



## Harry Gosling Primary School

### PSHE and Citizenship Policy 2018

At Harry Gosling Primary School, we believe that education in PSHE and citizenship enables children to become healthier, more independent and more responsible members of society. We encourage our pupils to play a positive role in contributing to the life of the school and the wider community. In so doing, we help to develop their sense of self-worth. We teach them how society is organised and governed. We ensure that the children experience the process of democracy through participation in the school council. We teach children about their rights and about their responsibilities. They learn to appreciate what it means to be a positive member of a diverse and multi-cultural society.

#### 1 Objectives

Our objectives in the teaching of PSHE and citizenship are for all of our children:

- to know and understand what is meant by a healthy lifestyle;
- to be aware of safety issues;
- to have an understanding of British values and the Prevent strategy
- to understand what makes for good relationships with others;
- to have respect for others;
- to be thoughtful and responsible members of their community and their school;
- to become active members of our democratic society;
- to develop self-confidence and self-esteem;
- to make informed choices regarding personal and social issues;
- to develop good relationships with other members of the community;
- to have a basic understanding of personal finance.

These objectives form the foundation of our PSHE programme.

#### 2 Teaching and learning style

At Harry Gosling, we use a range of teaching and learning styles to meet the PSHE requirements. We emphasise active learning by including the children in discussions, investigations, reflections and problem-solving activities. Harry Gosling encourages the children to take part in a range of tasks that promote active citizenship, e.g. charity fundraising, the planning of special school events (such as an assembly or open evening), playground friends or involvement in helping other individuals or groups less fortunate than themselves. We organise classes in such a way that pupils are able, through discussion, to set agreed classroom rules of behaviour, and resolve any conflicts. We offer children the opportunity to hear visiting speakers, such as health workers, police and local clergy, whom we invite into the school to talk about their role in creating a positive and supportive local community. Harry Gosling gives children a voice through school council and class circle times.

#### 3 PSHE and citizenship curriculum planning

At Harry Gosling School, we teach PSHE and citizenship in a variety of ways. Every week, we teach PSHE as a discrete subject through the “Jigsaw” curriculum, which is tailored to meet the needs of Harry Gosling children. On some occasions, we also introduce PSHE and citizenship topics through teaching in other subjects. For example, when reading different texts in English lessons children will discuss their empathy towards characters. Also, as there is a large overlap between the programme of study for religious education and the aims of PSHE and citizenship, we deliver a considerable amount of the PSHE and citizenship curriculum through our religious education lessons.

We also develop PSHE and citizenship through various activities and whole-school events, e.g. the school council representatives from each year group meet regularly to discuss school matters. We offer a residential visit in Year 6 and ‘Challenge Week’ in Year 5, where there is a particular focus on

developing pupils' self-esteem, and giving them opportunities to develop leadership skills, independence and positive group work.

#### **4 The Foundation Stage**

We teach PSHE and citizenship in the EYFS as an integral part of the topic work. Our teaching in PSHE and citizenship matches the aim of developing a child's personal, emotional and social development as set out in the EYFS curriculum. We also support citizenship education in the EYFS, when we teach 'how to develop a child's understanding of the world'.

#### **5 PSHE and citizenship and ICT**

ICT makes a contribution to the teaching of PSHE and citizenship in that children in ICT classes learn to work together in a collaborative manner. We teach children to develop a set of safe and discriminating behaviours when using the Internet and other technologies. Through discussion of online safety and other issues related to electronic communication, the children develop their views about the use and misuse of ICT, and they also gain an insight into the interdependence of ICT users around the world.

#### **6 PSHE and citizenship and Community Cohesion**

Our PSHE and citizenship programme of study has been developed to meet the needs of our unique school community. The specific needs of our children are considered and incorporated into planning for PSHE and citizenship. Parents are consulted when sensitive subject matter is to be taught and parents are encouraged to contribute to the school's policies in these areas (see: Sex and Relationships Policy and Drug and Alcohol Education policy). Lessons are delivered in a way that is culturally and religiously sensitive and inclusive for all children. At Harry Gosling we value contributions from the wider community and invite guests in to support the delivery of our PSHE and citizenship curriculum.

#### **7 Prevent**

Within the context of the curriculum, five strands that support the prevention of violent extremism are to:

1. understand how an extremist narrative which can lead to harm can be challenged by staff in schools. Model to pupils how diverse views can be heard, analysed and challenged in a way which values freedom of speech and freedom from harm;
2. understand how to prevent harm to pupils by individuals, groups or others who promote violent extremism, and manage risks within the school;
3. understand how to support individuals who are vulnerable through strategies to support, challenge and protect;
4. increase the resilience of pupils and of school communities through helping pupils acquire skills and knowledge to challenge extremist views, and promoting an ethos and values that promotes respect for others;
5. use teaching styles and curriculum opportunities which allow grievances to be aired, explored and demonstrate the role of conflict resolution and active citizenship.

The development of Social, Moral, Spiritual and Cultural education (SMSC) takes place across the curriculum, with activities that encourage and promote pupils to reflect on their identity and their learning. SMSC has strong links to religious education, collective worship and Personal, Social, Health and Emotional education (PSHE). Children have opportunities within the PSHE and RE curriculum to investigate, discuss and debate moral issues which will link to the local, national or global community.

Diversity and tolerance are embedded in our curriculum through the wide range of activities the children participate in, subjects and individuals studied, as well as through our "Unity Week" which is celebrated in the Autumn term.

The school has enlisted the support of the Prevent Team (from Tower Hamlets) to help educate our pupils about the risks of extremism. Their Education Officer has worked with the staff, pupils and parents on ways to educate our pupils and keep them safe. He has helped create our Spring Term PSHE unit on 'Community'. It focuses on developing tolerance within our community and developing an understanding of diversity in our school, our community and the wider world.

Also embedded within the curriculum is the opportunity for children to read stories from other cultures where they learn and reflect on difference and similarity. They explore different number systems and have weekly French lessons in Key Stage 2, where they learn about the French culture and acquire language skills. E-safety teaches children about appropriate online behaviour, activity and information gathering. The teaching of Art, Music, D&T, History and Geography gives children opportunities to explore a range of cultures through events, trips, topics and contexts and in English they discuss topics such as dealing with dilemmas and challenging stereotypes (see curriculum overviews for further guidance).

## **8 PSHE and citizenship and inclusion**

Harry Gosling School teaches 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, teachers take into account the targets set for the children in their IEPs.

For gifted and talented pupils, teachers will provide additional opportunities to take responsibility, develop leadership skills, think creatively and use their talents for the good of the class or the wider community.

## **9 Assessment for learning**

Our teachers assess the children's work in PSHE and citizenship by making informal judgements, as they observe them during lessons. We have clear expectations of what the pupils will know, understand and be able to do at the end of each year group.

Assessment is carried out at the end of each unit of work. Reflections and examples of work from a range of children are stuck in the class scrap book at the end of the unit of work. We report these achievements to parents and carers each year.

## **10 Resources**

Resources, that are appropriate for all year groups, are kept by the PSHE Leader. We have additional resources in the library. Our Healthy Schools coordinator holds a selection of reference materials for teaching sensitive issues.

## **11 Monitoring and review**

The planning and coordination of the teaching in PSHE are the responsibility of the Healthy Schools coordinator, who also:

- supports colleagues in their teaching, by keeping informed about current developments in the subject, and by providing a strategic lead and direction for PSHE;
- gives the headteacher an annual summary report in which s/he evaluates the strengths and weaknesses in the subject, and indicates areas for further improvement;
- uses specially allocated, regular management time to review evidence of the children's work; and
- monitors teaching and learning through "learning walks" across EYFS, KS1 and KS2.