

# Bitterne C of E Primary School



## Policy for PSHE and Citizenship

(Personal, Social, Health, Economic and Citizenship education)

Headteacher

At Bitterne CE Primary School, we strongly believe in the holistic development of every pupil. We strive to ensure that all children leave our school with the key knowledge, skills and understanding to help them make confident and informed choices which will in turn lead to confident, healthy and fulfilling lives. Above all, we endeavor to equip all pupils with confidence and resilience to deal with the range of experiences they may encounter in life; ensuring they form positive relationships and make a positive contribution to society. Our aim is to engage the children through the use of high-quality lessons which reflect real life, include up-to-date topical themes and encourage discussion, debate and reflection.

<b>Reviewed by</b>	Leadership Team and Full Governing Board	<b>Authorised by</b>	Leadership Team
<b>Last Review</b>	April 2020	<b>Date</b>	June 2023
<b>Next Review</b>	June 2026	<b>Review Cycle</b>	3 yearly unless there are changes to the guidance

Signed by Chairs of Governors - Amanda Humby

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

## **The nature of PSHE**

PSHE and Citizenship is a fundamental aspect of education, and it clearly underpins other learning. Research has shown that pupils who are emotionally healthy will do better at school. PSHE education helps young people to reach their potential by supporting their wellbeing and tackling issues that can affect their ability to learn.

*"PSHE education is a school subject through which pupils develop the knowledge, skills and attributes they need to keep themselves healthy and safe, and prepared for life and work in modern Britain. Evidence shows that well-delivered PSHE programmes have an impact on both academic and non-academic outcomes for pupils, particularly the most vulnerable and disadvantaged."*

<https://www.pshe-association.org.uk/curriculum-and-resources/curriculum>

Structure of PSHE – Year 1 to Year 6		
Health and Wellbeing	Relationships	Living in the Wider World
<ul style="list-style-type: none"><li>• Healthy lifestyles – physical wellbeing</li><li>• Mental Health</li><li>• Ourselves, growing and changing</li><li>• Keeping safe</li><li>• Drugs, tobacco and alcohol.</li></ul>	<ul style="list-style-type: none"><li>• Families and close positive relationships</li><li>• Friendships</li><li>• Managing hurtful behaviour and bullying</li><li>• Safe relationships</li><li>• Respecting self and others</li></ul>	<ul style="list-style-type: none"><li>• Shared responsibilities</li><li>• Communities</li><li>• Media literacy and digital resilience</li><li>• Economic wellbeing – money</li><li>• Economic wellbeing – aspirations, work and career</li></ul>

*(Taken from PSHE association, Programmes of study for KS 1-5)*

## **The nature of PSHE and Citizenship education at Bitterne CE Primary School.**

While most PSHE is not a statutory subject, we at Bitterne CE Primary School recognise the importance that this subject plays in developing the holistic child. At Bitterne CE Primary school there are over-arching statutory requirements that would be extremely difficult to achieve without PSHE education.

*"Schools must teach a curriculum that is broadly based, balanced and meets the needs of pupils. It must promote the spiritual, moral, cultural, mental and physical development of pupils at the school and of society, and prepare pupils at the school for the opportunities, responsibilities and experiences of later life"*

*(Education Act 2002)*

At the core of our curriculum, is learning that will promote the children's understanding of the key areas (health and wellbeing, relationships and living in the wider world) which then gives them ability to apply this knowledge within a wider context. In our school, we always consider pupils' starting points, assess needs and plan from this. We recognise that children will bring differing levels of knowledge and understanding to any issue explored through PSHE and we aim to develop, not only this, but also build skills and strategies to enable them to apply this in their life.

While developing their knowledge within these areas, the children will also be developing their ability to make informed choices which is based on their increased understanding of their own personal responsibility for actions and how they can also share responsibility with others. It

promotes the importance of careful forethought and the various effects a decision can have. Also, it is key that the learning encourages the children to act by seeking support and advice whenever they feel it is necessary and who/ where they can turn to for this.

*"PSHE prepares them to manage many of the most critical opportunities, challenges and responsibilities they will face growing up in such rapidly changing and challenging times. It also helps them to connect and apply the knowledge and understanding they learn in all subjects to practical, real-life situations while helping them to feel safe and secure enough to fulfill their academic potential."*

(PSHE association, 2014)

As of 2020 the health and relationships aspect of PSHE are a statutory part of the curriculum, and for further guidance on this please refer to the RSE policy.

At Bitterne CE Primary School, children in EYFS develop skills that form a crucial foundation for later teaching of PSHE/Relationship at KS1. Both curriculums complement each other, providing opportunities for progression throughout the school. The PSHE curriculum in EYFS is largely covered in the following areas: Personal, Emotional and Social Development and Health and Self Care and there are 3 key aspects of development making relationships; self-confidence and self-awareness; managing feelings and behaviour. PSHE runs through and supports/develops learning in all other areas of EYFS.

### **Cross-curricular links**

Where appropriate, PSHE units have been planned to link with other subject areas; in order for them to see the real-life links; gain a deeper understanding and enhance learning. However; there are some units that do require being delivered as a standalone unit, and offer the best provision for pupils when taught as such. PSHE is also reinforced through RE, Collective worship and the use of restorative practise.

### **Assessment**

Assessment is integral as a tool for effective teaching and learning as it ensures that units build on what the children already know, shows what learners have achieved and the next steps in the learning journey. It also enables progress to be recognized and celebrated. Such is the nature of PSHE, that all units need different approaches in order to assess the understanding, development of skills, strategies and how pupils apply this in real life contexts. Opportunities are planned that suit the unit, with approaches to teaching and learning that clearly show attainment in children's learning. Throughout the unit, teachers will continue to assess in a variety of ways eg questioning, pupil self assessment and using these to make adaptations to the medium term planning.

### **Inclusion**

#### **SEND**

All children should make good progress in each unit. This should be achieved by clear and appropriate support and challenge; the accurate use of on-going assessment; high-quality marking and feedback; and quality first teaching. Teachers should ensure that they appropriately support and challenge all pupils in lessons to ensure equal progress of all groups. Children with SEND will have lessons adapted according to the provision outlined on their Passport to Success to ensure they are able to access all lessons appropriately and make good or better progress. Where necessary, teachers may need to discuss with parents the best way to meet their child's needs within certain topics and planning/ provision may need to be adapted to ensure this.

For children in the Squirrels, Shooting Stars and Woodlands group, the curriculum overview provides opportunities for children to develop their knowledge of at a level appropriate to their development. Teachers liaise with the Shooting Stars Lead to ensure learning can be reinforced back in the classroom.

## **Greater depth**

At Bitterne CE Primary School, we seek to challenge children who are more able and offer them inspirational opportunities to further their skills, knowledge and understanding. Their needs will be met through careful differentiation and questioning by the teacher. Where appropriate, separate extension activities will be set in order for the pupil to achieve his/ her potential. These children will be identified through pre and ongoing assessment. It is important to note that children within this bracket may change during the unit based on teacher assessment and may not be the same for different aspects of PSHE and Citizenship.

## **Approaches to teaching and learning**

Teachers need to:

- Use the school recording system e.g CPOMS alongside pupil assessment to identify the individual's experiences, relationships and prior knowledge of a pupil which should act as a basis for a starting point. It is important not to make assumptions.
- Encourage the children to plan, evaluate, record and celebrate their experiences and achievements.
- Enable individuals to be involved in decisions of the life of the school, to exercise responsibility, and apply knowledge and skills throughout.
- Pro-actively use Circle Time/ Let's Talk time/ P4C enquiry to develop SMSC as and when it is required.
- Provide a wide variety of active learning and assessment approaches which allow the children regular opportunities for them to reflect on their own and others' experiences.
- Use visitors from members of the community.
- Ensure that learning is planned that meets the needs of the pupils.
- Ensure they have up to date subject knowledge.

## **Links with the community**

Links with members of the wider community are extremely important and are being increasingly developed through:

- Regular opportunities for parents to meet staff, share in their child's achievements and performances, and to gain a greater understanding of the curriculum areas through meetings organised after school so they can further support their child in that area.
- Encouraging wider links with the community: visits to the local community and visitors to the school from the local area.
- Strong church links.

## **Bibliography**

GOV.UK Guidance for Personal, social, health and economic (PSHE) education

<https://www.gov.uk/government/publications/personal-social-health-and-economic-education-pshe/personal-social-health-and-economic-pshe-education>

PSHE association

[www.pshe-association.org.uk](http://www.pshe-association.org.uk)

# **PSHE Guidelines**

## **Responsibilities of the PSHE Leader**

Reference to the responsibilities of the PSHE Subject Leader should be made to the job description.

## **Core theme learning opportunities**

Adapted from the 2020 PSHE curriculum guidelines – how and when to find support runs through all the core themes.

### **Core theme 1 - Health and wellbeing**

Individuals should value a healthy lifestyle and understand the choices they have. Pupils should learn:

#### Physical wellbeing

- recognize what makes a balanced and healthy lifestyle and that our choices affect our wellbeing (sleep/ exercise/ food choices/ balanced screen time/ sun safety/ dental hygiene);
- knowing the effects and consequences of a range of drugs – inc medicines, legal and illegal drugs;
- that bacteria and viruses can affect health and wellbeing.

#### Mental wellbeing

- the importance of looking after mental health, warning signs and strategies for this;
- to recognize feelings, how these are expressed and ways to manage intense feelings;
- about change and loss/ dealing with grief;
- to recognize that most difficulties can be resolved with health and support;
- dealing with the emotions, challenges and change that come with transition.

#### Ourselves, growing and changing

- what contributes to who we are (personal identity);
- recognize individuality and personal qualities;
- identify strengths, skills, achievements and interests and how these contribute to self-worth;
- about managing setbacks/ perceived failures and how to reframe unhelpful thinking;
- names of body parts (including genitalia), changes up to and during puberty and need for personal hygiene for wellbeing;
- the human life cycle, reproduction and how babies need to be cared for.

#### Keeping safe

- about hazards that may cause harm, injury or risk both within the home, online and in the wider environment and strategies for keeping safe;
- to predict, assess and manage risk;
- basic first aid knowledge and what to do in an emergency;
- FGM and the law.

### **Core theme 2 – relationships**

Individuals should value others, not just for what they have and can do for us. They should understand that valued relationships are important to the development and fulfillment of others,

ourselves and the good of the community. They should value themselves and others as unique and special human beings. Pupils should learn:

#### Friendships

- to recognize that there are different types of relationships;
- to recognize that there are different types of family structure and identify the characteristics of a positive, healthy relationship;
- that relationships that make them feel unhappy or unsafe they need to seek help/ advice about.

#### Friendships

- about the importance of building positive friendships, what constitutes this and how this can support wellbeing and this also applies online;
- to understand the risks associated with communicating online;
- healthy relationships make people feel included and to seek support if feel lonely or excluded;
- strategies for recognizing and managing peer influence and friendships that make them feel unsafe or uncomfortable;
- how friendships may change; can have ups and downs; and strategies to resolve these both positively and safely.

#### Managing hurtful/ bullying behavior

- about the different forms bullying can take and the consequences of this type of behavior;
- strategies to respond to hurtful behavior;
- about privacy and personal boundaries and what is appropriate in relationships including online;
- to know what is acceptable and unacceptable physical contact and strategies to respond to unwanted contact;
- consent;
- discrimination;
- about the difference between good and bad secrets;
- recognizing pressure from others to do something unsafe or that makes them feel uncomfortable and strategies for managing this.

#### Respecting self and others

- that our behaviour affects others and to recognize and model respectful behaviour;
- to recognize the importance of self-respect and how this can affect their thoughts and feelings about themselves;
- about similarities and differences and how we can form respectful relationships including when debating topics of disagreement.

### **Living in the wider world**

Individuals should value the importance of their role in the community and strive to be an active citizen who values the environment as the basis of life and a source of wonder and inspiration; who respects our diverse world and knows how financial decisions can impact on their life. Pupils should learn:

#### Shared responsibilities

- the importance of rules and laws and consequences of not adhering to them;
- the importance of human rights;

- that we have rights and responsibilities at school, home and within the environment and that ours and others choices of behaviours and actions have consequences.

## Communities

- about different groups in the community and the contributions that they make to society;
- the value of diversity;
- the negative impact of stereotypes/ prejudice and the strategies to challenge/ respond to this.

## Media and digital resilience

- to recognize that the internet and social media can be used both positively and negatively;
- to know what should not be shared online and on social media;
- that text and images can be manipulated and how to check that choices are reliable and safe.

## Economic wellbeing

- that money comes in different forms, and that there are different attitudes to saving and spending, what influences this and how to manage effectively;
- to recognize that spending decisions are based on priorities, needs and wants and the environment;
- about risks associated with money (lost, stolen, gambling);
- money can impact of feelings and emotions;
- basic understanding of enterprise;
- about the different jobs/ careers what influences choices and the skills needed for them;
- to identify positive things about themselves and their achievements, have aspirations and set goals.

Overview of topics – due to the nature of PSHE and responding to the needs of the children these may change slightly and they may move to other times in the year where they are more suited.

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Year 1	<u>Working well together</u> <i>Includes how do we decide to behave</i>	<u>Being part of a community</u>	<u>All people are special</u> <i>Includes what makes us special/ valuing differences</i>	<u>Keeping safe</u>	<u>Caring for myself</u>	<u>Looking after the world around me</u>
Year 2	<u>Me and my community</u>	<u>Be a healthy me</u>	<u>Friendship and feelings</u>	<u>Keeping safe</u>	<u>Recognizing and celebrating differences</u>	<u>The world around me</u> <i>Includes - money</i>
Year 3	<u>Being a good friend</u>	<u>Be a healthy me</u>	<u>Dealing with emotions</u>	<u>Going for goals</u>	<u>Keeping safe</u>	
Year 4	<u>Zones of Emotion + class charter</u>	<u>Being a thoughtful citizen</u> <i>Links to anti-bullying</i>	<u>Valuing diversity</u>	<u>Be a healthy me</u>	<u>Sustainability - looking after the wider world</u>	<u>Growing and changing</u>
Year 5	<u>Playing an active role as citizens</u>	<u>Playing an active role as citizens</u> <i>Includes bullying</i>	<u>Online safety</u>	<u>Going for goals - Ambitions, jobs and money management, healthy mindset</u>	<u>Legal drugs - focus smoking and alcohol</u>	<u>RSE and changes</u>
Year 6	<u>Drug Education + class charter</u> <i>Inc drug Education - alcohol, solvents and peer pressure</i>	<u>Living in the modern world</u>	<u>Living in the modern world</u>	<u>Be a healthy me</u>	<u>Respect</u> <i>Inc focus on racism/ diversity/ bullying</i>	<u>Transition/Changes</u> <u>RSE</u>

## **APPENDIX 1 - Circle Time/ Let's talk time**

Circle time is valued in the school at a method of dealing with issues that arise or celebrating. This should be carried out on a regular basis (at least once every two weeks for between 20-30minutes) and may be part of a timetabled slot, PSHE lesson or a spontaneous need.

Circle Time is important to the personal and social development of the child. There are a bank of short poems and stories with suggested activities in each year group that can act as stimulus to the main part of the lessons. These cover a range of themes and have been put into sections to allow the teacher to find appropriate materials with ease.

### Staff guidance - Why teach Circle Time?

Circle Time is an enjoyable experience for adults and children working together as a group. It has been proven to further develop social, emotional and interactive skills. Circle Time provides the unique opportunity for every child to be part of a community of accepting relationships between peers and adults. Pupils will learn that this is a positive time where everyone looks after each other socially and emotionally. Any form of unkind action, criticism or put down is unacceptable and should not be tolerated. When pupils realise this they will form the habit of being positive with each other. Children therefore feel more secure and comfortable with each other, which in turn leads to a climate for effective learning.

#### **Time –**

- Timetabled slot
- If there has been a specific incident eg playtime problem call a spontaneous Circle Time.

#### **Place –**

- Everyone needs to be able to sit comfortably, which may mean that you need to move the furniture;
- The teacher should be sat in the same way as the children eg on the floor or on a chair.

#### **Participation –**

- When going around the circle all children should take part. If a child does not want to contribute to the theme being discussed then they must say pass. All adults in the room should also take part. If there are adults in the room not taking part in Circle time they should be asked to do this elsewhere.

**Rules** - You must set up the rules the first time you do Circle Time. These rules will need re-establishing each week until you feel the children are able to follow them without reminding. They will have to be recapped after a half term. Here are some useful rules:

- Everyone has the right to be listened to and therefore must listen to others,
- You should look at the person who is speaking;
- No laughing at other children unless you know it is meant to be funny;
- What is said does not go out of the circle (children need to understand this does not mean they are not allowed to tell their parents what goes on in Circle Time, but should not talk to children in the neighbouring class about a child's problems);
- No name (if the children need to express concern they should say 'someone has done . . .');
- With older children talk about respect for the individual and inappropriate responses;
- Do not take things onto the playground that are said in Circle Time;
- Do not talk unless you have the object; (The object could be a puppet or ball etc . . It is a good idea with older children to have 2 objects so you can train the children to run Circle Time themselves. Having 2 objects allows you to hold one all the time following the rule of only speaking when you have the object.
- Explain what will happen if someone breaks the rules.

#### **Circle Time should:**

- Be enjoyable;
- Have a 'fun' element;
- Never be left for a supply teacher.

Some children may feel threatened by the circle as they feel exposed. The teacher will need to praise and encourage the pupil. A child who misbehaves may be trying to avoid taking part as they find it difficult or potentially embarrassing. Strategies will be needed to make it seem non-threatening to the child.

For further guidance please see the PSHE lead.