



Shapla Primary School

# PSHEE Education and Citizenship Policy

## June 2011

### Rationale

We believe that Personal, Social, Health and Economic Education (PSHEE) and Citizenship equips children with knowledge, understanding, attitudes and practical skills to be healthy and safe, and to cope with different experiences in all aspects of their lives. It helps them to learn more effectively, make informed life choices in situations which they will inevitably face, and become independent, confident, responsible members of their local, national and global communities.

At Shapla the teaching of 'PSHEE and Citizenship' reflects our school values: "Happiness, Collaboration, Creativity, Respect, Reflection, Independence, Motivation, Challenge". It also adheres to the five outcomes of the 'Every Child Matters framework', which state that every child has the right to be healthy, stay safe, enjoy and achieve, make a positive contribution and achieve economic well-being.

### Aims

We aim to provide a 'healthy classroom' where children feel confident and safe to express and explore views and issues.

Through **PSHEE Education** we aim to help children to...

- explore and manage their own emotions,
- reflect on and clarify their own values and attitudes,
- establish positive relationships with others,
- respect and value themselves and others,
- appreciate differences and diversity,
- develop the knowledge, understanding and skills needed to make informed health choices,
- understand the value of money and develop the necessary skills to manage their finances effectively in the future.

Through **Citizenship Education** we aim to help children to...

- prepare for the social and moral responsibilities of being part of a local, national and global community,
- develop the knowledge, understanding and skills to help make a positive contribution to the society in which we live,
- participate actively in our democracy,
- appreciate and help to protect our environment.

## Teaching and Learning

Throughout the whole school, PSHEE and Citizenship is taught through a variety of discrete, cross-curricular and themed days/weeks. We use the Essex Toolkit to inform our planning but at times teachers may adapt these plans to accommodate the individual needs of children / classes. The lessons allow children to explore the PSHEE and Citizenship curriculum through a range of varied, stimulating and age-appropriate techniques such as 'Circle time', 'Draw and Write' open-ended questions and using 'Real books'.

The Curriculum is split into seven themes:

- Me and My healthy Lifestyle
- Me and Growing and Changing
- Me and My Relationships
- Me and Keeping Safe
- Me and Medicine and Drugs
- Me and Making a Positive Contribution
- Me and My Feelings

We teach the 'Economic' aspect of the curriculum through links with IPC topics, Maths lessons and specific activities such as 'Young Enterprise'.

The Essex Toolkit is located on the shared area on the computer. Further resources for Drugs Education are located in the Deputy head's room, within the resources for PSHEE.

## Links to IPC

The following IPC units link well with PHSEE themes and opportunities for cross curricular work will be planned where possible:

**EYFS:** All about Me, Food and Shopping, Plants and Flowers, Let's Pretend, Animals, Changes

**Milepost 1:** Getting around, We are what we eat, The places people go, Circus, Flowers and insects, Celebrations, Day and Night

**Milepost 2:** Food and Farming, Health and Fitness, The Active Planet, Chocolate, Do you live around here?, Young and Old

**Milepost 3:** The Investigators, Thinking about Drugs, School Journey, Feelings,

Growing Up, Mission to Mars and Beyond

## Resources

We use the following resources to inform our PHSEE planning:

- The Essex Toolkit,
- "Health for Life"
- "Real Health for Real Life"
- Real story books.
- DVDs
- Espresso
- Websites

## Assessment, Recording and Reporting

### Key Stage One and Two

Assessments of the children's progress within the PSHEE and Citizenship curriculum are made throughout the year through teacher observations and pupil self-assessment. These are shared with parents and children through end of year reports and parent conferences.

### Early Years

An initial assessment of each child's personal, social and emotional development is made in the "Seven Week Snapshot", taken seven weeks after starting Nursery. Ongoing observations of the children are then carried out to inform planning. Summative Assessments are made against the Stepping Stones and Early Learning Goals, which come under the "Personal, Social and Emotional Development" area of the Early Years Curriculum.

## Safeguarding

### Confidentiality

It is important that all members of staff keep any information that is disclosed confidential and the children are encouraged to do the same. At the beginning of the year the staff and children in each class establish a set of ground rules together to ensure that confidentiality is maintained. These rules are continually referred to throughout the year. However, children will also be informed that staff may need to pass on information that has been disclosed if they believe a child may be at risk. Any information will be recorded and treated sensitively in line with the school's confidentiality and child protection policies (see our Child Protection Policy for further details).

## **Child Protection**

A member of staff will discuss any concerns with the named Child-Protection person (please refer to our Child-Protection Policy for more details).

## **Controversial and Sensitive Issues**

Before starting to teach the PSHEE and Citizenship curriculum staff will establish an agreed approach to these issues to ensure that issues are taught without bias. Children are then provided with the necessary information, opportunities and support to reflect on and clarify their own opinions, and to show respect for others if they have different opinions. This approach also provides support for staff on how to answer difficult questions and approach sensitive issues that may arise in the sessions. If any member of staff is asked any personal questions they will draw the pupil's attention to the ground rules, which were set at the beginning of the year.

Parents have the right to withdraw their children from the PSHEE and Citizenship curriculum. However, they do not have the right to withdraw their children from relevant areas of the Science Curriculum such as Sex and Drug Education. We will provide parents with opportunities to view and discuss the PSHEE and Citizenship curriculum, and support them in understanding the importance of it for their children.

# **Inclusion**

## **Ethnic and Cultural Groups**

We intend our policy to be sensitive to the needs of different ethnic groups. For some older children it may not be culturally appropriate for them to be taught particular aspects of PHSEE in mixed groups. Parents are welcome to view and discuss the school's PHSEE policy, curriculum and resources, and share any concerns they have with the PSHEE Coordinator, Science Coordinator or a member of the SLT. We will answer any questions honestly and provide support in understanding the importance of PHSEE for their children.

## **Children with Special Needs**

Our aim is to provide learning experiences that challenge and stimulate every child within the school. A range of multi-sensory activities are planned to ensure that all children are provided with a secure and stimulating environment to confidently explore the issues raised in the PSHEE and Citizenship curriculum. We will offer provision appropriate to the particular needs of all our children, taking specialist advice where necessary.

## **Links with the Community**

The PSHEE and Citizenship curriculum is sometimes taught through school trips and visitors to the school. It is the responsibility of the staff to research the content of the activities prior to the visit and share the school ethos and any appropriate policies with visitors to ensure the teaching and learning are consistent with our school's policy.

## **Monitoring and Reviewing**

Monitoring and evaluation of the policy, delivery of the PSHEE and Citizenship curriculum and resources will be carried out by the PSHEE Co-ordinator and the SLT. All members of staff, children and governors have opportunity to contribute to the review process. The policy will be formally reviewed by the Governors every three years.

## **Related Policies**

- Sex and Relationship Education,
- Drug Education,
- Child Protection,
- Equal Opportunities,
- Access and Inclusion,
- Behaviour,
- Health and Safety,
- Anti-Bullying/ Keeping Safe
- Whole School Food
- Confidentiality
- Physical Activity
- Safer Recruitment
- No Smoking

**This Policy was contributed to by:**

**Staff - June 2011**

**Governors - June 2011**

**Parents - May 2011**

**Named Governor: Maria Albadalejos**

**Review date: June 2014**

This document was created with Win2PDF available at <http://www.win2pdf.com>.  
The unregistered version of Win2PDF is for evaluation or non-commercial use only.  
This page will not be added after purchasing Win2PDF.