

PSHE AND CITIZENSHIP POLICY

Lakenheath Community Primary School



Version Number	4
Date of Policy	March 2022
Review Date	March 2023
Head Teacher's Signature	
Chair of Governors' Signature	

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.

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 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 recycling schemes reinforce the global need for looking after our resources. As there is a large overlap between the programme of study for Religious Education and the aims of PSHE and Citizenship, we teach a considerable amount of the PSHE and citizenship curriculum through our Religious Education lessons. 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. Our assessment process looks at a range of factors – classroom organisation, teaching materials, teaching style, and differentiation – so that we can take some additional or different action to enable the child to learn more effectively.

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, PRIDE award certificates, 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 PSHE. In key stage one SEAL (Social and Emotional Aspects of Learning) documents and other published materials may be used as a basis of teaching PSHE – these are modified and adapted as appropriate. 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.

Key stage two and EYFS children are taught using materials and classroom ideas provided by the Cambridgeshire Personal Development Programme. 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.

