



Stottesdon C. of E. Primary School



PSHE and Citizenship Policy 2015

Produced by the Headteacher and staff

The policy will be available to parents and carers through a copy on our website. Information in practice will come through teachers, their children and termly curriculum maps.

Overview

The Government's review of Personal, Social, Health and Economic education concluded in March 2013, stating that the subject would remain non-statutory and that no new programmes of study would be published. Citizenship continues to be a non-statutory requirement in Primary schools. The DfE however states in section 2.5 of the national curriculum framework that '*All schools should make provision for personal, social, health and economic education (PSHE), drawing good practice.*'

The school also acknowledges that it is required to actively promote British values (democracy; rule of law; individual liberty; mutual respect and tolerance) - See appendix 2. We believe that our PSHE, Citizenship and RE policies and practice do this comprehensively. Together these provisions create the Spiritual, Moral, Social and Cultural Education (SMSC) in our school.

Framework

In absence of a new programme of study, our school has decided to adopt the programme of study developed by the PSHE association.

<http://www.pshe-association.org.uk/uploads/media/27/7851.pdf>

This programme of study is based on three core themes within which there will be a broad overlap and flexibility:

1. Health and Wellbeing

- Know and understand what constitutes a healthy lifestyle.
- Know how to maintain physical, mental and emotional health and wellbeing.
- Be aware of safety issues, including how to respond in an emergency.
- Know how to manage change, including puberty, transition and loss.

2. Relationships

- Develop and maintain a variety of healthy relationships within a range of social and cultural contexts.
- Know how to recognise and manage emotions within a range of relationships.
- Know how to recognise risky or negative relationships, including all forms of bullying



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and abuse, and ask for help

- Know how to respect equality and diversity in relationships.

3. Living in the Wider World

- Know the importance of responsible behaviours and actions.
- Be responsible and independent members of the school community.
- Be positive and active members of a democratic society.
- Know about the importance of respecting and protecting the environment.
- 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.
- Know about where money comes from, keeping it safe and the importance of managing it effectively.
- Have a basic understanding of enterprise.

Aims

Our personal, social and health education (PSHE) programme promotes children's personal, social and economic development, as well as their health and wellbeing. It helps to give children the knowledge, skills and understanding they need to lead confident, healthy, independent lives and to become informed, active, responsible citizens. Children are encouraged to take part in a wide range of activities and experiences across and beyond the curriculum, contributing fully to the life of our school and community. They learn to recognise their own worth, work well with others and become increasingly responsible for their own learning. They reflect on their experiences and understand how they are developing personally and socially, tackling many of the spiritual, moral, social and cultural issues that are part of growing up. It gives children an understanding of the rights and responsibilities that are part of being a good citizen and introduces them to some of the principles of prudent financial planning and understanding. They learn to understand and respect our common humanity, diversity and differences so that they can go on to form the effective, fulfilling relationships that are an essential part of life long learning.

The programme of study will continue to be an integral part of the school curriculum and have a whole-school approach so as to help them develop the qualities and attributes they need to thrive as individuals, family members and members of society.

PSHE aims to:

- build pupils confidence, resilience and self-esteem
- identify and manage risk
- make informed choices and understand what influences their decisions
- recognise, accept and shape their identities
- understand and accommodate difference and change
- manage emotions and communicate constructively
- develop essential skills for future employability
- better enjoy and manage their lives



Stottesdon C. of E. Primary School



- explore, clarify and if necessary challenge, their own and others' values, attitudes and beliefs, rights and responsibilities
- provide the skills and strategies they need in order to live healthy, safe, fulfilling, responsible and balanced lives.

Curriculum Provision

Appendix 1 shows the adopted programme of study for each key stage.

Curriculum maps (all staff: Curriculum maps) show how this is covered over the year groups.

PSHE and Citizenship is taught across the curriculum and in relevant contexts. The programme is therefore woven in across the curriculum maps (Science, RE, ICT, PE etc). It also benefits from specific timetabled time or untimetabled pro-active sessions that deal with 'real time' issues there and then. PSHE and Citizenship is delivered within a whole school approach which includes:

- Dedicated curriculum time
- Pro-active sessions that build learning on current issues
- Teaching PSHE and Citizenship through and in other subjects/curriculum areas
- Specialised assemblies
- PSHE and Citizenship activities and school events
- Pastoral care and guidance
- Visiting speakers

Strategies

Active engagement in learning, rather than passively receiving information, is most effective in teaching PSHE education. Pupils need opportunities to clarify their values and beliefs and rehearse and develop enquiry and interpersonal skills. PSHE education needs to 'start from where pupils are'. It is likely that pupils will bring prior understanding, almost understanding, misunderstanding, or gaps in understanding to any issue explored through PSHE education. Often this prior learning is more complex than we might assume. Where possible, any new topic in PSHE education should start by enabling pupils to share this prior knowledge with us.

It is important that pupils are helped to make connections between the learning they receive in PSHE education and their current and future 'real life' experiences. The skill of critical reflection is therefore at the heart of assessment for learning in PSHE education.

Where possible children's questions will be answered honestly and openly with consideration of their prior learning or readiness. Children should feel able to ask any



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questions that they wish and that their questions are valued. If necessary, teachers should feel able to ask the child to wait for an answer to give them time to consult with the school's leadership team. (For instance: 'That is a really interesting question and I need a little time to think because I want to give you a really good answer.') Teachers answer questions on behalf of the school and should feel able to work with colleagues to construct an appropriate answer. It is also good practice to have an anonymous question box where pupils who are not comfortable raising questions in an open setting may ask questions to be responded to at a later date.

Children are encouraged to take part in a range of practical activities that promote active citizenship, e.g. charity fundraising, the planning of school special events, or involvement in an activity to help other individuals or groups less fortunate than themselves. Classes are organised in such a way that children are able to participate in an open friendly forum where agreed classroom rules of behaviour have been agreed. The children have a School Council where two children from each class are elected to represent the class's views.

Equal Opportunities

All children (irrespective of disability, educational needs, race, nationality, ethnic or national origin, religion or sexual orientation or whether they are looked after children) have the opportunity to take part in our PSHE programme. Teacher will start with children's prior learning and experiences.

Assessment, Recording and Reporting

Children are informally assessed by staff throughout their work and the reports given to parents will reflect this. Recording of work will be in a form appropriate to the planned focus. Evidence of PSHE will be in a variety of forms e.g. photographs as well as written work. The very nature of PSHE means that careful consideration should be given to the best means of recording. Written work may not always be appropriate and staff will use their professional judgment in this.

Resources

- Digital resources on all staff: PSHE
- PSHE cupboard in Severn Class
- SEAL program
- Shropshire Respect Yourself Program
- 1decision.co.uk (5 - 8 yr olds)
- PSHE Association Website (school login details in office)
- life.liveit - first aid education for children
- Young Enterprise resources
- In:tuition from Drinkaware
- Association for Citizenship teaching
- www.teachingcitizenship.org.uk
- www.bgfl.org
- ww.parliament.uk - great resources on democracy



Stottesdon C. of E. Primary School



Other Policy links: RSE Policy; Equality Plan; Managing Drug Related Incidents Policy; Anti-Bullying Policy; Behaviour Policy; Child Protection Policy;

Monitoring, evaluation and review

The school will review this policy as detailed below and assess its implementation and effectiveness regularly.

Policy Date: June 2015

Review Date: June 2018



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Appendix 1

Notes & Guidance: Core Theme 1. Health and wellbeing

Key Stage 1

Pupils should have the opportunity to learn:

1. what constitutes a healthy lifestyle including the benefits of physical activity, rest, healthy eating and dental health
2. to recognise what they like and dislike, how to make real, informed choices that improve their physical and emotional health, to recognise that choices can have good and not so good consequences
3. to think about themselves, to learn from their experiences, to recognise and celebrate their strengths and set simple but challenging goals
4. about good and not so good feelings, a vocabulary to describe their feelings to others and simple strategies for managing feelings
5. about change and loss and the associated feelings (including moving home, losing toys, pets or friends)
6. **the importance of and how to maintain personal hygiene**
7. how some diseases are spread and can be controlled and the responsibilities they have for their own health and that of others
8. about the process of growing from young to old and how people's needs change
9. about growing and changing and new opportunities and responsibilities that increasing independence may bring
10. the names for the main parts of the body (including external genitalia) the similarities and differences between boys and girls
11. that household products, including medicines, can be harmful if not used properly
12. rules for and ways of keeping physically and emotionally safe (including safety online, the responsible use of ICT, the difference between secrets and surprises and understanding not to keep adults' secrets; road safety, cycle safety and safety in the environment (including rail, water and fire safety))
13. about people who look after them, their family networks, who to go to if they are worried and how to attract their attention, ways that pupils can help these people to look after them
14. to recognise that they share a responsibility for keeping themselves and others safe, when to say, 'yes', 'no', 'I'll ask' and 'I'll tell'

Key Stage 2

Building on Key Stage 1, pupils should have the opportunity to learn:

1. what positively and negatively affects their physical, mental and emotional health (including the media)
2. how to make informed choices (including recognising that choices can have positive, neutral and negative consequences) and to begin to understand the concept of a 'balanced lifestyle'
3. to recognise opportunities to make their own choices about food, what might influence their choices and the benefits of eating a balanced diet
4. to recognise how images in the media do not always reflect reality and can affect how people feel about themselves
5. to reflect on and celebrate their achievements, identify their strengths, areas for improvement, set high aspirations and goals
6. to deepen their understanding of good and not so good feelings, to extend their vocabulary to enable them to explain both the range and intensity of their feelings to others
7. to recognise that they may experience conflicting emotions and when they might need to listen to their emotions or overcome them
8. about change, including transitions (between Key Stages and schools), loss, separation, divorce and bereavement
9. **to differentiate between the terms, 'risk', 'danger' and 'hazard'**
10. to deepen their understanding of risk by recognising, predicting and assessing risks in different situations and deciding how to manage them responsibly (including sensible road use and risks in their local environment) and to use this as an opportunity to build resilience
11. to recognise their increasing independence brings increased responsibility to keep themselves and others safe
12. that bacteria and viruses can affect health and that following simple routines can reduce their spread
13. that pressure to behave in an unacceptable, unhealthy or risky way can come from a variety of sources, including people they know and the media
14. to recognise when and how to ask for help and use basic techniques for resisting pressure to do something dangerous, unhealthy, that makes them uncomfortable, anxious or that they believe to be wrong
15. school rules about health and safety, basic emergency aid procedures, where and how to get help
16. what is meant by the term 'habit' and why habits can be hard to change
17. which, why and how, commonly available substances and drugs (including alcohol and tobacco) could damage their immediate and future health and safety, that some are legal, some are restricted and some are illegal to own, use and supply to others
18. how their body will, and emotions may, change as they approach and move through puberty
19. about human reproduction
20. about taking care of their body, understanding that they have autonomy and the right to protect their body from inappropriate and unwanted contact; understanding that actions such as female genital mutilation (FGM) constitute abuse, are a crime and how to get support if they have fears for themselves or their peers.
21. strategies for keeping physically and emotionally safe including road safety (including cycle safety- the Bikeability programme), safety in the environment (including rail, water and fire safety), and safety online (including social media, the responsible use of ICT and mobile phones)
22. the importance of protecting personal information, including passwords, addresses and the distribution of images of themselves and others
23. about people who are responsible for helping them stay healthy and safe and ways that they can help these people



Stottesdon C. of E. Primary School



Notes & Guidance: Core Theme 2. Relationships

Key Stage 1

Pupils should have the opportunity to learn:

1. to communicate their feelings to others, to recognise how others show feelings and how to respond
2. to recognise how their behaviour affects other people
3. the difference between secrets and surprises and the importance of not keeping adults' secrets, only surprises
4. to recognise what is fair and unfair, kind and unkind, what is right and wrong
5. to share their opinions on things that matter to them and explain their views through discussions with one other person and the whole class
6. to listen to other people and play and work cooperatively (including strategies to resolve simple arguments through negotiation)
7. to offer constructive support and feedback to others
8. to identify and respect the differences and similarities between people
9. to identify their special people (family, friends, carers), what makes them special and how special people should care for one another
10. to judge what kind of physical contact is acceptable, comfortable, unacceptable and uncomfortable and how to respond (including who to tell and how to tell them)
11. that people's bodies and feelings can be hurt (including what makes them feel comfortable and uncomfortable)
12. to recognise when people are being unkind either to them or others, how to respond, who to tell and what to say
13. that there are different types of teasing and bullying, that these are wrong and unacceptable
14. how to resist teasing or bullying, if they experience or witness it, whom to go to and how to get help

Key Stage 2

Building on Key Stage 1, pupils should have the opportunity to learn:

1. to recognise and respond appropriately to a wider range of feelings in others
2. to recognise what constitutes a positive, healthy relationship and develop the skills to form and maintain positive and healthy relationships
3. to recognise ways in which a relationship can be unhealthy and who to talk to if they need support.
4. to be aware of different types of relationship, including those between acquaintances, friends, relatives and families,
5. that civil partnerships and marriage are examples of stable, loving relationships and a public demonstration of the commitment made between two people who love and care for each other and want to spend their lives together and who are of the legal age to make that commitment
6. to be aware that marriage is a commitment freely entered into by both people, that no one should enter into a marriage if they don't absolutely want to do so
7. that their actions affect themselves and others
8. to judge what kind of physical contact is acceptable or unacceptable and how to respond
9. the concept of 'keeping something confidential or secret', when we should or should not agree to this and when it is right to 'break a confidence' or 'share a secret'
10. to listen and respond respectfully to a wide range of people, to feel confident to raise their own concerns, to recognise and care about other people's feelings and to try to see, respect and if necessary constructively challenge their points of view
11. to work collaboratively towards shared goals
12. to develop strategies to resolve disputes and conflict through negotiation and appropriate compromise and to give rich and constructive feedback and support to benefit others as well as themselves
13. that differences and similarities between people arise from a number of factors, including family, cultural, ethnic, racial and religious diversity, age, sex, gender identity, sexual orientation, and disability (see 'protected characteristics' in the Equality Act 2010)
14. to realise the nature and consequences of discrimination, teasing, bullying and aggressive behaviours (including cyber bullying, use of prejudice-based language, how to respond and ask for help)
15. to recognise and manage 'dares'
16. to recognise and challenge stereotypes



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Notes & Guidance: Core Theme 3. Living in the wider world

Key Stage 1

Pupils should have the opportunity to learn:

1. how to contribute to the life of the classroom
2. to help construct, and agree to follow, group and class rules and to understand how these rules help them
3. that people and other living things have needs and that they have responsibilities to meet them (including being able to take turns, share and understand the need to return things that have been borrowed)
4. that they belong to various groups and communities such as family and school what improves and harms their local, natural and built environments and about some of the ways people look after them
6. that money comes from different sources and can be used for different purposes, including the concepts of spending and saving
7. about the role money plays in their lives including how to manage their money, keep it safe, choices about spending money and what influences those choices

Key Stage 2

Building on Key Stage 1, pupils should have the opportunity to learn:

1. to research, discuss and debate topical issues, problems and events concerning health and wellbeing and offer their recommendations to appropriate people
2. why and how rules and laws that protect themselves and others are made and enforced, why different rules are needed in different situations and how to take part in making and changing rules
3. to understand that everyone has human rights, all peoples and all societies and that children have their own special rights set out in the United Nations Declaration of the Rights of the Child
4. that these universal rights are there to protect everyone and have primacy both over national law and family and community practices
5. to know that there are some cultural practices which are against British law and universal human rights, such as female genital mutilation
6. to realise the consequences of anti-social and aggressive behaviours such as bullying and discrimination of individuals and communities
7. that there are different kinds of responsibilities, rights and duties at home, at school, in the community and towards the environment
8. to resolve differences by looking at alternatives, seeing and respecting others' points of view, making decisions and explaining choices
9. what being part of a community means, and about the varied institutions that support communities locally and nationally
10. to recognise the role of voluntary, community and pressure groups, especially in relation to health and wellbeing
11. to appreciate the range of national, regional, religious and ethnic identities in the United Kingdom
12. to think about the lives of people living in other places, and people with different values and customs
13. about the role money plays in their own and others' lives, including how to manage their money and about being a critical consumer
14. to develop an initial understanding of the concepts of 'interest', 'loan', 'debt', and 'tax' (e.g. their contribution to society through the payment of VAT)
15. that resources can be allocated in different ways and that these economic choices affect individuals, communities and the sustainability of the environment
16. about enterprise and the skills that make someone 'enterprising'
17. to explore and critique how the media present information



Stottesdon C. of E. Primary School



Appendix 2: BRITISH VALUES

The Department of Education have recently reinforced the need *“to create and enforce a clear and rigorous expectation on all schools to promote the fundamental British values of democracy, the rule of law, individual liberty and mutual respect and tolerance of those with different faiths and beliefs.”*

The Government set out its definition of British values in the 2011 Prevent Strategy, and these values have been reiterated by the Prime Minister. At Stottesdon these values are reinforced regularly and in the following ways:

Democracy

At Stottesdon democracy is taken very seriously. Children are actively encouraged to have a voice and share their views and opinions regularly. Our active **school council** is one such example. Every September we have an election week when the candidates for class representatives on the school council pitch their election manifesto to the rest of their class. A secret ballot ensues and the results are announced in a special assembly. The children love this process and have great respect for the outcomes. The school council representatives (2 per class from Reception to Year 6) meet regularly then take the ideas from the meeting back to their classes for discussion.

Every child also contributes their ideas to the composition of their own **class charter** every year. This sets ground rules for classroom conduct and establishes the standards of behaviour children can expect from each other over the year ahead. All children also complete a bi-annual questionnaire which provides them with the opportunity to share their views of learning at Stottesdon and suggest ways in which the school could be improved further.

Governors also talk regularly to children to establish their views as a way of ensuring that school self-evaluation is robust and accurate, and therefore effective in moving the school forward.



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The Rule of Law

The importance of laws, whether they be those that govern the class, the school, or the country, are consistently reinforced throughout the school day, as well as when dealing with behaviour and through school assemblies. Children are taught the value and reasons behind laws, that they govern and protect us, the responsibilities that this involves and the consequences when laws are broken. Our schools rules, rewards and sanctions which are displayed in all classrooms, referred to regularly and consistently upheld are a practical example of this.

Visits from authorities such as the Police and Fire Service help reinforce this message.

Individual Liberty

Within school, children are actively encouraged to make decisions and choices, knowing that they are in a safe and supportive environment. As a school we educate and provide boundaries for young children to take risks and make choices safely. Children are encouraged to know, understand and exercise their rights and personal freedoms and advised how to exercise these safely, for example through our E-Safety and PSHE lessons. Whether it be through choice of learning challenge, how they record their learning, participation in one of our extra-curricular clubs and opportunities, children are given the freedom to make choices and make decisions.

Mutual Respect

As a Church of England School, mutual respect is at the heart of our values. Children learn that their behaviours have an effect on their own rights and those of others. All members of the school community treat each other with respect.

Tolerance of Those of Different Faiths and Beliefs

Stottesdon is situated in an area which is not culturally diverse, therefore we place a great emphasis on promoting diversity with the children. Assemblies are regularly planned to address this issue either directly or through the inclusion of stories and celebrations from a variety of faiths and cultures. Our RE and PSHE teaching reinforce this. Each year the children explore world faiths alongside their learning about Christianity. By the time they leave us all children have learnt about the beliefs and practices of people of the following world faiths; Judaism, Sikhism, Hinduism, Buddhism and Islam. Members of different faiths or religions are encouraged to share their knowledge to enhance learning within classes and the school.

At Stottesdon we will actively challenge children, staff or parents expressing opinions contrary to fundamental British Values, including those expressing 'extremist' views.



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PREVENTING RADICALISATION AND EXTREMISM

Radicalisation is defined as the act or process of making a person more radical or favouring of extreme or fundamental changes in political, economic or social conditions, institutions or habits of the mind.

Extremism is defined as the holding of extreme political or religious views.

The Governing Body of Stottesdon has a **zero tolerance** approach to extremist behaviour for all school community members. We rely on our strong values to steer our work and ensure the pastoral care of our children protects them from exposure to negative influences.

Stottesdon is fully committed to safeguarding and promoting the welfare of all its children. As a school we recognise that safeguarding against radicalisation is no different from safeguarding against any other vulnerability. At Stottesdon all staff are expected to uphold and promote the fundamental principles of British values, including **democracy, the rule of law, individual liberty and mutual respect, and tolerance of those with different faiths and beliefs.**

- Children are encouraged to adopt and live out our Core Values. These complement the key “British Values” of tolerance, respect, understanding, compassion and harmonious living.
- Children are helped to understand the importance of democracy and freedom of speech, through the PSHE, assemblies and through the elected School Council members
- Children are taught how to keep themselves safe, in school and when using the internet.
- Children participate in local community events so that they appreciate and value their neighbours and friends who may not share their faith background.
- Children’s wellbeing, confidence and resilience is promoted through our planned curriculum and extra curricular learning opportunities.
- Children are supported in making good choices from a very young age, so they understand the impact and consequences of their



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actions on others.

THE ROLE OF THE CURRICULUM

Our curriculum promotes respect, tolerance and diversity. Children are encouraged to express themselves through discussions, debates and consultations. The RE (Religious Education), PSHE (Personal, Social and Health Education) and citizenship are embedded across the curriculum, and underpin the ethos of our school. Together these opportunities combine to create SMSC (Spiritual, Moral, Social and Cultural) provision in our school.

Although serious incidents involving radicalisation have not occurred at Stottesdon to date, it is important for us to be constantly vigilant and remain fully informed about the issues which affect the region in which we teach. Staff are reminded to suspend any professional disbelief that instances of radicalisation ‘could not happen here’ and to refer any concerns through the Child Protection/ Safeguarding Lead Teachers.