



KINETON GREEN PRIMARY
SCHOOL

Personal, Social and Health
Education and Citizenship Policy

Reviewed in July 2018

Kineton Green Primary School **Personal, Social and Health Education and Citizenship Policy**

Intention

This policy outlines what Kineton Green Primary School believe about PSHE and citizenship. It is designed to be the first of four related policies.

- PSHE and Citizenship
- Appendix A –Drugs Education
- Appendix B – Sex and Relationships Education
- Appendix C – Circle Time
- Appendix D – Jigsaw PSHE Policy

Consultation

When writing the original policy the whole school community were involved in its development through a variety of ways:

- Consultation and discussions with pupils through the school self-evaluation process
- Parents and Governor meetings
- Whole Staff Meetings
- Questionnaires to both parents and pupils
- Input and advice from PSHE Advisors in Solihull LA
- Relevant training /liaison with other agencies and sectors of education e.g. secondary, special needs schools via participation on PSHE Accreditation Course by Subject Leader.

The policy was written in draft format and shared with staff and governors. Amendments were made and the document approved by the Governing Body. Kineton Green Primary School has worked within the National Healthy School Standards and local guidelines throughout the consultation and formulation of this policy. It is then reviewed by the PSHE co-ordinator on a 3 year rolling program.

Definitions

We believe that personal and social development is the collective 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.

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.

[Section 2.1 of the 2014 National Curriculum framework](#) states:

‘Every state-funded school must offer a curriculum which is balanced and broadly based and which:

- promotes the spiritual, moral, cultural, mental and physical development of pupils at the school and of society*
- prepares pupils at the school for the opportunities, responsibilities and experiences of later life’*

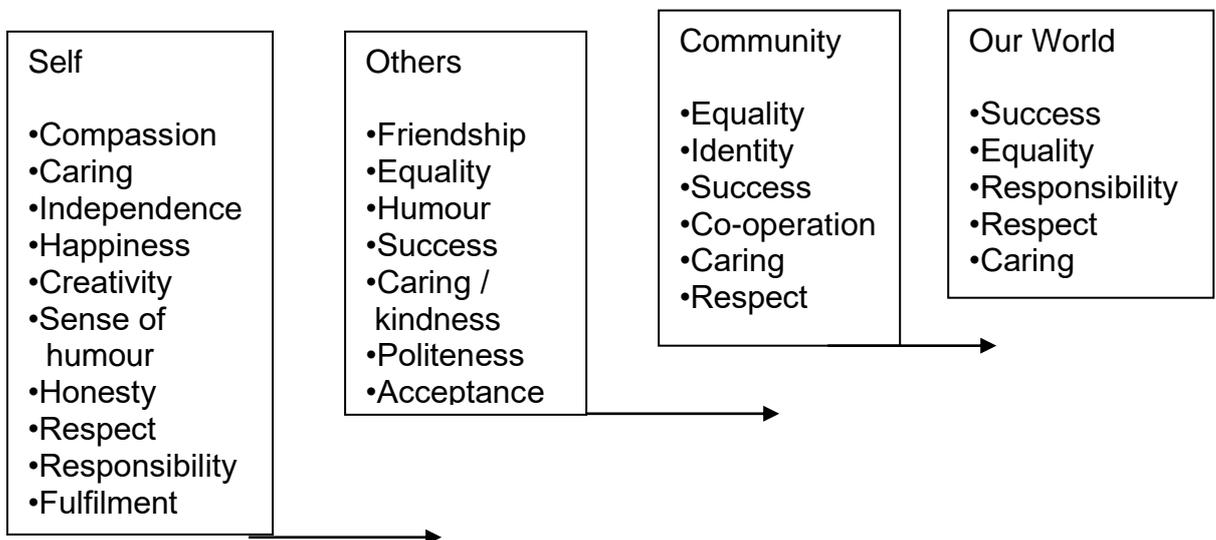
This runs alongside the non-statutory framework that accompanies the previous National Curriculum which helpfully categorizes the areas covered by PSHE and citizenship as follows:

- 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. 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; and
- School Assemblies – Jigsaw assembly at the beginning of each half term to introduce the new theme.

The planned provision for PSHE and citizenship however, should not sit separately from other aspects of the school: it should be integral to a whole school approach that embodies the principles of personal and social development and active citizenship. PSHE and citizenship will be taught through the agreed values, which are honesty, knowledge and understanding, respect for self and others and self-esteem and within the school values, which are:



The development of appropriate values is fundamental to PSHE and citizenship. There will be explicit teaching around values, but it has been said that values are essentially caught rather than taught. It is of central importance for all members of staff to adhere to an agreed set of values in all that they do at the school, to give consistent messages and to have consistent expectations.

We believe that children should be 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:

- Class and School Councils
- Circle Time and class discussions
- Assemblies, school events e.g. open evenings
- School Self Evaluation processes (discussions, questionnaires, etc.)
- Staff selection process
- Links with Parent/Teacher Association and Governors
- Home/school links e.g. school newspaper
- Setting personal targets and reporting to parents
- Whole school decision making (values, school and class rules etc).
- Charity fundraising, involvement in helping other individuals or groups less fortunate than themselves

Teaching and learning strategies and styles

Personal, Social and Health Education is key to everything that we do at Kineton Green, and we deliver our PSHE policy using the 'Jigsaw' approach. We introduced Jigsaw in September 2017, it brings together Personal, Social and Health Education, emotional literacy, social skills and spiritual development through 6 different topics (see Jigsaw Policy). It is a whole school approach and provides a comprehensive scheme of work from FS1 to Year 6.

- Teaching will start from and build upon the children's current knowledge, understanding, skills, language, experience, concerns and interests.
- Wherever possible, contexts for learning should be relevant to the children and make use of actual situations and current issues.
- There should be a high degree of active participation by children, and active learning techniques should be extensively used.
- Games, such as co-operative games, circle time games and parachute games, should be used appropriately.
- Appropriate use should be made of drama, role-play and simulation.
- Wherever possible, teaching methods should use a balance of visual, auditory and kinesthetic 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 should offer children opportunities for working individually and collaboratively in pairs and groups.
- Whole school involvement in democratic forums such as Class and School Councils will be used as vehicles for discussion, debate and decision-making.
- Circle time should be an important vehicle for providing the above.

PSHE and citizenship curriculum planning

We teach PSHE and citizenship in a variety of ways. Sometimes, for example, when dealing with issues around personal safety or drugs education we teach PSHE and citizenship as a discrete subject. On other occasions we introduce PSHE and citizenship topics through teaching in other subjects. For example, when teaching about the local environmental issues in geography, we offer pupils the opportunity to find out more about the school, its grounds and the surrounding area. Also there is a large overlap between the programme of study for religious education and the aims of PSHE and citizenship. We deliver PSHE through our religious education lessons as well as through other curriculum areas. All curriculum medium term plans in KS1 and 2 have PSHE objectives written into them where appropriate.

The following are skills, which will be developed through PSHE and citizenship. There will also be opportunities to support these skills across the curriculum, such as in ICT lessons:

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.

Key skills

- Communication

E.g. Reading, speaking, listening, questioning, discussing, debating and writing.

- Application of number

PSHE and citizenship may provide opportunities for the interpretation, manipulation and presentation of numerical data, such as survey returns or statistical information.

- 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 a moral dimension.
 - Using ICT to enable young people to communicate with the wider/global community.

- Working with others
- Improving own learning and performance
- Problem Solving

Thinking skills (as identified in the National Curriculum)

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

Visits and visitors are used where possible to enhance learning in PSHE and citizenship.

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.

Visits to places of worship, libraries, museums, environmental centres, places of natural beauty, galleries, theatres, music venues etc can greatly enrich the PSHE and citizenship provision. Children in year 5 and year 6 are offered a residential visit, which also enhances the PSHE curriculum.

The Foundation Stage

We teach PSHE and citizenship in the FS1 and 2 as an integral part of our topic work. We relate the PSHE and citizenship 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 aim of developing a child's personal, emotional and social development as set out in the ELGs. We also support citizenship education, when we teach 'how to develop a child's knowledge and understanding of the world'.

Confidentiality

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.

Suggestions for dealing with sensitive and controversial issues can be found in the appropriate sections of the SRE policy and in the Drugs 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 DSL, these are currently the Headteacher and the two Assistant Headteachers. 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/carers, 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/carers.

- 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 can 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 (for further examples of ground rules see SRE and Drugs Policies).

Assessment

There are two broad areas for assessment (see 'PSHE and citizenship: initial guidance for schools'):

- children's knowledge and understanding; for example, information on health, understanding of 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 assessment:

- children themselves through self assessment/target setting and peer assessment;
- teachers through observation and assessment of class work;
- special projects and events;
- other adults such as teaching assistants and visitors.

Recording and reporting

Children's successes and achievements will be reported and recorded in a variety of ways. For example: golden stars; stickers; good work assemblies; class assemblies; certificates; sports and performing arts certificates etc. More formal reporting will happen via the annual report to parents on their child's progress. We do not set formal examinations in PSHE and citizenship.

The assessments that we make are positive and record achievement in its widest sense.

Inclusion

We teach 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.

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 wider community.

Equal Opportunities

This policy has been written according to the guidelines laid down in the school's Equal Opportunities Policy. As with 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 and in accordance with the 'Every Child Matters' agenda (the five outcomes are; being healthy, staying safe, enjoying and achieving, making a positive contribution and economic well-being).

Resources

The school introduced Jigsaw, a new PSHE scheme of work in September 2017, to be taught from FS to Year 6. The school makes use of the SEAL materials for teaching citizenship at Key Stages 1 and 2 alongside a variety of other appropriate materials.

The PSHE objectives in the new curriculum are also taught via the Individual Learning Projects (ILPs) from Cornerstones.

Monitoring, Evaluation and Review

The Headteacher and the PSHE subject leader will monitor the planning, teaching and learning of PSHE regularly. Planning will be monitored termly, book trawls, pupil discussions and observations of teaching will take place in accordance with the school's monitoring cycle (see SIP and SSE documents). Feedback will be given to teachers. The scheme of work and policy will also be reviewed according to the review cycle as identified in the SIP.

Policy reviewed and agreed by staff and governors: _____