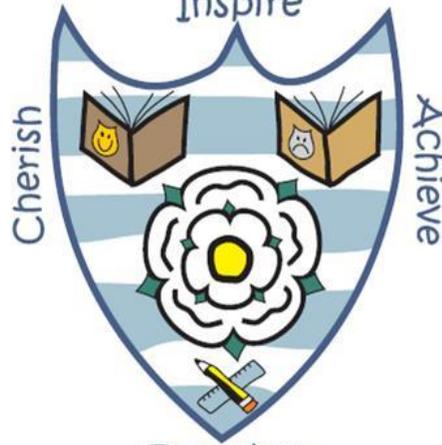


Birkwood Primary

Inspire



Cherish

Achieve

Together

School

PSHE AND CITIZENSHIP POLICY

UPDATED JANUARY 2020

'A Healthy School promotes the health and well-being of its pupils and staff through a well planned, taught curriculum in a physical and emotional environment that promotes learning and healthy lifestyle choices.'

(Department of Health)

'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 PHSE Guidance June 2019)

'PSHE education can help to reduce or remove many of the barriers to learning experienced by pupils, significantly improving their capacity to learn and achieve.' (PSHE Association, 2019)

'During key stage 1 pupils learn about themselves as developing individuals and as members of their communities. As they begin to develop into young adults (in KS2), they face the changes of puberty and transfer to secondary school with support and encouragement from their school. They learn how to make more confident and informed choices about their health and environment; to take more responsibility, individually and as a group, for their own learning; and to resist bullying.' (DfE Citizenship Guidance, February 2015)

'At Birkwood Primary School, the happiness and well being of our children is paramount and we hope to instil in them a life-long love of learning and respect for both themselves and others.' (School Vision Statement)

RATIONALE

At Birkwood Primary School, we believe that Personal, Social, Health and Economic (PSHE) and Citizenship education 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. We ensure that they experience the process of democracy in school through the School Council, visits to our Town Hall and the Houses of Parliament. We teach them about rights and responsibilities and hold the Silver Standard as a Rights Respecting School. Our children learn to appreciate what it means to be a positive member of a diverse multicultural society. As the world changes, we endeavour to address emerging issues, selecting content which is relevant to our children in order that they know their place within their community and within the world.

AIMS AND OBJECTIVES

PSHCE Core Themes

1. Health and Wellbeing
2. Relationships
3. Economic Wellbeing and Being a Responsible Citizen

The aims of personal, social, health, economic and citizenship education are to enable the children to:

- know and understand what constitutes and how to maintain a healthy lifestyle
- learn how to set simple but challenging goals
- understand what positively and negatively affects their physical, mental and emotional health
- recognise predict and assess risks in different situations
- learn about basic safety and how to get help in emergency situations
- be aware of safety issues including e-safety and use of mobile phones

- understand what makes for good relationships with others within a range of social/cultural contexts
- respect equality and diversity in relationships
- have respect for others regardless of race, beliefs, gender, physical and mental disability
- understand that differences and similarities arise from cultural, ethnic, racial and religious diversity as well gender and disability
- be independent and responsible members of the school community
- be positive and active members of a democratic society
- 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 (see RSE policy)
- recognise how behaviour affects others
- recognise different types of teasing and bullying and whom to go and how to get help
- recognise likes, dislikes, fairness and what is right and wrong
- share opinions and explain views
- learn about respect for self and others
- learn about rights and responsibilities
- learn about different groups and communities
- respect diversity and equality
- reflect on spiritual, moral, social and cultural issues
- respect and protect the environment
- understand about managing money
- participate in the schools' decision-making process
- meet with people who contribute to society
- consider social and moral dilemmas
- prepare for change

EXPECTATIONS

By the time children leave our school we expect them to be responsible for their own choices and actions to support them becoming positive and active members of society.

TEACHING AND LEARNING

At Birkwood Primary School, we use a wide range of teaching and learning styles. We place an emphasis on active learning by including the children in discussions, investigations and problem-solving activities, particularly through the 'Ask It' strand of Open Futures as well as Rights Respecting lessons and assemblies. We encourage children to take part in a range of practical activities that promote citizenship, e.g. charity fundraising, the planning of special school events and activities to help other individuals or groups less fortunate than themselves.

We organise classes in such a way that pupils are able to participate in discussion to resolve conflicts based on agreed classroom rules of behaviour. All classes now have a charter. We offer the opportunity to hear visiting speakers, such as health workers, police, the fire service and Father David who is a Governor and Parish Priest at our local church St John the Baptist. Visits to the church are organised linked to the liturgical year and help children understand and respect the community and the Christian faith. Father David is proactive in developing the children's spiritual knowledge and understanding.

CURRICULUM PLANNING

Under the National Curriculum 2014, there is no formal requirement to teach PSHE. However, we believe that PSHE is essential in supporting children to make the right choices both in childhood and as they grow into adults.

We teach PSHE and Citizenship in a variety of ways. In some instances, e.g. drugs education and Relationship and Sex Education (See RSE policy) we teach as a discrete subject in KS2.

PSHE and Citizenship is also delivered through different areas of the curriculum, e.g. when teaching about healthy lifestyles in Science.

Ask-it (Philosophy for Children) sessions form a valuable part of PSHCE as they enable children to discuss a range of thought-provoking topics. The RE scheme of work promotes discussions and is closely linked to Philosophy for Children and Open Futures.

We also develop PSHE and Citizenship through activities and whole-school events, e.g. the School Council representatives from each class meet regularly to discuss school matters with the Headteacher. They have the opportunity to visit our Town Hall and meet with the Mayor, visit the Houses of Parliament and learn about the how Parliament is run. We offer a residential visit to Year 6 children, where there is a particular focus on developing pupils' self-esteem and co-operative skills.

We plan the PSHE activities so that they build upon the prior children's learning. While there are opportunities for children of all abilities to develop their skills, knowledge and understanding in each activity area, there is planned progression, so that the children are increasingly informed as they move up through the school.

Each year, school hold a 'Creative Arts Week' which focuses on a particular country or continent. We learn about their culture and beliefs and use workshops for 'art' 'dance' 'music' and 'traditions'.

EARLY YEARS AND FOUNDATION STAGE

We teach PSHE and Citizenship across EYFS as an integral part of the EYFS curriculum. Our teaching in PSHE and Citizenship matches the aims of developing a child's personal, emotional and social development through PSED.

SPECIAL EDUCATIONAL NEEDS

We teach PSHE and Citizenship to all children, whatever their ability. PSHE and Citizenship forms part of the school curriculum policy to provide a broad and balanced education to all children. Through our PSHE and Citizenship teaching we provide learning opportunities that enable all pupils to make progress. We do this by setting suitable learning challenges and responding to each child's different needs.

ASSESSMENT AND RECORDING

Teachers assess children's work in PSHE and Citizenship by making informal judgements as they observe during lessons. At the end of a year, teachers record progress for each child, as part of the child's annual report to parents. The teacher passes this information on to the next teacher during transition meetings at the end of each year. We keep records of the contribution to the life of the school and community in photograph and video form and display these through the school website and Twitter page.

Our weekly Celebration Assembly highlights personal achievements and postcards home celebrate personal achievements in relation to developing positive attitudes to learning. Children are also sent to a member of the Senior Leadership Team to share outstanding pieces of work and to receive a special award sticker. There is a positive culture of 'catching the children being good', praise and rewards, including House Points, are regularly given.

RESOURCES

We keep resources for Ask-it, PSHE and Citizenship in a central store and use a range of appropriate websites. Relevant RSS materials are held by individual class teachers.

INCLUSION - EVERY CHILD MATTERS

All children are given every opportunity to achieve their best. We achieve this by planning curriculum delivery that will meet the needs of all children, whatever their gender, special educational needs, ability, disability, social, or cultural background, ethnicity or linguistic background.

We meet the needs of all children by:

- Providing resources that reflect diversity and are free from discrimination or stereotyping;
- Using a range of teaching strategies that are based on their needs

Note: This PSHE and Citizenship policy should be read in conjunction with the other school policies.

MONITORING AND REVIEW

The Governing Body reviews this policy every two years. The Governors may, however, review the policy earlier, if the government introduces new regulations, or if the governing body receives recommendations on how the policy might be improved.

This policy will be reviewed in January 2022.

Signed _____ Headteacher

Date _____

Signed _____ Chair of Governors

Date _____