

PHSE POLICY

(PERSONAL, SOCIAL and HEALTH EDUCATION, and CITIZENSHIP POLICY)



December 2013

Policy to be reviewed annually

Recommended by the Curriculum and Community Committee on 3rd December 2013

Ratified by the Governing Body on 12th December 2013

Relationship and Sex Education Policy and Drugs Education Policy are separate policy documents.

Policy Development

P.S.H.E Leader
Citizenship Coordinator

Karen Harte
Natalie Fletcher
Julie Richmond (Deputy Head)
Zaida Yasmin (ESL)
Pupil views re PSHE

In consultation with Health Education Service

School Aims and Objectives for PSHE and Citizenship

School Aims,

A school that: Aims high

Rises to the challenge

Celebrates success

- To create a bright, happy stimulating environment where everyone is encouraged to become an independent and creative learner.
- To encourage good behaviour and caring relationships based on mutual respect.
- To celebrate our diversity, which enriches the life of the school community.
- To equip our children with the necessary knowledge, skills and attitudes to become lifelong learners and effective citizens.
- To work in partnership with parents and the community.
- To promote pupils' personal and social development, including their health and well-being effectively.
- To develop pupils' knowledge and understanding of their role and responsibilities as active citizens in a modern democracy.
- To equip pupils with the values, skills and knowledge to deal with the difficult moral and social questions they face.

Legal Requirements

Schools have a statutory requirement given in Section 351 of Education Act 1996 which requires schools to provide a balanced and broadly based curriculum that:

- A) promotes the spiritual, moral, cultural, mental and physical development of pupils at the school and of society: and
- B) prepares such pupils for the opportunities, responsibilities and experiences of adult life.

Every child matters- Children Act 2004.

The five outcomes are: be healthy, stay safe, enjoy and achieve, make a positive contribution and achieve economic well-being.

Guidance used: SRE, Healthy Lifestyles and Financial Capability QCA 2005

Financial Capability through Personal Financial Education Guidance for schools at key stages 1 & 2.
July 2000

Citizenship Key Stages 1+2 QCA 2002

National Curriculum (2000)

Morals and Values Framework

The PSHE and Citizenship programme will reflect the school ethos and aims and will encourage the following values:

- Respect for self
- Respect for others
- Responsibility for own actions
- Responsibility for family, friends, school and the wider community.

Equal Opportunities/Inclusion

The school's PSHE programme will reflect the ethos of the school, by providing a secure, non-judgemental environment in which to learn. All pupils will be treated equally regardless of gender, race, disability special educational needs and social background. We aim to overcome all potential barriers to learning.

Content of Programme

Knowledge skills and understanding are taught in four interrelated sections:

1. Developing confidence and responsibility and making the most of their abilities.
2. Preparing to play an active role as citizens
3. Developing a healthy, safer lifestyle
4. Develop good relationships respecting the differences between people

Within the breadth of opportunities children will develop their knowledge skills and understanding. PSHE and Citizenship plays an integral part in the school curriculum and elements are included in all other National Curriculum subjects. Reference to PSHE and Citizenship is made when appropriate in other Curriculum subjects and assemblies.

Foundation - Nursery and Reception

Nursery and reception follow the Personal, social and emotional development aspect of the Curriculum guidance for the (EYFS) Early Years foundation stage curriculum. The three areas covered are:

- Making relationships,
- Self-confidence and self-awareness

- Managing feelings and behavior.

They are encouraged to feel safe, secure and to build up trust, to respect themselves and others, develop a positive self image, develop a positive disposition to learn and learn about relationships.

Social and Emotional Aspects of Learning (SEAL)

PSHE and Citizenship is taught alongside Social and Emotional Aspects of Learning through pastoral care and guidance; discrete curriculum time.

Citizenship is taught through circle time which has the time allocation of 25 minutes once a fortnight.

PSHE Time allocation is 30 minutes a week or 1 hour a fortnight.

Social and Emotional Aspects of Learning curriculum is taught in Year groups 1 - 6 with following these half termly themes (see separate SEAL planning folder).

Autumn Term 1	New Beginnings
Autumn Term 2	Getting on and falling out Say no to bullying
Spring Term 1	Going for Goals
Spring Term 2	Good to be me
Summer Term 1	Relationships
Summer Term 2	Changes

The SEAL themes are complemented with, and dovetail into, PSHE themes taught across the academic year for:

Anti-Bullying week (planning in Anti-bullying folder) - Autumn Term 2

Drugs Education (planning in Drugs Education folder) - Spring term 2

Relationship and Sex Education (planning in RSE folder) Summer Term1

(See Appendix B for overview of PSHE and SEAL curriculum)

Healthy Lifestyles (planning in folder) – Summer Term 2. A healthy lifestyles week can be incorporated into the summer term instead of teaching the subject weekly. This will not be every year and is decided by the Senior Leadership Team when it is to be taught as a Healthy lifestyle week in conjunction with PSHE /Citizenship coordinator and the PE Coordinator. See Appendix D for Healthy Lifestyle rationale and overview for each year group.

Financial Capability is taught each half term during assess and review week. My money Tool kit Unit 1, 2 and 3 used first half term of each term's assess and review week and financial capability investigations and costing and budgeting activities 2nd half term of each term's assess and review week.

Mathematics and financial capability are interrelated. In mathematics opportunities are made to link personal finance education to mathematics including numerical problems involving money, real life calculations with financial contexts.

(See Appendix A for summary of learning about financial capability and Appendix A1 for My Money Primary Toolkit for delivering financial capability in Key Stage 1 and 2)

This is to ensure coverage of PSHE Framework in line with DFES guidance.

Democracy and Citizenship are taught through circle time sessions fortnightly. See appendix C for Citizenship overview.

Class and school councils

Class and school councils provide a structure that enables all pupils to learn vital lessons about citizenship from their own experience in the classroom.

Children are democratically elected for posts within School Council and class council. The School Council meets every fortnight and is led by the Assistant Head. Class councils are held when issues need to be addressed through School Council meetings.

Representatives for School Council are:

1 Class representative from each class years 1-6

Chair/ Vice Chair/ Secretary (Mrs Stone) and Treasurer.

Class Council

Chair/ vice chair/ Secretary

Who will teach?

PSHE and Citizenship curriculum including SRE and Drug Education is delivered by all teaching staff.

Outside Visitors will be used where appropriate

Use of Life Education mobile classroom (funds permitting)

Use of Fire Brigade/ Police / Guest speakers used as and when appropriate and available.

Use of outside visitors

School will follow LA guidelines and will contact the LA /HES team if in any doubt about the suitability of any programmes.

Role of the Post Holder.

The responsibilities of the Post Holder:

Planning of PSHE and Citizenship

Monitoring and evaluating medium term planning within year groups.

Management of resources

Guidance and update staff re new legislation

Annually review and amend planning.

Resources

- SEAL curriculum
- Health Education Service Resource Centre to supplement curriculum when necessary.
- SRE, Healthy Lifestyles and Financial Capability QCA 2005 www.greatgrubclub.com.
- Other resources are kept in stock cupboard. Each class has circle time resources in their classroom

Assessment.

Assessment in PSHE and citizenship consists of:

- Baseline assessment starting from where children are at via questioning/draw and write technique (eg Drugs bag set up scenario what is in it? whose is it? What do you do with it?)
- Mind mapping before/after each theme.
- Regular reflection on personal experiences to provide information which can be indicative of their progress and achievement. (What have I learnt and how will this affect my future decisions?)
- Self-assessment through questionnaires/ quizzes/ games/ Setting personal goals by identifying areas for development.
- Peer assessment through observations/ roleplays/ questioning each other/videoing/reflection in pairs/small groups/whole class.
- Teacher notes/pupil notes
- Comparison of Early Learning Goals and end of KS 1 statements will feed into year 1. QCA has produced a 'best fit' comparison table to help teachers clarify the relationship between the non-

statutory end of key stage 1 statements and the early learning goals and this will be referred to.

- SEAL/PSHE topics I can /I know statements for end of theme assessment for each child from year 2 upwards. Year 1 complete a group assessment.
- Children's work is recorded in book/folder as and when stated in the planning. Teacher completes record keeping and assessment sheet for each SEAL/PSHE theme.

Reporting

School reports include a PSHE and Citizenship statement re the child's learning within PSHE and Citizenship.

QCA end of key stage statements for KS 1 and 2 will be referred to when reporting.

Two areas for assessment

1. Knowledge and understanding for example information on health, understanding rules, meanings of ideas ie democracy.
2. How well children use knowledge in developing skills and attitudes through discussion/role-play/group tasks/managing conflict/ risk/making decisions and promoting positive relationships.

Confidentiality

Pupils will be informed that 100% confidentiality cannot be assured. For suspected child protection concerns the school will follow the Child Protection Policy and consult the Designated Senior Person for Child Protection.

Ground Rules and distancing techniques.

Use of depersonalizing skills to provide distance from personal experiences and therefore create safe and secure environment in which the children can learn. Example: What would the bully do? Not what would you do if you were the bully? Agony aunts' problem pages, role playing are also used.

Ground rules will be set so that children will know clear parameters of appropriate questions and to avoid embarrassment. No personal questions.

Answering difficult questions

If a child asks a difficult question during a whole class session, staff will use the question box approach. Children's questions will be answered according to their level of maturity and understanding with support from parents, with staff making a professional judgement as to how to best answer.

Working with Parents.

Parents are encouraged to take an active interest in school life and the school relies on the development of the close partnership between school and home.

Parents have the opportunity to view resources and read policies at their request.

New policy will be disseminated to parents, children and staff.

Questions from parents will be dealt with by PSHE Leader.

Monitoring and Evaluating

Pupils will be consulted regarding the curriculum and feedback sent to PSHE Leader to evaluate and decide on how to address any issues.

The PSHE Leader will monitor delivery and effectiveness of PSHE and Citizenship curriculum through evaluations /questioning sample of pupils and monitoring books.

To be updated in line with the new curriculum.

APPENDIX A Financial capability summary for Key stage 1 and 2

Elements of PSHE / Citizenship	Key Stage 1	Key Stage 2
-----------------------------------	-------------	-------------

<p>Developing confidence and responsibility and making the most of their abilities</p>	<p>Learn about money in context of own lives and to make real choices about how to spend and save money sensibly.</p>	<p>Learn to look after their money and realise that future wants and needs may be met through saving.</p>
<p>Preparing to play an active role as citizens.</p>	<p>Realise that money comes from different sources and can be used for different purposes.</p>	<p>Learn that resources can be allocated in different ways and that these economic choices affect individuals, communities and environments.</p>
<p>Developing a healthier lifestyle.</p>	<p>Learn about importance of looking after money and consequences of losing money.</p>	<p>Learn about making simple financial decisions involving small amounts of money and consider how to spend money including pocket money and contributions to charity.</p>
<p>Developing good relationships and respecting differences between people.</p>	<p>Learn that different people make different choices about spending money and to consider social and moral dilemmas about the use of money they come across in everyday life.</p>	<p>Learn that people have different financial circumstances and that standards of living vary across time and place and about the different values and attitudes that people have with regard to money.</p>

APPENDIX D Healthy Lifestyles Rational and overview

Rationale for Teaching Healthy Lifestyles: www.apho.org.uk

Local ward data indicates that about 23.4% of year 6 children are classified as obese and higher than the average for England. Birmingham has set a priority is to reduce childhood obesity. Child obesity is **closely linked with socioeconomic deprivation** – explaining around 70% of the variation in prevalence between areas. The higher the level of deprivation, the higher the prevalence of child obesity.

Our ranking in 2010/2011 was Reception 169 of 256 schools and Year 6 147 of 261 schools.

Healthy Lifestyles Planning (Summer Term 2)

YEAR 1	What a healthy lifestyle includes. To identify healthy foods Understand what a balanced diet is. Basic hygiene rules. Some effects on body of eating healthy and unhealthy food. Effects of exercise on the body.
YEAR 2	Healthy lifestyles, what keeps me healthy, healthy choices, Food groups, healthy foods and balanced diet, effects of healthy/unhealthy diet on the body, amount of food needed.
YEAR 3	How bacteria and viruses can affect health, know how germs spread and ways to prevent this, healthy lifestyle and benefits of exercise, different food groups and benefit on body.
YEAR 4	Healthy lifestyle, influences on decision about health and well-being. Energy food provides, how energy is measured, knowing some foods provide more energy than others, balancing energy in with energy out.
YEAR 5	Sensible choices re healthy lifestyle, healthy lifestyle and regular physical activity can aid staying healthy, researching effects of food on body/mind/well-being/weight
YEAR 6	Balanced diet, range of foods, planning menus, creating physical activity plan, reading food labels, making informed choices.

Overview of PSHE/SEAL Topics September 2013/14

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Year One	SEAL New beginnings (6 weeks) My money Toolkit Unit 1	SEAL Getting On & Falling Out (4 weeks) Anti bullying Week Financial capability Investigations	SEAL Going for Goals (4 weeks) My money Toolkit Unit 2/ Aspirations	SEAL Good to be Me (2 Weeks) Drugs Education (4 weeks) Costing/ Budgeting	SEAL Relationships (2 weeks) RSE My Money Toolkit 3	SEAL Changes/ Transition (2 weeks) Healthy Lifestyles Financial Capability Investigations
Year Two	SEAL New beginnings (6 weeks) My money Toolkit Unit 1	SEAL Getting On & Falling Out (4 weeks) Anti bullying Week Financial capability Investigations	SEAL Going for Goals (4 weeks) My money Toolkit Unit 2/ Aspirations	SEAL Good to be Me (2 Weeks) Drugs Education (4 weeks) Costing/ Budgeting	SEAL Relationships (2 weeks) RSE My Money Toolkit 3	SEAL Changes/ Transition (2 weeks) Healthy Lifestyles Financial Capability Investigations
Year Three	SEAL New beginnings (6 weeks) My money Toolkit Unit 1	SEAL Getting On & Falling Out (4 weeks) Anti bullying Week Financial capability Investigations	SEAL Going for Goals (4 weeks) My money Toolkit Unit 2/ Aspirations	SEAL Good to be Me (2 Weeks) Drugs Education (4 weeks) Costing/ Budgeting	SEAL Relationships (2 weeks) RSE My Money Toolkit 3	SEAL Changes/ Transition (2 weeks) Healthy Lifestyles Financial Capability Investigations
Year Four	SEAL New beginnings (6 weeks) My money Toolkit Unit 1	SEAL Getting On & Falling Out (4 weeks) Anti bullying Week Financial capability Investigations	SEAL Going for Goals (4 weeks) My money Toolkit Unit 2/ Aspirations	SEAL Good to be Me (2 Weeks) Drugs Education (4 weeks) Costing/ Budgeting	SEAL Relationships (2 weeks) RSE My Money Toolkit 3	SEAL Changes/ Transition (2 weeks) Healthy Lifestyles Financial Capability Investigations
Year Five	SEAL New beginnings (6 weeks) My money Toolkit Unit 1	SEAL Getting On & Falling Out (4 weeks) Anti bullying Week Financial capability Investigations	SEAL Going for Goals (4 weeks) My money Toolkit Unit 2/ Careers Fair	SEAL Good to be Me (2 Weeks) Drugs Education (4 weeks) Costing/ Budgeting	SEAL Relationships (2 weeks) RSE My Money Toolkit 3	SEAL Changes/ Transition (2 weeks) Healthy Lifestyles Financial Capability Investigations
Year Six	SEAL New beginnings (6 weeks) My money Toolkit Unit 1	SEAL Getting On & Falling Out (4 weeks) Anti bullying Week Financial capability Investigations	SEAL Going for Goals (4 weeks) My money Toolkit Unit 2/ Aspirations	SEAL Good to be Me (2 Weeks) Drugs Education (4 weeks) Costing/ Budgeting	SEAL Relationships (2 weeks) RSE My Money Toolkit 3	SEAL Changes/ Transition (2 weeks) Healthy Lifestyles Financial Capability Investigations

Year Group	Autumn Term	Spring Term	Summer Term
Year 1	Belonging, Self Awareness/ Choices/Managing Feelings. Taking Part, Choices.	Going For Goals. Good to be Me. Living in a Diverse World, Animals and Us.	Relationships, Likes and Dislikes, Fair/Unfair, People who are important in their lives. People Who Help Us.
Year 2	New Beginnings, Getting On/ Falling Out. Taking Part, Choices.	Going For Goals. Good to be Me. Living in a Diverse World. Animals and Us.	Relationships, Change. People Who Help Us.
Year 3	New Beginnings. Taking Part, Choices, How Do Rules and Laws Affect Me?	Going For Goals. Good to be Me. Living in a Diverse World, Respect for Property.	Relationships. Dealing with feelings in a positive way. Road safety. Children's' Rights, Local Democracy for Young Citizens.
Year 4	New Beginnings, Rights and Responsibilities, Getting On. Taking Part, Choices.	Going For Goals. Good to be Me. Living in a Diverse World, Respect for Property.	Relationships, Empathy, Change and Transition, Community. Children's' Rights, Local Democracy for Young Citizens.
Year 5	New Beginnings, Co- operation, Rules, getting on and Falling Out. Taking Part, Choices, How Do Rules and Laws Affect Me?	Going For Goals. Good to be Me. Living in a Diverse World, Respect for Property. Careers Fair WLTC	Taking Responsibility, Substance Misuse. Children's' Rights, Local Democracy for Young Citizens. WLPS Careers Fair
Year 6	New Beginnings, Getting On. Living by Rules. Children's' Rights,Diversity	Democracy, Responsibility. No Citizenship due to SATs	Relationships, Sex Education, Changes, Drugs Education. The Media, Inequality, Racism

APPENDIX C Citizenship/PSHE Overview Grid 2013/14