

PSHE and Citizenship Policy

This policy should be taken and used as part of Batheaston Church of England Primary School's overall strategy and implemented within the context of our vision, instrument of government aims and values as a Church of England school.

Vision Statement

We believe that Personal, Social and Health Education is a crucial subject which develops children's understanding of themselves, each other and society. At Batheaston, PSHE supports our children to build tolerance, foster strong relationships and keep themselves safe. As a subject, it inspires our children to live out good values, challenge injustice and make a positive contribution to society.

Rationale

Personal, Social, Health and Emotional education supports the academic, social, physical, spiritual and moral development of our children. It gives them the opportunity to develop skills in depth which enable them develop attitudes which are tolerant, considerate and accepting of others and become effective members of their community.

The Values important to our school:-

1. Our 6 Core Values of Respect, Endeavour, Contribute, Include, Protect and Enjoy underpin all our interactions and work with children, parents / carers, staff, governors and any other adult or child who visits our school.
2. Every child and adult deserves to be known, celebrated, safe and happy at school and should leave feeling ready and well-prepared for the next stage of their education.
3. Modelling and living out central Christian values, including friendship, generosity, forgiveness, creativity, trust and humility.

PSHE education is underpinned by these fundamental values.

Aims of the Curriculum

- To help and support all our children through their physical, emotional, social and moral development.
- To help and support all our children to understand, name and manage their feelings.
- To be encouraged to regard people of all faiths, races and cultures with respect and tolerance.
- To encourage all our children to consider healthy and informed choices and therefore make appropriate decisions about their lives.
- To promote and celebrate British Values.
- To help children understand that while there are differing views about 'right' and 'wrong', all people living in England are subject to its law.
- To enable children to be risk aware.

At Batheaston CEVC Primary, the PSHE Curriculum is taught and included as follows, through:

- ❖ A planned curriculum time for regular PSHE lessons
- ❖ Different curriculum areas and by making cross-curricular links wherever possible
- ❖ Woven through our daily school life while indoors and outside
- ❖ Activities and school events (eg Assemblies, Class Trips, Year 6 Residentials, Charity and Fund-raising Events, Festivals and Celebrations)
- ❖ Lunchtime and After-School Clubs
- ❖ Pupil Voice – such as the School Council, Children's Rights Group, Friendship Monitors, set up in response to our changing experiences and School needs and / or interests.

Roles and Responsibilities

Governors will:

- Monitor and evaluate this policy in conjunction with the Subject Leader responsible for leading PSHE

Head Teacher will:

- Provide management time and / or teaching cover for PSHE Leader to observe PSHE being taught
- Provide advice and support to Subject Leader responsible for PSHE curriculum lead

Subject Leader will

- Support colleagues in the teaching of PSHE, SEAL and Citizenship by giving ideas for how themes can fit with particular teaching topics and around our Core Values
- Share information about current developments / resources
- Attend training / leader networks
- Observe teaching sessions and provide developmental feedback as appropriate
- Provide strategic lead and direction for PSHE from EYFS to Year 6
- Write an annual Action Plan for the Head Teacher / Deputy Head Teacher evaluating strengths, areas for development and any planned whole school events

Teachers will:

- Know the PSHE Policy
- Teach PSHE systematically through the year at age-appropriate level
- Use the Social and Emotional Aspects of Learning guidance, in conjunction with Chris Quigley's Essentials curriculum
- Seek advice from Subject Leader and / or Head Teacher as appropriate when teaching SRE through PSHE curriculum
- Listen carefully to children who may raise questions and involve external agencies if appropriate, following advice from Head Teacher
- Assess children using N C expectations and guidelines
- Report children's progress and achievements to parents through their Annual Report

Children will:

- (Be given the opportunity and encouragement to) Participate in age-appropriate PSHE sessions and be encouraged to play a full part in the life of our school

Parents / Carers will:

- Have access to this policy and receive information about their child's progress and achievements in PSHE through their Annual Report and at other times as appropriate

Monitoring and Evaluating

- Teachers' annotated plans will be monitored weekly and evaluated for impact in Terms 2, 4, 6.
- Report to Governors once annually (if requested)
- Policy reviewed annually

Associated Policies:

Homework
Behaviour
Anti-Bullying
Child Protection
SEN
Social, Moral, Cultural, Spiritual Development
Relationships & Sex Education

Review Date: September 2016

Appendix 1 - Lovely Uplifting Quotes for Children and Adults



It is our choices ... that show what we truly are, far more than our abilities.
J. K. Rowling (Harry Potter and The Chamber of Secrets)



To thine own self be true. William Shakespeare



Remember always that you not only have the right to be an individual, you have an obligation to be one. Eleanor Roosevelt 1884 - 1962
(wife of Franklin D Roosevelt, American President 1933-1945)



Always stay true to yourself and never let what somebody else says distract you from your goals. Michelle Obama (wife of Barack Obama, American President)



Value your own opinion more, and others' opinions less. Jonathan Lockwood Huie
(American Author of Self-Awareness Books and collector of Quotes)



Do to others what you wish them to do to you. (The Bible – Luke 6:31)

Appendix 2 - Suggested structure and timings for SEAL units

Theme number and time of year	Theme title	Key social and emotional aspects of learning addressed
1. September/October	New beginnings	<ul style="list-style-type: none"> • Empathy • Self-awareness • Motivation • Social skills
2. November/December	Getting on and falling out	<ul style="list-style-type: none"> • Managing feelings • Empathy • Social skills
3. One to two weeks in the autumn term (to coincide with national anti-bullying week in November)	Say no to bullying	<ul style="list-style-type: none"> • Empathy • Self-awareness • Social skills
4. January/February	Going for goals!	<ul style="list-style-type: none"> • Motivation • Self-awareness
5. February/March	Good to be me	<ul style="list-style-type: none"> • Self-awareness • Managing feelings • Empathy
6. March/April	Relationships	<ul style="list-style-type: none"> • Self-awareness • Managing feelings • Empathy
7. June/July	Changes	<ul style="list-style-type: none"> • Motivation • Social skills • Managing feelings

Appendix 3 - Teaching and Learning Styles for SEAL and PSHE

The learning opportunities suggested in this resource have been devised so that social and emotional learning forms the subject matter of learning intentions set out by the teacher. This is the part of the curriculum where social, emotional and behavioural skills are made explicit ('taught'). These classroom sessions complement the rest of the child's school or setting experiences where social, emotional and behavioural skills are more likely to be implicit – 'caught'.

A range of teaching strategies is used to motivate both those who learn primarily through verbal channels and those whose preferred learning style may be more visual or kinaesthetic.

Much of the learning will necessarily take place through experiential activities, as developing social, emotional and behavioural skills involves engaging the heart as well as the head. Many of the suggested learning opportunities are exploratory and open-ended to reflect the nature of much of the subject matter. Children are



encouraged to take responsibility for their own learning, and to enquire together to ensure that they reach a deeper and more meaningful understanding of the complex issues involved in developing social, emotional and behavioural skills. They are also encouraged to learn through participating in groups of different sizes, and problem-solving together.

Wherever possible, teachers/practitioners will want to relate the subject matter of the classroom sessions not just to the assembly/Foundation stage group time, but to recent, concrete experience – a playgroup child who fetched an adult when he noticed a new child was distressed, for example, or an incident in the playground or a dispute in class. A personal story or object of interest can also generally be counted upon to promote children's active engagement.