

HURST GREEN PRIMARY SCHOOL



PSHE & Citizenship Policy

Policy for the attention of			
Audience	Key Audience	Optional Audience	Additional/Notes
Senior Leadership Team	√		
Teachers	√		
Teaching Assistants	√		
Administrative Staff		√	
Curriculum support	√		
Lunchtime Supervisors		√	
Site Manager		√	
Cleaners		√	
Governors	√		
Parents	√		
Website	√		
Local Authority		√	

Responsibility of	School Improvement Committee
Review frequency	Every two years
Previous versions agreed	1 April 2019; 22 February 2021
This version agreed	6 February 2023
Next review date	Spring term 2025

This document is a statement of the aims, principles and strategies for teaching and learning of PHSE and Citizenship. This document should be read in conjunction with the RSE document.

This document is due for review in Spring 2023.

The development of children's social, emotional skills, children's self-esteem, their health and well-being is paramount. We are committed to developing the children's responsibilities towards themselves, others in school and the local and global community. This commitment contributes to the positive ethos of our school. In our school we recognise PSHE and Spiritual, Moral, social and Cultural (SMSC) as an important aspect of a child's development where teaching and learning focuses on skills and responsibilities and develops the knowledge and understanding to make informed choices.

Linked Policies

- Safeguarding and Child Protection
- Behaviour Policy
- Anti-bullying Policy
- Staff Code of Conduct Policy
- Equality Policy
- SEND Policy
- R.E Policy
- RSE Policy
- Relationships and Sex Education Policy
- Drugs education
- Child protection

The link between between RSE and PSHE

RSE is statutory for all children, whilst PSHE (Personal, Social, Health and Economic Education) remains non-statutory. The DfE recommends that RSE is taught within the wider PSHE curriculum. The guidance for RSE does not cover everything needed for a well-covered PSHE curriculum, so we view RSE as part of PSHE.

What is PSHE and Citizenship?

"PHSE education is a planned programme of learning through which children and young people acquire the knowledge, understanding and skills they need to manage their lives now and in the future. As part of a whole school approach, PSHE education develops the qualities and attributes pupils need to thrive as individuals, family members and members of society". (PHSE Association, 2014)

Position of PHSE education in the National Curriculum

Within the National Curriculum 2014 PSHE education remains a non-statutory subject however, section 2.5 of the National Curriculum framework document states that:

'All schools should make provision for personal, social, health and economic education (PSHE), drawing on good practice.'

Along with the National Curriculum framework, the DFE also published a guidance document on PSHE education 2014, which states that the subject is:

'An important and necessary part of all pupils' education'

Furthermore:

'Schools should seek to use PSHE education to build, where appropriate, on the statutory content already outlined in the national curriculum, the basic school curriculum and in statutory guidance on: drug education, economic education, sex and relationship education (SRE) and the importance of physical activity and diet for a healthy lifestyle.'

Aims

Our aims are to enable the children:

- To recognise their own worth;
- To work well with others;
- To develop positive relationships and respect for others;
- To understand our common humanity, diversity and differences;
- To know and understand what constitutes a healthy lifestyle;
- To develop safety awareness;
- To be positive and active members of a democratic society;
- To develop self-confidence and self-esteem and make informed choices regarding personal and social choices;
- To form good relationships with other members of the school and the wider community.

How PSHE and Citizenship is organised in the school:

PSHE, RSE and SMSC are integral parts of our curriculum. They happen during every working moment. It is the environment in which the whole school operates. It is therefore one of the most important parts of our curriculum.

PSHE and Citizenship curriculum planning

Jigsaw PSHE is a comprehensive and completely original Scheme of Work for the whole primary school. The Jigsaw teaching materials integrate Personal, Social, Health Education (PSHE), emotional literacy, social skills, mindfulness, and spiritual development in a whole-school approach.

There are six units, each with six lessons:

- Being Me in My World
- Celebrating Difference

- Dreams and Goals
- Healthy Me
- Relationships
- Changing Me

These are sequenced from the beginning to the end of the school year and all year groups cover the same themes in age-appropriate ways, at the same time. Whole school assemblies will focus on the theme of that half-term.

Age Group	Being Me In My World	Celebrating Difference	Dreams and Goals	Healthy Me	Relationships	Changing Me
	Autumn A	Autumn B	Spring A	Spring B	Summer A	Summer B
EYFS	Self-identity Understanding feelings Being in a classroom Being gentle Rights and responsibilities	Identifying talents Being special Families Where we live Making friends Standing up for yourself	Challenges Perseverance Goal-setting Overcoming obstacles Seeking help Jobs Achieving goals	Exercising bodies Physical activity Healthy food Sleep Keeping clean Safety	Family life Friendships Breaking friendships Falling out Dealing with bullying Being a good friend	Bodies Respecting my body Growing up Growth and change Fun and fears Celebrations
Y1	Feeling special and safe Being part of a class Rights and responsibilities Rewards and feeling proud Consequences Owning the Learning Charter	Similarities and differences Understanding bullying and knowing how to deal with it Making new friends Celebrating the differences in everyone	Setting goals Identifying successes and achievements Learning styles Working well and celebrating achievement with a partner Tackling new challenges Identifying and overcoming obstacles Feelings of success	Keeping myself healthy Healthier lifestyle choices Keeping clean Being safe Medicine safety/safet y with household items Road safety Linking health and happiness	Belonging to a family Making friends/being a good friend Physical contact preferences People who help us Qualities as a friend and person Self-acknowledgement Being a good friend to myself Celebrating special relationships	Life cycles – animal and human Changes in me Changes since being a baby Differences between female and male bodies (correct terminology) Linking growing and learning Coping with change Transition

Y2	<p>Hopes and fears for the year</p> <p>Rights and responsibilities Rewards and consequences Safe and fair learning environment</p> <p>Valuing contributions Choices Recognising feelings</p>	<p>Assumptions and stereotypes about gender</p> <p>Understanding bullying Standing up for self and others Making new friends</p> <p>Gender diversity Celebrating difference and remaining friends</p>	<p>Achieving realistic goals Perseverance Learning strengths Learning with others</p> <p>Group co-operation Contributing to and sharing success</p>	<p>Motivation Healthier choices Relaxation Healthy eating and nutrition Healthier snacks and sharing food</p>	<p>Different types of family</p> <p>Physical contact boundaries Friendship and conflict Secrets</p> <p>Trust and appreciation Expressing appreciation for special relationships</p>	<p>Life cycles in nature Growing from young to old Increasing independence Differences in female and male bodies (correct terminology) Assertiveness Preparing for transition</p>
Y3	<p>Setting personal goals Self-identity and worth Positivity in challenges Rules, rights and responsibilities Rewards and consequences Responsible choices</p> <p>Seeing things from others' perspectives</p>	<p>Families and their differences Family conflict and how to manage it (child-centred) Witnessing bullying and how to solve it Recognising how words can be hurtful Giving and receiving compliments</p>	<p>Difficult challenges and achieving success Dreams and ambitions New challenges</p> <p>Motivation and enthusiasm Recognising and trying to overcome obstacles Evaluating learning processes Managing feelings</p> <p>Simple budgeting</p>	<p>Exercise Fitness challenges Food labelling and healthy swaps Attitudes towards drugs Keeping safe and why it's important online and offline scenarios Respect for myself and others Healthy and safe choices</p>	<p>Family roles and responsibilities Friendship and negotiation Keeping safe online and who to go to for help</p> <p>Being a global citizen Being aware of how my choices affect others Awareness of how other children have different lives Expressing appreciation for family and friends</p>	<p>How babies grow Understanding a baby's needs</p> <p>Outside body changes Family stereotypes Challenging my ideas Preparing for transition</p>

Age Group	Being Me In My World	Celebrating Difference	Dreams and Goals	Healthy Me	Relationships	Changing Me
Y4	<p>Being part of a class team Being a school citizen Rights, responsibilities and democracy (school council) Rewards and consequences Group decision-making Having a voice What motivates behaviour</p>	<p>Challenging assumptions Judging by appearance Accepting self and others Understanding influences Understanding bullying Problem-solving Identifying how special and unique everyone is First impressions</p>	<p>Hopes and dreams Overcoming disappointment Creating new, realistic dreams Achieving goals Working in a group Celebrating contributions Resilience Positive attitudes</p>	<p>Healthier friendships Group dynamics Smoking Alcohol Assertiveness Peer pressure Celebrating inner strength</p>	<p>Jealousy Love and loss Memories of loved ones Getting on and Falling Out Girlfriends and boyfriends Showing appreciation to people and animals</p>	<p>Being unique Girls and puberty Confidence in change Accepting change Preparing for transition Environmental change Sex Education - Big Talk Reproduction How a baby is conceived -see vocab list</p>
Y5	<p>Planning the forthcoming year Being a citizen Rights and responsibilities Rewards and consequences How behaviour affects groups Democracy, having a</p>	<p>Cultural differences and how they can cause conflict Racism Rumours and name-calling Types of bullying Material wealth and happiness Enjoying and respecting other cultures</p>	<p>Future dreams The importance of money Jobs and careers Dream job and how to get there Goals in different cultures Supporting others (charity) Motivation</p>	<p>Smoking, including vaping Alcohol Alcohol and anti-social behaviour Emergency aid Body image Relationships with food Healthy choices Motivation and behaviour</p>	<p>Self-recognition and self-worth Building self-esteem Safer online communities Rights and responsibilities online Online gaming and gambling Reducing screen time Dangers of online grooming SMARTT</p>	<p>Self- and body image Influence of online and media on body image Puberty for girls Puberty for boys Growing responsibility Coping with change Preparing for transition Sex Education – Big Talk Reproduction How a baby is conceived and</p>

	voice, participating				internet safety rules	born – see vocab list Contraception
Y6	Identifying goals for the year Global citizenship Children's universal rights Feeling welcome and valued Choices, consequences and rewards Group dynamics Democracy, having a voice Anti-social behaviour Role-modelling	Perceptions of normality Understanding disability Power struggles Understanding bullying Inclusion/exclusion Differences as conflict, difference as celebration Empathy	Personal learning goals, in and out of school Success criteria Emotions in success Making a difference in the world Motivation Recognising achievements Compliments	Taking personal responsibility How substances affect the body Exploitation, including 'county lines' and gang culture Emotional and mental health Managing stress	Mental health Identifying mental health worries and sources of support Love and loss Managing feelings Power and control Assertiveness Technology safety Take responsibility with technology use	Self-image Body image Puberty and feelings Reflections about change Physical attraction Boyfriends/girlfriends Sexting Respect Transition Sex Education - Big Talk Reproduction Contraception How a baby is conceived – see vocab list

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Detailed information about knowledge progression and coverage for each half-term in each year group will be sent out to parents at the start of each half-term, detailing when and what your child will be learning.

Whilst much PSHE is covered in dedicated PSHE times, many of the objectives are also covered through other areas of the school's curriculum e.g. RE, Assemblies and the 'creative curriculum'; attitudes and expectations of behaviour modelled and promoted by adults in the school.

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, school trips to visit places of worship and each year group participates in regular school trips. We offer a residential trip to Astley Burf in Year 6, where there is a particular focus on developing pupils self-esteem and giving them opportunities to develop leadership and co-operation skills.

Teaching and Learning Styles

We use a range of teaching and learning styles, including the children in activities such as discussions, role play, games, 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 or involvement in an activity to help other individuals or groups less fortunate than themselves. Supporting local, national and international charities, e.g. Children In Need and Comic Relief. We ensure pupils are able to participate in discussion to resolve conflicts or behaviour. Children have opportunities to meet and work with members of the community, such as fire fighters, police and representatives from the local church, whom we invite into the school to talk about their role in creating a positive and supportive local community. Children take on different roles of responsibility during their school life. School council have also organised responsibilities for years 1 to 6 and Year 6 in particular, have many responsibilities throughout the school.

Ensuring Equality

At Hurst Green we are committed to ensuring equality of education and opportunity for all children. We follow the necessary regulations to ensure that we take the experiences and needs of all children into account when planning for teaching, learning and pastoral support. We regularly identify those children who may be missing out, difficult to engage, or feeling in some way to be apart from what we seek to provide.

We aim to develop a culture of inclusion and diversity in which all pupils are able to participate fully in school life and achieve their learning potential. We will make reasonable adjustments to ensure that barriers to learning are removed and the school environment and the PSHE curriculum are as accessible as possible.

The role of the PSHE and Citizenship Lead is to:

- Take the lead in policy development and the amendment of schemes of work designed to ensure progression and continuity in PSHE/RSE and Citizenship throughout the school
- Monitor progress in PSHE/RSE and Citizenship
- Take responsibility for the purchase and organisation of central resources for PSHE and Citizenship
- Keep up to date with developments PSHE/RSE and Citizenship education and disseminate information to colleagues as appropriate
- Mrs MacFarlane and Mrs Woodhouse are the PSHE/RSE subject supports. They work alongside Mrs Webb to develop PSHE/RSE

Feedback to pupils about their own progress in PSHE and Citizenship is achieved through:

- Aiming to help children learn, not to find fault and comments aim to be positive and constructive in and out of the classroom

- Is often done while a task is being carried out through discussion between child and teacher, or in class and group discussions
- During circle time/class discussions around themes and topics

Strategies for reporting

Reporting to parents is through an annual written report. The report will look at the child's behaviour towards other children, their willingness to cooperate with others and their general attitude towards school life. Issues that arise will also be discussed with parents at the two formal parents' evenings and a drop-in session.

Strategies for the use of resources;

Classroom resources in PSHE and Citizenship include;

- Class/school rules displayed in classrooms and around school
- Photographs of children
- 'Children at work' photographs on the school website and in classrooms
- School Twitter account which shares the children's learning achievements with parents and carers

Resources include:

- Information Books
- Stories
- Photographs and pictures
- Photocopied resources

Supporting policies and documents

Please see related policies on page 2.