



PSHE & Citizenship

Rational:

Beaford Community Primary & Nursery School recognises the importance of PSHE in supporting and promoting children's personal, social and economic development, as well as their health and wellbeing. It helps children to become thoughtful, confident and independent individuals and prepare them to be responsible citizens within the community and the wider world. Aims:

PSHE is central to our whole curriculum and runs through every part of school life. We aim that children will:

Health & Wellbeing

- Know what makes a healthy lifestyle
- Know how to have healthy bodies and minds
- Know how to be safe, recognise when it is not safe and what to do if they don't feel safe

Relationships

- Develop recognition of and understanding their own and others' feelings
- Take ownership of their actions
- Develop and grow in self- confidence and self –respect
- Know how to recognise negative relationships eg bullying and have confidence to ask for help
- Have respect and tolerance for others and their differences

Living in the Wider World

- Be responsible and active members of the school and wider community
- Be positive and active members of a democratic society
- Be confident to have independent opinions and share these in a respectful and tolerant way
- Recognise the importance of looking after the environment
- Develop a good 'work' ethic
- Know the importance of attending school and being punctual
- Understand where money comes from and how to look after it

Teaching & Learning – Provision of Learning

Opportunities for learning and developing personal, social, moral and economic skills are provided for in a variety of ways. These include:

- Whole class learning sessions
- Whole class or small group circle time sessions

- Weekly challenge questions and themes
- Whole school themes linked to assemblies
- Assemblies with specific content
- Short sessions in response to pupil's needs or events

The content of PSHE learning opportunities are guided through the school's own 2 year rolling framework for PSHE. (See Appendix 1). Teachers also use published materials as appropriate to give ideas for sessions. These include SEAL Materials, P4S – Prevent for Schools online materials, CEOP and South West Grid for Learning.

Pupil's Learning Outcomes:

Most learning outcomes will be achieved through talking and interactive activities. It is likely that written outcomes will be linked to other areas of the curriculum and used to contribute towards a final outcome. Written outcomes will only be used if these are purposeful and enhance the learning opportunities for pupils. Staff will use their professional judgement for this. Informal assessments will be made by teachers and used to plan further learning opportunities and to support reporting to parents.

This policy is linked to:

- Safeguarding
- SRE
- Equality Action plan

Date Reviewed at Governors – November 2017

Review Date – November 2020

Appendix 1 (PSHE Overview)

KS1 PSHE and RE rolling programme RE focus religion- Christianity and Judasim			
	Term 1	Term 2	Term 3
Year 1	<p>Establish class agreements Vote for children’s councillors Online Safety – staying safe on line choosing and avoiding websites- getting information from websites Guy Fawkes Night Firework safety Why are some stories special? (RE Agreed Devon Syllabus) Online safety in Immersion week</p>	<p>Recycling Home fire safety (fire service visit) Body parts of humans to include scientific terms for genitals Why are some symbols and places special? Responsibility and Respect Online safety in Immersion week Class fundraising activity</p>	<p>‘Wishful Wedding’ Wedding ceremonies around the world Exploring different family structures Green cross code and road safety How do we celebrate our journey through life? Online safety in Immersion week</p>
Year 2	<p>Establish class agreements Vote for children’s councillors Online safety- digital footprint- follow the digital trail Christmas celebrations around the world Guy Fawkes Night Firework safety What is special to us?</p>	<p>Bullying and friendships ‘The Different Dragon’ Home fire safety (fire service visit) Esafety – cyberbullying- Screen out the mean Myself/Where do we belong? Responsibility & Respect Class fundraising activity</p>	<p>Medicines, personal hygiene (dental care) Litter and the country side code Using key words- effective searching How should we live our lives?</p>

Bullying and friendship issues will be responded to whole class as needed

Extremist views will be responded to and discussed as needed

Teachers will be aware of using positive images representing people of all kinds, including those from all ethnic backgrounds, with disabilities, of different sexual orientations, genders

Useful resources- NSPCC website

[Citizenship and responsibility - British Values](#)

Safety

Environment

Culture

Religion

Lower KS2 PSHE and RE rolling programme RE Focus religion- Hinduism, Sikhism			
	Term 1	Term 2	Term 3
Year 1	Establish class agreements Vote for children's councillors ESafety – powerful passwords Responsibility for the school environment Renewable energies- responsible energy use Guy Fawkes Night Firework safety Hinduism study – Why do religious books and teachings matter?	Private and personal information PANTS lesson NSPCC A tale of two mummies, king and king, In Our mothers' house- different family structures What is important to me?	Whose is it anyway- Plagiarism Parliamentary loan box- democracy and the rule of law How do we make moral choices?
Year 2	Establish class agreements Vote for children's councillors Esafety- my online community Countryside code Guy Fawkes Night Firework safety Sikhism study-What does it mean to belong to a religion?	Bullying and friendships- Cloud Busting Esafety the power of words- upstanders and cyberbullying Equality Act Show respect online How and why do people express their beliefs in different ways?	Things for sale, exploring online sale sites Smoking and alcohol

Bullying and friendship issues will be responded to whole class as needed

Extremist views will be responded to and discussed as needed

Teachers will be aware of using positive images representing people of all kinds, including those from all ethnic backgrounds, with disabilities, of different sexual orientations, genders

Useful resources- NSPCC website

[Citizenship and responsibility](#)

Safety

[Environment](#)

[Culture](#)

Religion

Upper KS2 PSHE and RE rolling programme RE focus religion – Islam Buddhism			
	Term 1	Term 2	Term 3
Year 1	Establish class agreements Vote for children's councillors Diet and exercise (linked to science topic) Shopping sustainably- where does your food come from? Esafety - Digital citizenship pledge Play leader training Buddhism study- How should we live and who can inspire us?	Drugs and alcohol- some drugs are illegal, peer pressure and saying no E safety- you have won a prize! Our school environment – acting as role models My Princess boy, Be Who You Are- transgender What do you believe about life?	Sex and relationships (linked to science reproduction topic) Mental wellbeing- preparing for change Debate linked to topic followed by vote Maypole dancing – may day celebrations What does it mean to belong to a religion/belief system?
Year 2	Establish class agreements Vote for children's councillors Darwin study- inspiration people in different cultures Esafety -Strong passwords, Privacy rules Renewable energy sources Play leader training Islam study- Why are some journeys and places special? (Hajj)	Bullying- being an upstander -Wonder Humanism study Esafety - What is cyberbullying, gender roles, talking safely on line equality act, legal rights of children	Cycling proficiency Mental well-being- preparing for change Debate linked to topic followed by vote Maypole dancing – may day celebrations Picture perfect- altering images, power to distort

- Bullying and friendship issues will be responded to whole class as needed
- Extremist views will be responded to and discussed as needed
- Teachers will be aware of using positive images representing people of all kinds, including those from all ethnic backgrounds, with disabilities, of different sexual orientations, genders
- British culture will be compared and contrasted to that of other French speaking countries through languages lessons

Useful resources- NSPCC website

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[Religion](#)