



# PSHE and Citizenship Policy

## April 2020

Approved by Chair \_\_\_\_\_

Review Date \_\_\_\_\_

*'PSHE helps to give the knowledge, skills and understanding they need to lead confident, healthy, independent lives, and to become informed, active, responsible citizens.'*  
(National Curriculum)

*'We expect schools to use their PSHE education programme to equip pupils with a sound understanding of risk and with the knowledge and skills necessary to make safe and informed decisions.'*

*(DfE 2013)*

# **Northwood Park Educational Trust's Policy for Personal, Social, Health Economic Education and Citizenship**

The purpose of this document is to be an umbrella policy for Personal, Social, Health and Economic Education and Citizenship (PSHE). Other separate school policies should also be referred to, in particular Relationship and Sex Education (SRE/RSE), Anti-Bullying, Behaviour, Equal opportunities, Computing and Safeguarding.

Principle PSHE is a basic entitlement for all pupils. It is embedded within the ethos of the school and is reflected in the general aims/mission statement of the school.

PSHE is about what it is to be a person. Fundamentally, this is concerned with the exploration of values and attitudes, with the development of skills, and with the acquisition of relevant knowledge and understanding. This should enable pupils to lead confident, healthy, responsible lives as individuals and contributing members of society.

In school, pupils are encouraged to take part in a wide range of activities and experiences across and beyond the curriculum, contributing fully to the life of the school and the wider community. In particular, the House system and the many activities and competitions arranged within the school's House system, pupil voice questionnaires, structured playtimes, extracurricular activities, community projects, school productions, assemblies, visits, sports days, stories, videos and role-play activities. As well as this, pupils are also encouraged to take on roles of responsibility around school: Head Boy, Head Girl, Deputy Head Boy, Deputy Head Girl, House captains, school council, ambassador roles, play leaders, technicians) to support an inclusive, participatory ethos. PSHE aims to enable pupils to:

- value others and feel valued
- respect others and be respected
- be independent and interdependent
- behave responsibly
- have a concern for justice and uphold the rights of others
- understand the consequences of their actions
- treat others the way they would like to be treated
- make informed decisions

PSHE gives pupils opportunities to reflect on their experiences and understand how they are developing personally and socially, encompassing many of the spiritual, moral, social and cultural issues in their lives and that of others in society, thus allowing them to build meaningful relationships. It also promotes pupils' well-being and self-esteem enabling them to take responsibility for their learning and future life choices.

PSHE is the joint responsibility of the individual, the family, the school and the wider community. Through our PSHE programme, individual pupils are encouraged to show respect for our common humanity, diversity and the differences between people.

Across the school, we will encourage a healthy eating policy. At break times, we will encourage pupils to bring in fruit to have with their milk. At lunchtimes, we will encourage pupils to make healthy choices and we regularly remind our families of this in newsletters.

All pupils also have the opportunity to take responsibility for caring for the schools chickens and guinea pigs, vegetable patches and orchard.

## **Aims and objectives**

We, at Northwood Park Educational Trust, encourage our pupils to play a positive role in contributing to the life of the school and the wider community. In doing so, we help develop their sense of self-worth. We teach them how society is organised and governed. We ensure that they experience the process of democracy in school through the school council. We teach them about rights and responsibilities. They learn to appreciate what it means to be a positive member of a diverse multicultural society.

The Children's Act 2004 defines wellbeing as: physical and mental health and emotional wellbeing; protection from harm and neglect; education, training and recreation; the contribution pupils make to society as well as social and economic wellbeing.

According to law, teachers act 'in loco parentis' meaning that they take on the role of a parent in looking after the pupils in their care during school hours. Meeting this duty requires teachers to ensure that the pupils within their care are fully supported and their health and welfare is attended to.

Pastoral care is the practice of attending to the personal, social, and wellbeing needs of pupils and can encompass a wide range of issues including health, social and moral education, how to address bullying, careers advice, sex and relationship education and celebrating British values. We hope to achieve this through a broad and balanced PSHE curriculum.

## **Staff with key responsibility for PSHE and related areas:**

PSHE Coordinator, Family Liaison Team, Safeguarding Officers and Healthy Schools Coordinator.

## **Pupils will learn to:**

- Understand what constitutes a healthy lifestyle
- Understand safety issues, both in real life and online (understanding eSafety)
- Develop responsibility and independence within school which they will take forward into society in their working lives

- Respect other people, in particular, learning to respect the different cultural/ethnic/religious/gendered viewpoints of others in our school community and the wider world (see our British Values policy)
- Understand what constitutes 'socially acceptable' behaviour at school and in society
- Be a constructive member of society
- Understand democracy
- Develop good relationships with peers and adults
- Develop self-confidence, self-esteem and self-worth
- Make positive, informed choices as they make their way through life
- Understand that they have a right to speak up about issues or events, and to respect other's right to do the same

### **We also aim to:**

- Create a lively, happy environment which is welcoming to both pupils and parents.
- Provide an atmosphere which should enable every child to meet personal success at their own level and reach full potential.
- Help pupils to develop lively, enquiring minds so that later they will have the ability to debate rationally.
- Give each pupil the right attitude to work and other people and to enable him/her to cope confidently with new problems.
- Help pupils to understand the world in which they live and inter-dependence of individuals, groups and nations and to have respect for inter-dependence of individuals, groups and nations.
- Provide equality of opportunity for ALL pupils.
- Actively encourage all parents to take part in school life, to ensure that education is a shared concern.

### **Pupils should be able to:**

- Respect themselves as individuals, whilst developing an understanding, tolerance and respect for others and their differences, treating all people as equal
- Develop a clear set of values and attitudes, including honesty and kindness and establishing a strong moral code and keeping to it
- Value themselves as unique human beings, capable of spiritual, moral, intellectual and physical growth and development
- Develop their varied abilities and talents fully, setting achievable goals, learning to work and try hard, and understanding both success and failure
- Learn to live and enjoy a healthy lifestyle
- Develop an active role as a member of a family, and of the community

- Value family and marriage as one of the foundations of a civilised society, and a firm basis for the nurturing of pupils
- Understand the principles of our society and democracy
- Value their role as a contributing member of a democratic society
- Take pride in our county and our country and in our nation's great institutions, its traditions, heritage and history.
- Respect the rule of law and encourage others to do so
- Respect religious and cultural diversity and develop an understanding of the beliefs and practices of major world religions and especially Christianity as the national religion and its importance in our history, culture, language and architecture
- Respect the beauty and diversity of the environment and accept responsibility for its maintenance for future generations

## Teaching and Learning Approaches

Many different teaching methods and strategies are used e.g. role play/drama, circle time, mind mapping, problem solving, discussions, paired work, group work, quizzes, out of school visits (eg. Kingswood, London, PGL trips), use of the Internet/Computing, interactive activities using the whiteboards and visitors/guests and videos.

An enquiry based approach in PSHE is used to open up children's learning through the exploration of ideas. We encourage them to be confident in asking questions and learn through discussion. Using philosophical techniques gives pupils the possibility of seeing that their ideas have value and differing or opposing ideas have value.

PSHE is also incorporated into the themes for our assemblies and daily acts of worship.

## Key Stage 1 and 2 Programme of Study and Curriculum Planning

PSHE and Citizenship is delivered through a detailed whole school plan that is based on guidance from the statutory guidance from DfE, *'Relationships Education, Relationships and Sex Education (RSE) and Health Education guidance Statutory guidance for governing bodies, proprietors, head teachers, principals, senior leadership teams, teachers'*.

*The areas covered are:*

- *Basic first aid*
- *Health and prevention*
- *Drugs, alcohol and tobacco*
- *Healthy eating*
- *Physical health and fitness*
- *Mental wellbeing*

- *Being safe*
- *Internet safety and harms*
- *Respectful relationships*
- *Caring friendships*
- *Families and people who care for me*

*Please see Appendix 1 for more details.*

A combination of resources are used to support the planning and teaching from LCP PSHE and Citizenship Resource files and Wolverhampton's 'Children and Young People's Health Improvement Team' Guidance for Growing up and Relationships.

Other sectors of PSHE/Citizenship are delivered through Science, PE, D&T, RE, Computing, English, visits from the school nurse, local police service and fire service, as well as whole school celebrations like Black History Week and Mental Health Week.

Furthermore, whole school events, such as the school council and residential visits across the school, focus on developing self-esteem and give pupils the opportunity to develop leadership and cooperative skills.

## **PSHE and Citizenship at Foundation Stage**

PSHE and Citizenship is an integral part of the topic work covered in reception classes. We relate PSHE and Citizenship aspects of the pupils' work to the objectives set out in the Early Learning Goals (ELGs). We also support Citizenship Education in the Foundation Stage through other areas of learning such as Personal, Social and Emotional Development, Understanding the World and Physical Development

## **Use of Computing - E-Learning**

Pupils should be given the opportunity to apply and develop their Computing capability through the use of Computing tools to support learning in PSHE. Class teachers use Computing when appropriate to support PSHE themes.

Examples of the use in Computing: Videos, interactive activities on the Interactive Whiteboard (Yasmin and Tom online RSE/SRE subscribed resources) and the use iPads for recording and researching.

## **E-Safety**

Our Internet Agreement Policy and supervised use of the Internet, ensures that pupils are protected from exposure to inappropriate material.

As part of PSHE, it is important that pupils recognise ways they could put themselves at risk through the use of technology. These can include risks to their emotional and physical wellbeing and safety and their personal reputation. It is important to explore the risks, the law as it pertains to the sharing and downloading of images and information and safe ways of sharing personal information, social networking, online dating and sharing images.

As part of our on-going commitment to the prevention of cyber bullying, regular education and discussion about e-safety will take place as part of Computing and PSHE.

Please refer to our Safeguarding Policy.

## **Extremism and Radicalisation**

Protecting pupils from radicalisation is part of our school's safeguarding duties.

The Counter-Terrorism and Security Act, which came into force on 1 July 2015, requires certain authorities, including schools, to "have due regard to the need to prevent people being drawn into terrorism". This is known as the 'Prevent Duty'.

Government guidance on the Prevent duty explains that schools:

“... are expected to assess the risk of children being drawn into terrorism, including support for extremist ideas that are part of terrorist ideology. This should be based on an understanding, shared with partners, of the potential risk in the local area.”

All staff within the Trust receive Prevent training. Any pupils showing signs of extremism or radicalisation are monitored closely and reported to Safeguarding Officers.

## **Special Educational Needs/Inclusion**

The Special Educational Needs Co-ordinator will continue to assist in the development of the School's policy concerning the educational needs of all pupils within the Trust.

As necessary, the policy will be adapted to meet each pupil's needs as an individual, taking into their personal circumstances and individual learning needs. The school offers the pupils a broad and balanced curriculum with effective learning opportunities that are modified to provide pupils with relevant and appropriately challenging work throughout the school.

## **Equal Opportunities**

It is important that the pupils are given a broad and balanced view of the world we live in. We promote the needs and interests of all pupils irrespective of gender, culture, ability or aptitude. Being involved and part of our school community is the aim for everyone.

Adaptations will be made for those for whom English is a second language to ensure that all pupils can fully access PSHE educational provision.

All pupils with special educational needs will receive PSHE education, with content and delivery tailored to meet their individual needs.

We promote social learning and expect our pupils to show a high regard for the needs of others. PSHE is a good vehicle for addressing both multi-cultural and gender issues and ensuring equal opportunities for all. Refer to our Equal Opportunities Policy for further details.

## **Assessment, Monitoring, Evaluation and Recording**

Assessment within the Trust is through:

- Pupil self-assessment – Pupils reflecting on what they have learnt, use of displays, using check-lists, before and after comparisons, diaries;
- Peer-group assessment – pupils reflecting on what they have learnt, oral feedback, including feedback to each other;
- Teacher assessment – through observation, written work and listening to discussions;
- Monitoring planning;
- Dialogue with staff;
- Classroom observation.

We have included targets within the RE curriculum which pupils will also be assessed against. These targets permeate into subjects other than RE, but staff will take into account the many aspects of each pupil's behaviour and attitude when assessing whether or not these targets have been achieved. These assessment indicators are found within the following areas:

- Spiritual Development
- Moral Development
- Social Development
- Cultural Development

Teachers celebrate the achievements of pupils in PSHE and Citizenship in achievement assemblies, messages home to parents using 'Marvellous Me' and within our Dojo point scheme.

The PSHE coordinator will monitor the planning, teaching and learning of PSHE regularly. The coordinator will ensure that PSHE permeates throughout the curriculum and that, where possible, every opportunity is given to ensure pupils recognise and embrace their roles as well-rounded members of society. Monitoring will be an on-going process with reviews and subject evaluations

taking place in accordance with the school's monitoring cycle and Continuing Professional Development (CPD) system. Feedback will be given to teachers.

The effectiveness of the curriculum and policy will be reviewed annually by the teachers, PSHE Coordinator, Head of School and Governors. This will take into account any changing trends, circumstances or new initiatives.

## **Community Links**

The Northwood Park Educational Trust liaises closely with our school nurses and our local police. We also welcome the input and advice from the Healthy Schools Team, the Local Authority (LA) and OFSTED. Visitors are often invited into school to deliver specific assemblies to cover relevant topics.

## **Confidentiality**

The law provides considerable protection for those confiding information. Therefore the need to protect pupils from harm must mean that teachers/staff cannot - and do not - promise total confidentiality. This must be clear to pupils at the time. There is no statutory duty to pass on information. However, when a breach of confidence is justified, it is down to the moral and professional judgment of the teacher.

Two clear situations would include:-

- where there is a child protection issue
- where a life is in danger

Please refer to our Child Protection Policy.

In order to help our pupils to speak freely about worries/concerns without fear of retribution, each classroom is equipped with a "worry box" wherein pupils can share personal worries or concerns. Teachers check their worry boxes regularly and, where possible, tackle any arising issues. Teachers keep a log of any issues and report back to the Senior member of staff responsible for pupil voice.

## **Safeguarding**

"Safeguarding is not just about protecting pupils from deliberate harm. It includes issues for schools such as: pupils' health and safety, bullying, racist abuse, harassment and discrimination, use of physical intervention, meeting the needs of pupils with medical conditions, providing first aid, drug and substance misuse, educational visits, intimate care, internet safety, issues which may be specific to a local area or population, for example gang activity, appropriate arrangements to ensure school security, taking into account the local context."

Ofsted: January 2012.

## **The Role of the PSHE Coordinator**

- Raise awareness amongst teachers and other staff of their contribution to the pupils' personal and social development.
- Agree the overall aims, objectives and priorities of the PSHE curriculum.
- Establish a shared view of best practice to which all pupils are entitled.
- Develop and review this policy.
- Agree the priorities for pupils' personal and social development.
- Identify the major opportunities for meeting these priorities across the curriculum.
- Provide appropriate support and training for departmental staff.
- Monitor the PSHE programme including the use of outside agencies.
- Evaluate the PSHE programme via an annual pupils' questionnaire.
- Carry out a continuous process of review and development of the programme as part of the annual cycle of school improvement.
- Attend relevant courses and network meetings.

**This policy will be reviewed annually unless there are any changes within the Trust.**

## Appendix 1:

*Taken from p20 of DfE*

*Relationships Education, Relationships and Sex Education (RSE) and Health Education guidance*

*Statutory guidance for governing bodies, proprietors, head teachers, principals, senior leadership teams, teachers*

	By the end of primary school:
Families and people who care for me	<p>Pupils should know</p> <ul style="list-style-type: none"> <li>• that families are important for children growing up because they can give love, security and stability.</li> <li>• the characteristics of healthy family life, commitment to each other, including in times of difficulty, protection and care for children and other family members, the importance of spending time together and sharing each other's lives.</li> <li>• that others' families, either in school or in the wider world, sometimes look different from their family, but that they should respect those differences and know that other children's families are also characterised by love and care.</li> <li>• that stable, caring relationships, which may be of different types, are at the heart of happy families, and are important for children's security as they grow up.</li> <li>• that marriage represents a formal and legally recognised commitment of two people to each other which is intended to be lifelong.</li> <li>• how to recognise if family relationships are making them feel unhappy or unsafe, and how to seek help or advice from others if needed.</li> </ul>
Caring friendships	<p>Pupils should know</p> <ul style="list-style-type: none"> <li>• how important friendships are in making us feel happy and secure, and how people choose and make friends.</li> <li>• the characteristics of friendships, including mutual respect, truthfulness, trustworthiness, loyalty, kindness, generosity, trust, sharing interests and experiences and support with problems and difficulties.</li> <li>• that healthy friendships are positive and welcoming towards others, and do not make others feel lonely or excluded.</li> <li>• that most friendships have ups and downs, and that these can often be worked through so that the friendship is repaired or even strengthened, and that resorting to violence is never right.</li> <li>• how to recognise who to trust and who not to trust, how to judge when a friendship is making them feel unhappy or uncomfortable,</li> </ul>

	managing conflict, how to manage these situations and how to seek help or advice from others, if needed.
Respectful relationships	<p>Pupils should know</p> <ul style="list-style-type: none"> <li>• the importance of respecting others, even when they are very different from them (for example, physically, in character, personality or backgrounds), or make different choices or have different preferences or beliefs.</li> <li>• practical steps they can take in a range of different contexts to improve or support respectful relationships.</li> <li>• the conventions of courtesy and manners.</li> <li>• the importance of self-respect and how this links to their own happiness.</li> <li>• that in school and in wider society they can expect to be treated with respect by others, and that in turn they should show due respect to others, including those in positions of authority.</li> <li>• Marriage in England and Wales is available to both opposite sex and same sex couples. The Marriage (Same Sex Couples) Act 2013 extended marriage to same sex couples in England and Wales. The ceremony through which a couple get married may be civil or religious.</li> <li>• about different types of bullying (including cyberbullying), the impact of bullying, responsibilities of bystanders (primarily reporting bullying to an adult) and how to get help. what a stereotype is, and how stereotypes can be unfair, negative or destructive.</li> <li>• the importance of permission-seeking and giving in relationships with friends, peers and adults.</li> </ul>
Being safe	<p>Pupils should know</p> <ul style="list-style-type: none"> <li>• what sorts of boundaries are appropriate in friendships with peers and others (including in a digital context).</li> <li>• about the concept of privacy and the implications of it for both children and adults; including that it is not always right to keep secrets if they relate to being safe.</li> <li>• that each person's body belongs to them, and the differences between appropriate and inappropriate or unsafe physical, and other, contact</li> <li>• how to respond safely and appropriately to adults they may encounter (in all contexts, including online) whom they do not know.</li> <li>• how to recognise and report feelings of being unsafe or feeling bad about any adult.</li> <li>• how to ask for advice or help for themselves or others, and to keep trying until they are heard.</li> <li>• how to report concerns or abuse, and the vocabulary and confidence needed to do so.</li> <li>• where to get advice e.g. family, school and/or other sources</li> </ul>
Mental wellbeing	<p>Pupils should know</p> <ul style="list-style-type: none"> <li>• that mental wellbeing is a normal part of daily life, in the same way as physical health.</li> </ul>

	<ul style="list-style-type: none"> <li>• that there is a normal range of emotions (e.g. happiness, sadness, anger, fear, surprise, nervousness) and scale of emotions that all humans experience in relation to different experiences and situations. how to recognise and talk about their emotions, including having a varied vocabulary of words to use when talking about their own and others' feelings.</li> <li>• how to judge whether what they are feeling and how they are behaving is appropriate and proportionate.</li> <li>• the benefits of physical exercise, time outdoors, community participation, voluntary and service-based activity on mental wellbeing and happiness.</li> <li>• simple self-care techniques, including the importance of rest, time spent with friends and family and the benefits of hobbies and interests.</li> <li>• isolation and loneliness can affect children and that it is very important for children to discuss their feelings with an adult and seek support.</li> <li>• that bullying (including cyberbullying) has a negative and often lasting impact on mental wellbeing.</li> <li>• where and how to seek support (including recognising the triggers for seeking support), including whom in school they should speak to if they are worried about their own or someone else's mental wellbeing or ability to control their emotions (including issues arising online).</li> <li>• it is common for people to experience mental ill health. For many people who do, the problems can be resolved if the right support is made available, especially if accessed early enough.</li> </ul>
<p>Internet safety and harms</p>	<p>Pupils should know</p> <ul style="list-style-type: none"> <li>• that for most people the internet is an integral part of life and has many benefits.</li> <li>• about the benefits of rationing time spent online, the risks of excessive time spent on electronic devices and the impact of positive and negative content online on their own and others' mental and physical wellbeing.</li> <li>• how to consider the effect of their online actions on others and know how to recognise and display respectful behaviour online and the importance of keeping personal information private.</li> <li>• why social media, some computer games and online gaming, for example, are age restricted.</li> <li>• that the internet can also be a negative place where online abuse, trolling, bullying and harassment can take place, which can have a negative impact on mental health.</li> <li>• how to be a discerning consumer of information online including understanding that information, including that from search engines, is ranked, selected and targeted.</li> <li>• where and how to report concerns and get support with issues online.</li> </ul>
<p>Physical health and fitness</p>	<p>Pupils should know</p> <ul style="list-style-type: none"> <li>• the characteristics and mental and physical benefits of an active lifestyle.</li> <li>• the importance of building regular exercise into daily and weekly routines and how to achieve this; for example walking or cycling to school, a daily active mile or other forms of regular, vigorous exercise.</li> <li>• the risks associated with an inactive lifestyle (including obesity).</li> </ul>

	<ul style="list-style-type: none"> <li>• how and when to seek support including which adults to speak to in school if they are worried about their health.</li> </ul>
Healthy eating	<p>Pupils should know</p> <ul style="list-style-type: none"> <li>• what constitutes a healthy diet (including understanding calories and other nutritional content).</li> <li>• the principles of planning and preparing a range of healthy meals.</li> <li>• the characteristics of a poor diet and risks associated with unhealthy eating (including, for example, obesity and tooth decay) and other behaviours (e.g. the impact of alcohol on diet or health).</li> </ul>
Drugs, alcohol and tobacco	<p>Pupils should know</p> <ul style="list-style-type: none"> <li>• the facts about legal and illegal harmful substances and associated risks, including smoking, alcohol use and drug-taking.</li> </ul>
Health and prevention	<p>Pupils should know</p> <ul style="list-style-type: none"> <li>• how to recognise early signs of physical illness, such as weight loss, or unexplained changes to the body.</li> <li>• about safe and unsafe exposure to the sun, and how to reduce the risk of sun damage, including skin cancer.</li> <li>• the importance of sufficient good quality sleep for good health and that a lack of sleep can affect weight, mood and ability to learn.</li> <li>• about dental health and the benefits of good oral hygiene and dental flossing, including regular check-ups at the dentist.</li> <li>• about personal hygiene and germs including bacteria, viruses, how they are spread and treated, and the importance of handwashing.</li> <li>• the facts and science relating to allergies, immunisation and vaccination.</li> </ul>
Basic first aid	<p>Pupils should know:</p> <ul style="list-style-type: none"> <li>• how to make a clear and efficient call to emergency services if necessary.</li> <li>• concepts of basic first-aid, for example dealing with common injuries, including head injuries.</li> </ul>

