

PSHE & CITIZENSHIP POLICY

INTRODUCTION

This policy has been formulated through discussions with teachers, non-teaching staff and governors at Collis School.

It welcomes further discussion and comment from pupils, through the School Council and from parents, through Governors and the personal Social Health Education & Citizenship (PSHE&C) coordinator.

The policy is in line with the *National Curriculum Handbook for Primary Teachers in England* (1999) and the *QCA Initial Guidance for Schools* (2000).

The school's PSHE&C Policy Folder includes a range of policies and statements encompassing all aspects of the curriculum framework, ensuring a consistent approach and clear cross-referencing between related subject areas.

MISSION STATEMENT

We at Collis School believe that PSHE&C should explicitly reflect and be reflected in the values and ethos of our school. As a staff we are firmly committed to establishing a common sense of purpose; a welcoming atmosphere; codes of conduct for encouraging positive behaviour and respectful relationships; challenging discrimination and bullying; promoting courtesy and respect; raising and recognising achievement; consulting and valuing all members of the school's community; and the example set to pupils.

AIMS

The National Curriculum Handbook for Primary Teachers in England (1999) sets out two broad aims for the school curriculum:

- To promote opportunities for all pupils to learn and achieve, and
- To promote children's spiritual, moral, social and cultural development and prepare all pupils for the opportunities, responsibilities and experiences of life.

For all pupils to develop into people who are able to:

- Have self esteem and independence
- Form meaningful relationships
- Be a good example to others
- Have the knowledge, skills and attitudes to make informed choices
- Respect the views and lifestyles of others (where they do not adversely affect their wellbeing)

- Become an active citizen - taking an active part in their own and others' communities
- understand the need for responsible behaviour and to choose to behave responsibly
- take responsibility for their decision

OBJECTIVES

By the end of KS1 all children will be able to:

- Have the confidence to express their opinions
- Be able to make choices that will promote their health
- Be able to sustain positive relationships and be able to recognise a positive relationship
- Have strategies to resolve conflicts
- Be aware that people are different and have lifestyles and opinions other than their own and to respect them
- Be able to take on roles/responsibilities
- Understand the need for responsible behaviour and to choose to behave responsibly
- Be aware that there are consequences of inappropriate behaviour.

By the end of KS2 all children will

- Understand and accept the changes and pressures that experience through change
- Have a range of strategies to deal with their emotions
- Be aware of what contributions to a healthy body, e.g. hygiene, exercise, nutrition and sleep and be able to make an informed choice
- Be aware of the support network both in school and in the wider world and how to access help and support
- Have the confidence and ability to communicate effectively with others, eg conflict resolution
- Understand their roles and responsibilities in a community
- Show respect for diversity

HOW THE OBJECTIVES ARE ACHIEVED

Knowledge, skills and understanding work at all stages and for all themes. PSHE&C education has three main elements:

- Developing confidence and responsibility and making the most of their abilities
- Preparing to play an active role as citizens
- Developing a healthy, safer lifestyle.

These elements are delivered through the PSHE&C framework and key themes are revisited through a spiral curriculum.

In September 2007 a whole school approach to the development of social and emotional aspects of learning was implemented and resourced supported by DfES Guidance 2005 (SEAL's).

THE FOUNDATION STAGE

See DfEE Guidance - Early Years Goals
Personal, social and emotional development
SEAL's

Refer to Sex & Relationship Education Policy and Drugs Policy for specific issues relating to those subject areas.

KEY STAGE 1

Year 1	Class rules Feelings/moods Medicines Loss/mourning Human growth	Apparatus safety Road safety Food/hygiene Outdoor safety Water safety
Year 2	Class rules Humans as organisms Comparisons with distant localities Outdoor games safety Water safety	Local environment Medicines Apparatus safety Electricity safety

KEY STAGE 2

Year 3	Environmental issues – living things Road safety Class rules Death/mourning School council Resolving disputes	Water safety Personal hygiene Democracy Responsibilities Cultural diversity
Year 4	Life stages Class rules School council Team work Safety in the home/school Healthy living	Dental care Water safety Cultural diversity Road safety Electricity safety Outdoor games safety
Year 5	Death/loss change Morals Environmental issues	Personal safety School council Firework safety
Year 6	School journey Secondary transfer School council Water safety	Electricity safety Cycling proficiency Personal hygiene

DELIVERY OF PSHE&C

PSHE&C education is cross-curricular and generally delivered by the class teacher. Specific areas are taught through timetabled PSHE&C lessons. Good PSHE&C education share many of the features of well-taught lessons in any subject. As well as effective planning and monitoring within the school's framework, effective use is made of a range of teaching strategies and related experiences:

- Assemblies
- Role play
- Circle-time
- Fundraising (including charities)
- Healthy living initiatives
- School visits
- Formulating links within the community and beyond
- Residential trips
- 'Buddies'
- School Council
- Displays
- Visiting cultural performances
- Clubs
- Establishing links with other schools
- School parliament
- Involvement in environmental issues
- Audio-visual aids
- Up-to-date information through a range of appropriate publications
- Use of outside speakers

SPECIFIC ISSUES AND STATEMENTS

Outside Speakers

Any outside speaker will be given a copy of the policy related to their appropriate subject area to check that their contribution is suitable.

Staff Training

Appropriate staff training will be offered when available through INSET.

Confidentiality

The DfEE guidance clearly states that "Schools should ensure that they are familiar with the procedures set out in the Department's Child protection circular 10/95 - *Protecting Children from Abuse: The Role of the Education Service*".

At Collis School the named member of staff responsible for child protection issues is the Headteacher. The following are key points to consider by all those working within the school when approaching the subject of confidentiality:

- Teachers and non-teaching staff cannot offer or guarantee absolute confidentiality.

- It is only in the most exceptional circumstances that schools should be in a position of having to handle information without parental knowledge. This will be grounds for serious concern and child protection issues should be addressed.
- Pupils have a right to expect the school to provide a safe and secure environment. Any fears or worries they bring into the classroom should not go unnoticed by staff.
- Pupils, parents and carers should be made aware of confidentiality issues and how they work in practice.
- Pupils should be reassured that their best interests will be maintained.
- Pupils will be reassured that if confidentiality has to be broken they will be informed first and then supported appropriately.
- Pupils will be informed of sources of appropriate confidential help.
- Health professionals are bound by their professional codes of conduct in a one-to-one situation with individual pupils, but in a classroom situation they should follow the school's policy.

RESOURCES

Resources will be bought and monitored by the PSHE&C co-ordinator and will be kept in the central resource area.

FORMULATION AND REVIEW

The policy was formulated in June 2001. This and all related policies within the PSHE&C policy folder will be reviewed in line with the School Development Plan.

This policy was reviewed in February 2004. The school's framework was checked to ensure continued, clear cross-referencing between related subject areas. Two further measures have been taken since the policy was formulated to raise the profile of Citizenship within the school:

- Citizenship Certificates are awarded at end of term assemblies to individuals in recognition of their contribution.
- A Collis School Citizenship File is displayed in the entrance hall as a record of the school's achievements and individual's participation in related issues

Further Supporting Documents

- Citizenship – *QCA Schemes of Work 2002*
- Citizenship – *QCA Guidance on Assessment, Recording and Reporting 2002*
- Sex and Relationships - *OFSTED 2002*
- Drug, Alcohol and Tobacco Education – *Guidance QCA 2003*

This policy was reviewed in September 2007. The school's framework was checked to ensure continued, clear cross referencing between related subject areas and SEAL's was introduced. Four further measures have been taken since the policy was formulated to raise the profile of Citizenship within the school:

- School Council membership extended to Year 2 and a pupils' newspaper published 3 x a term.
- Citizenship Certificates are awarded at end of term assemblies to individuals in recognition of their contribution.
- A Collis School Citizenship File is displayed in the entrance hall as a record of the school's achievements and individuals' participation in related issues.
- Money management is approached in Years 2 and 6.

Further Supporting Documents

- Citizenship – *QCA Schemes of Work 2002*
- Citizenship – *QCA Guidance on Assessment, Recording and Reporting 2002*
- Sex and Relationships – *OFSTED 2002*
- Drug, Alcohol and Tobacco Education – *Guidance QCA 2003*
- Drug Guidance for Schools – DfES 20045
- Excellence and Enjoyment: SEALs DfES 2005.

