guidance is given detailing the breadth of opportunities that could be offered. (See the PSHE/C scheme)

Links to ICT:

ICT is used where appropriate to

- Develop the children's thinking skills
- To access information using the internet and to understand their responsibilities when using such media and that some sites are not appropriate
- Use e-mail to communicate with others in different communities
- To record data and display it
- How to stay safe online and what information should and shouldn't be shared

Problem Solving and Thinking Skills:

Such skills are best developed in PSHE/C by presenting problems or issues within a context appropriate to the child's age, background and level of understanding. To deal initially with issues of importance to the child; e.g. behaviour, bullying, sharing, fairness.

Teaching methods and approaches:

Teaching methods will depend on the linked subject in which PSHE/C issues are being taught.

Subject matter can be taught via dedicated topics, blocked work, circle time, whole school worship, whole class and group teaching methods. These may be didactic or practical dependent on the subject area.

Many strands of the PSHE/C curriculum are delivered via the discrete (hidden) curriculum and are concerned with issues of behaviour and conduct dealt with in the school's behaviour management policy.

At Cottesbrooke Infant & Nursery School we endeavour to set motivating, challenging and realistic goals for the children within the subject, promoting thought, constructive self-criticism and to encourage thoughtful discussion.

Organisation:

Links have been identified within other subject areas and detailed in the scheme of work. These include PE, Science, Geography, History, RE, English and Mathematics. Links can be found in all other subject areas.

Time is set aside to cover elements of PSHE/C not covered via other subject areas (e.g. for outside agencies, speakers or one-off lessons where an area of PSHE/C would otherwise not be covered).

Organisation will be dependent upon the subject area.

Dedicated topics will be delivered to all children, usually as a whole class of mixed ability.

Outside agencies and speakers will be used as appropriate e.g. the school nurse, "Life Bus", Walk to School campaign, Speakers, Fundraisers for the schools chosen charity etc.

Assessment and Record keeping:

The Birmingham benchmarks collective review suggests that PSHE/C be included in a cycle of small-scale reviews which impact on planning and the children's behaviour.

There are two broad areas for assessment:

- Children's knowledge and understanding e.g. information on health, understanding of health and safety procedures, the meaning of ideas. (QCA doc 2000)
- How well children can use their knowledge and understanding in developing skills and attitudes, e.g. through joining in with class discussion or group tasks, managing conflict, making decisions and promoting positive relationships. (QCA doc2000)

Teachers are not required to make statutory judgments about pupil's attainment at the end of KS1. However we believe that on going, informal teacher assessment is an integral part of the teaching process. To this end the following statements are to be used.

- Children can identify and name some feelings (for example through interpreting facial expressions and express some of their positive qualities.
- They can demonstrate that they can manage some feelings in a positive and effective way. They begin to share their views and opinions (for example talking about fairness).
- They can set themselves simple goals (for example sharing toys)
- Children can make simple choices about some aspects of their health and wellbeing (for example by choosing between different foods and between physical activities, knowing that they need sun protection) and know what keeps them healthy (for example exercise and rest).
- They can explain ways of keeping clean (for example by washing their hands and keeping their hair clean) and they can name the main parts of the body.
- Children can talk about the harmful aspects of some household products and medicines, and described ways of keeping safe in familiar situations (for example knowing how and when to cross the road safely)
- They can explain that people grow from young to old
- Children can recognise that bullying is wrong and can list some ways to get help in dealing with it. They can recognise the effect of their behaviour on other people, and can cooperate with others (for example by playing and working with friends or classmates)
- They can recognise and respect differences and similarities between people, and can explain the different ways that families and friends should care for one another(for example telling a friend that they like them , showing concern for a family member who is unwell)

Assessment should not be judgmental or imply failure.

Reporting:

Reports will be made to the governing body as requested.

Provision is made in the end of year report sent home to parents to highlight a child's progression in the above areas.

Celebration assemblies and certificates are used to highlight particular individual achievements with parents invited to be present.

Resources:

The cupboard in the Learning Den contains general resources e.g. posters, leaflets, teaching packs etc. Each year group has equipment relevant to the PSHE/C teaching that they undertake. Resources for teaching CHIPS (Challenging Homophobia in Primary Schools) can be found on the book rack outside the offices.

Resources are updated as new and relevant equipment becomes available. The coordinator will order items, funds permitting.

No specific published scheme is used although aspects of the SEAL & CHIPS resources are used.

Equal Opportunities:

As a staff we endeavour to maintain an awareness of, and to provide for equal opportunities for all our pupils in PSHE/C teaching. We aim to take into account the protected characteristics set out in the Equalities Act 2010 including cultural background, gender, sexual identity and special needs both in our teaching attitudes and in any published material we may use.

Children with Special Educational Needs:

Wherever possible we aim to include SEN pupils in PSHE/C provision so that they benefit from the skills being taught and the ideas explored.

When planning teachers will try to address the child's needs through simplified or modified tasks or the use of support staff such as Teaching or Learning Support Assistants.

Fundamental British Values and Universal Virtues

Cottesbrooke Infant & Nursery School promotes the fundamental British values of democracy, the rule of law, individual liberty, and mutual respect and tolerance of those with different faiths and beliefs. We also promote the universal virtues of courage, compassion, self-discipline, justice and humility. These values and virtues underpin the teaching of *PSHE/C*.

Actively promoting these values and virtues means challenging opinions or behaviours in school that are contrary to fundamental British values.

It is not necessary for staff to 'promote' teachings, beliefs or opinions that conflict with their own, but it is unacceptable for staff to promote discrimination against people or groups on the basis of their belief, opinion or background.