

# Westhead Lathom St. James C.E. Primary School



“Christian values are implicit in all that we do”

## Personal, Social and Health Education and Citizenship Policy

Last Reviewed Date:

Spring 2016

Next Review Date:

Spring 2019

Version	Date	Author/Editor	Revision Notes
1	February 2016	Alison Albion	Policy written based on Current School procedures and practice.

Signed..... Chair of Governors

Date.....

### **Mission Statement: Our School Now**

Our school provides a secure, caring, stimulating and challenging indoor and outdoor environment that promotes a love of learning. Our children, parents, families, staff, governors and community work together to enable each child to become a happy, healthy, well-balanced individual in preparation for the opportunities, responsibilities and experiences of life.

The ethos of the school is based on the Christian ideals of commitment, responsibility and respect and love for Jesus Christ, self and others. We are committed to working in partnership with all of those involved in our children's development to lead our children towards tolerance, understanding, justice, and sensitivity to the needs of others and appreciation of the world around them.

**Our motto** "Enjoy, Respect, Learn, Achieve"



### **Vision Statement: Our Vision for the Future**

- To provide role models who: go the extra mile; give of themselves and their time to meet the needs of the whole child; promote spirituality and an appreciation of the wonders of the natural world; promote a love of learning; develop Christian ideals of commitment, responsibility, respect, team-work, tolerance, understanding, justice, sensitivity of self and others and love for Jesus Christ, within a secure, caring, inspiring, stimulating and challenging environment both indoors and outside.
- For children, parents, families, staff, governors and community to work together in partnership to enable each child to become a happy, healthy, well-balanced individuals with self-confidence and belief that builds character to enable them to engage thoroughly, fulfilling each individual's potential through life's experiences, opportunities and responsibilities in a rapidly changing world.

### **Aims**

Westhead Lathom St. James Church of England Primary School aims to :-

- Provide a broad and challenging curriculum and a stimulating learning environment that extends outside the classroom;
- Develop enquiring minds and spirituality through curiosity, awe and wonder of the world;
- Teach, demonstrate and praise Christian Values;
- Value the power of prayer;
- Teach with innovative and investigative approaches to learning;
- Provide an enriching programme of extra-curricular activities and visits;
- Plan a rich, varied and up-to-date range of learning resources;
- Encourage children to achieve their highest standards in all areas of the curriculum and to seek excellence within an ethos of support, challenge and encouragement to succeed;
- Teach children to work independently, collaboratively and become highly motivated lifelong learners;
- Include opportunities for creative thinking in problem solving settings, developing divergent thinking, adaptability and flexibility in preparation for the many changes ahead in life, including the rapid progress in technology;
- Build partnerships between the school, home and community;

- Strive for continuous improvement in all that we do;
- Continually self-evaluate and continue to improve upon current practice;
- Work collaboratively towards common goals;
- Place self-esteem and a positive and inclusive approach to behaviour as high priorities thus ensuring that individuals respect and value themselves, others and the environment and is motivated to do their best in school and beyond in order to become a fulfilled adult who gives to the community.

## Introduction

The Government's review of Personal, Social, Health and Economic education concluded in March 2013 stating that the subject would remain non-statutory and no new programmes of study would be published. Citizenship continues to be a non-statutory requirement in Primary Schools.

However, the DFE, National Curriculum Framework 2014 states in section 2.5 "**All schools should make provision for personal, social, health and economic education (PSHE), drawing on good practice**".

## Framework

In conjunction with Lancashire guidelines, Westhead Lathom St. James C.E. Primary School are currently using the Lancashire Creative Curriculum Themes, The PSHE Association document and Lancashire's Live Well, Learn Well Scheme and follow the core themes and concepts suggested by the PSHE association, as a framework.

Core Themes

1. Health and wellbeing
2. Relationships
3. Living in the Wider World

A whole school approach will be used to implement the Framework to ensure all important issues and skills are taught and covered.

## Aims and Objectives

Personal, Social and Health Education (PSHE) and Citizenship enables children to become healthy, independent and responsible members of society. We encourage our pupils to play a positive role in contributing to the life of the school and the wider community. In so doing 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 structures such as the School Council, Eco-committee and the Ethos Group. We teach them that they have rights which in turn lead to having responsibilities. They learn to appreciate what it means to be a positive member of a diverse multicultural society but are guided by British Values. The Children at Westhead Lathom St. James C.E. Primary School understand they are already citizens both in our school and local community.

The aims of Personal, Social and Health Education and Citizenship are to enable the children to:

- know and understand what constitutes a healthy lifestyle;
- be aware of safety issues;
- understand what makes for good relationships with others;

- respect the differences of all, including race, gender, gender preference, religious, disability and sexuality;
- be independent and responsible members of the school community;
- be positive and active members of a democratic society that promotes human rights
- develop self-confidence and self-esteem, and make informed choices regarding personal and social issues;
- develop good relationships with other members of the school and the wider community.
- be given up to date, accurate and relevant information
- further develop the children's personal development, good behaviour for learning and their emotional welfare

We want our children to be prepared for the future by: -

- valuing the achievements they make, and the achievements of others
- helping them make informed choices about dealing with risks and meeting challenges now and in the future.
- Giving them the skills to decide values by which they want to live their lives.
- Giving them the opportunities to discuss, debate and explore controversial issues, clarify and if necessary challenge their own and others values, attitude's and beliefs.
- exploring appropriate behaviours related to British Values
- encouraging children to talk to their parents and carers

Our school curriculum and ethos "Enjoy, Respect, Learn, Achieve", promotes spiritual, moral, social and cultural development and prepares all pupils for the opportunities and responsibilities within their lives. We will ensure the best interests of children will be maintained through a broad and balanced curriculum. This is also fine-tuned to suit the needs of our learners by taking into consideration relevant local data and information related to PSHE Education and using it to address the identified needs of our community e.g. road traffic accidents, attendance at A and E, alcohol and drug abuse, social deprivation, career and life chances.

We will create a safe and supportive learning environment for all pupils with specific attention given to vulnerable pupils. We achieve this by

- providing a carefully planned PSHE curriculum which is delivered through a cross-curricular approach. Pupils gain accurate knowledge develop their own values and attitudes, and develop skills to grow into happy confident, successful adults.
- Ensuring that members of staff are positive role models for positive inter-personal relationships
- Agreements between the teacher and groups of children /individuals / whole classes are jointly negotiated agreements, where possible.
- Encouraging pupils to work hard with the school to prevent all forms of bullying, including on-line bullying and prejudice-based bullying
- Insisting that staff and pupils deal effectively with the very rare instances of bullying behaviour and / use of derogatory or aggressive language
- Providing an open culture that actively promotes all aspects of pupil welfare. Pupils feel safe and feel safe at all times. They understand how to keep them selves safe and others safe in

difficult situations and settings. They trust leaders to take rapid and appropriate action and to resolve any concerns.

### **Our Scheme for PSHE and Citizenship**

St James' scheme for PSHE aims to assist children to prepare for adult life by supporting them through their physical, emotional and moral development and helping them to understand themselves, respect others and form and sustain healthy relationships.

We plan and teach PSHE and citizenship using the Lancashire Scheme and Live Well, Learn Well resources for the curriculum as a main framework. This gives teachers easily accessible creative lessons and resources on the Core Themes suggested in the Programme of study by the PSHE Association. Alongside this teachers add to this using SEAL (Social and Emotional Aspects of Learning). Teachers use many other resources in lessons which are available on-line. Teachers then annotate the plans enhancing them with their own ideas for lessons.

PSHE and Citizenship is integral to our whole school ethos and is at the heart of how we empower children to succeed in every lesson across the curriculum. Some of the time we reinforce PSHE and Citizenship through other subjects such as Science and RE, as there is a large overlap between the programme of study for Religious Education and Science and the aims of PSHE and Citizenship.

Teachers understand the need for our PSHE curriculum to be current and relevant to our pupils and are mindful of current campaigns that are relevant to PSHE such as NSPCC 'PANTS' campaign and On-line Safety campaigns relating to sensible use of Social Media and teach these regularly.

### **Foundation Stage**

St James teaches PSHE and citizenship in the reception class as an integral part of the topic work covered during the year. As the reception class is part of the Foundation Stage of the National Curriculum, we relate the PSHE and citizenship aspects of the children's work to the objectives set out in the Early Learning Goals (ELGs). Our teaching in PSHE and citizenship matches the aim of developing a child's personal, emotional and social development as set out in the ELGs. We also support citizenship education in the reception class when we teach 'Personal, Social, Emotional development'. Every child is unique and a keyworker is assigned to every child in reception to ensure they are nurtured and needs are met.

### **Learning and Teaching Style**

We use a range of teaching and learning styles to deliver a meaningful and relevant PSHE and Citizenship curriculum. We will ensure that learning starts where the learners are by seeking to find out the pupils' prior knowledge using discussion, post-it notes and mind mapping. We place an emphasis on active learning by including the children in discussions and debate including controversial subjects, role-play, investigations, problem-solving activities and quality circle time. We will ensure that sessions, including those on risky behaviours e.g. same sex relationships, on-line communication, sex and relationships, remain positive in tone.

We also develop PSHE and citizenship through activities and whole-school events that promote active citizenship including charity fundraising, Anti-bullying Week, Cool to be Kind Week, My Money Week, Take Over Day, Black History Month, multi-cultural whole school projects and the global café.

The school councillors from year 1 – 6 form our active school council and meet regularly to discuss whole school issues and spending giving every pupil a voice.

We offer children the opportunity to hear visiting speakers and work other communities, such as health workers, police, representatives from the local church and other faiths, whom we invite into the school to talk about their role in creating a positive, supportive diverse local community.

Every class in school is also trained and practises regular peer massage to enhance pupils' emotional well-being and improve peer relationships through nurturing touch in a polite and respectful way. Children are allowed to opt out of the massage but remain in the session.

We offer a residential visit to Min-Y-Don Christian Adventure Centre in Year 5 and in Year 6, where there is a particular focus on developing pupils' independence, self-esteem and giving them opportunities to develop leadership and co-operative skills.

### **SEN and learning for all**

We teach PSHE and citizenship to all children, regardless of their ability. All pupils receive support appropriate to their needs. This is achieved through teachers knowing their pupils and carefully planning accordingly so that all learners have access to learning at a level right for them. Significant consideration is given to higher attaining pupils and children who need more support.

The learning outcomes of our scheme and cross-curricular approach through which it is woven are that pupils will:

- Know and understand the age-related expectations for PSHE knowledge with accuracy
- Be able to speak with confidence, clarity and accuracy about related issues and learning
- Be able to explain accurately and confidently how to keep healthy - making informed choices about healthy eating, fitness and mental well-being.
- Have age- appropriate understanding of healthy relationships and will be confident in staying safe from abuse and exploitation.
- Have an excellent understanding of how to stay safe on-line and know the dangers of social media and mobile phones. They will have skills to manage difficult situations.
- Be caring citizens whose social responsibility is well-developed. Their spiritually, sense of self-worth and moral obligations within our multi-cultural society will have a wider base of knowledge, understanding, appreciation and empathy for others
- Understand they have a right to privacy, physical and mental health
- Understand they have a responsibility to take shared responsibility for their own learning and to support those around them, where possible
- Be empowered to assimilate all that has been learned, discussed and experienced so that it can assist them through their physical, emotional and moral development, helping them to understand themselves, respect others and form and sustain healthy relationships in the next stage of life.

### **Individual Equality**

Teaching, resources and materials are sensitive to the needs and backgrounds of the children and will not adversely reflect gender, cultural, racial and disability stereotypes. Equality for all individuals in society will be actively promoted in PSHE and the diverse society we live in celebrated. Children discuss difficult, complex or controversial issues openly and safely, with teacher support and without fear of reprisal where the principles of human rights are identified and discussed.

We promote the appreciation of diversity in the world, promoting social learning and expect our pupils to show a high regard for the needs of others through carefully led discussions, printed resources, photographs, video clips and trips out or visiting speakers. School actively challenges sexism, racism, disabilities, homophobia, Islamophobia and extremism.

Teachers ensure that our equalities obligations are fulfilled by considering additional needs caused by the following strands: disability, educational needs, race, nationality, ethnic or national origin, sex, gender identity, religion or whether they are Looked After Children. The class-teacher will be aware of differences and deal with any related issues with empathy and good background knowledge.

Differentiation plays a vital role in inclusion. Teachers identify pupils' different starting points by assessing half termly ( in addition to on-going teacher assessment) and tracking levels of attainment termly on the Lancashire Pupil Tracker. These starting points inform planning and the next steps provided. Pupils with Special Educational Needs receive access to PSHE with additional differentiation where needed.

## **Sexual Relationships Education**

Our school's position and provision for Sex Education and relationships is stated clearly in detail in a separate Sexual Relationships and Education.

The main points are that

- Age-appropriate learning is introduced through the PSHE Scheme in each year group

Puberty and conception of humans is introduced in year 5 and is led by the headteacher. Parents are invited to view the materials used and have the right to withdraw their child from Sex Education. We encourage parents to come in and talk to us. It is vital that any parent who wants to remember that although we might not be telling the child, it is highly likely that their peers will.

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## **Assessment for Learning**

Teachers assess the children's work in PSHE and citizenship by making informal judgements as they observe them during lessons. Teachers have clear expectations of what the pupils need to know, understand and the skills they need to have mastered at the end of each key stage. They are aware of next steps to offer children challenge within PSHE and use the DFE end of Key stage statements as a guideline.

## **Resources**

We keep resources for PSHE/SEAL and Global Citizenship centrally in the staffroom. We have additional resources in the library. The PSHE and citizenship subject leader holds a selection of reference materials for teaching sensitive issues. Many resources are on-line. The school system computer firewall ensures that children are kept safe when using these resources.

## **Monitoring and review**

The PSHE and citizenship subject leader is responsible for monitoring the standards of children's work and the quality of teaching by looking at samples of children's work and visiting classes to observe teaching in the subject.

Pupils have been involved in the creation of this policy through the selection of some resources and the measurement of impact. Pupils can raise anonymous questions through our Worry Bag system.

Pupil opinions help define impact and this is managed through talking to the children across the school about work in their books and topics covered and gauging their attitudes towards and understanding of PSHE. The subject leader supports colleagues in the teaching of PSHE and citizenship, by giving them information about current developments in the subject and by providing a strategic lead and direction for the subject in the school. The subject leader is responsible for reporting termly a subject review to Governors evaluating strengths and weaknesses in the subject and indicating areas for further improvement.

### **Links to other relevant policies**

Confidentiality, Anti-bullying, Safeguarding, Drug Education, Equalities, Behaviour, SEND inclusion.

### **Other aspects of school life that contribute to PSHE education**

Opportunities for pupils to take responsibilities include School Council, Ethos Group, Rotary Award, Prefects, Buddies, Play School Leaders, raising money for numerous charities and numerous monitor jobs for class or whole school and leading collective worship.

Opportunities to participate include all children taking part in class performances through the year led by their class, performing in front of over 200 people at the local university theatre every two years, class trips, enterprise projects, many sports teams, many clubs and themed days and weeks throughout the year. In a small school there is no-where to hide- all children take part and grow into children who expect to be noticed, spoken to, heard and involved in life.