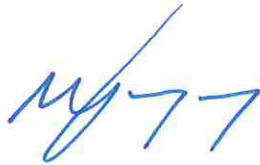



PSHE AND CITIZENSHIP POLICY

Lakenheath Community Primary School



Version Number	5
Date of Policy	March 2023
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Head Teacher's Signature	 29/3/23
Chair of Governors' Signature	 27/3/23

Document Change History

Version	Date	Change Details
1	January 2012	N/A
2	February 2020	Format update and content review.
3	March 2021	Policy review, amendments made in section 4
4	March 2022	Policy review – no changes required.
5	March 2023	Policy review – minor amendments.

1. Our School Vision

We would like the children at LCPS to be happy, independent and confident learners, who reach their full potential. They will have respect for others, but more importantly for themselves, and become valued members of the school community and the wider society.

2. Aims and objectives

- 2.1 PSHE and citizenship, enables children to become healthy, independent and 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 so doing we help develop their sense of self-worth. We ensure that they experience the process of democracy in school through the school council. We teach them about rights and responsibilities. They learn to appreciate what it means to be a positive member of a diverse multicultural society. When planned and taught, teaching is delivered in a conscientious manner and care is taken to refer to school policies, such as; Every Child Matters, Child Protection and Safe Guarding, Special Educational Needs (SEN), Health and Safety, e-Safety, and Assessment, Marking and Feedback.
- 2.2 The aims of personal, social and health education and citizenship are to enable the children to:
- face the challenges of adult life and know how to, form positive relationship, resolve conflict and show respect for others' feelings and emotions (recognising body language and non-verbal signals)
 - build self-esteem and self-confidence in making good decisions or seeking help when necessary
 - develop speaking and listening skills and work as part of a group
 - understand what constitutes to a healthy life and how to make informed choices
 - Understand risks and know how to keep themselves safe

3. Teaching and learning style

- 3.1 We use a range of teaching and learning styles. We place an emphasis on active learning by including the children in discussions, investigations and problem-solving activities. We encourage the children to take part in a range of practical activities that promote active citizenship, e.g. charity fundraising and participating in whole school assembly. We organise classes in such a way that pupils are able to participate in discussion (including Circle Time) to resolve conflicts or set agreed classroom rules of behaviour. We offer children the opportunity to hear visiting speakers, such as health workers, police, and representatives from the local church (and other religions), whom we invite into the school to talk about their role in creating a positive and supportive local community.

4. PSHE and citizenship curriculum planning

- 4.1 We teach PSHE and citizenship in a variety of ways. In some instances, we teach PSHE and citizenship as a discrete subject on occasions. Through our PSHE curriculum we also endeavour to provide opportunities for the self-esteem of pupils to be increased. All pupils will feel that their opinion is both of importance and valued.
- 4.2 Some of the time we introduce PSHE and citizenship through other subjects, e.g. when teaching about local environmental issues in geography, we offer pupils the opportunity to explore local connections. We also investigate global issues that affect the environment. Our creative curriculum also provides opportunities for cross-curricular links with PSHE across the curriculum. Following a change to the Statutory requirements, Relationships Education, Relationships and Sex Education and Health Education (RSHE) children will be taught alongside PSHE with a complementary approach. Please see the RSHE Policy for further information regarding the specific objectives.
- 4.3 We also develop PSHE and citizenship through activities and whole-school events, e.g. the school council representatives from each class meet regularly to discuss school matters. We offer a residential visit to 'Burwell House' in Year 4 where there is a particular focus on developing pupils' self-esteem and giving them opportunities to develop leadership and co-operative skills and beginning to become more independent.

5. Foundation Stage

- 5.1 We teach PSHE and citizenship in the Early Year Foundation Stage (EYFS), as an integral part of the busy learning work, shared reading and other cross curricular activities. Teaching is linked to the Foundation Stage of the National Curriculum, and therefore related to the objectives set out in the Early Learning Goals (ELGs). Our teaching in PSHE and citizenship matches the aim of developing a child's personal, emotional and social development as set out in the ELGs.

6. Teaching PSHE and citizenship to children

- 6.1 At our school we teach PSHE and citizenship to all children, whatever their ability. PSHE and Citizenship form part of the school curriculum policy to provide a broad and balanced education to all children. Through our PSHE and citizenship teaching we provide learning opportunities that enable all pupils to make progress. We do this by setting suitable learning challenges and responding to each child's different needs. Assessment against the National Curriculum allows us to consider each child's attainment and progress against expected levels. When progress falls significantly outside the expected range, the child may have special educational needs.

7. Teaching Sex and Relationships

- 7.1 At Lakenheath Community Primary School, we believe that Sex Education does not stand as a subject on its own but as part of the integrated curriculum. In common with all aspects of a child's education, Sex and Relationships Education is ongoing as it is taught when and where appropriate. We believe children's question should be answered in a frank, honest and sensitive manner, and that, as in other areas of the curriculum, the class teacher is best placed to decide at what level discussion should be aimed for each class, group or individual.

8. Assessment and recording

- 8.1 Teachers assess the children's work in PSHE and citizenship by making informal judgements as they observe them during lessons and less formal situations such as e.g. playtimes, duty times etc. If appropriate and necessary, formal assessments of their work may be carried out. We have clear expectations of what the pupils will know, understand and be able to do at the end of each key stage. Assessment should offer the children the opportunity to reflect on their own progress.
- 8.2 Teachers make a comment regarding the children's progress in PSHE which is reported to parents on the annual report. The comments regarding PSHE are more formal in the Foundation stage. EYFS children are assessed through the Personal, Social and Emotional Development section of the ELGs.
- 8.3 We acknowledge the contribution our pupils make to the life of the school and community through various reward systems which include: Star of the Week Certificates, *SHOP* awards, *writer of the week*, *TTRS* and *Numbot certificates along with* annual awards and trophies. We do not set formal examinations in PSHE and Citizenship. The assessments that we make of pupil achievement do not imply that a pupil has 'passed' or 'failed.'

9. Resources

- 9.1 A range of resources are available to assist with supporting and enhancing learning in PHSE. Class teachers have materials appropriate for their own age-range within their classrooms and our resource area contains a selection of reference materials for teaching sensitive issues.
- All children are *now* taught using materials and classroom ideas provided by *Kapow*. This programme is a long term plan supporting a two yearly cycle. It provides half termly objectives and for autumn, spring and summer terms.

10. Monitoring and review

10.1 *The PSHE and citizenship subject leader, together with the head teacher, are responsible for monitoring the standards of children's work and the quality of teaching of this subject. The subject leader supports colleagues in the teaching of PSHE and citizenship, by giving them information about current developments in the subject and by providing a strategic lead and direction for the subject in the school. The subject leader is also responsible for reporting to the head teacher evaluating strengths and weaknesses in the subject and indicating areas for further improvement. We allocate staff meeting time for our co-ordinator to report on issues to the staff.*

11. Community and Other Agency Involvement

11.1 *The school nurse and a range of other agencies (i.e. CAPSS, CAMHS) attend school regularly to discuss confidential health related issues on a one to one basis or as part of a TAC, TAF or CAPSS meeting.*

12. Child Protection

12.1 *As there may be sensitive issues raised in PSHE, there may be opportunities for pupils to make unexpected disclosures to staff. Staff are familiar with the school Child Protection Policy, are aware of who the DSP (Designated Senior Person) is, and the alternative designated person, should the DSL be offsite. All staff have had recent Child Protection and Safe Guarding Training. Note: This policy has clear links with other school policies aimed at promoting pupil's spiritual, moral, social and cultural development including our: Behaviour Policy, Every Child Matters Policy, Anti-Bullying Policy and our Spiritual, Moral, Social & Cultural Development Policy. The school's Christian values also play a significant role in the personal development of pupils.*

AIMS AND VALUES

We believe that education should be a partnership between children, parents, staff and governors. By working together we can achieve the best results. We do this with respect for others religions/beliefs, attitudes, race, gender, culture and abilities.



At Lakenheath, we have three key aims that underpin our approaches to teaching and learning in school. These aims also reflect the school's focus on the personal, social and emotional development of our children which are embedded within the school environment and the every-day workings of the school. The three aims are:

1. To provide a safe, high quality teaching and learning environment that enables all children (and adults) to achieve their full potential intellectually, socially, morally, aesthetically, physically and spiritually.
2. To provide an ambitious curriculum across all subjects that builds knowledge and inspires all children so that they become inquisitive, independent learners who can take their place in society as caring, responsible adults.
3. As a school family we grow together, guiding our children to be kind, responsible and respectful individuals who love to learn.

By creating an atmosphere that is relaxed but purposeful we can facilitate the achievement of these aims by forming the best possible relationships between teachers, children, parents and others involved. We can instill in pupils a sense of decency, commitment, self-reliance, responsibility, and healthy self-esteem.

We are concerned with the development of the whole personality of each individual. We try to teach what each child needs, regardless of age, gender, race, religion/belief or ability. We try to make it difficult to fail. We try to present the child with work which is attractive. We try to create incentives, to increase the natural thirst for knowledge and skills that is present in children, and to channel efforts into useful and interesting pursuits. We aim to help the pupils develop an understanding of their cultural heritage as well as to develop children's understanding of good relationships and good health through a programme of RSHE. We are committed to working for quality and equality of opportunity. We want children to enjoy school and to make the best use of their time here.

We do not forget that we are part of a process, and we want our children to go on to the next stage of their education and life with a built-in desire to continue their learning journey.

As a Staff our aims are to:

- share a common purpose
- support each other so that we improve our levels of performance through discussion and professional development.
- be good role models; teaching and leading by example
- create a climate where positive contributions are valued and shared

We aim that our Governors will:

- work as a partnership with the school
- try to implement legislative changes smoothly and effectively

Values

We want our pupils to become caring and responsible members of the community. We do this by setting a good example and by teaching the pupils the importance of our values.

Our 6 Rs:

Respect	<i>We listen to and consider other people's views. We are always polite. We look after our belongings and our school environment. We are honest. We take responsibility for ourselves and our actions.</i>
Relationships	<i>We are kind and work hard to fill each other's buckets. We actively listen to and follow adult instructions at all times. We understand that everyone is important, we are all equal and we all have things to contribute to our school community and to wider society.</i>
Resilience	<i>We are enthusiastic learners who aim high in everything that we do. We always try our best. We never give up but show determination to succeed.</i>
Risk taking	<i>We try new things. We try to get out of our comfort zone in the learning pit. We challenge ourselves.</i>
Resourceful	<i>We try to find different ways to achieve our goals. We ask for help.</i>
Reflective	<i>We learn from our mistakes. We look back to see how we can improve our work and ourselves. We always aim to be the best we can.</i>

Our Teaching and Learning Principles

The focus for all teaching and learning is based on 5 key principles.

1. **Clear purpose** – well established objectives which inform planning and provide a means of evaluating the effectiveness of teaching.
2. **Every minute matters'** – good pitch and pace throughout lessons which stimulate all pupils and maintain their concentration.
3. **Everybody answers'** – well focused use of questioning to track progress in the lessons, engage (and challenge) the learners and extend their thinking.
4. **Everybody reads'** and **'Everybody writes'** – to consolidate and evaluate children's understanding, (support pupil and teacher monitoring) and inform future planning.
5. **Excellence for all'** – differentiated provision which ensures that pupils are stretched and challenged appropriately within the context of their individual learning journey.

Ethos

Lakenheath Community Primary School aims to provide a warm and caring environment where every child matters and the social, emotional and personal development of our children is a priority. We believe that children achieve the most when they are happy and secure. At the heart of our ethos is a passion for learning and a commitment to

motivate, challenge and equip all learners with the skills and attitudes that they need for life in a rapidly changing world. We have the highest expectations for all our pupils. We aim to enable all pupils to reach their potential and become independent, self-motivated learners. We believe in working in partnership with our parents and children to achieve this.

By the end of their time at Lakenheath Community Primary School we aim for all our pupils to leave us with the academic skills appropriate for their age and ability. We also hope they will leave with the self-belief, confidence and resilience to move on to their secondary schools and into the wider world successfully. As part of this every class includes the British Values of democracy, mutual respect and tolerance, rule of law and individual liberty through PSHE, RSHE, cross-curricular teaching, RE, well-being check ins, inclusive learning environments and our 6Rs. This is also covered in school as a whole as we set rules and values with the children, vote for family captains, school councillors and eco warriors, learn through our assemblies and give opportunities for pupil voice to be heard and acted upon.

Well-being

Children's well-being is a crucial part of their readiness to learn. As a school we check in on children's well-being daily. Children are asked to measure their well-being on a scale of 1 to 5 with 1 being very low and 5 being high. In order for there to be full engagement in learning children have to have good well-being [3 or above]. If a child has lower well-being they will be given the chance for talk time to share any worries, problems or barriers to their learning. On occasion, teachers may also take the opportunity for a check-up after lunch.

Principles of Restorative Practice

At times, children make mistakes that take more to put right but the principles of Restorative Practice play a large role in enabling children to use these as learning opportunities so as not to make the same mistakes again. Children are encouraged to put things right and discuss the next steps forward.

When an incident occurs children will be asked the same questions:

- **What has happened?**

[This gives a factual and less emotive account of the incident that asking the question 'why' which often gets a defensive response]

- **Who has been affected, hurt or upset?**

[We encourage children to think about the impact of actions on everyone]

- **What can we do to put it right?**

[The consequences of the action should be fitting, explained and agreed by all]

Agreed by Governors:

Signed:

