



WRAGBY PRIMARY SCHOOL

PSHE and Citizenship Policy

PSHE (Personal, Social, Health and Emotional) and Citizenship Policy

Introduction

PHSE and Citizenship are planned elements of the whole curriculum that promotes the spiritual, moral, cultural, mental and physical development of children at our school and prepares them for the opportunities, responsibilities and experiences of adult life.

The implementation of this policy is the responsibility of all members of staff and should be incorporated into the planning of both KS1 (Key Stage 1) and KS2 (Key Stage 2) and the Foundation Stage (Early Learning Goals, Personal, Social Emotional Development / Knowledge and Understanding of the World.) It helps support and promote the aims of the school. It will be overseen by the Headteacher and the identified teacher for PHSE.

This policy links closely with school policies on:

- Drugs Education
- Relationships and Sex Education
- Science
- Collective Worship
- Behaviour and Anti-Bullying
- Equality
- Confidentiality Policy

What is PSHE?

PSHE encompasses all areas designed to promote children's personal, social and health development. It gives children the knowledge, skills and understanding that they need to stay healthy and safe, develop worthwhile relationships, respect differences, develop independence and responsibility, make the most of their own abilities and those of others. It is very closely linked with S.M.S.C. (Spiritual, Moral, Social and Cultural), and encompasses our work within Citizenship, including British Values and protected characteristics and acknowledging our previous award within the National Healthy Schools Status.

What is Citizenship education?

There are 3 interrelated strands in the framework: -

- Social and moral responsibility
- Community involvement
- Political literacy

These should be taught to prepare children to play an active role as members of a democratic society, to develop an understanding of the key British Values, to develop independence and responsibility, and to make informed choices about their own lifestyle.

These skills will help our children to become better learners, get on better with other people and be responsible citizens. They are part of every area of life.

Aims of PSHE and Citizenship Education at Wragby Primary School

Our school mission statement reflects what we hope to achieve in PSHE and Citizenship.

We want our children to develop self- awareness, positive self-esteem and confidence, enabling them to,

- stay as healthy as possible
- keep themselves and others safe
- have worthwhile and fulfilling relationships
- respect the differences between people
- have a good understanding of the key British Values
- develop independence and responsibility
- play an active role as members of a democratic society
- make the most of their own abilities and those of others
- behave in a socially and morally acceptable way including towards authority and each other
- to become involved in the life of their community
- to know about democracy and how to be an active citizens
- to know about economic wellbeing.

We want our children to: -

- value the achievements they make, and the achievements of others
- make informed choices about dealing with risks and meeting challenges now and in the future.
- decide on values by which they want to live their lives.

Our school curriculum and ethos promotes spiritual, moral, social and cultural development and prepares all pupils for the opportunities and responsibilities within their lives.

Delivery of Curriculum

At Wragby Primary School, we teach Personal, Social, Health Education as a whole-school approach to underpin children's development as people and because we believe that this also supports their learning capacity.

The Jigsaw Programme, that we use in school to deliver our PSHE curriculum, offers us a comprehensive, carefully thought-through Scheme of Work which brings consistency and progression to our children's learning in this vital curriculum area. The overview of the programme can be seen on the school website.

This also supports the "Personal Development" and "Behaviour and Attitude" aspects required under the Ofsted Inspection Framework, as well as significantly contributing to the school's Safeguarding and Equality Duties, the Government's British Values agenda and the SMSC (Spiritual, Moral, Social, Cultural) development opportunities provided for our children.

Here, at Wragby Primary School we value PSHE as one way to support children's development as human beings, to enable them to understand and respect who they are, to empower them with a voice and to equip them for life and learning.

We include the statutory Relationships and Health Education within our whole-school PSHE Programme. Our Policy on delivering relationship and Sex Education can be seen separately. The mapping document: Jigsaw 3-11 and statutory Relationships and Health Education, shows exactly how Jigsaw and therefore our school, meets the statutory Relationships and Health Education requirements.

To ensure progression and a spiral curriculum, we use Jigsaw, the mindful approach to PSHE, as our chosen teaching and learning programme and tailor it to your children's needs.

What do we teach when and who teaches it?

Whole-school approach

Jigsaw covers all areas of PSHE for the primary phase including statutory Relationships and Health Education. The table below gives the learning theme of each of the six Puzzles (units) and these are taught across the school; the learning deepens and broadens every year.

Term	Puzzle (Unit)	Content
Autumn 1:	Being Me in My World	Includes understanding my own identity and how I fit well in the class, school and global community. Jigsaw Charter established.
Autumn 2:	Celebrating Difference	Includes anti-bullying (cyber and homophobic bullying included) and understanding
Spring 1:	Dreams and Goals	Includes goal-setting, aspirations, who do I want to become and what would I like to do for work and to contribute to society
Spring 2:	Healthy Me	Includes drugs and alcohol education, self-esteem and confidence as well as healthy lifestyle choices, sleep, nutrition, rest and exercise
Summer 1:	Relationships	Includes understanding friendship, family and other relationships, conflict resolution and communication skills, bereavement and loss
Summer 2:	Changing Me	Includes Relationships and Sex Education in the context of coping positively with change

At Wragby Primary School we allocate an hour (and any additional time, as we see necessary) to PSHE each week in order to teach the PSHE knowledge and skills in a developmental and age-appropriate way.

These explicit lessons are reinforced and enhanced in many ways:

Assemblies and collective worship, praise and reward system, Learning Charter, through relationships child to child, adult to child and adult to adult across the school. We aim to 'live' what is learnt and apply it to everyday situations in the school community.

Class teachers deliver the weekly lessons to their own classes.

Cross Curricular links

Links are made with PSHE and Citizenship in other curriculum areas as appropriate e.g. R.E.(Religious Education), P.E., science , geography and in topic planning.

Planning and links to SMSC

In planning PSHE lessons, teachers are aware of the need to plan opportunities to develop a wide variety of spiritual, moral, social and cultural needs. As well as specific PSHE, SMSC will also be delivered through cross curricular activities including RE.

Spiritual Development

The school will develop a climate or ethos within which all pupils can grow and flourish, respect others and be respected; accommodating difference and respecting the integrity of individuals.

These can occur during any part of the school day, e.g. when listening to music, discussing the care needed for animals, exercising empathy or creativity, how we live, contemplating the future, etc.

Moral Development

- Providing a clear moral code as a basis for behaviour which is promoted consistently through all aspects of the school
- Promoting racial, religious and other forms of equality
- Giving pupils opportunities across the curriculum to explore and develop moral concepts and values – for example, personal rights and responsibilities, truth, justice, equality of opportunity, right and wrong, British Values
- Developing an open and safe learning environment in which pupils can express their views and practice moral decision making
- Rewarding expressions of moral insights and good behaviour
- Recognising and respecting the codes and morals of the different cultures represented in the school and wider community
- Encouraging pupils to take responsibility for their actions, for example, respect for property, care of the environment, and developing codes of behaviour, providing models of moral virtue through literature, humanities, sciences, arts and assemblies; reinforcing the school's values through images, posters, classroom displays, etc. and monitoring in simple ways, the success of what is provided

Teachers always discuss with their classes a code of conduct for the classroom based on the values held by the school. We teach the children to be aware of their own actions, take responsibility for their own bodies and encourage independence. We will help the children to identify their feelings and think these through so that they are expressed in behaviour that is socially acceptable.

This is done through collective worship and PSHE sessions. We are interested in the development of the whole child and will endeavour to raise their self-esteem through praise, stickers, Behaviour Star of the Week and other means that highlight both academic and social achievements.

Social Development

- Identifying key values and principles on which school and community life is based, including British Values
- Fostering a sense of community, with common, inclusive values
- Promoting racial, religious and other forms of equality
- Encouraging pupils to work co-operatively
- Encouraging pupils to recognise and respect social differences and similarities
- Providing positive experiences to reinforce our values as a school community – for example, through assemblies, team building activities, school productions, etc
- Helping pupils develop personal qualities which are valued in a civilised society, for example, thoughtfulness, honesty, respect for difference, moral principles, independence, interdependence, self-respect and an awareness of others' needs
- Providing opportunities for engaging in the democratic process and participating in community life
- Providing opportunities for pupils to exercise leadership and responsibility
- Providing positive and effective links with the world of work and the wider community
- Monitoring in simple, pragmatic ways, the success of what is provided

Cultural Development

- Extending pupils' knowledge and use of cultural imagery and language
- Encouraging them to think about special events in life and how they are celebrated
- Recognising and nurturing particular gifts and talents; providing opportunities for pupils to participate in literature, drama, music, art, crafts and other cultural events and encouraging pupils to reflect on their significance
- Reinforcing the school's cultural links through displays, posters, exhibitions, etc. As well as developing partnerships with outside agencies and individuals to extend pupils' cultural awareness, for example, theatre, museum and gallery visits
- Auditing the quality and nature of opportunities for pupils to extend their cultural development across the curriculum in collaboration with the subject leaders of PSHE, RE
- Making children aware of the diversity of other cultures both within modern Britain and throughout the world

Equal Opportunities

Provision for PSHE and Citizenship is in line with all of our policies. All children have equal access to the PSHE and Citizenship curriculum and developmentally appropriate materials. Delivery will be differentiated appropriately. Resources etc. are sensitive to the needs and

backgrounds of the children and will not reflect gender or cultural stereotypes, and are monitored annually to ensure that sensitivity.

Parental and Community Involvement

Parents are invited to join in events in school. Parents are regularly informed of events and developments on the Termly and Curriculum Newsletters. Working with parents is a vital part of the whole school approach to PSHE and Citizenship.

There will also be links with local businesses and the community, as part of the work in Citizenship. We also work closely with the local churches, and have strong links with both ministers. We involve outside agencies e.g. School Health Advisors/ School Nurse, PCSO, dental health advisors etc. as much as possible to deliver aspects of the curriculum

This school believes that partnership with parents and the community enables us to receive specialist support and information to plan the best possible PSHE and Citizenship curriculum for our children.

Sensitive Issues

Learning from real-life experience is central to citizenship. Sensitive and controversial issues are certain to arise. Children should not be sheltered from such issues; through them, they can develop an important range of skills, including listening, accepting others points of views, arguing a case, dealing with conflict and distinguishing between fact and opinion.

Issues that are likely to be sensitive or controversial are those that have a political, social or personal impact and arouse strong feelings and/ or deal with questions of value and belief. Sex education, religion and politics are all likely to fall into this category. Others may include: family lifestyle and values; physical and medical issues; law and order; financial issues; unemployment; environmental issues; bullying and bereavement.

Teachers will seek to avoid bias in accordance with Sections 406 & 407 of The Education Act 1996.

Confidentiality

In the context of PSHE and Citizenship, children may sometimes make personal disclosures either in class or to individual teachers. This should be followed up according to schools Confidentiality Policy.

Assessment, Recording and Reporting

At KS1 and KS2 there are no statutory requirements for end of Key Stage teacher assessment in PSHE and Citizenship. However, teachers are required to keep records of the progress of all children and report this to parents at the end of the academic year. Assessment should be active and participatory, helping children to recognise the progress they are making in developing skills and taking part, as well as in their knowledge and understanding.

General comments about PSHE and Citizenship will be included in annual reports to parents, and children will write their own comments about how they have done.

Background Documentation

- [Keeping Children Safe in Education](#) (statutory guidance)
- [Respectful School Communities: Self Review and Signposting Tool](#) (a tool to support a whole school approach that promotes respect and discipline)
- [Behaviour and Discipline in Schools](#) (advice for schools, including advice for appropriate behaviour between pupils)
- [Equality Act 2010 and schools](#)
- [SEND code of practice: 0 to 25 years](#) (statutory guidance)
- [Alternative Provision](#) (statutory guidance)
- [Mental Health and Behaviour in Schools](#) (advice for schools)
- [Preventing and Tackling Bullying](#) (advice for schools, including advice on cyberbullying)
- [Sexual violence and sexual harassment between children in schools](#) (advice for schools)
- [The Equality and Human Rights Commission Advice and Guidance](#) (provides advice on avoiding discrimination in a variety of educational contexts)
- [Promoting Fundamental British Values as part of SMSC in schools](#) (guidance for maintained schools on promoting basic important British values as part of pupils' spiritual, moral, social and cultural (SMSC))
- [SMSC requirements for independent schools](#) (guidance for independent schools on how they should support pupils' spiritual, moral, social and cultural development).

Monitoring and Review

The governing body monitors this policy on an annual basis. This committee reports its findings and recommendations to the full governing body, as necessary, if the policy needs modification. The Curriculum Committee gives serious consideration to any comments from parents about the PSHE (RSHE) programme, and makes a record of all such comments. Governors scrutinise and ratify teaching materials to check they are in accordance with the school's ethos.

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