



# PERSONAL, SOCIAL, HEALTH EDUCATION AND CITIZENSHIP POLICY

Issue No 6

Date 27.05.18

## Purpose

Personal, Social and Health Education (PSHE) and Citizenship enables children to become healthy, independent and responsible members of society and is now a statutory requirement. We encourage our pupils to make a positive contribution to the life of the school and the wider community. In doing so we develop their sense of self worth. We teach them how society is organised and governed. We ensure that they experience the process of democracy in school through the School Council. We teach them about rights and responsibilities. They learn to appreciate what it means to be a positive member of a diverse multi-cultural society.

## Aims

The aims of personal, social and health education are to enable the children to:

- Know and understand what constitutes a healthy lifestyle (Be Healthy)
- Be aware of safety issues (Stay Safe)
- Understand what makes for good relationships with others;
- Have respect for others;
- Prepare for responsibilities and experiences of adult life;
- To have increased involvement in the life of the school;
- Develop good relationships with other members of the school and the wider community (Make a positive contribution).
- Build resilience
- Be aware of and confident to discuss mental health concerns
- Develop good team-work skills
- Develop an understanding of British Values and what they represent in school

## Teaching and Learning

We use a range of teaching and learning styles to teach PSHE and citizenship throughout the school. Year groups have a selection of appropriate resources from the SEAL scheme of work, and the PSHE subject leader holds a selection of reference materials relevant to particular subject areas.

Throughout school, we use the SEAL – Social and Emotional Aspects of Learning – a scheme of work to facilitate our teaching of PSHE and citizenship. Additionally, we also use Values based Education across the whole school where the children focus on a particular value each month. We have a two-year rolling curriculum whereby each month we celebrate a new value, which becomes a whole school focus and is introduced through an assembly.

We place an emphasis on active learning by including the children in discussions, investigations and problem-solving activities. Within Early Years Foundation Stage (EYFS) and Key Stage One (KS1), the children are given the opportunity to discuss social, emotional, and behavioural issues through whole class circle time. Additionally, in EYFS the children can take home a class mascot and create a whole class adventure book showing the mascot's journey around the children's homes, giving the children the chance to discuss similarities and differences within their lives.

Within Upper KS2, the children are taught Sex and Relationship Education. At primary school level sex and relationship education should contribute to the foundation of PSHE and Citizenship by ensuring that all children:

- develop confidence in talking, listening and thinking about feelings and relationships;
- are able to name parts of the body and describe how their bodies work;
- can protect themselves and ask for help and support; and
- are prepared for puberty.

## The Aims of Sex Education

Based on the above definition the aims of SRE in our school are:

- To enable our pupils to better understand the nature of human relationships;

- To prepare pupils for the changes that occur to their bodies, minds and emotions as a consequence of growth from childhood to adulthood.

It is normally taught in mixed gender groups other than when it is deemed more appropriate for topics to be covered in single sex groups to allow for more open discussions.

### **Dealing with sensitive issues**

Teachers need to be sure that they are aware of issues that may arise out of teaching and learning about SRE. The following are protocols for discussion based lessons with pupils:

- no one (teacher or pupil) will have to answer a personal question;
- no one will be forced to take part in a discussion;
- only the correct names for all body parts will be used;
- meanings of words will be explained in a sensible and factual way; and
- teachers may use their discretion in responding to questions and may say that the appropriate person to answer that question is the parent.

### **Parental right to withdrawal from SRE**

Parents have the right to withdraw their pupils from SRE. They do so in writing to the Head teacher. When the Head teacher receives such a letter he/she will invite the parents to a meeting, at which the Head teacher will explain clearly what the school's policy is and seek to accommodate the wishes and/or concerns of the parents. If that is not possible the pupil will be withdrawn from SRE and placed in another class where suitable work and supervision will be provided.

### **Aims of Sex and Relationship Education**

Taking account of the age, maturity and needs of the pupils, Sex and Relationships Education aims to:

- provide the knowledge and information to which all pupils are entitled;
- help children to develop feelings of self-respect, self esteem, self -confidence, sympathy and empathy;
- provide the confidence to be participating members of society and to value themselves and others;
- prepare pupils for puberty and encourage them to take responsibility for their own actions;
- give them an understanding of reproduction and sexual development;
- give them an understanding of the importance of health and hygiene; develop and use communication skills and assertiveness skills to cope with the influences of their peers and the media;
- respect and care for their bodies;
- answer pupils' questions honestly and sensitively – referring the children to parents where appropriate;
- give them information on where individuals and families can get help and support.

PSHE and citizenship is also integrated within other subjects e.g. when teaching about local environmental issues in geography, we offer pupils the opportunity to explore who is responsible for the maintenance and upkeep of our local community. 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 PSHE and citizenship through our religious education lessons.

We encourage the children to take part in a range of practical activities that promote citizenship, e.g. charity fundraising, the planning of class assemblies and involvement in an activity to help other individuals or groups less fortunate than themselves. We offer children the opportunity to hear visiting speakers, such as health workers, police and representatives from different religious beliefs, whom we invite into school to talk about their role in creating a positive and supportive local community.

We also develop PSHE and citizenship through activities and whole-school events, e.g. the school council representatives from Y2, Y3, Y4, Y5 and Y6 class meet regularly to discuss school matters. We have a weekly celebration assembly where children's achievements (in and outside of school) are celebrated and they become "Superstars of the Week". We offer a residential visit annually for Y4 children where there is a focus on developing pupils' self-esteem and giving them opportunities to develop leadership and co-operative skills. We have introduced a "Playground Pals" system, where older children are trained to play appropriate games at lunchtimes, with younger children.

Although some of the children's work is evidenced through written work within books, as much of the teaching and learning is collaborative discussion based activities, photographs of the children and their activities are also sent to the PSHE leader each half term.

Throughout the school, we use a Faces Behaviour chart to consistently support the children's development into respectful collaborative citizens . Also, within KS1, those children who demonstrate positive qualities, such as team work, are awarded a specific learning friend (e.g. Teamwork Teddy) to remain on their desk until it can be passed on to the next child.

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### **Assessment, Recording and Reporting**

There are no formal arrangements for assessing individual children's progress in developing social, emotional and behavioural skills included in the SEAL resource. Within each theme overview, however, there are descriptions for each age group of what children will know, understand and be able to do following the successful completion of work on the theme. Teachers assess the children's work in PSHE and citizenship by making informal judgements. Children's progress in PSHE is reported annually to parents.

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### **Management Support**

The PSHE and citizenship subject leader will work with the children, Headteacher and class teachers to ensure quality of provision across the year groups and to identify how effectively SEAL is being implemented in the school. This will be conducted through observation and discussion.

NB This policy should be read in conjunction with the Nurture Group Policy, British Values Policy and the Safeguarding Policy.

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### **Equal Opportunities**

Scott Primary School is committed to working towards equality of opportunity for all children regardless of age, ability, gender, race and social circumstances. All pupils are of equal value and have the same right to take part in the varied activities and opportunities wherever possible. All opportunities for learning should be offered in a way which allows all children access and the ability to progress at their stage of understanding.

### **Disability Discrimination**

Scott Primary School is committed to having due regard to the following

The Equality act 2010 places a duty on all public authorities, including schools, when carrying out their functions, to have due regard to the need to:

- Promote equality of opportunity between disabled persons and other persons
  - Eliminate discrimination that is unlawful under the Act
  - Eliminate harassment of disabled persons that is related to their disabilities
  - Promote positive attitudes towards disabled persons
  - Encourage participation by disabled persons in public life
  - Take steps to take account of disabled persons' disabilities, even where that involves treating disabled persons more favourably than other persons.
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