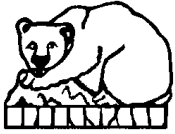


PSHE and Citizenship Policy



Agreed by Governors	Summer 2022
Date for Review	Summer 2025



WESTFIELD INFANT SCHOOL

Intent

At Westfield Infant School our intent is to provide a broad, balanced and inclusive curriculum that offers opportunities for practical learning experiences, the development of language, especially subject- specific vocabulary, and the enhancement of pupils' self-esteem and confidence. It will enable all children to become healthy, independent and responsible members of society.

Introduction

Personal, social, health (PSHE) education is an important and necessary part of all pupils' education. Although it is a non-statutory subject, at Westfield Infant School we tailor our PSHE programme to reflect the needs of our pupils and equip pupils with a sound understanding of risk and with the knowledge and skills necessary to make safe and informed decisions. We use PSHE education to build, where appropriate, on the statutory content already outlined in the national curriculum and in statutory guidance on: drug education, sex and relationship education (SRE) and the importance of physical activity and diet for a healthy lifestyle. At Westfield Infant School we believe that PSHE is vital to allowing pupils to thrive and achieve their potential and it is central to many aspects of the school day.

Personal, Social, Health (PSHE) Education enables pupils to develop the knowledge and understanding, skills, attitudes and values which are necessary for them to make sense of the responsibilities, opportunities and experiences which are part of their lives, both now and in the future.

Since September 2020 Relationships Education and Health Education have been a compulsory subject. These are both well integrated into our PSHE program.

What is PSHE?

PSHE comprises all aspects of Westfield Infant Schools' planned provision to promote children's personal and social development, including health and mental well-being.

Children need self-awareness, positive self-esteem and confidence to:

- stay as healthy as possible
- keep themselves and others safe
- have worthwhile relationships
- respect differences between people
- develop independence and responsibility
- play an active role in school
- make the most of their abilities

Citizenship at Key Stage 1 comprises four interrelated strands:

- social and moral responsibility - children learn self-confidence and responsible behaviour both in and beyond the classroom, towards adults and towards each other
- community involvement - children learn how to be helpful in life and have concern for their neighbourhood and communities
- political literacy - children learn about the basic aspects of what democracy is and begin to have an awareness of institutions that support it locally and nationally
- promotion of fundamental British Values - children learn in an age appropriate way about democracy, the rule of law, individual liberty and mutual respect for a tolerance of those with different faiths and beliefs and for those without faith.

The Aims of PSHE and Citizenship

PSHE and Citizenship enables pupils to become healthy, independent and responsible members of society. We encourage our pupils to play a positive role in contributing to the life of the school and the wider community. In so doing we help their sense of self worth. We teach them how society is organised and governed. We ensure that they experience the process of democracy in school through the School Council. We teach them about rights and responsibilities. They learn to appreciate what it means to be a positive member of a diverse multicultural society.

The aims of PSHE and Citizenship are to enable the pupils to:

- recognise their own worth
- work well with others
- know and understand what constitutes a healthy lifestyle and stay as healthy as possible
- learn to keep themselves and others safe
- understand what makes for good relationships with others and develop effective and satisfying relationships
- learn to respect the differences between people
- respect other people's beliefs
- develop a sense of fair play
- be independent and responsible members of the school community
- play an active part in school life
- be positive and active members of a democratic society
- develop self-confidence and self-esteem and make informed choices regarding personal and social issues
- develop good relationships with other members of the school and the wider community

Resources

Staff may use a combination of the Coram Life Education SCARF and Jenny Mosley's Quality Circle Time approach to plan and teach PSHE and Citizenship lessons. These resources ensure a full and detailed coverage of relationships, health, wellbeing, and drugs education. Resources are stored in Reception, Year 1 and Year 2 as well as in the reprographics room.

All the resources used:-

- are up to date in terms of factual content and graphics

- do not show unfair bias
- avoid racial, gender and sexual stereotyping
- are suitable for the age of the pupils
- conform to the legal requirements of the appropriate aspect of PSHE

Coram Life Education SCARF resources are found online at: <https://www.coramlifeeducation.org.uk>

Teaching and Learning Strategies

When teaching any aspect of PSHE and Citizenship, the approaches to teaching and learning and the methodology used are as important as the content. Both whole class discussion and responding to incidents as they arise are valid opportunities for addressing PSHE issues, but skills, attitudes and behaviour will be developed more effectively if a variety of strategies are used. Active learning techniques enable learning to take place not only in the area of knowledge and understanding, but also in the areas of skills, attitudes and behaviours. For instance, by only listening to the teacher talking about how to maintain friendships or by reading about it, the pupil may gain knowledge and understanding. In order to develop their skills in this area, they need to practice them, for example through participating in role play and genuine play. Activities and opportunities to reflect on, process and evaluate their learning also need to be included. Many personal and social skills can also be developed within other areas of the curriculum through effective implementation of the appropriate methodology (for example, group work in a Design and Technology activity which requires communication and co-operation between group members for the task to be completed).

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Examples of teaching and learning approaches in PSHE and Citizenship are explained further in appendix 1, and include the use of Circle Time, role play and drama, 'thought showers', paired and group work, carousel, use of fiction, 'draw and write', Persona Dolls and video clips.

Curriculum organisation

PSHE and Citizenship is taught in a variety of ways both within and outside the curriculum. PSHE and Citizenship is taught as a discrete subject as well as being covered through other subjects and topics:

Cross reference to English - In speaking and listening, group discussion and interaction pupils should be taught to: join in as members of a group, take turns in speaking, relate their contributions to what has gone on before, take different views into account, extend their ideas in the light of discussion, give reasons for opinions and actions.

Cross reference to Geography - in undertaking geographical enquiry, pupils should be taught to: express their own views about people, places and environments [for example, about litter in the school], recognise changes in the environment [for example, traffic pollution in a street], recognise how the environment may be improved and sustained [for example, by restricting the number of cars].

Cross reference to Science - pupils should be taught to: care for the environment, recognise and compare the main external parts of the bodies of humans and other animals, that humans and other animals need food and water to stay alive, that taking exercise and eating the right types and amounts of food help humans to keep healthy, about the role of drugs as medicines, how to treat animals with care and sensitivity, that humans and other animals can produce offspring and that these offspring grow into adults, about the senses that enable humans and other animals to be aware of the world around them.

Cross reference to Physical Education - pupils should be taught: how important it is to be active, to recognise and describe how their bodies feel during different activities.

Cross reference to Design and Technology - pupils should be taught to: follow safe procedures for food safety and hygiene.

Cross reference to Computing- pupils are taught about E-Safety during Computing sessions.

Whole School Opportunities for the Delivery of PSHE and Citizenship

The following gives examples of whole school opportunities for the encouragement of appropriate attitudes:

- Supporting Charities - A variety of chosen charities are supported through money raised at events held throughout the year such as Christmas performances, Bring and Buy Sale, Harvest Festival, Children In Need
- Links with the Community
- Visits from members of various religious communities
- Visits from health professionals
- Links with local sport organisations

Our School Council represents all members of our school family and provides an opportunity for the pupil voice to be heard. Pupils from each Year 2 class are elected to participate in this group. The School Council discuss issues facing the school and its pupils. We also have Eco Warriors who are a group of pupils dedicated to tackling environmental concerns such as conserving energy in school and keeping our playground litter free. The Junior Librarians help to run and order the library. Each of these groups helps to ensure that our school is a happy, productive and safe place.

British Values

British Values are a key component in the PSHE curriculum. A discrete lesson on each of the 6 British Values is taught each half term then these are referred to throughout the half term. Our British Values include:

- Respect
- Honesty
- Democracy
- Aspire

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- Co-operation
- Resilience

5 Rs

Our aims at Westfield Infant School are based around the 5 Rs. These words are taught during PSHE and Circle Time lessons and throughout the school day.

The 5 Rs are;

- Respect
- Responsibilities
- Resilience
- Relationships
- Recognition

Route to Resilience

Westfield Infant School also teaches the children the Route to Resilience words. These words are again taught in discrete Circle Time lessons for children to understand their meaning but are used where applicable during all aspects of school life.

These words are;

- Perseverance
- Confidence
- Respect
- Co-operation
- Optimism
- Questioning
- Problem Solving
- Self Esteem
- Self- Control
- Curiosity
- Resilience
- Independence

Healthy School Week

An annual Healthy School Week is held which draws together many aspects of PSHE. During this week breakfast may be served at school daily for parents/carers and pupils to enjoy together. Additionally parents/carers may be invited to their child's classroom to read and share books. Pupils experience a variety of activities including theatre productions about healthy lifestyles, visits from the Life Education Centre, visits from professionals which may include nurses, the police, the fire service and a variety of in school exercise and outside agencies promoting different forms of exercise. Lessons during this week are all based around a healthy lifestyle covering aspects of diet, exercise, growth, staying clean, sleeping, drugs, staying safe, being happy, mental health, understanding emotions and how to deal with them.

Mental Health

We are aware that mental health is an area of growing concern. At Westfield Infant School we engage in activities to support pupils' mental health. Staff have a thorough knowledge of Westfield families and the community. Where appropriate staff are able to signpost families so they can access early support. We are able to refer pupils for play therapy and may fund play therapy for those pupils in need of specialist support.

A lead Emotional Literacy Support Assistant (ELSA) and further trained ELSAs work with pupils who require support. We also use Jet as an ELSA and Reading Dog. Jet visits Year 2 pupils and works using the Read 2 Dog philosophy. Jet also supports the ELSA sessions.

To aid the transition process from the Westfield Infant School to Westfield Junior School we liaise with the Junior School Family Liaison Officer.

Early Years Foundation Stage

We teach PSHE and Citizenship in the Early Years Foundation Stage as an integral part of the topic work covered during the year. We relate the PSHE and Citizenship aspects of the pupils' work to the areas of learning set out in the Early Years Foundation Stage guidance to develop a pupil's personal, emotional and social development. Each pupil has a Tapestry account in which they are able to upload family events to share with their class. Each class also has an 'Everywhere Bear'. This bear is shared around the children and their families so it can be taken on a different adventure. This forms an integral part of the PSHE teaching in the Early Years Foundation Stage. We also support Citizenship Education in the Foundation Stage through other areas of learning such as Knowledge and Understanding and Communication, Language and Literacy.

Role of the PSHE and Citizenship Subject Leader

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The PSHE and Citizenship Subject Leader has a variety of roles including:

- leading the production of the PSHE and Citizenship policy and other curriculum documentation including the scheme of work
- ensuring continuity and progression throughout school
- supporting colleagues in their development of the plans and in the implementation of the scheme of work, in assessment and record keeping
- monitoring progress and sampling work in PSHE and Citizenship
- taking responsibility for ordering and organising the central resources for PSHE and Citizenship

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Use of Visitors

When using visitors to support the delivery of the scheme of work, it is important to ensure that they are not left alone to teach a class. The visitor's role is to support the classroom teacher, who is then able to follow up effectively any input given.

School staff are responsible for ensuring that visitors supporting curriculum delivery in PSHE and Citizenship are aware of relevant policies (for instance, Behaviour and Discipline, Relationships Education, Drug Education, Child Protection and Safeguarding, Single Equality) and work in a manner consistent with their requirements.

Assessment, reporting and recording

Assessment is as central to PSHE and Citizenship as it is to learning in any other area, and should be planned for in the same way. Self assessment has a core role in PSHE and Citizenship particularly within those elements which relate to personal and social development. It is important therefore to provide opportunities throughout the planning and delivery of PSHE and Citizenship for pupils to be involved in reflecting on their strengths, their needs, their learning and their development.

Summative assessment, of what has been learned, may be applied at the end of a unit of work or topic. In EYFS this is recorded on Target Tracker. In KS1 staff assess the pupils through assessment grids. Formative assessment, which is used to inform future teaching and learning, should be taking place throughout PSHE and Citizenship and is the main form of assessment used within our scheme. Pupils' levels of knowledge and their perceptions will vary greatly, and will not necessarily be ability related. It is important therefore to use approaches which establish their starting points, and later enable assessment of the learning which has taken place for individuals.

Progress in PSHE and Citizenship will be reported to parents/carers through their annual reports by their class teacher.

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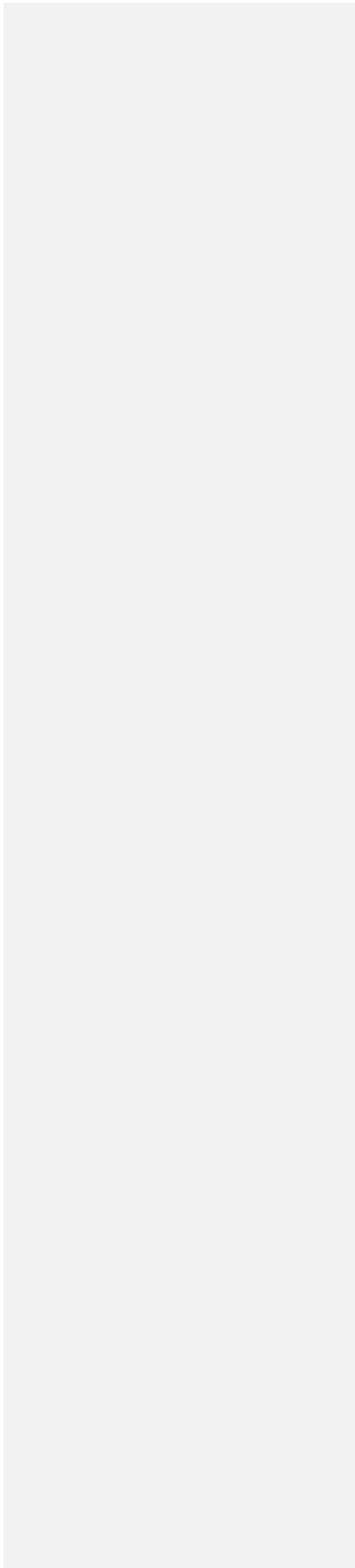
Review and Monitoring

The PSHE and Citizenship Subject Leader is responsible for monitoring the standards of pupils' work and the quality of teaching. The Subject Leader supports colleagues in the teaching of PSHE and Citizenship, giving them information about current developments in the subject and by providing a strategic lead and direction for the subject in the school. The Subject Leader is given time to review samples of pupils' work, interview pupils and observe teaching, in order to monitor and evaluate strengths and weaknesses in the subject indicating areas for further improvement by subject. This information is shared with all staff and the PSHE link governor.

Links with other policies

This policy should be read in conjunction with the following other policies:-

- Anti-bullying
- Behaviour and Discipline
- Bereavement and Loss
- British Values
- Confidentiality
- Drug Education
- International Policy
- Keeping Children Safe at Westfield Infant School



Single Equality
Special Educational Needs and Disability
Social, Moral, Spiritual and Cultural Development
Relationships Education
Religious Education
Young Carers Policy

Review date
Summer 2025

Appendix 1

Examples of Teaching and Learning Strategies

Circle Time

This approach has two primary functions. It is used to enable each pupil to give their opinion and to increase the self esteem of the individual and the group as a whole. It is important to try to establish a quiet space for Circle Time where pupils can sit reasonably comfortably in one complete circle and on chairs where possible. Circle Time is an excellent vehicle for improving the dynamics of a class through play and discussion. Care should be taken to establish rules for Circle Time which encourages the pupils to listen to each other and take turns. A few ideas for Circle Time activities, are explained here.

Rounds

Usually the pupils will be given a sentence stem which they will complete in turns. Sometimes it is appropriate to pass a special object, such as a soft toy or a shell, around the circle: pupils know that they may only speak when holding the talking object. The sentence stem or concept given may simply be for the purpose of sharing thoughts and feelings or it may form the start of a PSHE lesson. It is important that individuals have the right to say "Pass" when taking part in a round. Sentence stem and ideas for rounds include:

- bad news, good news
- I feel happy/sad/angry when...
- Something a good friend does is....
- My favourite colour/animal/place is.....

Games

Games used within Circle Time have the general purpose of promoting enjoyment and relationship building within the class. Individual games also have objectives of developing particular elements of self esteem and social skills.

Special Helpers/ Class Secretary

In Year 2, each pupil, randomly selected, (although every class member will have a turn) has special days during the school year. The day can include privileges such as going first in the dinner queue and monitoring the line.

Role play and drama

Role play is particularly significant in allowing pupils to practise skills and as such is a very important part of PSHE and Citizenship. Role play can be used in a circle, giving pairs of pupils structured situations to explore, as well as with groups working around the classroom.

Persona Dolls

These may be used in a Circle Time environment, enabling the pupils to approach difficult subject areas. They are also a useful device for encouraging turn taking. Persona dolls dressed in school uniform are used to aid transition from nursery to school.

Hot seating

The main purpose of this technique is to enable pupils to verbalise the thoughts and feelings of someone else. One child is put in the 'hot seat' and takes on a character. Other pupils ask the character their feelings and reactions.

Tunnel of Thoughts

A pupil walks between two lines of pupils, having been assigned a particular dilemma or character. The walls of the tunnel (pupils facing inwards in lines) call out things that the character might be thinking about. It is possible to give each 'line' of pupils one side of the dilemma to represent (eg 'Do it', 'Don't do it').

Thought Shower

Pupils can be given a single word, a phrase or an issue. They then share their responses, as a whole or in groups, which are then recorded. In its purest form the teachers should make no interventions during the pupils' suggestions. This encourages the widest range of answers and avoids the teacher's preconceptions guiding the suggestions.

Carousel

This is a method of encouraging pupils to talk and listen in a structured way. The pupils are arranged in two concentric circles. The pupils in the inside circle face out, while those on the outside face in. Each pupil will have a partner in the other circle. The pupils are given a topic for discussion or a task and a length of time to work together (for instance, 'for two minutes, discuss ideas about how to cope if you go to a new school'). When the task has been carried out, either circle may be moved round to give each child a new partner.

Use of fiction

Stories may be used in two main ways PSHE and Citizenship. Firstly, a story is able to provide common understanding of a situation, which all the pupils can comment on. Secondly, the use of characters frequently enables pupils to give an opinion that they would feel uncomfortable verbalising independently.

'Draw and Write'

This stems from the 'Health for Life' programme, and involves pupils in answering open ended questions by drawing and writing their responses on a blank sheet of paper. This enables teachers to judge appropriate teaching content by better understanding pupils' current perceptions and understanding.

Circle of Feelings

The teacher can lead the activity with the whole class, or it can be used with groups working on a large sheet of paper, or as an individual activity. Pupils are given or draw a large circle, with an issue (for example 'feeling different', 'feeling good') in the middle. They then thought shower words and phrases and record them around the circle. The rationale for using this rather than a list is to show that none of the ideas has priority over the others.