

# Emmanuel Church of England School



## PHSE & Citizenship Policy

### 1 Mission Statement, Aims and Objectives

#### 1.1 Mission statement

At Emmanuel Church of England School, broad opportunities are provided for individuals to develop their full potential and allow them to be healthy, happy and secure. We follow UNICEF's principles of a Rights-Respecting School (RRS), based on the United Nations Convention on the Rights of the Child (UNCRC), where each member of the school community has rights.

Building on our Christian ethos and in partnership with the whole school community, we provide a stimulating and caring environment where individuals are valued and nurtured morally, spiritually and academically. We stress the fundamental principle;

**“Always treat others as you would like them to treat you” Matthew 7:12**

#### 1.2 Aims and objectives

PSHE and Citizenship is underpinned by our school's values and aims, which focuses on preparing our pupils for the opportunities, responsibilities and experiences of modern life.

Our PSHE and Citizenship programme is based on the four themes from the Camden Scheme of Work:

#### **Self-Awareness    Respect & Relationships    Healthy & Safe    Citizenship**

We want pupils to gain knowledge and information, explore attitudes and values and develop skills to help them live healthy, safe, fulfilling and responsible lives.

In particular, the outcomes of our PSHE and Citizenship scheme of work aim to help our pupils:

- Build resilience and maintain positive mental health
- Understand and manage their emotions
- Make and maintain effective and healthy relationships
- Value and respect themselves and others
- Get on with one another and not to bully others
- Respect equality and diversity and be sensitive to the needs of others
- Understand and respect different religious, ethnic and gender identities
- Accept and respect people's different faiths and beliefs
- Understand the importance of rights and respect for rights
- Respect democracy
- Contribute positively to the school, local community and local environment
- Be responsible for their behaviour
- Feel confident about themselves and their abilities and be positive about learning
- Make informed decisions that lead to a healthy lifestyle
- Deal with problems positively and know where to get help
- Be able to resist negative pressure

- Be assertive and not put themselves at risk
- Keep themselves and others safe, both on-line and off-line
- Know the importance of managing money
- Have high aspirations for their future careers

## **2 Links to other policies**

This Policy should be read alongside other related policies:

- Behaviour
- Anti-bullying
- Food
- Drugs
- Relationships and Sex Education (RSE)
- Child Protection and Safeguarding
- Teaching and Learning
- E-Safety
- Equality

## **3 Definition of PSHE and Citizenship**

**3.1** Personal Social and Health Education and Citizenship are a planned part of the curriculum and it is also reflected in whole school activities and experiences.

**3.2** PSHE gives children knowledge, understanding, and skills and helps them explore and develop attitudes and values to live healthy, safe, fulfilled and responsible lives. It helps them manage feelings, learn about how to be healthy and safe and understand about relationships. It covers physical health, emotional health and well-being, drug education (including medicines, alcohol, tobacco, volatile substances and illegal drugs), relationship and sex education, citizenship, anti-bullying, safety (including online safety and anti-bullying), personal finance education, careers and the environment .

**3.3** Citizenship education provides 'knowledge, skills and understanding' to 'play a full and active part in society' (National Curriculum 2014).

The citizenship curriculum helps children:

- Explore and develop attitudes and values to become informed, active and responsible citizens.
- Develop political literacy and explore social and moral issues,
- Distinguish right from wrong and to make a positive contribution to their local, national and global communities.

It covers rights and respect for rights, democracy, pupil participation in school life, the rule of law, respecting difference, local and global communities and how to prevent prejudice and discrimination.

The teaching of Citizenship lends itself to many of the current requirements around SMSC, British Values, Safeguarding and the Prevent Duty.

## **4 Why teach PSHE and Citizenship?**

**4.1** Our PSHE and Citizenship curriculum enables us to fulfil our statutory duties to:

- Provide a broad and balanced curriculum
- Promote the spiritual, moral, cultural, mental and physical development of pupils at the school, and of society

- Promote the values of democracy, the rule of law, individual liberty and mutual respect and tolerance described by the DfE as fundamental British Values
- Prepare pupils at the school for the opportunities, responsibilities and experiences of later life
- Promote pupil wellbeing and community cohesion
- Safeguard pupils

The Public Sector Equality Duty states that “it [PSHE Education] is an important and necessary part of all pupils’ education. All schools should teach PSHE Education, drawing on good practice”. It is expected that all schools make provision for PSHE Education.”

## **5 Content of the PSHE and Citizenship Curriculum**

**5.1** Our PSHE and Citizenship curriculum builds on the statutory content in the national curriculum covering:

- Drug education
- Financial literacy
- Relationships and Sex education
- Physical activity
- Food and nutrition

**5.2** We have a scheme of work for PSHE and Citizenship, which covers key topics including:

- Healthy lifestyles
- Emotional health and resilience
- Anti-bullying and prejudice-based language (including Homophobic, Biphobic and Transphobic)
- Stereotyping, prejudice and discrimination
- Equality and diversity
- Relationships and sex education (RSE)
- Safety including online safety
- Drugs, alcohol and tobacco education including shisha
- Democracy and the rule of law
- Being an active citizen in school and the community
- Rights and respect for rights
- Looking after the environment
- Personal finance
- Careers and the world of work
- Enterprise

These topics are explored at different levels as relevant to different years.

**5.3** Our scheme of work is based on the Camden Scheme of work, which we have adapted to reflect the needs of children at the school.

**5.4** In order to ensure that the teaching programme reflects the views of pupils we

- Consult the school council about what is taught
- Involve pupils in evaluating the programme
- Assess pupils’ prior knowledge before starting some topics to ensure it is relevant to their needs e.g. drug education
- Take account of any health-related data available in school or locally as relevant e.g. packed lunch audit, data from the National Child Measurement Programme or health and wellbeing data.

## **6 Early Year and Foundation Stage (EYFS)**

PSHE and Citizenship links most directly to these 3 areas of learning and development within the Foundation Stage:

1. *Personal, social and emotional development*, which involves helping children to develop a positive sense of themselves, and others; to form positive relationships and develop respect for others; to develop social skills and learn how to manage their feelings; to understand appropriate behaviour in groups; and to have confidence in their own abilities.
2. *Physical development*, which involves providing opportunities for young children to be active, interactive and to develop their co-ordination, control and movement. Children must also be helped to understand the importance of physical activity and to make healthy choices in relation to food.
3. *Understanding the world*, which involves guiding children to make sense of their physical world and their community through opportunities to explore, observe and find out about people, places, technology and the environment.

## **7 Where it is taught**

**7.1** PSHE and Citizenship is taught through a range of planned opportunities across the curriculum, a weekly lesson and circle time.

**7.2** We also organise themed weeks that are mapped across the curriculum, which complement and enrich, but do not replace our planned PSHE teaching programme e.g. Friendship Week and Health Week.

**7.3** We also promote our aims for PSHE and Citizenship through displays in class and throughout the school.

**7.4** PSHE and citizenship is also covered by other subjects:

- Science and PE: healthy lifestyles.
- Drama and literacy: using stories to consider issues related to relationships and health, as well as discussions about topical issues.
- RE: includes many aspects related to relationships, families and different faiths and beliefs. The teaching of PSHE is also linked to several Rights Respecting Articles.
- Maths: financial capability.
- Geography: citizenship work about different communities and looking after the environment.
- Computing: online safety.
- DT: Diet for a healthy lifestyle.

## **8. How PSHE is taught**

**8.1** All class teachers teach PSHE and Citizenship and where relevant, outside visitors support and enhance the curriculum, such as parents/carers, school nurses, police, fire service and health professionals.

**8.2** All visitors are expected to work within the framework of this PSHE and Citizenship policy and the Camden protocol for involving outside visitors. We make the PSHE and Citizenship policy available to visitors and ask them to consider the following questions in preparation:

- What will they offer that the teachers cannot?

- How can the visitor's sessions be integrated into the PSHE and Citizenship programme, rather than a one off?
- What role will teachers play in the classroom?
- How will the sessions be evaluated?

### **8.3 Teaching methods**

Teachers have the same high expectations of pupil learning in PSHE and Citizenship as they would in any other subject. In addition, we ensure that:

- When starting a new topic, we find out children's prior knowledge to help plan the teaching.
- Pupils have opportunities to express their views and listen to others. They are also taught to respect different beliefs and views, to research and evaluate information and make informed decisions.
- Through PSHE, teachers promote the values of the school and challenge opinions or behaviours that are prejudicial or discriminatory or are contrary to fundamental British values.
- We set ground rules, particularly when teaching sensitive topics such as RE, to ensure that pupils discuss topics with respect and listen to the views of others, as well as ensuring that pupils and staff do not disclose personal information.
- We use a wide range of active teaching methods so that pupils are fully engaged in learning, which include providing challenging tasks appropriate to pupils' needs, questioning, and opportunities to reflect on their learning, setting independent learning tasks, encouraging collaborative working and facilitating discussions. We use activities such as debating, drama, role-play, quizzes, web-based activities and stories
- We use a variety of high quality imaginative resources in our programme. Staff view resources before they are used to ensure that their content is appropriate, relevant and up-to-date, they reflect the diversity of the school and local community, promote positive images and avoid stereotypes e.g. disabled, non-stereotypical gender roles, different families including same sex parents, ethnic, religious and cultural background.
- Through appropriate planning, involvement of support staff, resourcing and grouping, we meet the needs of all pupils, including those with special educational needs.
- In all classes, we have an anonymous 'Worry Box' for pupils to raise questions that they may not feel comfortable about raising in class.
- We will always seek to answer children's' questions, taking account of their age and maturity and the appropriateness of the question.

## **9. Safeguarding and child protection**

Teachers cannot promise pupils complete confidentiality. Teachers are clear to pupils what can and can't be kept confidential. If a pupil was to talk to staff about a personal situation, and staff were concerned that they were at risk, they will follow the school's child protection procedures.

## **10. Assessing pupils' progress**

**10.1** We recognise the importance of effective assessment of learning in PSHE and Citizenship and use it to inform planning and consolidate or accelerate learning where appropriate.

**10.2** We recognise that assessment can identify vulnerable pupils who may benefit from additional support such as building self-esteem or one to one support.

**10.3** In PSHE and Citizenship we assess:

- What knowledge and understanding pupils have gained and its relevance to their lives.
- What skills pupils have developed and are able to put into practice.
- How pupils' feelings and attitudes have been influenced.

**10.4** Assessment is both *for* and *of* learning and pupils are given opportunities to reflect on how far they have achieved the intended learning outcomes of lessons and topics/units.

**10.5** Our assessment:

- Is planned as an integral part of teaching and learning.
- Provides regular opportunities for pupils to receive feedback on their progress and achievements.
- Includes pupils in self-assessment.
- Reflects evidence of progress in skills of participation as well as knowledge.

**10.6** We also identify wider needs through surveys e.g.

- Pupil Attitudes to School Survey (PASS)
- Annual Pupil Surveys
- Pupil focus groups
- Health Related Behaviour Questionnaire (HRBQ)

Pupils' attainment in PSHE and Citizenship is reported to parents each year.

## **11. Monitoring and evaluation**

### **11.1 Monitoring**

We monitor PSHE and citizenship through subject reviews, self-evaluation and improvement planning to provide an accurate perspective on how PSHE and citizenship is being delivered and can be further improved. Monitoring includes:

- *Lesson observations with feedback to teachers.*
- *Looking at a sample of pupils' work.*
- *Looking at curriculum plans.*
- *Teachers making regular comments on the scheme of work/lesson plans*
- *Feedback from PSHE and Citizenship co-ordinator, class teachers and pupils about what has been covered.*
- *Discussions at staff meetings.*
- *Discussions at governor curriculum meetings.*

### **11.2 Evaluation**

We plan opportunities to regularly evaluate PSHE and Citizenship. Pupils participate in a range of activities including:

- *Questions and participatory activities at the end of lessons or units of work e.g. to find out pupils' views about particular activities/resources/lessons.*
- *Questionnaires at the end of some units or as part of an end of year review of PSHE.*
- *Feedback forms/discussions about particular aspects of the teaching e.g. outside visitors, Theatre in Education.*
- *School council review of PSHE and Citizenship*

### **11.3 Teachers**

- Complete evaluation forms at the end of units or as part of an end of year review.
- Complete feedback forms about particular aspects of the teaching e.g. outside visitors, Theatre in Education, peer education.
- Have discussions in staff meetings.

## **11.4 Governors**

We have a governor who is responsible for the oversight of PSHE and ensures that effective monitoring and evaluation of the subject is undertaken and identifies areas for development.

## **12. Opportunities to promote PSHE and Citizenship throughout the school**

In addition to the taught programme, there are a number of activities that promote our aims and outcomes for PSHE and citizenship throughout the whole school. We develop pupils' :

1. Confidence, responsibility and making the most of their abilities through positive rewards systems, target setting and class responsibilities.
2. Role as active citizens through school council, community projects, buddy systems, peer mentoring, developing class rules/charters, charity work, mock elections, debates, pupil questionnaires.
3. Healthy and safer lifestyles through lunchtime clubs, monitoring school meals, teaching playground games, annual health week.
4. Positive relationships and respect for differences between people by celebrating different families, cultures and communities.
5. Celebrating diversity through collective worship and ensuring classroom activities and research projects are dedicated to learning about the rich heritage of others.
6. Developing children's and parent's knowledge of e-safety through parent workshops, assemblies and guest speakers.

## **13. Training and support for staff**

**13.1** Our aim is that teachers are confident to teach all aspects of PSHE, including RSE and other sensitive issues, and we ensure staff access high quality professional development annually on PSHE and Citizenship to keep them updated on relevant issues and to ensure they are confident to teach the full breadth of the curriculum. We participate in training and projects run by the LA and other organisations. New members of staff receive induction training on the teaching of PSHE and Citizenship.

**13.2** Our PSHE Coordinator/Subject Lead attends Camden wide PSHE training and networks.

## **14. Working with parents/carers**

**14.1** Our school sees the personal and social development of pupils as something that is achieved in partnership with parents and carers. We value and extend opportunities for parents and carers to be involved in PSHE and Citizenship through consultation and where appropriate, specific input to the curriculum.

**14.2** Parents/carers are invited to give feedback on PSHE and Citizenship in a variety of ways:

- Reviewing resources
- Newsletters
- Sessions on particular aspects of PSHE and Citizenship e.g. RSE, Drug Education.

**14.3** Parents/carers are also involved in their children's PSHE and Citizenship through activities at home e.g. helping pupils to keep diaries on health-related topics and collecting information on safety. Parents can also be involved in special events that promote PSHE and Citizenship e.g. Health Week.

**Policy reviewed** November 2018

**Agreed review schedule** 3 yearly

**Next review due** November 2021

**Reviewed by (signature)**

Flick Rea, Chair of S&HR

Kathryn Fitzsimmons, Head Teacher

**Date:**