

**Policy for Personal, Social, Health and Economic Education,
(including Citizenship)**

1. Introduction

Longleaze Primary School is a school for approximately 250 mixed ability boys and girls aged from 4 -11. The school serves the northern part of the town of Royal Wootton Bassett, which is mainly of White British ethnic origin.

There is a mixture of owner-occupied and rented homes in this area, with many new homes currently being built. There is an active school association known as the Longleaze School Association (LSA). Wootton Bassett Children's Centre is situated on the school site and the School is forging strong links with them, to support all children and their families aged 11 and under.

2. Statement

PSHE and Citizenship is concerned with the emotional health, well-being and welfare of the pupils in our school. It enables pupils to become effective learners and supports them as they move from childhood through adolescence to become independent young people and effective citizens. The new national frameworks for PSHE and Citizenship fulfil a pivotal role, both within the curriculum and the educational process itself.

3. Purpose of the Policy:

The purpose of this PSHE and Citizenship policy is to give clear guidance on the management, organisation, content and delivery of PSHE and C, and to clarify statutory and legal requirements.

4. Key Roles and Responsibilities:

PSHE and C co-ordinator – Mrs Ceri Seal
Designated Governor – Mrs Emma Flack
Senior Management Team – Head Teacher, Senco
School Council Chairperson

5. The Role of the Co-ordinator

5.1 There are 4 main areas of coordination

1. Strategic direction and development of the scheme of work
2. Issues of teaching and learning
3. Leadership and management of staff
4. Deployment of staff and resources

5.2 The co-ordinator will ensure that the right conditions for successful learning in PSHE and Citizenship are in place.

In order to do this the co-ordinator will:

- Raise awareness amongst all staff of their contribution to the pupil's personal and social development and agree the overall aims, objectives and priorities.
- Establish a shared view of best practice to which all pupils are entitled
- Lead policy development
- Agree the main priorities for the pupils' personal and social development and identify the major opportunities for meeting those priorities across the curriculum
- Provide appropriate support and training for staff
- Monitor and evaluate the programme, including the use of outside agencies, and pupils' responses to the programme
- Carry out a continuous process of review and development of the programme as part of the annual cycle of school improvement
- Attend relevant Local Authority courses and network meetings
- Order and monitor resources

6. Process of developing the policy

This policy was developed through consultation with Senior Leadership and Local Authority. The Scheme of Work, Wiltshire's Learn 4 Life, is embedded into the Curriculum and updated annually by the PSHE Subject leader to keep up to date with our changing society.

7. Key Principles

7.1 Longleaze School Aims:

1. To equip its pupils with knowledge, understanding and skills to help them make responsible and well informed decisions about their lives.
2. To provide a PSHE and C programme to support and help our pupils through their physical, social, emotional and moral development.

7.2 Objectives

To help pupils:

1. Develop a sense of well-being and positive self-esteem.
2. Lead confident, healthy and responsible lives as individuals and active members of society
3. Develop skills of communication, enquiry and participation.
4. Gain practical knowledge of issues that they face as they mature
5. Understand and manage a wider range of relationships as they mature
6. Show respect for diversity and differences between people, their values and opinions
7. Encourage reflection about beliefs, choices and values
8. Be aware of their rights and responsibilities
9. Develop skills of reasoned and balanced decision making

10. To be equipped with the skills and attitudes to engage successfully in the task of learning.

8. Content and Delivery

8.1 Our PSHE and C programme is based upon the National Curriculum Frameworks which outline the following recommendations:

At Key stages 1 and 2 the knowledge, skills and understanding of PSHE will be taught in 4 interrelated sections:

1. Developing confidence and responsibility and making the most of pupils' abilities.
2. Preparing to play an active role as citizens
3. Developing a healthy safer lifestyle
4. Developing good relationships and respecting the differences between people.

8.2 Although Citizenship is non-statutory at Key stages 1 and 2, at Longleaze School it is felt that Citizenship can be centred within the context of PSHE as an overarching subject. It is recognised that learning for citizenship will also take place within other subjects and in extra- curricular contexts.

Citizenship comprises of 3 interrelated strands:

1. Social and moral responsibility
2. Community involvement
3. Political literacy

9. Other related Policies

All subject policies further indicate their contribution to PSHE and C in school.

- Sex and Relationship Education
- Drug Education
- Child Protection
- Equal Opportunities
- Behaviour
- Health and Safety
- Assessment, Recording and reporting
- Special Needs
- Procedures for school trips and visits
- School Development Plan

10. Modes of Delivery (See appendix 1 for further details of each point)

PSHE and C cannot always be confined to a specific timetabled time. At Longleaze School PSHE and C is delivered within a whole school approach which includes:

- Discrete curriculum time (1 hour per week per class)

- Teaching PSHE and C through and in other subjects/ curriculum areas.
- Through PSHE and C activities and school events eg Healthy Eating Week/ Global Education Week/ School Council
- Through Pastoral care and guidance

11. Healthy Schools Award

At Longleaze School we recognise the Healthy Schools Award as an effective vehicle to promote PSHE and C. Healthy Schools Silver was achieved in 2014 and we are currently working to renew this award.

12. Teaching and Learning Styles and Content

12.1 PSHE and C is as much about skills and attitudes as it is about knowledge and understanding and therefore we encourage active learning in PSHE and C by:

- Setting the appropriate climate for learning by providing a safe and comfortable environment with clear and agreed PSHE rules for each class
- Encouraging active participation
- Asking open ended questions
- Encouraging individual reflection on the subject in hand
- Allowing individual, small group, whole class and whole school decision making to occur
- Providing opportunities for reporting back
- Allowing implementation of decisions and plans to occur
- Appealing to all learning styles though visual, auditory and kinaesthetic teaching strategies and resources.
- Differentiating tasks appropriate to the ability of individuals.

12.2 Longleaze School delivers a Local Authority approved curriculum appropriate to pupils' age, maturity and ability called Learn 4 Life. Areas of PSHE and C, Sex and relationship Education and Drug Education are included and revisited within the Scheme of work.

12.3 Each unit of the programme lasts for a term. Sixty minute lessons are taught weekly. Alongside this planned programme of work, children have class discussions when matters related to PSHE and C are addressed.

13. Continuity and Progression

The spiral nature of the curriculum allows planning for continuity and progression between different year groups. Cross phase continuity and progression is addressed by meetings with next phase and PSHE and C co-ordinators in the summer term.

14. SEN and Learning for All

All pupils receive teaching appropriate to their needs. Pupils with learning difficulties may require additional support to allow them to access the framework and programmes of study in a relevant and, appropriately challenging, way.

(See Appendix 2 for how to modify the PSHE framework and Citizenship programme of study for children with SEND)

15. Assessment, Recording and Evidence

15.1 Teachers assess children's progress in PSHE and Citizenship both by making informal judgements as they observe and by doing formal assessments at the end of a unit of study. Self and Peers assessments are also used in the new Scheme of Work. All teachers have clear expectations of what pupils will know, understand and be able to do at the end of each key stage.

15.2 PSHE key pieces of work are recorded in topic books for each unit of the Scheme of Work

Information is shared with parents in annual reports regularly through newsletters which inform them of the class PSHE topic for that term.

15.3 A variety of methods are used at Longleaze to provide evidence of personal and social learning including:

- Self-assessment – Checklist, Display
- Peers – Observation of role play, checklist, video, reflection in pairs and groups.
- Teacher – Checklist, observation, written records.
- Teacher and Pupil – One to one reflection based on evidence
- Documentation – Certificates of achievements, for example, in all areas of the arts, sporting achievements, attendance, healthy eating, behaviour, and relationships.

16. Use of Visitors

16.1 Longleaze School uses several agencies to contribute to and accelerate the development of the teaching and learning of PSHE and C. These include:

School nurse, Community policeman, Fire-fighters, Speakers from different religious backgrounds, Theatre groups, Road and Rail Safety teams, Sports promoters, NSPCC, Young Carers agencies.

16.2 At Longleaze School all community based agencies and individuals who may visit are issued with the following code of conduct:

As a visitor they should:

- Be willing to share their experiences, beliefs and insights, but avoid criticising the experiences and insights of others and imposing their views upon children in any way.

- Be familiar with the school's aims and ethos and policies and plan their involvement in the light of the aims and curriculum at the school
- Seek to use engaging teaching and learning methods which involve the children actively and communicate at appropriate levels for the age group concerned.
- Make clear to children who they are, who they represent and what they are offering to children
- Develop ways of speaking to children, which communicate their open approach, avoiding any hidden agenda to convert children.

16.3 Prior to any agency attending the school, relevant staff ensures that

- Checks have been made with the Local Authority
- Their input is integrated within a planned programme
- Appropriate planning sheets/ lesson plans have been produced if necessary
- School/ class background information has been issued
- Resources have been checked for suitability
- Dates and times have been confirmed in writing
- An evaluation process has been agreed.

17. Parents/ Carers

Longleaze School recognises the importance parents/carers make to the personal and social issues relating to an individual pupil. We welcome the contribution that parents make, most importantly by supporting their children at home. Any parent/carer can approach the school for further help in matters related to the PSHE and C scheme of work and their child. Initial contact should be made through the pupil's class teacher or the PSHE and C co-ordinator.

18. Wider school community

The staff of Longleaze School recognises that the learning environment extends beyond the classroom and, to be more effective, our PSHE and C scheme of work will reflect and be responsive to the needs of the local community.

Agencies which support the community such as health, local government, business and voluntary organisations have much to offer in helping to provide opportunities for pupil's personal and social development. We will take advantage of any appropriate assistance these agencies can give through planning a partnership agreement together.

19. Staff Training and Support

19.1 Longleaze School recognises that there is a need for all staff to receive current and appropriate training to support planning and the delivery of PSHE and C.

The PSHE and C co-ordinator alongside the staff development co-ordinator is responsible for identifying and accessing appropriate training opportunities for

staff. Such training is accessed through the Wiltshire Local Authority health team or other local and national organisations.

19.2 To develop staff confidence and competence:

- Annually the PSHE and C co-ordinator will attend appropriate conferences
- Training needs are identified through induction programmes and performance management
- The PSHE and C co-ordinator will arrange for relevant advice and information from courses to be disseminated and, where appropriate, to be included in improvement planning and turned into practice
- Where necessary the co-ordinator will lead or arrange school based training

20. Dealing with Difficult questions

20.1 Sometimes an individual child will ask an explicit or difficult question in the classroom. Questions do not have to be answered directly and can be addressed later. Longleaze School believes that individual teachers must use their skill and discretion in these situations and refer to the PSHE and C Co-ordinator for advice.

20.2 Teachers are careful to ensure that their personal beliefs and attitudes do not influence the teaching of PSHE and C. As a result there are clear parameters as to what will be taught in whole class setting and what will be dealt with on an individual basis. (See Appendix 3)

21. Monitoring and Evaluation

21.1 This policy has been disseminated to the whole staff, issues arising discussed and agreed upon and any amendments made. The policy will be reviewed annually by the PSHE and C co-ordinator in liaison with the whole staff.

21.2 The success of the scheme of work will be discussed termly with staff and the PSHE and C co-ordinator. Any adjustments to implementation will be recorded by the co-ordinator. At the annual review such adjustments will be discussed as a whole staff and if appropriate the scheme of work will be amended.

21.3 All teachers are responsible for monitoring the pupil's progress and the quality of PSHE provided. Consultation with parents and the involvement of pupils in both planning and monitoring are encouraged at all stages.

21.4 The PSHE and C co-ordinator is responsible for reporting to the governor's curriculum committee about the quality of its implementation and its impact on standards.

Appendix 1

1. Discrete Provision

This could include separately planned curriculum time with themes such as 'my family' or 'using our money' or a focus on discussion through circle time or playing games together. This approach has the advantages of enabling clear planning for identifiable provision and easier monitoring.

2. Provision through teaching and learning in other subjects/curriculum areas

2.1 Provision for some aspects of PSHE and Citizenship could be made through other subjects including RE.

2.2 Some subjects in the curriculum have opportunities to make links with the Framework through their programmes of study. See The National Curriculum handbook for primary teachers in England.

- *English*: skills in enquiry and communication, stories that illustrate aspects of personal and social development.
- *Mathematics*: aspects of financial capability, counting and sharing.
- *Science*: (including medicines), sex, health, safety and the environment.
- *Design & Technology*: health and safety, healthy eating, realising that people have needs as they generate design ideas, use of technology.
- *ICT*: communicating with others via e-mail, finding information on the internet and checking its relevance, Safety on the internet.
- *History*: use of sources, reasons for and results of historical events, situations and changes, diversity within societies studied, significant people, events, ideas and experiences of people from the past.
- *Geography*: topical issues concerning environment, sustainable development, land use, study of pupils' own locality and places in different parts of the world, including less economically developed countries.
- *Art and Design*: reflecting on and responding to ideas and experiences communicated through works of art, craft and design from different times and cultures.
- *Music*: making the most of abilities in playing or singing, issues of cultural diversity, their value and expression.
- *Physical Education*: teaching and learning about health and safety, development of personal and social skills through team and individual activities, games and sports.
- *RE*: religious and moral beliefs, values and practices that underpin and influence personal and social issues and relationships.

Appendix 2

1. The importance of PSHE and Citizenship to pupils with learning difficulties

1.1. Learning PSHE and citizenship help all pupils develop as individuals in a wider society. Pupils learn to understand themselves physically, emotionally, socially and sexually and to understand their relationships with others.

1.2. In particular, PSHE and citizenship offer pupils with learning difficulties opportunities to:

- make choices and decisions
- develop personal autonomy by having a degree of responsibility and control over their lives
- make a difference or make changes by their individual or collective actions
- find out that there are different viewpoints which lead to a respect for the opinions of others

1.3. In response to these opportunities, pupils can make progress in PSHE and citizenship by:

- moving from contact with others in class and school to community involvement
- developing greater control and choice
- adapting to change as they grow and develop, physically and emotionally
- moving from the personal to a wider perspective (in terms of the range of relationships and viewpoints, and consideration of other people's point of view)
- moving from an immediate time perspective to thinking about the future and reflecting on the past, e.g. how tackling things differently could lead to different outcomes.

1.4. Modifying the PSHE framework and Citizenship programmes of study

The statutory inclusion statement of the National Curriculum requires staff to modify the programmes of study to give all pupils relevant and appropriately challenging work at each key stage.

Staff can modify the PSHE framework and citizenship programmes of study for pupils with learning difficulties by:

- choosing material from an earlier key stage, or more than one key stage
- maintaining, consolidating, reinforcing and generalising previous learning, as well as introducing new knowledge, skills and understanding
- using the non-statutory framework for PSHE and the programmes of study for citizenship as a resource or to provide a context for planning and learning which is appropriate to the age and needs of pupils

- focusing on one aspect or a limited number of aspects of the age-related guidelines and programmes of study

1.5. Developing confidence and responsibility and making the most of their abilities relates to pupils’:

- self-concept and self-awareness: the development of a sense of their own identity as a separate and distinct person which is mainly developed through interaction with familiar people and the environment
- self-esteem: the value that pupils place on themselves which is greatly influenced by the way others behave towards them. The approach of staff in valuing and respecting **all** pupils is therefore crucial, particularly as some pupils may have low self-esteem or a poor self-image, and may see themselves as different
- self-knowledge: thinking about themselves and getting to know their own likes and dislikes, strengths and weaknesses. Some pupils with learning difficulties may be dependent on staff to help them interpret their preferences.

1.6. Teaching this aspect across the key stages can help pupils to:

- develop a positive self-image
- explore, express and communicate their needs, feeling and opinions
- take responsibility for themselves and their belongings (initially in the classroom, in school, outside school and, later, further afield).

2. Preparing to play an active role as citizens (key stages 1 and 2)

2.1 Pupils learn about the right and wrong ways to behave through the boundaries set by others. Citizenship gives contexts in which all pupils, particularly those with learning difficulties, can move from a personal view of themselves and their immediate world, towards a much wider perspective. This helps them think about other people and ways in which they can make a difference to others and the world around them. Pupils learn about the differences in people and how to value those differences.

2.2 Teaching this aspect across the key stages can help pupils to:

- make choices
- take part in group activities and discussions
- realise that all individuals are important in their own right
- recognise differences and similarities in people.

3. Developing a healthy lifestyle (PSHE)

3.1 Developing a healthy, safer lifestyle starts with a basic awareness of the body and in daily personal care routines. Pupils may be dependent on others for their health and safety and need to have some control and autonomy within safe parameters.

3.2 Teaching this aspect across the key stages can help pupils to:

- learn about the need for personal hygiene, take part in and maintain personal hygiene routines

- develop body and gender awareness
- know when they can and should give their permission and when to withhold their permission, e.g. to communicate 'no'.

Appendix 3

1. Ground Rules and Distancing Techniques

- Pupils will be given preparation so that they will know how to minimise any embarrassment they feel.
- No one (teacher or pupil) should be expected to answer a personal question.
- No one will be forced to take part in a discussion.
- Meanings of words will be explained in a sensible and factual way.

2. Dealing with Questions

- Teachers should establish clear parameters about what is appropriate and inappropriate in a whole-class setting.
- Teachers should set the tone by speaking in a matter-of-fact way and ensuring that pupils discuss issues in a way which does not encourage giggling and silliness.
- Pupils should be encouraged to write down questions anonymously and post them in a question box; the teacher will have time to prepare answers to all questions before the next session, and will choose not to respond to any questions which are inappropriate.
- If a verbal question is too personal the teacher should remind the pupil of the ground rules.
- If a question is too explicit, feels too old for a pupil, is inappropriate for the whole class, or raises concerns about abuse, the teacher should acknowledge it and promise to attend to it later on an individual basis.
- Teachers should not be drawn into providing more information than is appropriate to the age of the child.
- If a teacher is concerned that a pupil is at risk of abuse the Head Teacher should be informed and the usual child protection procedures followed.