



Broad Heath Primary School
PSHE and Citizenship Policy

1. Aims

PSHE and Citizenship underpins life at Broad Heath Primary School. The wider development of pupils at the school is of utmost importance, so that not only is their learning in other subjects maximised, but pupils are also able to develop as citizens in their wider communities. All pupils are expected to learn to contribute to our community in a positive way, and care for one another as fellow Broad Heath citizens, and British citizens.

2. Content

The National Curriculum (2014) states, PSHE education remains a non-statutory subject. Although there are therefore no objectives or frameworks that have to be followed, section 2.5 of the National Curriculum framework document does state that:

‘All schools should make provision for personal, social, health and economic education (PSHE), drawing on good practice.’

In order to ensure children are exposed to a wide range of issues, and that each year builds on previous learning, teachers follow defined units of work (see figure below for more information).

Year Groups	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
R-6	New Beginnings	Getting on together	Citizenship	Choices	Communities	Changes

Learning is progressive each year, so that children can build on their skills and leave Broad Heath in year 6 feeling confident and happy about their choices as individuals and as responsible citizens. Over the course of each Key Stage at Broad Heath, the children build on the following skills:

KS1

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 the Broad Heath 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 Broad Heath and its neighbourhood.

KS2

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. 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. Children take part in discussions surrounding British Values, and what it means to be a British Citizen.

At both Key Stages, planning is informed by the progress indicators set out in the progression development document to ensure that progress occurs throughout the school.

3. Essential Teaching Considerations in PSHE

3.1

Establishing a safe and positive learning environment

PSHE education, by its very nature deals with issues which are both personal and sensitive such as puberty, bereavement, debt, family break-down etc. Therefore the following need to be firmly established:

Establishing effective ground rules: rules need to be developed and owned by the group in order that children/young people/adults feel comfortable, safe and able to learn effectively. These might include:

- only one person to talk at a time

- no 'put downs'
- the right to pass
- confidentiality within the group (unless there are safeguarding issues)
- no inappropriate personal comments or questions etc

It is essential that the teacher models positive behaviours, both with pupils and with their colleagues.

3.2

Safeguarding and confidentiality:

Teachers must have a clear understanding of the protocol to follow if a child/young person makes a disclosure during a lesson.

3.3

Determining learning needs:

What do children/young people already know about a topic?

What do they need to know and how can that be explored at an age appropriate level?

This is particularly critical within PSHE lessons, and there is much evidence from OFSTED to demonstrate how learning and motivation is enhanced when pupils are consulted about the progression of their PSHE learning.

3.4

Dealing with spontaneous issues.

Teachers need a range of strategies to deal with unexpected questions as they arise and to be able to discern whether it is an appropriate question for the whole group or an issue to be dealt with on an individual basis?

3.5

Managing sensitive and controversial issues.

Teachers need to:

- appreciate/anticipate possible responses from children/young people when dealing with controversial/sensitive issues e.g.. use of 'worry box' etc
- use distancing strategies to depersonalise these issues e.g. use of puppets, drama, role play etc
- ensure personal boundaries are not breached through the use of previously agreed ground rules.

3.6

Being impartial in the provision of information, advice and guidance

e.g. in future studies or career opportunities – However, teachers do need to give general advice and guidance on issues when necessary and appropriate, recognising the difference between having a conversation, giving advice, counselling, and

recognise when they need to refer on: the teacher needs to be aware of the impact comments may make about expressed choices/decisions of young people.

These points are essential in creating an ethos of trust and open dialogue with children/young people. Effective learning in PSHE education will only take place if all involved feel safe within the class or other educational setting.

4. Effective pedagogy in PSHE

Effective teachers in PSHE education are reflective practitioners and see themselves on an experiential cycle of learning, together with their pupils. This attitude transforms the classroom experience for both adults and pupils alike. PSHE education is concerned not only with knowledge but also the development of life skills and personal values and these are relevant for all, whatever their age.

Successful teaching is characterised by four factors (OFSTED Annual Report)

- 1) The application of good subject knowledge
- 2) Clear directions that provide the right pace and high expectations for all learners
- 3) Skilful questioning and opportunities for independent and exploratory learning to develop learners' understanding
- 4) The effective use of assessment for learning

Within every PSHE lesson, teachers are expected to provide:

- **A clear learning objective**
- **Strategies to promote experiential learning which challenge pupils' thinking and encourage them to reflect profoundly on their learning and on their behaviours.** In order to meet the different needs of pupils and also to harness their preferred learning styles, it is crucial that teachers to deploy a variety of teaching and **learning styles** which capture the interest and imagination of learners. This might include role play, discussion, drama, independent research using ICT etc.
- **Using a variety of questioning techniques.** The use of questions by both teachers and pupils is paramount for effective teaching and learning and is well documented within the national strategies. For example questions may be:
 - 1) closed
 - 2) open ended
 - 3) asking for higher level thinking skills such as reflection, analysis, evaluation
 - 4) asking for creative responses such as 'what if?'
- **Using a range of groupings.** Groupings may focus on individual work, paired work, small group, whole class or preferably a combination of these within a lesson. Groups may also be organised as single sex or mixed, peer group or mixed, single ability or mixed and so on.
- **Analysis and effective deployment of resources.** When selecting a resource teachers need to consider:
 - the age/stage for which it is appropriate

- how it should be adapted to meet the needs of different ability levels within the group
- how the resource enhances learning as stated within the intended learning outcomes
- whether it is up to date and factually correct
- whether it challenges stereotypes or do they perpetuate them.

5. Organisation

Reception embeds PSHE work through half-termly topics. Further to this, daily circle time and discussions provide opportunities for children to develop these important skills. From Year 1 through to Year 6, PSHE is timetabled for a minimum of 30 minutes per week.

All work is completed in the back of the children's SMSC books. All learning objectives and a record of the activity must be written down. Practical work can be evidenced with a photograph, or a video shared on the school website's blogs.

6. Relationships and sex education (RSE)

Relationships and sex education (RSE) is an important part of PSHE education. Relationships education is compulsory for all primary school pupils. This forms an important part of PSHE and full details can be found in Broad Heath's Relationships and Sex Education Policy.

7. Assessment and marking of PSHE lessons

Self-assessment

Every week, children take part in self-assessment, on their cover sheets which are stuck in at the start of every unit.

Teacher assessment

Every lesson must be marked, following the standard school policy for marking at Broad Heath.

Ongoing, informal assessment, must take place regularly to ensure that the PSHE lessons are building on the needs of particular classes and pupils. Work should be adapted to suit the needs of individual learners, and its impact should be continuously monitored.

8. PSHE in other areas of school life

Although PSHE is taught discretely at Broad Heath, it infiltrates all areas of school life through regular:

- Circle time
- Assemblies
- Topic lessons and Project weeks
- School and class rewards
- A collective vision for what makes a good Broad Heath Citizen - Promoting a sense of belonging as a British Citizen.

- Promoting British Values (such as freedom of speech, democracy, respect for the rule of law, openness to different religions and cultures) including through blogs.

9. Professional Development

Broad Heath recognises the need to support teachers in the teaching of PSHE. The school will arrange and lead in service training for teachers, as appropriate.

10. The role of the subject coordinator

The PSHE coordinator is responsible for:

- Reviewing the agreed subject policy annually
- Providing advice to teachers about appropriate resources, teaching strategies and approaches to assessment
- Developing an overview of the PSHE curriculum to ensure that children are exposed to sufficient coverage of ideas and that learning is progressive and challenging.
- Conduct interviews with pupils
- Review and update the schedule of visits
- Bid for the PSHE budget allocation
- Co-ordinate the purchase, organization and storage of appropriate resources
- Assist with the regular monitoring, under the head teachers direction, of teachers planning, teaching and assessment and sharing the findings with the head teacher and governors
- Participate in the identification of agreed development tasks each year
- Keep abreast of recent developments in the subject, attend relevant in-service courses and participate in planning and delivering school based INSET and discussion
- Produce a written report to the head teacher on a termly basis and report to the governing body when required
- Maintain the PSHE portfolio with current examples of pupils work and monitor the standards

This policy was updated in June 2021 and will be reviewed annually.