



Excellence, Respect, Friendship

CAWSTON GRANGE PRIMARY SCHOOL

Personal, Social and Health Education (PSHE) and Citizenship Policy

1 Introduction

Personal, social and health education (PSHE) and citizenship enables children to become confident, healthy, safe, independent and responsible members of the school community, society and helps prepare them for life and work. We encourage our pupils to play a positive role in contributing to the life of the school and the wider community. In doing so, we help develop their sense of self worth. We teach them how society is organised and governed and develop their understanding of British Values. We ensure that they experience the process of democracy in school through the Junior Leadership Team. We teach them about rights and responsibilities as children and adults. They learn to appreciate what it means to be a positive member of a diverse and multicultural society and develop strategies to deploy successfully in their own interactions. The PSHE teaching in the school is based on the Jigsaw programme that covers the statutory guidance from the PSHE Association. Some of the objectives are taught through the 'No Outsiders' curriculum and the 'Taking Care' programme also.

2. Intent

The intent of our PSHE curriculum at Cawston Grange Primary School is to teach a motivating, practical and interactive curriculum that is accessible to all learners, which will maximise the outcomes for all of our pupils. PSHE learning should be memorable with the aim of children recalling their prior learning experiences and applying them in real life situations. Therefore, it is our aim to deliver a series of engaging and vocabulary-rich lessons that build on skills throughout the school and allow children to flourish as citizens and future members of society. We believe that children's wellbeing, happiness and safety will always be our first priority and PSHE is one way in which we can aid, teach and assess children in these areas. Our intentions are that the PSHE curriculum encompasses the core values of our school (Excellence, Respect and Friendship) and is taught in a cross curricular way across a range of subjects that include: Computing, Physical Education, Religious Education and Science. We intend that PSHE will enable our children to become healthy, independent and responsible members of society. It aims to help them understand how they are developing personally and socially and tackles many of the moral, social and cultural issues that are part of growing up. We intend to provide our children with various opportunities for them to learn about being themselves, celebrating differences, their dreams and goals, healthy lifestyles, healthy relationships and their changing bodies. As well as this, they will learn to appreciate what it means to be a member of a diverse society and how they can work with others in harmony. Our intent is also to provide pupils with information about British Values, keeping healthy and safe (emotionally and physically), encouraging our children to understand how all actions have consequences and how they can make informed choices to help themselves, help others and care for the environment around them. Finally, we intend for children to draw inspiration about the type of citizens they would like to become by studying inspirational individuals from a wide-ranging diverse background.

Aims:

The aims of personal, social and health education and citizenship are split into six main core themes by Jigsaw: Being Me, Celebrating Differences, Dreams and Goals, Healthy Me,

Relationships and Changing Me. Our aim is to help our pupils know and value who they really are and how they relate to other people in this ever-changing world.

Below is the overview of each theme and what is covered from Reception up to Year 6.

Term	Puzzle (Unit)	Content
Autumn 1:	Being Me in My World	Includes understanding my own identity and how I fit well in the class, school and global community. Jigsaw Charter established.
Autumn 2:	Celebrating Difference	Includes anti-bullying (cyber and homophobic bullying included) and understanding
Spring 1:	Dreams and Goals	Includes goal-setting, aspirations, who do I want to become and what would I like to do for work and to contribute to society
Spring 2:	Healthy Me	Includes drugs and alcohol education, self-esteem and confidence as well as healthy lifestyle choices, sleep, nutrition, rest and exercise
Summer 1:	Relationships	Includes understanding friendship, family and other relationships, conflict resolution and communication skills, bereavement and loss
Summer 2:	Changing Me	Includes Relationships and Sex Education in the context of coping positively with change

3 Implementation

3.1 We teach PSHE and citizenship in a variety of ways including; drama, discussions, art and group work. Each child receives one PSHE session per week. The planning is based on the Jigsaw programme. Jigsaw offers primary PSHE in a spiral and progressive way. There is a strong emphasis on emotional literacy, building resilience and nurturing mental and physical health. Additionally, Jigsaw lessons include mindfulness, allowing children to advance their emotional awareness, concentration and focus. There are 6 Jigsaw Puzzles (units), which are designed so the school can study the same learning themes at the same time. Each Puzzle has 6 Pieces (lessons) which work towards an end product.

As a school, we also teach the Protective Behaviours (Taking Care) scheme of work in the Autumn term. Additionally, British Values and the multicultural world the children live in are covered through the 'No Outsiders' scheme which teaches children about different families, cultures and British Values through the use of picture books with a clear model and discussion points.

3.2 We also develop PSHE and citizenship through activities and whole-school events. For example:

- **Holding weekly values assemblies where children's learning and extra-curricular contributions are recognised with their peers and staff.**

- Holding termly core values assemblies.
- We offer a residential visit in Year 6, where there is a particular focus on developing pupils' self esteem and giving them opportunities to develop leadership and co-operative skills.
- Inter-school sports matches.
- Visits to places of interest, religious, historical or other.
- Weekly assemblies which tackle issues or have a particular SMSC focus.
- Extra-curricular clubs including sporting, cooking and construction.
- Workshops and visits from out of school visitors. E.g. artists, historians, visitors from a variety of religions, school nurse, fire brigade and road safety officers.
- Theme days being held in school.

Foundation Stage (EYFS)

3.3 We teach PSHE and citizenship in EYFS as an integral part of the themed learning covered during the year. As the reception class is part of the Foundation Stage of the National Curriculum, we relate the PSHE and citizenship aspects of the children's work 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. We also support citizenship education in reception classes when we teach 'how to develop a child's knowledge and understanding of the world'. PSHE is taught through Personal, Social and Emotional Development as well as being a golden thread through all areas of learning. Some themes that are covered in the EYFS: friendship and kindness, communities and who helps us, making my own choices, celebrating what makes individuals unique and developing self-confidence and independence.

4 The contribution of PSHE and Citizenship to teaching in other curriculum areas

4.1 PSHE contributes to teaching and learning in all curriculum areas, for example the importance of internet safety or cyberbullying in Computing or healthy lifestyles in Science and P.E. 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 who is responsible for the maintenance and upkeep of local parks and cycle paths. As there is a large overlap between the programme of study for religious education and the aims of PSHE and citizenship, we teach some of the PSHE and citizenship through our religious education lessons also.

5 Impact Assessment, recording and reporting

5.1 Children are informally assessed by staff throughout their work and the reports given to parents will reflect this. Children may be assessed as 'working towards', 'expected' or 'greater depth'. Teachers keep their own assessment records as appropriate for their class which inform assessment judgements. Recording of work will be in a form appropriate to the planned focus and will be shown in teacher's planning. Children in EYFS and Year 1 have one floorbook per class, which has evidence of the lessons. Children in Year 2 to Year 6 have a PSHE book. The nature of PSHE means that careful consideration should be given to the best means of recording. Written work may not always be appropriate and staff should use their professional judgement in this.

Note

This PSHE and Citizenship Policy should be read in conjunction with the following policies: Health, Safety and Welfare Policy; Mental Health and Wellbeing Policy; Behaviour Policy and Relationships and Sex Education Policy.