



'What we learn with pleasure we never forget'

PSHE & CITIZENSHIP POLICY

Date Written: October 2017

Date of Review: March 2020

Headteacher.....

Date.....

Chair of Governors.....

Date.....

Personal, Social, Health and Economic Education (PSHEe) and Citizenship Policy for Carlton Colville Primary School.

Current local and national guidance has been used to inform this policy i.e. Suffolk PHSEe and Framework, PSHE Guidance 2013, LLS – Learning Improvement Service, Drugs Guidance 2004, SRE Guidance 2000.

The policy has been written by the PSHEe Coordinator in close consultation with the headteacher and all teaching staff and intended for school stakeholders i.e. teaching assistants, governors, parents, external agencies.

Aims and objectives

At Carlton Colville Primary School we believe that PSHEe and citizenship should enable children to become healthier, more independent and more 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 with our high warmth/high boundary approach. In so doing we help develop their sense of self-worth. We teach them how society is organised and governed. We ensure that all children experience the process of democracy through participation in the Family Circle Groups. We teach children both about their rights and about their responsibilities. They learn to appreciate what it means to be a positive member of a diverse and multicultural society.

In Key stage 2 we offer pupils the opportunity to develop many leadership and citizenship skills.

PSHEe and Citizenship is reflected in the values and ethos of the school. The school ethos embodies the values held by the school's communities and provides the platform for life in and beyond the school itself.

The school's Mission Statement is 'WHAT WE LEARN WITH PLEASURE WE NEVER FORGET' and this belief underpins the teaching and learning of PSHE and Citizenship across the school.

The school follows a value each term eg. Responsibility or Kindness. Each value underpins assemblies and various work throughout the term, creating high level principles for pupils. The school has also developed Learning Heroes to encourage improved learning skills. The 8 learning heroes are based on learning skills we wish to embed in our children. These are: Teamwork, Independence, Confidence, Communication, Focus, Determination, Aspiration and Curiosity.

Skills, Knowledge, Attitudes and Values at Key stage 1

- Build on the Early Learning Goals for personal development in the Foundation Stage Curriculum guidance.
- Emphasise the development of basic rules and skills for keeping safe.
- Help children to manage their behaviour and begin to show that they can take some practical responsibility for themselves.
- Help pupils to learn the social skills they will need to become part of the classroom community and of different groups within the local community (i.e. family and friends)

- Adopt structured activities such as Circle Time to allow pupils to practise essential skills and to develop positive attitudes to being a member of the class.
- Know the rules for keeping safe at home and at school.
- Develop understanding and awareness of e-safety.
- Know what keeps them healthy and how to have a healthy lifestyle (food, exercise, rest)
- Help pupils to become more socially competent and motivated by the end of Key Stage 1.

Skills, Knowledge, Attitudes and Values at Key Stage 2

- Provide opportunities for projects, particularly on local, national or global issues.
- Support pupils as they start to question themselves at the beginning of the process of their developing bodies.(see appropriate section in SRE policy)
- Provide more frequent contact with adults from outside the school, offering new opportunities and challenges.
- Produce pupils who are confident and independent learners, able to organise themselves, manage projects and take responsibility.
- Understand why school rules are made and the consequences of breaking them. Relate this to simple knowledge about the law and understand that rules and laws are designed to protect.
- Attend to pupils' anxieties about friendships and bullying (including cyberbullying). Consider why it is wrong for children to be bullied or abused by other children or adults.(see relevant areas of anti-bullying policy.)
- Develop understanding and awareness of e-safety.
- Identify hazards to health and safety at home, at school and in the environment.
- Develop an understanding of the importance of managing money and understanding risks associated with finance and making choices.
- Consider the value of keeping healthy and different attitudes to health and illness, including physical fitness and thinking about healthy lifestyles.

The objectives of PSHEe and citizenship are to enable the children to:

- know and understand a healthy lifestyle;
- be aware of safety issues (personal safety and responsibility);
- understand what makes for good relationships with others and to be able to develop effective and appropriate relationships;
- have respect for self and others and learn to respect the differences between people;
- be independent and responsible members of a community, such as school;
- be positive and active members of a democratic society;
- develop self-confidence and self-esteem, and make informed choices regarding personal, financial and social issues;
- to make the most of their abilities
- develop good relationships with other members of the community.

Teaching and learning style

Staff use a range of teaching and learning styles to meet the PSHEe and citizenship requirements of the School Curriculum. We emphasise active learning by including the children in discussions, investigations, games, role play and problem-solving activities. We encourage the children to take part in a range of tasks that promote active citizenship, for example charity fundraising, the planning of special school events such as, Learning Together and Assemblies for parents, or involvement in helping other individuals/groups less fortunate than themselves. We have a whole school Positive Behaviour Policy which is based upon four rules which were agreed upon in consultation with pupils (refer to Behaviour Policy). The rules enable all children to choose whether to behave appropriately and to understand the consequences of not doing so. We offer children the opportunity to hear visiting speakers, such as health workers, Police Community Support Officers and school crossing patrol officers, whom we invite into the school to talk about their role in creating a positive and supportive local community. We participate in Anti-Bullying Week yearly to raise awareness of issues of bullying and support children to develop skills to recognise bullying if they see it and what to do to tackle it. Anti-bullying strategies are also incorporated into day-to-day life and assemblies.

PSHEe and citizenship curriculum planning

We teach PSHEe and citizenship in a variety of ways. Sometimes, for example when dealing with issues such as bullying, we teach PSHEe and citizenship as a discrete subject. Mostly we introduce PSHEe and citizenship content through our flexible, themed skills-based curriculum. Also, as there is a large overlap between the programme of study for religious education and the aims of PSHE and citizenship, we deliver a considerable amount of the PSHE and citizenship curriculum through our religious education lessons.

We use the Learning Together materials throughout Key Stages 1 and 2. The statutory elements of PSHEe i.e. the drugs and SRE objectives as detailed in the Science National Curriculum are taught through our theme based flexible curriculum:

Year 1:	Friendships, Body Parts – links to Science (SRE).
Year 2:	Keeping Safe (tablets/medicines) – part of making me the best I can be
Year 3:	Relationships/Friendships (SRE) – Learning Together
Year 4:	Tobacco and Alcohol (Drugs including Learning Together)
Year 5:	Choices (SRE around Puberty)
Year 6:	SRE including sexual intercourse and having babies. (Teacher shows video to parents if they wish)

We develop PSHEe and citizenship through various activities and whole-school events, for example the Family Circle groups meet regularly to discuss school matters. We offer residential visits in Key Stage 2 where there is a particular focus on developing pupils' self-esteem, and giving them opportunities to develop leadership skills and positive group work.

The Early Years Foundation Stage

We teach Personal Social and Emotional Development in nursery and reception classes as an integral part of our daily work in all areas of the curriculum. We relate the PSED aspects of the children's work to the 'Development Matters' and Early Learning Goals set out in the Curriculum Guidance for the Early Years Foundation Stage. Early Years children participate in regular circle time activities to develop speaking and listening skills. We build PSED into everyday life, including manners at snack time, sharing and looking after our toys and each other. Healthy eating and lifestyles are also learnt about in Early Years, linking PSED to physical development.

Teaching PSHE and citizenship to children with additional needs

The school will actively support the social and emotional well being of all children. We address interruptions in this development by using the "Thrive Approach". Thrive is used to make learning more accessible, effective and fun. It develops learning ability, resilience, resourcefulness and a capacity to reflect. Our teachers and Pastoral Care Team provide learning opportunities matched to the individual needs of children with additional needs. When teaching PSHE & citizenship, teachers take into account the targets set for the children in their IEPs, some of which targets may be directly related to PSHEe and citizenship targets. We provide Nurture Groups at lunchtime, self-esteem groups, friendship groups and "Starving the anxiety gremlin" groups. (see appendix 1 – Rainbow Provision). We work with outside agencies to provide specific counselling and/or alternative provision for children with identified needs.

For pupils who learn in more depth teachers will provide additional challenges and opportunities to take responsibility, develop leadership skills, think creatively and use their talents for the good of the class or the wider community.

PSHEe and citizenship and Computing

Computing makes a contribution to the teaching of PSHEe and citizenship in that children in computing classes learn to work together in a collaborative manner. They also develop a sense of global citizenship by using the Internet and e-mail. Through discussion of safety and other issues related to electronic communication, the children develop their own view about the use and misuse of computers and they also gain an insight into the interdependence of computer users around the world. Online role-play software provides a very safe arena to try out actions without harmful consequences. Every year group participates in e-safety week and we provide strong e-safety awareness through teaching and learning the e-safety rules (SMART) within computing and PSHEe. E-safety is covered half-termly (ref E-Safety Policy.)

Assessment for learning

Our teachers assess the children's work in PSHEe and citizenship by making informal judgements, as they observe them during lessons. We have clear expectations of what the pupils will know, understand and be able to do at the end of each Key Stage. These expectations are based on the learning outcomes, see Section 1 Aims and Objectives.

The assessments that we make of pupil achievement are positive, and record achievement in its widest sense.

Monitoring and review

Our PSHEe and citizenship leader is responsible for monitoring of teaching and learning in this subject. Our leader supports colleagues in their teaching by giving them information about current developments in the subject, and by providing a strategic lead and direction for the subject in the school.

Sensitive issues

If questions are asked which are felt to be inappropriate to a whole class setting the teacher would talk to the child on an individual basis. It may be deemed inappropriate to answer certain questions in which case advice may be sought from Senior Leaders. Involvement with parents would take place as and when it was felt necessary depending on the need. The teacher or member of staff concerned will maintain a child's confidentiality unless the disclosure needs to be reported as Child protection. Any issues relating to Safeguarding Children need to be discussed with the Designated Safeguarding Manager (Headteacher) or alternatively the Alternate Designated Person.

Links to other Policies

Equalities
Sex and Relationship Education
Drugs Education
Positive Behaviour
Anti- bullying
Attendance
Monitoring and Evaluation
Science
RE
Special Needs
Assessment
Safeguarding
Physical Activity
Computing
E-Safety

This policy will be reviewed at least every three years.

APPENDIX 1

Rainbow Provision 2017/2018

Rainbow Provision is enhanced, specialist support for Carlton Colville pupils. It has additional space for specific needs and a team of experienced staff who have appropriate training to meet these needs. **All class teachers must discuss and request support through the Line Managers and not the Rainbow Staff.**

Aims and Objectives

- ❖ To provide a calm and secure setting where members of staff model supportive relationships with children and the team
- ❖ To teach and target specific needs appropriate to that child
- ❖ To enable children to build positive relationships with adults and peers
- ❖ To support children's social and emotional development
- ❖ To provide clear, concise and visible Rules and Sanctions
- ❖ To ensure all children's tasks are appropriate, achievable and celebrated
- ❖ To provide pupils with the necessary learning skills to access the curriculum
- ❖ Reintegrate children into their main class
- ❖ To respect the working spaces within Rainbow, being confidential at all times
- ❖ To ensure flexible working across the team
- ❖ To maintain communication through regular Team Meetings as agreed with Line Managers.

Rainbow Staff

Name	Role	Responsibility	Line Manager
Jane Carruthers	SENCO	Rainbow Line Manager Alternative Safeguarding LAC Designated Teacher	Headteacher
Karen Easter	Pastoral Leader	Alternative Safeguarding THRIVE Practitioner Family Support/CAF trained	SENCO Headteacher
Paula Stacey	Learning Support Assistant	SEN support - eg LAC/PEP Safeguarding Learning Support for Vulnerable pupils including Pupil Premium Arrow trained Maths interventions	SENCO Deputy Headteacher (JR)
Georgie Nicholson	Learning Support Assistant	Learning Support for Vulnerable pupils including Pupil Premium Arrow trained	SENCO Deputy Headteacher (SH)
Annie Johnson	Learning Support Assistant	Learning Support for Vulnerable pupils including Pupil Premium Arrow trained Speech Language trained	SENCO Deputy Headteacher (SH)
Sam Phelps	THRIVE Practitioner (Trainee)	THRIVE Groups Individuals	SENCO Pastoral Leader

All above staff will be used flexibly for SEN whether based in Rainbow groups or across the school and will work closely with the school's SENCO, Jane Carruthers.

Criteria for Rainbow Provision

Vulnerable Children with Learning Needs

Any learning groups will be agreed using the following criteria:

- Vulnerable pupils (eg Pupil Premium) who are not succeeding in a mainstream class and need Intervention Strategies, eg Arrow, 1st Class in Number, Success @ Arithmetic, 1:1 Learning Mentors / Reading / Speech & Language etc.
- SEN pupils who are "well below national expectations for their year group" in English and Maths.
- Clear links established with pupils and year group teacher.
- Communication with parents/carers is clear and stated in pupils IEP's (as necessary)

Pupil Progress Meetings/Tracking will highlight support needed.

Vulnerable Children with Social/Emotional/Behavioural Needs

These pupils have a higher level of need and intense support may be agreed by the following criteria:-

- Child Protection
- Children in Need
- Team Around the Child
- Looked After Children
- Family in Crisis
- Complex behavioural, social and emotional issues
- Transition from other settings

It is important to note that the priority for the Pastoral Leader is working with high level needs pupils. All other lower level pupil needs will be met by support staff in the main school, eg social, friendship, self-esteem groups.

THRIVE Groups

THRIVE groups will be agreed using the following criteria:-

- THRIVE Assessment completed.
- Pupils who lack social/emotional/behavioural skills which impacts on their emotional well-being and therefore is a barrier for their learning outcomes.
- A planned THRIVE programme to meet those needs.
- A clear link maintained with pupils and their year group.
- Communication with parents/carers to gain their understanding of THRIVE provision (which is stated in each pupil's IEP as necessary)

All Rainbow groups will be assessed regularly to track progress and report to parents/carers, teachers and Senior Leaders.

All types of provision will be monitored regularly to establish their effectiveness and be "time-limited", with the overall aim for all pupils to be included fully into their mainstream provision in the long term. Rainbow criteria will be reviewed at least termly.