



**BROADWOOD PRIMARY
SCHOOL**

P.S.H.E POLICY

Last review date
Reviewed by
Next review date

November 2016
M Nightingale
November 2018

PSHE AND CITIZENSHIP POLICY

Rationale

Broadwood Primary School is a unique school, where we believe that children who are happy and wise will achieve well and have the best life-chances. At Broadwood Primary School, we aim to equip all children with the means of developing their physical and emotional well-being, in order to lead confident, healthy and independent lives. We will encourage their social development by nurturing the positive attitudes, needed to become informed and responsible citizens within a diverse community.

Aims

Through a range of learning experiences, we aim to enable children:

- To think for themselves and to become increasingly responsible for their own learning
- To develop confidence and to recognise their own worth
- To develop the skills and personal qualities needed to fully participate and function in society
- To be able to share and cooperate with others
- To value the opinions, attitudes and cultural values of others
- To develop high standards of behaviour, based on the knowledge and understanding of what is right and wrong
- To develop an understanding of Health and Relationships, in relation to achieving fulfilling relationships and an appropriate, healthy lifestyle
- To take part in a range of activities and experiences beyond the school curriculum and to work with others both within the school community and outside
- To develop an understanding of the way in which Society functions, through its political and social institutions and how their lives, rights and responsibilities can be affected by them.
- To equip children with decision making skills which will keep them safe online

Key Stage 1

During key stage 1 pupils learn about themselves as developing individuals and as members of their communities, building on their own experiences and on the early learning goals for personal, social and emotional development. They learn the basic rules and skills for keeping themselves healthy and safe and for behaving well. They have opportunities to show they can take some responsibility for themselves and their environment. They begin to learn about their own and other people's feelings and become aware of the views, needs and rights of other children and older people. As members of a class and school community, they learn social skills such as how to share, take turns, play, help others, resolve simple arguments and resist bullying. They begin to take an active part in the life of their school and its neighbourhood.

Knowledge, skills and understanding

Developing confidence and responsibility and making the most of their abilities

1. Pupils should be taught:

- a. to recognise what they like and dislike, what is fair and unfair, and what is right and wrong
- b. to share their opinions on things that matter to them and explain their views
- c. to recognise, name and deal with their feelings in a positive way
- d. to think about themselves, learn from their experiences and recognise what they are good at
- e. how to set simple goals.

Preparing to play an active role as citizens

2. Pupils should be taught:

- a. to take part in discussions with one other person and the whole class
- b. to take part in a simple debate about topical issues
- c. to recognise choices they can make, and recognise the difference between right and wrong
- d. to agree and follow rules for their group and classroom, and understand how rules help them
- e. to realise that people and other living things have needs, and that they have responsibilities to meet them
- f. that they belong to various groups and communities, such as family and school
- g. what improves and harms their local, natural and built environments and about some of the ways people look after them
- h. to contribute to the life of the class and school
- i. to realise that money comes from different sources and can be used for different purposes.

Developing a healthy, safer lifestyle

3. Pupils should be taught:

- a. how to make simple choices that improve their health and wellbeing
- b. to maintain personal hygiene
- c. how some diseases spread and can be controlled
- d. about the process of growing from young to old and how people's needs change
- e. the names of the main parts of the body
- f. that all household products, including medicines, can be harmful if not used properly
- g. rules for, and ways of, keeping safe, including basic road safety, and about people who can help them to stay safe.

Developing good relationships and respecting the differences between people

4. Pupils should be taught:

- a. to recognise how their behaviour affects other people
- b. to listen to other people, and play and work cooperatively
- c. to identify and respect the differences and similarities between people
- d. that family and friends should care for each other
- e. that there are different types of teasing and bullying, that bullying is wrong, and how to get help to deal with bullying.

Breadth of opportunities

5. During the key stage, pupils should be taught the knowledge, skills and understanding through opportunities to:

- a. take and share responsibility [for example, for their own behaviour; by helping to make classroom rules and following them; by looking after pets well]
- b. feel positive about themselves [for example, by having their achievements recognised and by being given positive feedback about themselves]
- c. take part in discussions [for example, talking about topics of school, local, national, European, Commonwealth and global concern, such as 'where our food and raw materials for industry come from']
- d. make real choices [for example, between healthy options in school meals, what to watch on television, what games to play, how to spend and save money sensibly]
- e. meet and talk with people [for example, with outside visitors such as religious leaders, police officers, the school nurse]
- f. develop relationships through work and play [for example, by sharing equipment with other pupils or their friends in a group task]
- g. consider social and moral dilemmas that they come across in everyday life [for example, aggressive behaviour, questions of fairness, right and wrong, simple political issues, use of money, simple environmental issues]
- h. ask for help [for example, from family and friends, midday supervisors, older pupils, the police].

Explanatory notes and cross-curriculum references

Note for 2a, 2b - Cross reference to English

En1 Speaking and listening: Group discussion and interaction 3. To join in as members of a group, pupils should be taught to:

- a. take turns in speaking
- b. relate their contributions to what has gone on before
- c. take different views into account
- d. extend their ideas in the light of discussion
- e. give reasons for opinions and actions

Note for 2g - Cross reference to geography

Geographical enquiry and skills

1. In undertaking geographical enquiry, pupils should be taught to:

- c. express their own views about people, places and environments [for example, about litter in the school]

Knowledge and understanding of environmental change and sustainable development 5. Pupils should be taught to:

- a. recognise changes in the environment [for example, traffic pollution in a street]
- b. recognise how the environment may be improved and sustained [for example, by restricting the number of cars]

Note for 2g - Cross reference to science

Sc2 Life processes and living things: Living things in their environment 5. Pupils should be taught to:

- c. care for the environment

Note for 3a - Cross reference to physical education

Knowledge and understanding of fitness and health 4. Pupils should be taught:

- a. how important it is to be active
- b. to recognise and describe how their bodies feel during different activities

Note for 3d-3f - Cross reference to science

Sc2 Life processes and living things: Humans and other animals 2. Pupils should be taught:

- a. to recognise and compare the main external parts of the bodies of humans and other animals
- b. that humans and other animals need food and water to stay alive
- c. that taking exercise and eating the right types and amounts of food help humans to keep healthy
- d. about the role of drugs as medicines
- e. how to treat animals with care and sensitivity
- f. that humans and other animals can produce offspring and that these offspring grow into adults
- g. about the senses that enable humans and other animals to be aware of the world around them

Note for 3g - Cross reference to design and technology

Working with tools, equipment, materials and components to make quality products 2. Pupils should be taught to:

- f. follow safe procedures for food safety and hygiene

Key Stage 2

During key stage 2 pupils learn about themselves as growing and changing individuals with their own experiences and ideas, and as members of their communities. They become more mature, independent and self-confident. They learn about the wider world and the interdependence of communities within it. They develop their sense of social justice and moral responsibility and begin to understand that their own choices and behaviour can affect local, national or global issues and political and social institutions. They learn how to take part more fully in school and community activities. As they begin to develop into young adults, they face the changes of puberty and transfer to secondary school with support and encouragement from their school. They learn how to make more confident and informed choices about their health and environment; to take more responsibility, individually and as a group, for their own learning; and to resist bullying.

Knowledge, skills and understanding

Developing confidence and responsibility and making the most of their abilities

1. Pupils should be taught:

- a. to talk and write about their opinions, and explain their views, on issues that affect themselves and society
- b. to recognise their worth as individuals by identifying positive things about themselves and their achievements, seeing their mistakes, making amends and setting personal goals
- c. to face new challenges positively by collecting information, looking for help, making responsible choices, and taking action
- d. to recognise, as they approach puberty, how people's emotions change at that time and how to deal with their feelings towards themselves, their family and others in a positive way

- e. about the range of jobs carried out by people they know, and to understand how they can develop skills to make their own contribution in the future
- f. to look after their money and realise that future wants and needs may be met through saving.

Preparing to play an active role as citizens

2. Pupils should be taught:

- a. to research, discuss and debate topical issues, problems and events
- b. why and how rules and laws are made and enforced, why different rules are needed in different situations and how to take part in making and changing rules
- c. to realise the consequences of anti-social and aggressive behaviours, such as bullying and racism, on individuals and communities
- d. that there are different kinds of responsibilities, rights and duties at home, at school and in the community, and that these can sometimes conflict with each other
- e. to reflect on spiritual, moral, social, and cultural issues, using imagination to understand other people's experiences
- f. to resolve differences by looking at alternatives, making decisions and explaining choices
- g. what democracy is, and about the basic institutions that support it locally and nationally
- h. to recognise the role of voluntary, community and pressure groups
- i. to appreciate the range of national, regional, religious and ethnic identities in the United Kingdom
- j. that resources can be allocated in different ways and that these economic choices affect individuals, communities and the sustainability of the environment
- k. to explore how the media present information.

Developing a healthy, safer lifestyle

3. Pupils should be taught:

- a. what makes a healthy lifestyle, including the benefits of exercise and healthy eating, what affects mental health, and how to make informed choices
- b. that bacteria and viruses can affect health and that following simple, safe routines can reduce their spread
- c. about how the body changes as they approach puberty
- d. which commonly available substances and drugs are legal and illegal, their effects and risks
- e. to recognise the different risks in different situations and then decide how to behave responsibly, including sensible road use, and judging what kind of physical contact is acceptable or unacceptable
- f. that pressure to behave in an unacceptable or risky way can come from a variety of sources, including people they know, and how to ask for help and use basic techniques for resisting pressure to do wrong
- g. school rules about health and safety, basic emergency aid procedures and where to get help.

Developing good relationships and respecting the differences between people

4. Pupils should be taught:

- a. that their actions affect themselves and others, to care about other people's feelings and to try to see things from their points of view
- b. to think about the lives of people living in other places and times, and people with different values and customs

- c. to be aware of different types of relationship, including marriage and those between friends and families, and to develop the skills to be effective in relationships
- d. to realise the nature and consequences of racism, teasing, bullying and aggressive behaviours, and how to respond to them and ask for help
- e. to recognise and challenge stereotypes
- f. that differences and similarities between people arise from a number of factors, including cultural, ethnic, racial and religious diversity, gender and disability
- g. where individuals, families and groups can get help and support.

Breadth of opportunities

5. During the key stage, pupils should be taught the knowledge, skills and understanding through opportunities to:

- a. take responsibility [for example, for planning and looking after the school environment; for the needs of others, such as by acting as a peer supporter, as a befriender, or as a playground mediator for younger pupils; for looking after animals properly; for identifying safe, healthy and sustainable means of travel when planning their journey to school]
- b. feel positive about themselves [for example, by producing personal diaries, profiles and portfolios of achievements; by having opportunities to show what they can do and how much responsibility they can take]
- c. participate [for example, in the school's decision-making process, relating it to democratic structures and processes such as councils, parliaments, government and voting]
- d. make real choices and decisions [for example, about issues affecting their health and well-being such as smoking; on the use of scarce resources; how to spend money, including pocket money and contributions to charities]
- e. meet and talk with people [for example, people who contribute to society through environmental pressure groups or international aid organisations; people who work in the school and the neighbourhood, such as religious leaders, community police officers]
- f. develop relationships through work and play [for example, taking part in activities with groups that have particular needs, such as children with special needs and the elderly; communicating with children in other countries by satellite, email or letters]
- g. consider social and moral dilemmas that they come across in life [for example, encouraging respect and understanding between different races and dealing with harassment]
- h. find information and advice [for example, through helplines; by understanding about welfare systems in society]
- i. prepare for change [for example, transferring to secondary school].

Explanatory notes and cross-curriculum references

Note for 1d - Cross reference to science

Sc2 Life processes and living things: Humans and other animals
2. Pupils should be taught:

Growth and reproduction

- f. about the main stages of the human life cycle

Note for 2a - Cross reference to English

En1 Speaking and listening: Group discussion and interaction

3. To talk effectively as members of a group, pupils should be taught to:

- a. make contributions relevant to the topic and take turns in discussion
- b. vary contributions to suit the activity and purpose, including exploratory and tentative

comments where ideas are being collected together, and reasoned, evaluative comments as discussion moves to conclusions or actions

- c. qualify or justify what they think after listening to others' questions or accounts
- d. deal politely with opposing points of view and enable discussion to move on
- e. take up and sustain different roles, adapting them to suit the situation, including chair, scribe and spokesperson
- f. use different ways to help the group move forward, including summarising the main points, reviewing what has been said, clarifying, drawing others in, reaching agreement, considering alternatives and anticipating consequences

En2 Reading: Reading for information 3. Pupils should be taught to:

- a. scan texts to find information
- b. skim for gist and overall impression
- c. obtain specific information through detailed reading
- d. draw on different features of texts, including print, sound and image, to obtain meaning
- e. use organisational features and systems to find texts and information
- f. distinguish between fact and opinion [for example, by looking at the purpose of the text, the reliability of information]
- g. consider an argument critically

Note for 2i - Cross reference to history

Knowledge and understanding of events, people and changes in the past 2. Pupils should be taught:

- b. about the social, cultural, religious and ethnic diversity of the societies studied, in Britain and the wider world

Note for 2j - Cross reference to geography

Knowledge and understanding of environmental change and sustainable development 5. Pupils should be taught to:

- a. recognise how people can improve the environment [for example, by reclaiming derelict land] or damage it [for example, by polluting a river], and how decisions about places and environments affect the future quality of people's lives
- b. recognise how and why people may seek to manage environments sustainably, and to identify opportunities for their own involvement [for example, taking part in a local conservation project]

Note for 2j - Cross reference to science

Sc2 Life processes and living things: Living things in their environment 5. Pupils should be taught:

Micro-organisms

- a. about ways in which living things and the environment need protection

Note for 2k - ICT opportunity

Pupils could use the internet to look at different reports about the same issue.

Note for 3 - Cross reference to science

Sc2 Life processes and living things: Humans and other animals 2. Pupils should be taught:

Nutrition

- a. about the functions and care of teeth
- b. about the need for food for activity and growth, and about the importance of an adequate and varied diet for health

Circulation

- c. that the heart acts as a pump to circulate the blood through vessels around the body, including through the lungs
- d. about the effect of exercise and rest on pulse rate

Movement

- e. that humans and some other animals have skeletons and muscles to support and protect their bodies and to help them to move

Growth and reproduction

- f. about the main stages of the human life cycle

Health

- g. about the effects on the human body of tobacco, alcohol and other drugs, and how these relate to their personal health
- h. about the importance of exercise for good health

Note for 3a - Cross reference to physical education

Knowledge and understanding of fitness and health 4. Pupils should be taught:

- a. how exercise affects the body in the short term
- b. to warm up and prepare appropriately for different activities
- c. why physical activity is good for their health and well-being
- d. why wearing appropriate clothing and being hygienic is good for their health and safety

Note for 3b - Cross reference to science

Sc2 Life processes and living things: Living things in their environment 5. Pupils should be taught:

Micro-organisms

- f. that micro-organisms are living organisms that are often too small to be seen, and that they may be beneficial [for example, in the breakdown of waste, in making bread] or harmful [for example, in causing disease, in causing food to go mouldy]

Note for 3g - Cross reference to design and technology

Working with tools, equipment, materials and components to make quality products 2. Pupils should be taught to:

- f. follow safe procedures for food safety and hygiene

Note for 4b - Cross reference to geography

Knowledge and understanding of places 3. Pupils should be taught:

- a. to identify and describe what places are like [for example, in terms of weather, jobs]

Note for 4b - Cross reference to history

Knowledge and understanding of events, people and changes in the past 2. Pupils should be taught:

- a. about characteristic features of the periods and societies studied, including the ideas, beliefs, attitudes and experiences of men, women and children in the past

Ethos of our school

At Broadwood Primary School we believe in developing the unique potential of each child in our care. PSHE and Citizenship aims are reflected in the general ethos of our unique school, so that we can help each child to feel happy and to make wise choices. Systems and routines are designed to contribute to the personal and social development of the children in the school. These are outlined in our policies on Behaviour, Anti-Bullying, Inclusion, E-safety and Equal Opportunities. Points systems, merit badges and certificates encourage positive motivation, whilst older children can aspire to becoming monitors and prefects.

A system of playground 'Buddies' has been set up, providing an opportunity for children to act in a caring and protective role. We consider it important to give pupils the opportunity to express their views democratically and, for this reason, the idea of a school council is being developed.

A wide choice of extra-curricular activities, both in school and at other venues, enables children to develop non-academic skills and personal qualities as members of clubs and teams.

Scheme of work

The scheme of work for Broadwood Primary School is being reviewed with advice from the PSHE association. This will be attached as an appendix when complete.

Assessment

Assessment in PSHE and Citizenship is not statutory until KS3. However, informal assessments will be made, based upon evidence, in the child's work, of his/her ability to apply knowledge and understanding. This progress will be reported to parents both verbally and as a written comment on their annual report.

Conclusion

This policy will be reviewed on a regular basis. This will take the form of staff consultation on the effectiveness of the new curriculum, which will assist in developing a unique curriculum for our school.