



Over St John's CE Primary School
'Let your light shine before others.' Matthew 5:16
PSHE and Citizenship Policy

Introduction

At Over St John's CE School we regard PSHE and Citizenship (PSHCE) as an important component of the whole curriculum.

We believe that the promotion of health, physical and mental well being is central to the life of the school and its relationships with the church and surrounding community is used to support this. At Over St John's CE Primary School we take very seriously the responsibility that schools have to provide a broad and balanced curriculum which:

- promotes the spiritual, moral, cultural, mental, emotional, social and physical development of pupils at the school and in society;
- prepares pupils for the opportunities, responsibilities and experiences of adult life;
- acknowledges and informs pupils about their rights as children and their responsibility for the rights of others under the United National Convention on the Rights of the Child.
- promotes the fundamental British Values.

This policy has been written using guidance from the following documents;

- Relationships Education, Relationships and Sex Education (RSE) and Health Education Statutory guidance
- Keeping Children Safe in Education (statutory guidance)
- Behaviour and Discipline in Schools
- Equality Act 2010 advice for schools
- Preventing and Tackling Bullying (advice for schools, including advice on cyberbullying)
- Promoting Fundamental British Values as part of SMSC in schools

All children are entitled to receive sound information about keeping healthy and safe, emotionally and physically.

This policy is to be referenced in parallel with the RSE Policy, which is in line with current government guidance.

Intent

At Over St Johns CE Primary School it is our intent that all children will be lifelong learners, living life in all its fullness. We aim for our children to develop confidence, acquire new skills and explore new experiences through PSHCE. We aim to provide our children with the opportunities to become resilient learners through meeting new challenges and unfamiliar situations and so that they are prepared for their future. We share a cohesive vision to enable children to let their lights shine and value how they and others fit into and contribute to the wider world.

We have a strong emphasis on developing a sense of curiosity in themselves and the world around them, building resilience and nurturing mental and physical health through the delivery of a programme of engaging and relevant PSHE lessons and essentially throughout the school day. Our approach aims to develop the qualities and attributes children need to thrive as individuals, family members and members of society and the global community whilst letting their lights shine before others. This is achieved primarily through the use of 1Decision scheme of work and Goodness and Mercy resources.

At Over St John's CE Primary School, strong, healthy relationships are fundamental to our ethos and our success in being a happy, caring and safe school. Relationships and Sex Education (RSE) is lifelong learning about relationships, emotions, looking after ourselves, different families, sex, sexuality and sexual health. We aim for the children in our school to acquire the appropriate knowledge, develop their skills and form positive beliefs, values and attitudes. RSE has a key part to play in the personal, social, moral and spiritual development of young people.

Definition

PSHCE is concerned with the total well being of the individual. It is concerned with:

- mental, emotional and physical well being of the individual;
- the responsibility of the individual towards others and the environment;
- the education and understanding of the mental, physical, emotional, spiritual, environmental, cultural and social influences that shape the community and the interactions of individuals within it;
- a holistic model of personal and social development which encourages the making of health choices.

Within PSHCE we recognise:

- **Health Education** involves engaging the children in activities that promote their physical and mental well-being and encouraging an adventurous approach to exercise, daily living, fresh air and exploration both in and out of school.
- **Citizenship** involves encouraging children to take a responsible role in society. It includes teaching and learning about the world we live in, career pathways and the rights of the child. It also includes developing the children's awareness of their personal safety and the processes by which they can seek help and information as well as learning the behaviour expected of them as members of society. The active School Council and Pupil Voice teams help to oversee this.
- **Drugs Education** involves educating the children in the safe handling of medicinal drugs as well as the consequences of misusing substances such as alcohol, tobacco and recreational drugs. See Policy on Drug Education and Drug Incidents.
- **Sex Education** is taught discreetly within the RSE curriculum including the non-statutory elements of conception and birth.
- **Economic Wellbeing** involves links to being financially aware and secure using Money Matters resources and taking part in Enterprise week.
- **Emotional Literacy** involves equipping children with the environment and language to help them express their feelings as they interact with others and the world around them.

At our school we believe that a **life skills** approach can be built on traditional life skills programmes and can effectively complement activities intended to enhance self-esteem, communication skills, values clarification and decision making. This policy is therefore closely linked with other policies in the school:

- Equal Opportunities Policy;
- Drugs Policy;
- Anti Bullying Policy;
- Religious Education Policy;
- Behaviour Policy
- RSE Policy

Aims

In our school we will aim through implicit and explicit learning experiences to:

- develop an awareness of social, economic, political and ecological issues;
- nurture mutual trust and respect between individuals and groups;
- develop understanding and tolerance;
- encourage the development of informed and responsible healthy life choices;
- develop positive attitudes towards health;
- foster self-respect and self-esteem among all members of the community;
- give opportunities for children to experience awe and wonder;
- Prepare pupils for the opportunities, responsibilities and experiences of adult life.
- Develop an understanding of the fundamental British values of:
 - Democracy
 - The rule of law
 - Individual liberty
 - Mutual respect
 - Tolerance of those of different faiths and beliefs and those of no faith

as the government set out its definitions of British values in the 2011 Prevent Strategy.

Within the taught and hidden curriculum and the whole school environment, pupils should be given frequent and regular opportunities to work on feelings and to practice personal and interpersonal skills.

We value and respect the learning that occurs in the community and in the home believing that these, along-side school links, are essential dimensions of personal, social, health education. The Framework we have developed is related to the real world and children's experiences.

Management

There is a designated PSHCE lead to oversee the area in the school. The Subject Leader will be responsible for informing the rest of the staff about new developments and where appropriate, for organising (and providing) appropriate training. The Subject Leader will advise colleagues on resources to aid planning and to use in the classrooms (including visits and visitors). The Subject Leader will monitor the curriculum and will report to the Head Teacher annually on progress with regard to the School's Development Plan. The Subject Leader will ensure they remain up to date with local and national initiatives. The Subject Leader will keep staff informed of developments.

Implement

The whole school adopts the 1Decision Scheme of Work for teaching PSHCE where different themes are followed each term.

These themes are:

- Keeping safe, staying safe

- Keeping healthy, staying healthy
- Relationships including growing and changing at KS2
- Being responsible
- Feelings and emotions
- Computer safety
- Our world
- Our working world
- A world without judgement
- Money matters
- Hazard watch
- Fire safety
- First aid
- Anti Bullying

These are all taught through the CORE SKILLS. These skills are often inter related and inter dependent, Interpersonal Communication and Problem Solving Skills. The core knowledge, understanding, language, skills and strategies are taught in accordance with pupils' readiness, are appropriate across all Key Stages and build upon Early Years Foundation Stage Learning. It is important to recognise that many decisions about both health and lifestyle are made in a social context or are influenced by the attitudes, values and beliefs of significant others.

Our PSHCE education respects and takes account of pupils' prior learning and experiences. Programmes reflect the universal needs shared by all children and young people as well as the specific needs of the pupils in the school. PSHCE education is taught through a progressive programme, revisiting themes, whilst increasing the challenge, broadening the scope, and deepening pupils' thinking through decision making opportunities.

Our PSHCE education prepares pupils for both their futures and their present day-to-day lives. It is essential that pupils have the opportunity to recognise and reflect on how learning is relevant to them and can be applied in their own lives. Our PSHCE education has a rich body of knowledge taught through topics. Learners need to 'know about...', 'know how to...' and also 'be able to...' The topics we select at Over St John's CE Primary School will provide a context to progressively expand and enrich overarching concepts and transferable skills as set out below.

Overarching Concepts

- Identity their personal qualities, attitudes, skills, attributes and achievements and what influences these;
- Relationships (including different types, different families and in different cultures and settings);
- A healthy (including physically, mentally, emotionally and socially) balanced lifestyle (including within relationships, work-life, exercise and rest, spending and saving and diet);
- Risk (identification, assessment and how to manage risk rather than simply the avoidance of risk for self and others) and safety (including behaviour and strategies to employ in different settings);
- Diversity and equality (in all its forms);
- Rights (including the notion of universal human rights), responsibilities (including fairness and justice) and consent (in different contexts);

- Change (as something to be managed) and resilience (the skills, strategies and ‘inner resources’ we can draw on when faced with challenging change or circumstance);
- Power (how it is used and encountered in a variety of contexts including persuasion, bullying, negotiation and ‘win-win’ outcomes);
- Career (including enterprise, employability and economic understanding);
- PSHCE education makes a significant contribution to the development of a wide range of essential skills.

Essential Skills

The intrapersonal skills required for self-management

- Critical, constructive self-reflection (including being aware of own needs, motivations and learning, strengths and next steps for development, how we are influenced by our perception of peers’ behaviour);
- Learning from experience to seek out and make use of constructive feedback;
- Setting challenging personal goals (including developing strategies to achieve them and knowing when to change them);
- Making decisions (including knowing when to be flexible);
- Recognising some of the common ways our brains can ‘trick us’ or ‘trap us’ in unhelpful thinking (including generalisation, distortion of events, deletion of information, misconceptions or misperceptions about the behaviour of peers);
- Resilience (including self-motivation, adaptability, constructively managing change including setbacks and stress);
- Self-regulation (including managing strong emotions e.g. negativity and impulse);
- Recognising and managing the need for peer approval;
- Self-organisation (including time management).

The interpersonal skills required for positive relationships in a wide variety of settings

- Active listening;
- Empathy;
- Communication (non-verbal and verbal including assertiveness and recognising how this differs from aggressive and passive behaviour; being able to present and communicate ideas, arguments and thoughts effectively);
- Team working (including agreeing clear and challenging outcomes, facilitation, co-operation, networking and the ability to provide, receive and respond to, constructive feedback and take on different roles; the ability to recognise and learn from others’ experience);
- Negotiation (including flexibility, self-advocacy and compromise);
- Recognising and utilising strategies for managing pressure, persuasion and coercion;
- Responding to the need for positive affirmation for self and others.
- Skills of enquiry
- Formulating questions;
- Gathering and using data (including assessing the validity and reliability of sources of data and using a variety of sources);
- Analysis (including separating fact from opinion);
- Planning and deciding;
- Recalling and applying knowledge creatively and in novel situations;
- Drawing and defending conclusions using evidence and not just assertion;
- Identification, assessment (including prediction) and management of risk;
- Evaluating social norms;

- Reviewing progress against objectives.

Whilst activities are planned according to the 1decision materials, these are adapted for different levels of children's skills, needs and previous knowledge. A range of teaching strategies and learning styles will be used in the delivery of this policy. These will include:

- circle time and class discussion
- imaginative writing
- reflection, sharing and showing
- role play and drama
- the use of ICT
- visits and visitors where appropriate
- class lesson time
- peer education
- structured group work
- play and games

Differentiation and progression will be ensured by a variety of approaches:

- the same activity but different expectations of outcome;
- the same theme but different levels of input;
- allowing for different pace of working;
- different groupings of children including SEND, cultural and emotional needs driven;
- developing/adapting different modules of work at different times of the year according to needs driven teaching and learning such as grief;

Early Years

PSHE and Citizenship in Early Years is delivered in the following areas of learning:

- Communication and Language
- Personal, Social and Emotional Development
- Physical Development
- Understanding the World

Teaching and learning focusses upon an approach driven by the needs of the children in line with Early Years good practise whilst also observing the key focuses used across the school.

- Keeping safe, staying safe
- Keeping healthy, staying healthy
- Relationships
- Being responsible
- Feelings and emotions
- Our world
- Money matters
- Fire safety
- Anti Bullying

Children are introduced to Deedee from the 1decision scheme in the Summer term in preparation for the use of 1decision scheme from Year 1 onwards.

Special Education Needs

PSHCE will be delivered using baseline assessments at the root of all teaching and learning bearing in mind the emotional, educational and physical needs of each child. PSHCE is driven by children's individual needs whilst ensuring an increased access to all activities that enhance individual learning skills and develop previous knowledge. Age and maturity will be factored in, those with delayed learning either academically or emotionally will have access to an adapted programme of activities in line with their needs.

Equal Opportunities

See Equal Opportunities Policy

Impact

The impact of PSHCE will be monitored through regular, thorough assessment. Whilst the assessment of PSHCE will take place in all curriculum areas there are guidelines within the 1decision scheme that support the baseline assessment where clear learning objectives will support the focus of assessed activities. Individual pupil notes are made on teacher's planning where appropriate. They should be aimed at enhancing the quality of teaching and learning, helping pupils take responsibility for improving their own performance and learning and teachers being informed by best practice. Assessment will take by both the child and the teacher and recorded in their PSHE workbooks.

It is important for pupils to have opportunities to reflect on their learning. Assessment also increases pupils' motivation and improves learning as their raised awareness of their development illustrates the value of their learning. pupils themselves will be able to judge, for instance, whether they feel more confident, or have a firmer sense of their own beliefs and opinions than they did before a particular series of lessons. Such personal reflection in PSHE education lessons is essential, so we ensure pupils have time and space within the lessons to reflect on this, either privately or through discussion this forms a vital part of the assessment process. Assessing learning in PSHE education therefore uses a combination of teacher assessment and pupil self- and peer assessment.

Impact will be evident in children's individual workbooks and used to inform the next steps in teaching and learning.

Resources

1Decision Scheme of Work

Goodness and Mercy resources for the teaching of RSE – see RSE policy

Designated Teacher: Hayley Williamson

Signed:

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PSHCE Lead
Head Teacher

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