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## PSHE/CITIZENSHIP POLICY

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### Introduction

#### Aims for the School Curriculum

- The school curriculum should aim to provide opportunities for all pupils to learn and to achieve.
- The school curriculum should aim 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.

## **The importance of Personal Social and Health Education and Citizenship**

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. 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.

## **National Healthy School Standard**

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.

## **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. Reference is made to our rules, rights and responsibilities.

## **Assessment, Recording and Reporting**

Assessment in PSHE and Citizenship 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. This is particularly important in working with children from diverse backgrounds or who have emotional and behavioural difficulties including children who are vulnerable. A record of children's progress and portfolios of work are kept to provide evidence for reports to parents that include their child's awareness of topical events, exercise of responsibility and contribution to the life of the school.

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.

## **List of protective curriculum opportunities – what we do to keep our children safe**

- Cycling proficiency
- Fire safety
- Road safety
- Water safety
- IMPS
- Zone/ECO Rangers
- Rights and responsibilities

## 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. This school believes that individual teachers must use their skill and discretion in these situations and refer to the PSHE/Citizenship Co-ordinator concerned. For more details see Appendix 3.

## Use of Visitors

There are opportunities to use community based agencies in schools in order to accelerate the development of programmes and policies. **Careful consideration needs to be given to issues of content, co-ordination and consistency:** external support should be provided in partnership, particularly for primary schools and between primary schools and secondary schools". - *guidance on good practice, DPI - Home Office (1998)*

Prior to agencies attending the school, relevant staff ensure that:

- checks have been made with the LEA
- their input is integrated within a planned programme
- appropriate planning sheets/lesson plans have been produced
- school/class background information has been issued
- resources have been checked for suitability
- confirmation of dates and times have been confirmed in writing
- an evaluation process has been agreed.

## Other Related Policies

All subject policies should indicate their contribution to PSHE and Citizenship in school.

- Sex and Relationship Education.
- Drug Education.
- Child Protection.
- Equal Opportunities.
- Cultural Diversity.
- Inclusion.
- Behaviour Policy/Discipline.
- Health and Safety.
- Assessment, recording and reporting.
- Special Needs.
- Bullying.

## **Dissemination and Professional Development**

This policy will be shared with

- Teachers by the Headteacher
- Governors by the Headteacher

## Appendix 1

The following has been produced from: PSHE at Key Stages 1 and 2 - Initial Guidance (QCA)

### Discrete Provision

This could include separately planned curriculum time with themes such as 'my family' or 'using our money' or a focus on discussion through circle time or playing games together. This approach has the advantages of enabling clear planning for identifiable provision and easier monitoring.

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

Provision for some aspects of PSHE and Citizenship could be made through other subjects including RE.

Some subjects in the curriculum have opportunities to make links with the Framework through their programmes of study. See The National Curriculum handbook for primary teachers in England.

- *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 via e-mail, 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.
- *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. The links between Health Promoting Schools Award (the National Healthy School Standard) PSHE and Citizenship and pastoral care and guidances are important. Where children are taught largely by a class teacher, these links may occur more naturally, but the role of other staff is also important.

## Appendix 2

The following has been produced from 'Passport : A framework for personal and social development' (Calouste Gulbenkian Foundation)

### Assessing, recording and reporting PSHE

#### a) Assessing

Assessment is as central to personal and social development as it is to any 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. In the past, schools have been reluctant to introduce assessment in PSHE in case pupils are deemed to 'fail as people'. 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. Non-threatening approaches using quizzes, word searches, and games work best. 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, schools must ensure that pupils have had 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.
- Adults from outside school, for example, employers can assess pupils' skills during work experience or when carrying out mock interviews.

Opportunities to gain accreditation

- Schools have their own award systems for accrediting competencies.
- Local and national bodies, for example, ASDAN Youth Award and the Duke of Edinburgh Award Scheme offer awards that can supplement school initiatives.
- National standards for the Key Skills are built into a number of qualifications. GNVQs provide a nationally recognised framework for accrediting some aspects of personal and social skills.

## b) Recording

*Evidence of personal and social learning and development can come from:*

- |                   |   |
|-------------------|---|
| ▪ Self-assessment | Checklist<br>Diary<br>Display   |
| ▪ Peers           | Observation of role-play<br>Checklist<br>Video/audio tapes<br>Reflection in pairs or small groups |
| ▪ The group       | Graffiti sheets<br>Reflection on a group activity   |
| ▪ Teacher         | Checklist<br>Observation of role-play<br>Written records  |

- Teacher and pupil                      One to one reflection based on evidence
- Other adults                              Eg, work experience report  
Junior Citizenship awards
- Documentation                          Certificates of achievements

c) *Setting personal goals and action plans*

Pupils need a chance to reflect on what they have achieved as a result of all the different experiences which have had an impact on their personal and social learning. They can then identify areas for development. This process of personal goal setting and action planning is normally carried out in discussion with class teachers or in secondary schools, with tutors and is essential to raising levels of achievement and encouraging pupils to take more responsibility for their own learning.

d) *Reporting*

Schools are required to keep records on all aspects of pupils' development, so it is appropriate for the pupils' annual school report to include a commentary on personal and social learning in the same manner as academic reporting. Teachers and tutors should negotiate statements from the earliest years, with pupils taking increasing responsibility for them as they become older. Pupils in Key Stages 3 and 4 will receive an annual report on citizenship.

## 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 way which does not encourage giggling and silliness.
- Pupils should be encouraged to write down questions anonymously and post them in a question box, the teacher will have time to prepare answers to all questions before the next session, and will choose not to respond to any questions which are inappropriate.
- 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.

## Appendix 4

The following has been produced from: Planning, Teaching and Assessing the Curriculum for Pupils with Learning Difficulties - PSHE and Citizenship (QCA)

### 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:

- moving from contact with others in class and school to community involvement
- 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.*

### Modifying the PSHE framework and Citizenship programmes of study

The statutory inclusion statement of the National Curriculum requires staff to modify the programmes of study to give all pupils relevant and appropriately challenging work at each key stage. The framework for PSHE is non-statutory at all key stages. Citizenship is non-statutory at key stages 1 and 2 and becomes a statutory foundation subject at key stages 3 and 4 from August 2002. Staff should teach knowledge, skills and understanding in ways that match and challenge their pupils' abilities.

Staff can modify the PSHE framework and citizenship programmes of study for pupils with learning difficulties by:

- choosing material from an earlier key stage, or more than one key stage
- maintaining, consolidating, reinforcing and generalising previous learning, as well as introducing new knowledge, skills and understanding
- using the non-statutory framework for PSHE and the programmes of study for citizenship as a resource or to provide a context for planning and learning which is appropriate to the age and needs of pupils
- focusing on one aspect or a limited number of aspects of the age-related guidelines and programmes of study.

### **Developing confidence and responsibility and making the most of their abilities (PSHE)**

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) and knowledge and understanding about becoming informed citizens (key stages 3 and 4)

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. With some pupils, communication and literacy skills will develop as they use a range of visual, written and tactile materials, *for example, large print, symbols and symbol text*. These skills also develop as pupils use ICT and other technological aids. Other pupils' skills develop as they use alternative and augmentative communication, *for example, body movements, eye gaze, facial expressions and gestures including pointing and signing*.