



Barnabas Oley School

PHSE and Citizenship Policy

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Revision History

Version	Author	Summary	Review Date	Next Review
		Original Hard Copy	January 2002	
1.0		Copied from disc into new format	13/12/05	
2.0	B. Smith	Re-write to include current guidance	Feb 2013	Feb 2014
2.1	Becky Smith	Review with minor amendments	Oct 2014	Spring 2016
2.2	Becky Smith	Minor amendment linked to e-safety	June 2016	June 2018
2.3	C Jarvis	Minor amendments	June 2018	June 2020

Contents

1	Aims and Objectives	1
2	Teaching and Learning Style.....	2
3	PSHE and Citizenship Curriculum Planning	2
4	Foundation Stage	3
5	Teaching PSHE and Citizenship to Children with Special Needs	3
6	Assessment and Recording	3
7	Resources	3
8	Monitoring and Review	3

Appendices

A.	Cambridgeshire PSHE Primary Development planner	6
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1 Aims and Objectives

1.1 Personal, social and health education (PSHE) and citizenship forms part of the school curriculum policy to provide a broad and balanced education to all children and enables them to become healthy, independent and responsible members of society. As a school we believe that all children in our care must feel that they belong, are fairly treated, are valued and are encouraged to play a positive role in contributing to the life of the school and the wider community. In so doing we help develop their sense of self-worth. We encourage warm and considerate relationships with effective communication between staff, parents and society. We teach them how society is organised and governed. We ensure that they experience the process of democracy in school through the school council and have opportunities to take on classroom responsibilities. We teach them about rights and responsibilities. They learn to appreciate what it means to be a positive member of a diverse multicultural society.

1.2 The aims of personal, social and health education and citizenship are;

Personal

- To enable each child to feel valued, respected and cared for helping to develop a positive self-image.
- To increase self-awareness.
- To enhance self-esteem.
- To enable each child to be aware of his/her feelings and to express them.
- To enable each child to experience success.
- To create a secure atmosphere where each child can learn to overcome problems and difficulties.
- To make informed choices regarding personal safety and social issues, including e-safety.

Social

- To encourage co-operation, sharing and caring and understand what makes for good relationships with others;
- To encourage mutual respect.
- To encourage children to listen and respond.
- To encourage children to be friendly to each other and welcoming to newcomers.
- To help children appreciate and accept differences between each other - sex, race, creed, language or ability.

Moral

- To provide opportunities for children to make choices in everyday situations.
- To develop techniques with children for resolving conflict situations.
- To encourage the children to be aware of the effect that their actions and words have on others.
- To provide opportunities for children to exercise responsibility and trust.

Health

- To know and understand what constitutes a healthy lifestyle
- To recognise the value of P.E. and regular exercise and know a little about its effect upon the heart and circulation

- To know what foods make up a healthy meal and to know about some of the problems and consequences of a poor or inadequate diet, e.g. a) too much fat, too much sugar, too much salt, b) the causes of tooth decay; c) the importance of drinking water regularly; d) the importance of fruit and vegetables in their daily diet;
- To develop personal hygiene skills and to be aware of the need for hygiene when handling and preparing food.
- To reinforce healthy eating we have a policy of allowing only fruit, vegetables and cheese to be eaten at break times.
- To know about keeping safe in the environment - home; road; water; fire; railway; Internet.

Citizenship

- To be independent and responsible members of the school community.
- To be positive and active members in the life of their school and wider community.
- To develop good relationships with other members of the school and the wider community.
- To learn basic rules for behaving well, including rule of law.
- Develop an awareness of the views, needs and rights of others.

2 Teaching and Learning Style

- 2.1 Personal, Social and Health education and citizenship is implicit within all aspects of learning and school life and is therefore developed through a range of teaching and learning styles. It is central to the development of our whole school ethos and vision and values statement.
- 2.2 We place an emphasis on active learning by including the children in discussions, investigations and problem-solving activities. We encourage the children to take part in a range of practical activities that promote active citizenship, e.g. charity fundraising, the planning of school special events such as an assembly or church service, or involvement in an activity to help other individuals or groups less fortunate than themselves. We organise classes in such a way that pupils are able to participate in discussion to resolve conflicts or set agreed classroom rules of behaviour and we have adopted the practise of Restorative Justice including the use of peer mediators to support resolution. We offer children the opportunity to hear visiting speakers, such as health workers, police, and representatives from the local church and charities, whom we invite into the school to talk about their role in creating a positive and supportive local community.

3 PSHE and Citizenship Curriculum Planning

- 3.1 We teach PSHE and citizenship in a variety of ways. It is quite often developed within a cross-curricular approach e.g. when teaching about the human body, we offer pupils the opportunity to explore Healthy eating and make-up of a balanced meal; or a topic on transport will include road/rail safety teaching.
- 3.2 In some instances, e.g. drugs education, we teach PSHE and citizenship as a discrete subject.
- 3.3 As there is a large overlap between the programme of study for religious education and the aims of PSHE and citizenship, we teach a considerable amount of the PSHE and citizenship through our religious education lessons and assemblies.
- 3.4 We also develop PSHE and citizenship through activities and whole-school events, e.g. the school council representatives from each class meet regularly to discuss school matters.

Children are also involved in holding assemblies to launch initiatives e.g. Role of Peer Mediators and Golden Rules/Values.

- 3.5 We offer residential visits in Key Stage 2, where there is a particular focus on developing pupils' self-esteem and giving them opportunities to develop leadership and co-operative skills.
- 3.6 There is a biennial visit from the Life Education Centre for all children. This includes the topics of looking after your bodies, some drug and alcohol education as well as personal and social activities.

4 Foundation Stage

- 4.1 We teach PSHE and citizenship in reception classes as an integral part of the topic work covered during the year. As the reception class is part of the Foundation Stage of the National Curriculum, we relate the PSHE and citizenship aspects of the children's work to the objectives set out within PSED areas of learning. Our teaching in PSHE matches the aims of developing a child's personal, emotional and social development as set out in the revised EYFS. We also support citizenship education in reception classes when we teach 'how to develop a child's knowledge and understanding of the world'.

5 Teaching PSHE and Citizenship to Children with Special Needs

- 5.1 We teach PSHE and citizenship to all children, regardless of their ability. Our teachers provide learning opportunities matched to the individual needs of children with learning difficulties. When teaching PSHE and citizenship we take into account the targets set for the children in their Individual Education Plans (IEPs).

6 Assessment and Recording

- 6.1 Teachers assess the children's work in PSHE and citizenship both by making informal judgements as they observe them during lessons and by doing formal assessments of their work, measured against specific learning objectives. We have clear expectations of what the pupils will know, understand and be able to do at the end of each key stage.
- 6.2 Teachers record the achievements of pupils in PSHE and citizenship and we report these achievements to parents at parent consultations and as part of their annual report each year.
- 6.3 We do not set formal examinations in PSHE and citizenship. The assessments that we make of pupil achievement do not imply that a pupil has 'passed' or 'failed', but more to inform us of the next steps in their development.

7 Resources

- 7.1 We keep resources for PSHE and Citizenship in a central store in the staffroom. Our PSHE and Citizenship subject leader holds a selection of reference materials for teaching sensitive issues.

8 Monitoring and Review

- 8.1 The PSHE and citizenship subject leader is responsible for monitoring the standards of children's work and the quality of teaching. The subject leader supports colleagues in the

teaching of PSHE and citizenship, 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 subject leader is also responsible for giving the Headteacher an annual summary report, evaluating strengths and weaknesses in the subject and indicating areas for further improvement. We allocate special time for our subject leader to enable him/her to fulfil this role by reviewing samples of children's work and visiting classes to observe teaching in the subject. A governor responsible for PSHE makes a visit annually to meet with the subject leader to review practice and discuss new initiatives.

Please note that this PSHE and Citizenship Policy should be read in conjunction with the following policies:

- Health and Safety Policy
- Child Protection Policy
- Anti-Bullying Policy
- Behaviour Policy
- E-Safety Policy
- Acceptable Use Policy
- Sex and Relationships Policy
- Community Policy
- Teaching & Learning Policy
- Curriculum Policy
- Early Years Foundation Stage Policy
- See also the **Prevent appendix** within the **Spiritual, Moral, Social and Cultural Policy**

Appendices

A. Cambridgeshire PSHE Primary Development planner

We use the Cambridgeshire PSHE Personal Development planner which allows schools to tailor the curriculum to their needs. The resource pack contains all the elements required for a two year cycle of PSHE across all age groups. It also contains access to high quality resources, including online material through embedded links. We can access support from Members of the PSHE team who help to support PSHE development and external accreditation including Healthy Schools Award.

Foundation						
	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Year A	Beginning and belonging Myself and relationships 1	Me and My emotions Myself and relationships 3 Anti-bullying week Myself and relationships 2	Me and my world Citizenship 2	Identities and Diversity Citizenship 1 Science week	My body and growing up Healthy and safer lifestyles 1	Healthy Lifestyles Healthy and safer lifestyles 3 Healthy week- Keeping safe Healthy and safer lifestyles 2
Year B	Beginning and belonging Myself and relationships 1/4	Me and My emotions Myself and relationships 3/5 Anti-bullying week Myself and relationships 2	Me and my world Citizenship 2/3	Identities and Diversity Citizenship 1/4 Science week	My body and growing up Healthy and safer lifestyles 1/6	Healthy Lifestyles Healthy and safer lifestyles 3/7 Healthy week- Keeping safe Healthy and safer lifestyles 2/4/5
Year 1 and 2						
	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Year A	Beginning and belonging Myself and relationships 4	Me and My emotions Myself and relationships 5 Anti-bullying week Myself and relationships 7	Working together Citizenship 3	Diversity and Communities Citizenship 4 Science week	My body and growing up SRE Healthy and safer lifestyles 6	Healthy Lifestyles Healthy and safer lifestyles 7 Healthy week- Keeping safe Healthy and safer lifestyles 4 +5

Year B	Rights Rules and responsibilities Citizenship 5	Family and Friends Myself and relationships 6 Anti-bullying week Myself and relationships 7	Economic well-being Financial capability	Personal safety Healthy and safer lifestyles 9 Science week	My body and growing up SRE Healthy and safer lifestyles 10	Managing change Myself and my relationships 8 Healthy week- Drug education Healthy and safer lifestyles 8
Year 3 and 4						
	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Year A	Beginning and belonging Myself and relationships 9	Me and My emotions Myself and relationships 10 Anti-bullying week Myself and relationships 7	Working together Citizenship 6	Diversity and Communities Citizenship 7 Science week	My body and growing up SRE Healthy and safer lifestyles 13	Healthy Lifestyles Healthy and safer lifestyles 14 Healthy week- Keeping safe Healthy and safer lifestyles 11+12
Year B	Rights Rules and responsibilities Citizenship 5	Family and Friends Myself and relationships 6 Anti-bullying week Myself and relationships 12	Economic well-being Financial capability 2	Personal safety Healthy and safer lifestyles 9 Science week	My body and growing up SRE Healthy and safer lifestyles 10	Managing change Myself and my relationships 8 Healthy week- Drug education Healthy and safer lifestyles 8
Year 4 and 5						
	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Year A	Beginning and belonging Myself and relationships 14	Me and My emotions Myself and relationships 15 Anti-bullying week	Working together Citizenship 9	Diversity and Communities Citizenship 10 Science week	My body and growing up SRE Healthy and safer lifestyles 17	Healthy Lifestyles Healthy and safer lifestyles 21 Healthy week- Keeping safe Healthy and safer

		Myself and relationships 12				lifestyles 18+19
Year B	Rights Rules and responsibilities Citizenship 8	Family and Friends Myself and relationships 11 Anti-bullying week Myself and relationships 12	Economic well-being 2 Financial capability	Personal safety Healthy and safer lifestyles 16 Science week	My body and growing up SRE Healthy and safer lifestyles 20	Managing change Myself and my relationships 13 Healthy week- Drug education Healthy and safer lifestyles 15
Year 5 and 6						
	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Year A	Beginning and belonging Myself and relationships 14	Me and My emotions Myself and relationships 15 Anti-bullying week Myself and relationships 12	Working together Citizenship 9	Diversity and Communities Citizenship 10 Science week	My body and growing up SRE Healthy and safer lifestyles 20/24	Healthy Lifestyles Healthy and safer lifestyles 21 Healthy week- Keeping safe Healthy and safer lifestyles 18+19
Year B	Rights Rules and responsibilities Citizenship 11	Family and Friends Myself and relationships 16 Anti-bullying week Myself and relationships 17	Economic well-being 3 Financial capability	Personal safety Healthy and safer lifestyles 23 Science week	My body and growing up SRE Healthy and safer lifestyles 20/24	Managing change Myself and my relationships 18 Healthy week- Drug education Healthy and safer lifestyles 22