



Our Christian Values

God teaches us to forgive and always accept forgiveness

We receive the Christian way of life as a gift from God

We believe and trust in God who loves each one of us

We are all unique children of God

Whatever you wish that men would do to you do to them

We are all equally precious and loved by God

PSHE and Citizenship Policy

Our Mission Statement

We aim to work as an encouraging and effective team within a Christian, caring environment, founded on the love of God and the love of our fellow human beings. We aim to achieve a standard of excellence appropriate to each individual enriching, encouraging and equipping each child for their future education.

What is personal and social development?

Personal and social development is the sum total of all of the experiences, planned and unplanned, received by young people in the course of their time in school that promotes their spiritual, moral, social, cultural, mental and physical development and thus the wellbeing of both the individual and ultimately the wider community.

What are personal, social and health education (PSHE) and citizenship?

PSHE and citizenship are planned elements of the whole curriculum that help to give children the knowledge, skills and understanding they need to lead confident, healthy, independent lives and to become informed, active, responsible citizens in a rapidly changing world.

The non-statutory framework that accompanies the National Curriculum helpfully categorises the areas covered by PSHE and citizenship as follows:

- Developing confidence and responsibility and making the most of the children's abilities.
- Preparing to play an active role as citizens.
- Developing a healthy, safer lifestyle.
- Developing good relationships and respecting the differences between people.

- Developing resilience in order that they can cope with and come through life's 'knocks'.

What contribution do PSHE and citizenship make to the school's own ethos and values?

The planned provision for PSHE and citizenship does not sit separately from other aspects of the school: it is integral to a whole school approach that embodies the principles of personal and social development and active citizenship. The development of appropriate values is fundamental to PSHE and citizenship. The Christian values and ethos of the school will at times be shaped by what happens in PSHE and citizenship.

How are children involved in the school's decision-making procedures?

We believe that children and young people are not simply being prepared to become citizens; they are already citizens both in their school and community. Children will contribute in a variety of ways including:

- The School Council
- Circle Time and class discussions
- Worship and Reflective Worship

Principles

Through PSHE we aim to apply the following:

- The principles of inclusion and equal opportunities.
- The principle of access and entitlement.
- The principle of curricular balance.
- The principle of differentiation and achievement of potential.
- The principle of preparation for the future.
- The principles of resilience.

Curriculum provision

PSHE and citizenship will be provided through a combination of:

- discrete curriculum time;
- teaching through and in other subjects/curriculum areas;
- PSHE and citizenship activities and school events;
- Worship and Reflective Worship

Teaching and learning methods used for PSHE and citizenship

- Teaching will start from and build upon the children's current knowledge, understanding, skills, language, experience, concerns and interests.
- Wherever possible, contexts for learning will be relevant to the children and make use of actual situations and current issues.
- There will be a high degree of active participation by children and active learning techniques where appropriate will be used.
- Games such as co-operative games, circle time games and parachute games will be used.
- Appropriate use will be made of drama and role play.
- Wherever possible, teaching methods will use a balance of visual, auditory and kinaesthetic (VAK) approaches in order to cater for the preferred learning styles of all children.
- Music may be played to create different ambiances appropriate to the task in hand and to enhance learning.
- Organisation and management in the classroom offer children opportunities for working individually and collaboratively in pairs and groups.

- Whole school involvement in democratic forums such as the School Council and Reflective Worship will be used as vehicles for discussion, debate and decision making.
- Circle time should be an important vehicle for providing the above.

Which skills will be developed through PSHE and citizenship?

Developing emotional literacy

Emotional literacy is the ability to recognise, understand, deal with and appropriately express emotions. Children need to understand the part emotions play in human experience and actions. In order to be emotionally literate children need to develop the following skills:

- recognising, naming and describing feelings;
- understanding and empathising with others feelings;
- managing one's own feelings;
- responding appropriately to the feelings of others;
- communicating effectively;
- being an effective listener;
- challenging stereotypes.

Uses of Technology

- ICT
 - Being able to access information from a variety of ICT sources.
 - Learning to evaluate the validity of different sources of information.
 - Being able to present information using a variety of ICT skills.
 - Evaluating the moral and global implications of the present and future direction of ICT.
 - Understanding that the collection, storage and use of personal data have moral dimension.
 - Using ICT to enable young people to communicate with the wider/global community.

Other Key Skills

- Communication
- Working with others
- Improving own learning and performance
- Problem solving

Thinking skills

- Information-processing
- Reasoning
- Enquiry
- Creative thinking
- Evaluation

How will visits and visitors be used to enhance learning in PSHE and citizenship?

Visitors

Visitors are a valuable resource. They can bring new knowledge, expertise and experiences to the classroom. They can also offer real scenarios for the children to engage with values, clarification and problem solving.

How will sensitive and controversial issues be handled?

Sensitive and controversial issues, such as sex, drugs, racism, religion and politics are certain to arise in PSHE and citizenship teaching. The exploration of these issues will touch deeply held beliefs and values and may arouse strong feelings. Part of the purpose of PSHE and citizenship is to enable children to address sensitive and controversial issues directly in a balanced way and in a safe environment.

The Education Act 1996 aims to ensure that children are not presented by their teachers with only one side of political or controversial issues. Teachers will take all reasonably practical steps to ensure that, where political or controversial issues are brought to pupils' attention, they are offered a balanced presentation with due regard being given to opposing views.

Government guidance on Sex and Relationship Education states: "Young people, whatever their developing sexuality, need to feel that sex and relationship education is relevant to them and sensitive to their needs...Teachers should be able to deal honestly and sensitively with sexual orientation, answer appropriate questions and offer support." For specific teaching of sex and relationship education see relevant policy.

How will the issue of confidentiality be handled?

In the context of PSHE and citizenship, children sometimes make personal disclosures. Children must be made aware that it is necessary for the school to act upon certain disclosures that they may make, for instance in relation to activities that are illegal or harmful to themselves or others. It is good practice to agree 'ground-rules' to clarify boundaries before tackling any sensitive or controversial issue. Where there is a 'disclosure', the member of staff should discuss the matter with the Headteacher. The following list of principles, taken from the document entitled 'Passport: a framework for personal and social development' (published by the Calouste Gulbenkian Foundation), provides useful guidance:

- Information about pupils should not be passed on indiscriminately. The Headteacher needs to be informed in all circumstances.
- Teachers should not offer pupils, or their parents, unconditional confidentiality. Information about behaviour likely to cause harm to the pupil or to others must be passed to the appropriate agency.
- Teachers should make it clear to pupils that although most information can be kept confidential, some may need to be passed on in the young person's best interest. However, the pupil will know when this has to happen, what will be done with the information and who will have access to it.
- In the case of illegal activity, action should be taken in the best interests of the pupil. This does not necessarily involve informing the police. The school's police liaison officer will provide specific guidance.
- Teachers are not obliged to hand on information about pupils to their parents, although where the teacher believes the pupil to be at moral or physical risk or in breach of the law they must ensure that the pupil is aware of the risks and encourage them to seek support from their parents.
- Where outside agencies and others provide support for the PSHE and citizenship programme, they must be made aware of, and abide by, the policy about disclosures and confidentiality. However, they may also have a role in providing advice and support directly to pupils. The boundary between these two roles must be agreed with the school and the distinction, in terms of the right to confidentiality, be made clear to pupils.
- Some people are bound by their own professional codes of confidentiality. For example, the school nurse is bound by the medical code of confidentiality in his or her own work with children and young people. Pupils who seek help from teachers about their personal health may be referred to the school nurse or their family doctor.
- In lessons, teachers should establish from the beginning that it is inappropriate to disclose personal information. Ground rules, which ensure pupils agree not to pressure one another to answer questions about their own experiences, also apply to staff.

How will PSHE and citizenship be recorded?

- children's knowledge and understanding, for example, information on health, understanding the 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, values and attitudes; for example, through participating in discussions, group tasks

and activities, managing conflict, making decisions and promoting positive relationships.

The following can all contribute to recording:

- children themselves through self assessment and peer assessment;
- teachers through observation;
- special projects and events;
- other adults such as teaching assistants and visitors.
- Keeping flipchart and post it evidence

Celebration

Children's successes and achievements will be celebrated and recorded in a variety of ways. For example: house points; stickers; good work assemblies; class assemblies; Wow certificates; observation discussion notes, sports and performing arts certificates etc. More formal reporting will happen via the annual report to parents on their child's progress.

How will provision for PSHE and citizenship be monitored and evaluated?

The Headteacher will monitor the planning, teaching and learning of PSHE regularly in accordance with the school's monitoring foci. Feedback will be given to teachers. The policy will be reviewed according to the policy review timetable.

Equal Opportunities

This policy has been written according to the guidelines laid down in the school's Equal Opportunities Policy. As will all teaching at the school, PSHE is taught in such a way as to include all children irrespective of their ability, gender, race or ethnicity.

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