



PSHE and Citizenship Policy Statement and Guidelines

Reviewed: Autumn Term 2016

Next Review: Autumn Term 2019

PSHE and CITIZENSHIP POLICY

At Hurst Green Infant School and Nursery we aim to provide children with the knowledge, understanding, attitudes, values and skills they need in order to reach their potential as individuals and within the community.

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 their school and communities. In doing so, 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.

They learn to understand and respect our community, humanity, diversity and differences, so that they can go on to form the effective, fulfilling relationships that are an essential part of life and learning.

We aim to provide a PSHE and Citizenship curriculum that supports the development of the skills, attitudes, values and patterns of behaviour which will enable children to:

- Have a sense of purpose
- Value self and others
- Form relationships
- Make and act on informed decisions
- Communicate effectively
- Work with others
- Respond to challenge
- Be an active partner in their own learning
- Become healthy and fulfilled individuals

Learning and Teaching

Long term planning is taken from the PSHE and Citizenship National Curriculum Guidelines and guidance from the PSHE Association. More detailed medium-term planning is undertaken by the PSHE and Citizenship subject leader in consultation with staff and other professionals. PSHE and Citizenship is timetabled weekly for each year group. It is also taught through cross-curricular opportunities, for example healthy living within Science, and we have enrichment activities to support the curriculum such as Healthy Living Week, Feeling Good Week and the visiting Life Education Centres.

The Early Years planning refers to the personal, social and emotional development area of learning from the Curriculum Guidance for the Foundation Stage and is taught in a cross-curricular way.

We have a variety of assemblies to support the delivery of PSHE and Citizenship. **Daily assemblies cover a range of PSHE themes and include assemblies from outside providers such as the NSPCC Speak Out campaign.** We also have special occasion assemblies and family assemblies to celebrate achievements within the school life. **Children's achievements are celebrated during family assembly and a good work assembly on a Friday.**

We Provide Children with:

- A variety of teaching and learning designed to take into consideration individual children's development, understanding and needs.
- A safe and secure working environment, in which each child is able to explore their own, and others' attitudes, values and skills.

Effective PSHE and Citizenship lessons will involve a high level of interaction where each child has planned opportunities for learning through:

- The development of a trusting relationship between the teacher and the children enabling the consideration of sensitive issues to take place through the use of ground rules which are reinforced at the beginning of each lesson
- Collaborative work
- Opportunities for reflection
- Challenge within a safe environment
- Respect for each genuinely made contribution
- Negotiation
- Accommodating new information and skills
- Building on current experience and using first-hand learning to achieve positive ends

Examples of Teaching and Learning Strategies see Appendix A.

Involvement of the Wider Community

At Hurst Green School, we believe that it is important to have the involvement of parents/carers and the wider community to support and enrich the PSHE and Citizenship programme.

Parent/Carer Involvement

Parents/carers are given the opportunity to find out about and discuss the schools' programme through:

- Parents/carers evenings
- Involvement in home school agreement
- Regular class reps meetings
- Involvement in Safe Routes to school
- Information leaflets/displays
- Reports
- Involvement in policy development
- School newsletters

Parents/carers are encouraged to take an active part in PSHE and Citizenship within our school through:

- Family assemblies
- Festivals
- Celebrations
- Collections for charities
- Helping in class
- Parent/carers association
- Class representation

Visitors and Visiting in the Community

At Hurst Green School we believe that it is important to have visiting speakers from the community, e.g. health promotion specialists, Tandridge Council promoting recycling, representatives from the British Legion, dental and school nurses, cultural dance performance groups, live music from musicians and other schools, senior citizens, governors, local clergy, fire/road/rail safety officers, and community police. We also recognise the importance of visiting the wider community, e.g. singing to the visually impaired, church visits, visits to other local schools. These activities make a valuable contribution to the PSHE and Citizenship programme. Their input is carefully planned and monitored so as to fit into and complement the programme.

Teachers are always present during these sessions and remain responsible for the delivery of the PSHE and Citizenship programme.

Children's Active Involvement

Children will be involved through familiarization and participation in:

- Golden rules
- Class rules
- Peer support
- Feeling Good week
- Buddy stop (I think this is broken, do we want/need a new one?) and friendship benches
- Problem solving
- Special day/Special person
- School council
- Special mentions

Links with other Policies

We recognise the clear link between PSHE and Citizenship and the following policies. Staff are aware of the need to refer to these policies when appropriate:

- Relationship and Sex Education
- Drug and Alcohol
- Learning and Teaching
- Equal Opportunities
- Child Protection
- Behaviour management of pupils
- Midday supervisors
- Spiritual, moral, social and cultural development
- Collective worship
- Health and safety
- School travel plan
- Race equality
- Special needs
- Inclusion
- Anti-Bullying

Role of the Subject Leader

At Hurst Green School, the PSHE and Citizenship subject leader encourages the continual development of all areas of teaching and learning.

The subject leader's functions are to:

- Lead focused planning sessions taking responsibility for long and medium term planning after consultation with colleagues
- Review all subject documentation as required

- Select and order new equipment as appropriate within the allocated budget for PSHE and Citizenship
- Update staff by regularly attending subject leader INSET and disseminating information
- Help individual teachers by assisting in detailed planning when required
- Offer support and provide relevant PSHE and Citizenship background for colleagues
- Introduce new materials and other resources and to demonstrate their uses

Time Allocation

PSHE and Citizenship is an important part of young children's development. The time devoted to teaching this curriculum area in KS1 is approximately 25 minutes per week (2%). Many other curriculum areas enable PSHE to be practised. PSHE permeates all areas of the curriculum and is integral to it.

Training and Support for Staff

All staff benefit from PSHE and Citizenship training in order to enhance their PSHE and Citizenship delivery skills. Opportunities are provided for staff to identify individual training needs and relevant support is provided in line with the School Development Plan.

In addition to this, support for teaching and understanding PSHE and Citizenship issues is incorporated in our staff INSET programme. **All staff are trained in the Family Links Nurturing Programme. (Will this still be the case?)**

Resources

Equipment and resources:

The school continues to develop its PSHE AND CITIZENSHIP resources and children are taught how to look after them.

The school uses a variety of written resources. They are kept in the resource area within the staff room, in the classrooms and the library.

Funding

The PSHE and Citizenship subject leader has the responsibility of maintaining existing PSHE and Citizenship resources and purchasing new resources as required.

School Site

The school site is used as an important resource for the development of PSHE and Citizenship skills including care of the environment.

Monitoring and Evaluation:

The PSHE and Citizenship subject leader will monitor delivery of the programme through observation and discussion with teaching staff to ensure consistent and coherent curriculum provision.

Evaluation of the programme's effectiveness will be conducted on the basis of:

- Teacher evaluation of the content and learning
- Staff meetings to review and share experiences
- Assessment of children's learning objectives/outcomes
- Children's ability to apply their understanding in a variety of new situations
- Governor monitoring

Assessment

There is no statutory assessment at the end of Key Stage 1 for PSHE and Citizenship. Assessment follows the school's overall assessment policy. Assessment is needed for effective progression and is used to help with future planning to report to children, parents, other teachers, governors, and to help teachers evaluate the effectiveness of their own teaching, to motivate children and to maintain records.

The criteria for assessment will be based on the learning objectives in the teacher's planning. Teachers assess each child at the beginning and end of each unit to give a comprehensive picture of knowledge, skills and understanding of PSHE. Assessment is based on teacher's observations, photos, children's work, verbal feedback during lessons and circle time.

Record keeping

Evidence:

All KS1 children have PSHE & Citizenship books in which some of their work is kept; they also have a written end of year report which includes comments on their progress. All reception children have a Foundation Stage Profile which assesses their progress throughout the Foundation Stage. This Profile is shared with the child's parent/carer and passed on to the next teacher.

National Curriculum coverage:

The National Curriculum and Foundation Stage Curriculum Guidance are covered through the long and medium term planning and are delivered through the short term planning. These plans serve as a record of curriculum coverage.

Liaison between schools is managed by the senior management team, with the subject leader being involved when appropriate. Written records are passed onto the next school in the form of individual end of year reports.

Agreed Practices

Inclusion

All staff are conversant with the School's policies on Equal Opportunities, Inclusion and Race Equality.

We believe that all children irrespective of race, ability and gender should have equal access to the PSHE and Citizenship curriculum.

Activities are planned to allow children to develop concepts and to progress according to their ability.

Differentiation is shown in the short-term planning using a core of work, which is extended and supported as appropriate to allow for children with special needs.

Cross-curricular links

At Hurst Green School we believe that the whole curriculum should be concerned with development of the child. PSHE and Citizenship contributes to the development of children's knowledge and understanding of themselves and their community.

Literacy

PSHE and Citizenship is a useful way of extending children's language skills. Literacy supports the learning of PSHE and Citizenship through speaking and listening, responding to and understanding others. Big books are used as shared texts in Literacy to support and develop children's skills, knowledge and understanding of PSHE and Citizenship issues.

Science

Science is used to support the teaching of PSHE and Citizenship through question and answer. It is also topic linked through finding out about keeping healthy and caring for the environment. The long term planning for PSHE and Citizenship and Science is linked to ensure that similar topics are taught at the same time, e.g. medicines and knowledge of the body.

Geography

Geography is used to support the teaching of PSHE and Citizenship as children develop and express views on their environment, and as they learn about changes, improving and caring for the environment.

Mathematics

As children work together to problem solve in small and large groups, Maths is supporting the teaching of PSHE and Citizenship of working together and achieving goals.

ICT

ICT is used to support learning across the curriculum and this includes PSHE and Citizenship. It is particularly effective for collaborative learning and problem solving.

RE

RE supports the teaching of PSHE and Citizenship by helping children gain a sense of achievement. It also develops positive attitudes about themselves and an understanding of the wider world including others cultural and religious beliefs.

Design and Technology

Design and Technology provides good opportunities for supporting PSHE and Citizenship when discussing health and safety issues and ways to stay safe.

PE

PSHE and Citizenship is promoted in PE through development of children's knowledge and understanding of fitness and health.

Policy revised : Autumn 2016

Next review: Autumn 2019

TEACHING and LEARNING STRATEGIES

These strategies enable structured thinking to take place on any topic, and so can be used to increase the effectiveness of learning in all curriculum areas. They provide opportunities for the development of key personal skills and qualities.

They enable effective work to be done in PSHE/Citizenship programmes without commercial resources.

Basic skills and strategies

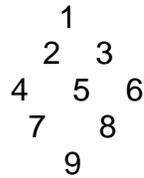
Group forming and trust building	The group take part in activities designed to help members get to know each other, to establish communication between them or to focus attention On the topic under consideration e.g. Circle Time.
Setting ground rules	Group members agree guidelines as to how they will treat each other.
Active listening	Individuals listen without interrupting, and then Give feedback designed to establish that they have understood what the talker intended.
Assertiveness	Pairs and groups explore concepts relating to assertiveness and practice skills.
‘Thought-shower’	Group members contribute ideas for achieving a specific task. A scribe records everything that is said. There is no discussion or comment during the first stage. The second stage is to select a small number of ideas for more detailed consideration.
Card round or Circle work	The whole class or group respond in turn to a specific agenda, which sometimes involves completing stem statements.
“I” statements	Participants are expected to state their own feelings and wishes using statements which include “I” rather than “you”. A version is included for teachers as well as pupils.

Negotiation	A four step strategy includes progressive stages to Reaching agreement on a course of action:- <ul style="list-style-type: none"> • Active listening • Identifying and expressing personal feelings and wishes • Making “I” statements • Agreeing win/win solutions.
Target setting	A worksheet for personal target setting, with notes for teachers.
Addressing concerns - “Fear in a hat”	A strategy for enabling pupils to express personal concerns about sensitive issues without being personally identified.
Card sort	A strategy for exploring attitudes and values through Sorting a number of statements according to given criteria. The aim is to reach consensus within the group.
Carousel	The class forms two circles, one inside the other. The inner circle faces out, the outer circle faces in. Opposite people form a partnership to address a Specific task for a given length of time, through Discussion, sharing experiences or role play. One Circle then moves on two places. The same or a different Issue is addressed by the new partnerships.
Clarifying a concept	Groups reach a common understanding of a concept through a sequence of activities either starting from ‘thought-shower’ or involving building a detailed statement from phrases or sentences contributed by individuals.
Conflict resolution	Groups undertake a series of steps designed to lead to win/win solutions, which meet everyone’s interest at least to an acceptable degree.
Group work with an observer	An observer gives the group feedback on the way the group has tackled the task, according to previously agreed criteria.
Group work with a consultant	A consultant is available to provide information to the group. The consultant can be a teacher, student or visitor.

Identifying priorities

Statement on separate cards are sorted into a sequence according to identified criteria.

*“Diamond nines”
sort into this pattern*



Information carousel

Each group has access to a different source of information. They identify the key issues, and send a spokesperson to communicate the issues to other groups. The original groups reflect on what they have learned

Interviewing a visitor

Groups agree and carry out a course of action to welcome and draw on the personal experience of a visitor.

Line up

Individuals place themselves on a continuum or either side of an imaginary line, to represent their personal views in response to a controversial statement.

Matching Concepts

Two or more sets of statements about different aspects of a topic are matched according to given criteria.

Problem solving

Groups are given a specific task to achieve collaboratively.

Reaching consensus on a course of action

Discussion or other strategies are used to bring all group members to a common understanding or an agreed course of action.

Role play

Groups act out a given situation in order to gain understanding, and experiment with possible solutions to a problem situation.

Simulation

Individuals play a role in a simulation of a real life experience.