

# HAZELDENE SCHOOL



## PHSCE EDUCATION SEPTEMBER 2019

APPROVED BY THE DEVELOPMENT COMMITTEE ON 12<sup>TH</sup> NOVEMBER 2019

**TO BE REVIEWED JUNE 2021**

## HAZELDENE

### PSHE and Citizenship Policy

Our PSHCE Subject leader is Mrs Chapman



### Philosophy

At Hazeldene School, personal, social, Citizenship and health education (PSHCE) enables our children to become healthy, independent and responsible members of a society. It aims to help them understand how they are developing personally and socially, and tackles many of the moral, social and cultural issues that are part of growing up. We strive to provide our children with learning opportunities across and beyond the curriculum, in specific lessons, circle time, special school projects and other activities that enrich pupils' experiences. It allows pupils to learn about rights and responsibilities and appreciate what it means to be a member of a diverse society. Our children are encouraged to develop their sense of self-worth by playing a positive role in contributing to school life and the wider community.

### Our PSHCE Curriculum Aims and Intention

We are aware of the way that PSHCE supports many of the principles of safeguarding and links closely to schools Safeguarding, SMSC and British Values Policies. We are all aware of the important role the PSHE curriculum has in supporting school to implement the 9 protected characteristics of The Equality Act 2010.

At Hazeldene School we aim to help the children to:

- Have an understanding of their core values and how these impact the decisions they make;
- Develop confidence and responsibilities and make the most of their abilities, through recognising their own worth;
- assist each child in their personal and social development in a structured and guided manner through the school using a graded approach involving social issues and personal development, team work and understanding their potential and self worth.
- Develop self-confidence and self-esteem;
- Work collaboratively with others;
- Prepare to play an active role as citizens in a diverse society;
- Develop a healthy, safe lifestyle with the ability to make informed decisions;
- To recognise the importance of their own mental health and well-being;
- Develop good relationships and respect the differences between members of the school and the wider community.
- Make a positive contribution to the life of the school.
- Children's personal and social development in school should begin in the Foundation Stage and then continue to follow a plan through to Year 6. Liaison with Key Stage 1 and Key Stage 2 staff and governors ensures a balanced and relevant policy which is implemented to the full at all levels.
- To encourage the total development of the whole child in school, and to form a partnership with school, child and the parents to help continued growth across home and school.
- To help them become active citizens in their school and the wider community.

Each skill area that is taught will be approached in an appropriate and ability based manner, using resources both in school and outside agencies such as the Healthy School Scheme, Drug Education, Sex and Relationship Education Advisors and the local police. Aspects of health and safety will be addressed in all areas of the curriculum at each stage of the child's development. When relevant all areas of the PSHCE curriculum will be referred to in an online and offline world.

## **OUR PHSCE IMPLEMENTATION**

At Hazeldene School we deliver the PHSCE curriculum by utilising first hand experience and sharing good practice. However, we are aware that the delivered curriculum must reflect the needs of our pupils. We expect teachers to use a PHSCE programme to equip pupils with an age-appropriate, sound understanding of risk and with the knowledge and skills necessary to make safe and informed decisions. We believe that the purpose of PSCE education is to build, where appropriate, on the statutory content already outlined in the national curriculum, the basic school curriculum and in statutory guidance on: ie, drug education, financial education, citizenship, personal safety, sex and relationship education (SRE) and the importance of physical activity and diet for a healthy lifestyle.

At Hazeldene we believe that PHSCE plays a vital part of primary education and needs to be taught regularly. This enables staff to ensure full coverage of PHSCE and SEAL (Social and Emotional Aspects of Learning) is taught in their year group. There are always occasions where teachers may feel it necessary to teach PHSCE as a result of an issue arisen in their own class. PSHCE is integral to the development of children values in order for them to become a positive citizen in a forever changing community. PHSCE is an important part of school assemblies were children's spiritual, moral, social and cultural curiosity is stimulated, challenged and nurtured.

### **Foundation Stage**

We teach PSHE and citizenship in the reception class as an integral part of our topic work. As the reception class is part of the Foundation Stage of the National Curriculum, we relate the PSHE and citizenship aspects of the children's work to the objectives set out in the Early Learning Goals (ELGs). Our teaching in PSHE matches the aim of developing a child's personal, emotional and social development as set out in the ELGs. We also support citizenship education in the reception class, when we teach 'how to develop a child's knowledge and understanding of the world'.

- Starting school, friendships, routines, security, understanding roles and their place in the peer group.
- Ability to achieve in developing skills, to accept boundaries within the social area of the foundation unit and enjoy their time together, setting the scene for their entry into school.
- Learning to be away from home and parents for a short while.

- Confidence building through games and class based activities.
- Identifying feelings and expressing their likes, dislikes and personal choices.
- Role-play, music, discussion and artwork used as supportive strategies when dealing with major issues, i.e. religion, gender and culture.
- Coping with change.
- Caring for pets, understanding their needs and taking care of them.
- To know why we take some medicines and discuss the role of the doctor and nurse.

The skills described above provide a good platform for children to enter school. These skills, once grasped can be built upon and repeated at an appropriate level at a later time in the child's development.

Through Key Stages 1 and 2 children will be taught a full and comprehensive PSHCE curriculum designed specifically for Hazeldene using resources from the PSHCE Association.

There are 3 core themes in our PSHCE curriculum: Health and Wellbeing, Living in the Wider World and Relationships. When possible all PSHCE teaching and learning will be discussed in relation to online and offline worlds. Through the 3 core themes children are taught the skills, concepts and attributes needed to become an equal and successful part of the community.

Many of the skills, concepts and attributes are completed in each year, but definitely in each key stage. This ensures that where ever children begin their PSHCE education at Hazeldene they are able to gain a full and comprehensive understanding and learning experience. Lessons will always be delivered in a sensitive and age appropriate manner to the children.

Through our PSHCE programme the following concepts, skills and attributes will be taught to the children.

Overarching **concepts** developed through the Programme of Study

1. Identity (their personal qualities, attitudes, skills, attributes and achievements and what influences these; understanding and maintaining boundaries around their personal privacy, including online)
2. Relationships (including different types and in different settings, including online)

3. A healthy (including physically, emotionally and socially), balanced lifestyle (including within relationships, work-life, exercise and rest, spending and saving and lifestyle choices)
4. Risk (identification, assessment and how to manage risk, rather than simply the avoidance of risk for self and others) and safety (including behaviour and strategies to employ in different settings, including online in an increasingly connected world)
5. Diversity and equality (in all its forms, with due regard to the protected characteristics set out in the Equality Act 2010)
6. Rights (including the notion of universal human rights), responsibilities (including fairness and justice) and consent (in different contexts)
7. Change (as something to be managed) and resilience (the skills, strategies and 'inner resources' we can draw on when faced with challenging change or circumstance)
8. Power (how it is used and encountered in a variety of contexts including online; how it manifests through behaviours including bullying, persuasion, coercion and how it can be challenged or managed through negotiation and 'win-win' outcomes)
9. Career (including enterprise, employability and economic understanding)

## Essential Skills and Attributes developed through the Programme of Study

### Personal effectiveness

1. Self-improvement (including through constructive self-reflection, seeking and utilising constructive feedback and effective goal-setting)
2. Identifying unhelpful 'thinking traps' (e.g. generalisation and stereotyping)
3. Resilience (including self-motivation, perseverance and adaptability)
4. Self-regulation (including promotion of a positive, growth mindset<sup>1</sup> and managing strong emotions and impulses)
5. Recognising and managing peer influence and the need for peer approval, including evaluating perceived social norms
6. Self-organisation (including time management)
7. Strategies for identifying and accessing appropriate help and support
8. Clarifying own values (including reflection on the origins of personal values and beliefs) and re-evaluating values and beliefs in the light of new learning, experiences and evidence
9. Recalling and applying knowledge creatively and in new situations
10. Developing and maintaining a healthy self-concept (including self-confidence, realistic self-image, self-worth, assertiveness, self-advocacy and self-respect)

### Interpersonal and social effectiveness

1. Empathy and compassion (including impact on decision-making and behaviour)
2. Respect for others' right to their own beliefs, values and opinions
3. Discernment in evaluating the arguments and opinions of others (including challenging 'group think')
4. Skills for employability, including
  - Active listening and communication (including assertiveness skills)
  - Team working
  - Negotiation (including flexibility, self-advocacy and compromise within an awareness of personal boundaries)
  - Leadership skills
  - Presentation skills
5. Enterprise skills and attributes (e.g. aspiration, creativity, goal setting, identifying opportunities, taking positive risks)
6. Recognising, evaluating and utilising strategies for managing influence
7. Valuing and respecting diversity
8. Using these skills and attributes to build and maintain healthy relationships of all kinds

### **Managing risk and decision-making (integral to all of the above)**

1. Identification, assessment (including prediction) and management of positive and negative risk to self and others
2. Formulating questions (as part of an enquiring approach to learning and to assess the value of information)
3. Analysis (including separating fact and reasoned argument from rumour, speculation and opinion)
4. Assessing the validity and reliability of information
5. Identify links between values and beliefs, decisions and actions
6. Making decisions

As Key Stage 1 ends and Key Stage 2 begins, the child's personality and development is building them into an active member of the school and community. Experience gained in Key Stage 2 enables he/she to meet targets within his/herself and continue reinforcing and extending acquired skills.

Issues such as racism, bullying, sexism and disability can be addressed at all levels and stages. Problems can be discussed with other relevant professionals and members of staff where a strategy can be adopted to deal with each child's needs in terms of their social and emotional development. Great value is placed on record sheets kept by teachers to monitor children's progress and highlight problems at an early stage so that they can be dealt with appropriately.

### **Our PHSCE Curriculum Impact**

All children understand the importance of PHSCE, RE, SMSC and British Values and the effects it can have on life in and out of school.

By teaching pupils to stay safe and healthy, and by building self-esteem, resilience and empathy, an effective PHSCE programme can tackle barriers to learning, raise aspirations, and improve the life chances of the most vulnerable and disadvantaged pupils. The skills and attributes developed through PSHE education are also shown to increase academic attainment and attendance rates, particularly among pupils eligible for free school meals, as well as improve employability and boost social mobility

Teachers assess the children's work in PSHE and Citizenship by making informal judgments, as they observe them during lessons, gauging it against specific learning objectives set out in the National Curriculum and programme of study.

From September 2019 Summative assessment is completed by all class teachers termly to inform leaders of individuals' progress or skills that still need embedding further. This ensures the pitch of lessons is well matched to individual children's needs and that, by the end of each key stage, required content within the National Curriculum is adequately covered to prepare pupils for the next phase of their education. Leaders conduct book monitoring, lesson observations, pupil voice and interviews with the children to discuss their learning and establish the impact.

### **Special Educational Needs**

All children are involved in the PSHE curriculum whatever their need, ability, religion, age or gender. Equal opportunities have a high profile in this curriculum area. Our teachers provide learning opportunities matched to the individual needs of children with learning difficulties. Intervention through the School Action and School Action Plus will lead to the creation of a Pupil Passport for Learning (PPfL). When teaching PSHE, teachers take into account the targets set for the children in their PPfLs, some of which targets may be directly related to PSHE targets.

For gifted and talented pupils teachers will provide additional opportunities to take responsibility, develop leadership skills, think creatively and use their talents for the good of the class or wider community.

### **Co-ordination of PSHE and Citizenship**

It is essential to ensure continuity, progression and evaluation. Therefore, PSHE and Citizenship, Sex and Relationship Education and Drug Education are co-ordinated by the PSHE Co-ordinator, Jade Chapman.

### **Teaching Methods and Resources**

We use a range of teaching and learning styles to meet the PSHE and Citizenship requirements of the National Curriculum. We emphasise active learning by including the children in discussions, investigations and problem solving activities. We encourage children to take part in a range of tasks

that promote active citizenship, for example charity fundraising, the planning of special school events (such as an assembly or summer fair), involvement in helping other individuals or groups less fortunate than themselves.

We teach PSHE and citizenship in a variety of ways. Sometimes, for example, when dealing with issues around road safety or personal safety, we teach PSHE and citizenship as a discrete subject. On other occasions we introduce PSHE and citizenship topics through teaching in other subjects. For example, when teaching about the local environmental issues in geography, we offer pupils the opportunity to find out more about the school, its grounds and the surrounding area. Also, there is a large overlap between the programme of study for religious education and the aims of PSHE and citizenship.

We organise classes in such a way that pupils are able, through discussion, to set agreed classroom rules of behaviour, and resolve any conflicts. We offer opportunities for children to hear visiting speakers, such as health workers, police, and local clergy, whom we invite into the school to talk about their role in creating a positive and supportive local community. Teachers are always present during these sessions and remain responsible for the delivery of the PSHE and Citizenship programme.

Alternatively, visits from school to cover social issues on topic work can provide a very useful medium from which to gain experience. The residential experience for Year 4 pupils makes an important contribution to the pupils' personal, social, emotional and citizenship development.

The school is currently using a PSHCE scheme written by the co-ordinator, created specifically for Hazeldene. It is based on advice and materials from the PSHCE Association. The scheme is in line with the current and changing curriculum. These materials are used across the whole school in a thematic approach. Regular assemblies support the delivery of PSHE and Citizenship through the launch of the monthly values.

## **Monitoring and Evaluation**

The PSHE coordinator is responsible for monitoring the standards of children's work and quality of teaching. Through this process, areas of weakness in the schemes of work will be highlighted and addressed. He/she also supports colleagues in their teaching by giving them information about current developments in the subject.

## **Links with other policies**

We recognise the clear link between PSHE and Citizenship and the following policies:

- Sex and Relationship Education
- Drug and Alcohol
- Teaching and Learning
- Equal Opportunities
- Child Protection

Staff are aware of the need to refer to these policies when appropriate.

## **School Council**

All children in Years 1 to 4 take part in the school council election process. Whether they choose to stand as a class representative or use their right to vote for their chosen candidate, they are all involved in the democratic process. The school council meets regularly and raises funds for ideas put forward through the suggestion box. As part of our citizenship programme we form good community links and our school council is a vital part of this whole school initiative.

## **Summary**

In the development of this PSHE and Citizenship policy we have examined our practice and feel confident that we are addressing the outcomes set out in 'Every Child Matters' (2004). We are providing every child, whatever his/her background or his/her circumstances with the support he/she need to:

- Be healthy (physically and mentally)

- Stay safe (online and offline)
- Enjoy and achieve
- Make a positive contribution
- Achieve economic well-being

We believe that PSHE and Citizenship should enable children to become healthier, more independent and more 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.

In doing so we help develop their sense of self-worth. We teach them how society is organised and governed. We ensure that the children experience the process of democracy through participation in class management. We teach children both about their rights and their responsibilities. They learn to appreciate what it means to be a positive member of a diverse multicultural society.