



PSHE and Citizenship Policy

Reviewed September 2018

This policy needs to be read along with:

RSE Policy

Safeguarding and Child Protection

Anti- Bullying Policy

Behaviour Policy

1. **Aims and Objectives**

Personal, social, health education and citizenship enables children to become healthy, independent and 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 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 multicultural society. We teach them that bullying is not an accepted behaviour (refer to behaviour policy) and that our school has a zero tolerance with regards bullying. We are a healthy school and promote healthy life styles for future well-being by leading by example and through education and focus weeks.

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

- Know and understand what constitutes a healthy lifestyle;
- Be aware of safety issues;
- Understand what makes for good relationships with others;
- Accept that not everyone thinks the same and accept others' point of view;
- Have respect of others;
- Be independent and responsible members of the school community;
- Be positive and active members of the school community;
- Develop self-confidence and self-esteem, and make informed choices regarding personal and social issues;
- Develop good relationships with other members of the school and the wider community.

2. Teaching and learning style

We use a range of teaching and learning styles. We place an emphasis on active learning by encouraging the children in discussion, 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; Rags to Riches, Operation Christmas Child, Teams 4 U (Shoe boxes to school) as well as taking part in whole school or class worship. Children are also encouraged to take part in activities 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. We offer children the opportunity to hear visiting speakers, Cyber Safety Talks, Police, Pets as Therapy and representatives from the local church, whom we invite into the school to take about their role in creating a positive and supportive local community. Throughout school there is a focus on developing pupils' self-esteem and giving them opportunities to develop leadership and co-operative skills.

3. PSHE and Citizenship planning (example 2018-19)

Year Group	AUT 1	AUT 2	SPR 1	SPR 2	SU 1	SU 2
R	Teacher/TA Relationships Names Rules/routines Turn Taking Feelings What Makes us Special Pink Curriculum: Health and well being - ebug - germs Online safety		Getting on and Falling Out Consequences Opinions Pink Curriculum: Bullying		Friendship Hosts for New Reception Transition Y1 Pink Curriculum: Road safety	
Y1 Y2	1A Communication and Participation 1B Self awareness Digital Literacy Pink Curriculum: Body image. Online safety	2B Managing Risk 2C Managing Change Digital Literacy Pink Curriculum: Mental Health	1G Me in my community 1H Similarities and Differences Digital Literacy Pink Curriculum: Equality and diversity	2D Drugs and Their Uses Digital Literacy Pink Curriculum: Substance misuse	1K Changing Emotions and Responsibilities 1L Healthy Lifestyles Digital Literacy Pink Curriculum: Health and well being	2G Safety Contexts 2H Personal Safety Digital Literacy Pink Curriculum: PHSE and RSE

Deerhurst & Apperley CE Primary School PSHE Policy: Reviewed September 2018

<p>Y3 Y4</p>	<p>Make Me a Superhero New Beginnings (me and my community) Pink Curriculum: Safe guarding and online safety</p>	<p>Getting Along/falling out (say no to bullying) (safety) Pink Curriculum: Bullying</p>	<p>Going For Goals (economic wellbeing) Pink Curriculum: PHSE and RSE</p>	<p>Relationships Pink Curriculum: Equality and diversity</p>	<p>Good to be me (healthy lifestyles) Pink Curriculum: Health and well being</p>	<p>Changes Resilience/preparing for change Pink Curriculum: Mental Health</p>
<p>Y5 Y6</p>	<p>Sometimes My Brain Hurts Year Five Themes 1, 2 and 3 Myself and My Relationships My Emotions Managing Risks & Change Pink Curriculum Safe guarding and online safety</p>		<p>Healthy and safer Lifestyles: Growing and Changing Keeping Safe Pink Curriculum: PHSE and RSE and body image</p>		<p>Sometimes My Brain Hurts Year Six Themes 1, 2 and 3 Healthy & Safer Lifestyles World of drugs 1 & 2 Pink Curriculum: Substance misuse and Health and well being</p>	

PSHE, is always timetabled and taught throughout our weekly timetable. This will include Mental Health and Wellbeing. Teachers use the Pink Curriculum, SEAL resources, digital literacy resources for keeping safe on line. There are many opportunities in our curriculum to visit British Values and SMSC. All planning highlights those opportunities also. All classes have the opportunity to do an enterprise activity at least twice yearly. This builds on real life skills and supports our rich curriculum.

Mental Health and Well-being

In the GHLL Online Pupil Survey in 2018 92% of children at Deerhurst and Apperley felt confident about their futures. D&A provide a variety of sports clubs, after school and during lunch breaks. We have Playtime Buddies and Talk Partners in school to ensure all children are included in a happy environment on the playground.

Children in school currently have access to Woodland Wellbeing, which involves outdoor learning and creative freedom. All classes have opportunities for Wise Ways of Wellbeing and interactive stations are available in all classrooms. These are used at any relevant opportunities throughout the day.

Children's views are regularly sought and each year children take part in a child questionnaire.

Implementation, Teaching and Learning Strategies

All teachers provide a safe learning environment through the establishment of clear ground rules, which are made explicit to the children and reinforced consistently.

4. Early Years Foundation Stage

We teach PSHE in reception classes as an integral part of the topic work covered during the year. As the reception class is part of the Early Years Foundation Stage, we relate the PSHE aspects of the children's work to the objectives set out in the Early Learning Goals (ELGs). Our teaching in PSHE and Citizenship matches the aims of developing a child's personal, emotional and social development as set out in the ELGs. We also support citizenship education in infant classes when we teach 'how to develop a child's knowledge and understanding of the world'.

5. Teaching PSHE to children with special needs

We teach PSHE 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 we take into account the targets set for the children on their My Plans etc.

6. Assessment and Recording

Teachers continually assess the children's participation in PSHE through AFL and an end of year assessment is recorded on a foundation subject sheet assessment sheet record. During the year children use constructive critique for improvement of each others work. Teachers report to parents about their child's ability to communicate and make friends and their behaviour.

7. Resources

All staff have access to the Pink Curriculum, SEAL, Digital literacy, Anti-bullying resources on the shared teacher drive.

8. Monitoring and review

The PSHE 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, 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 developing an action plan and sharing this with the head teacher.

This policy will be reviewed by staff and presented to the Full Governing Body for approval at the meeting on Oct 2018

Head teacher: Jayne Neveu Signed: Date:

Chair of Governors: Aaron Mulligan Signed: Date: