

## **PSHE & Citizenship Policy**

### **Curriculum Intent**

Our intent for the teaching of PSHE at Brockholes Wood School is to develop a nurturing environment that provides pupils with the opportunities to learn about themselves as developing individuals. It is important that our children recognise their self-worth and what healthy relationships look like. We aim to equip our pupils with a sound understanding of risk and with the knowledge and skills necessary to make safe and informed decisions. Our PSHE curriculum is adapted to the needs of our pupils, building on their own experiences to keep them healthy, safe and demonstrate appropriate behaviours, preparing them for the wider world.

### **Background Information**

Our school is situated on Brant Road, just off New Hall Lane, Preston. The school serves an area where there is a mixture of Local Authority housing and privately owned properties. We are a school with a family atmosphere and we believe that every child matters. The staff make every effort to prepare the children for life in a society made up of diverse cultures, languages, religions and lifestyles, whilst encouraging children to develop their full potential as individuals. We are sensitive to the emotional needs of our children. We are keen to adhere to our Values Statement (below). Our planned PSHE will cover areas where children may need help, for example: the skills they need to sort out disagreements for themselves.

### **The Rationale of PSHE**

We believe that personal, social, emotional, citizenship and health education is a vital part of school life and a right for each child. We believe that a child needs to be happy and healthy to ensure they work to their full potential and to enjoy life to the full.

### **Aims**

We aim to provide the children with the knowledge, confidence and skills that will encourage them to make the right choices in life, which will enable them to have a positive impact on society by being responsible citizens.

We aim to raise children’s awareness of the needs, beliefs and rights of others and the needs of our planet and of all living things.

We aim to help the children to develop as kind, caring, helpful, confident, independent and responsible human beings.

We aim to provide children with the knowledge to remain safe in a range of situations, including, but not limited to: online; with friends and with strangers.

## **Curriculum**

### **Planned Provision for PSHE and Citizenship**

In order to achieve these aims we follow the National Curriculum guidance for PSHE through using the ‘Live Well, Learn Well’ scheme of work. This contains four strands. We aim to cover these strands via three routes:

(i) We shall lead by example and through the positive ethos of the school (see Behaviour for Learning Policy). We aim to make our children’s learning experiences rich and varied through out of school activities, professionals and parents visiting the school and sharing their knowledge and skills, involvement with the local community, local business, partnerships with other schools and school trips. We have a school council consisting of one pupil from each year group who are a voice for the rest of the school. The school council are also part of the Lancashire School’s Parliament which involves working closely with other primary schools in the area which covers the ECM agenda. The school council are given the opportunity to develop their skills in speaking, listening and debating on all matters that affect their local community.

(ii) We cover many of the strand requirements through other National Curriculum subjects. There is a statement in each relevant curriculum policy referring to PSHE coverage.

(iii) We offer discrete provision for PSHE and use the Scheme of Work provided by Lancashire as a guide to plan lessons and provide regular circle time and discussion throughout the whole school.

## **EYFS**

Planned PSHE is one area in the guidelines for the Foundation Stage. PSHE is planned for before the child’s entry into nursery with an open day, parent meetings and transitional visits during the summer term prior to their entry. The Reception class are mentored by Year 6 children through our ‘Buddy’ system. Nursery is made to feel a part of the school through using the hall for P.E assemblies and having access to visiting speakers and companies. The Foundation Stage begins to think about different religions through

celebration, for example Christmas, Easter and Harvest, Chinese New Year, Ramadan and Diwali (see RE Policy).

We model expected behaviours and encourage children to be independent and confident during small and large group times and through our general daily routines and activities. We encourage visits from the police, fire brigade, etc and enjoy trips out.

## Key Stage 1

At Key Stage 1, the children cover many of the four strands whilst other subjects are being delivered, by using a cross-curricular approach to teaching and learning. They are asked to think about the past, the bravery of soldiers in the war and the sadness when they learn about Remembrance Day. They may enjoy a trip to the seaside and visiting a museum.

## Key Stage 2

At Key Stage 2, the children also cover many of the strands whilst other subjects are being taught, by using a cross-curricular approach to teaching and learning. The areas are indicated in various appropriate curriculum policies.

Often issues that arise from daily school life are the subject for discussion for example: sorting out disagreements, etc. There is an opportunity for the older children to suggest issues that they are worried about or do not understand. These suggestions may be made during the school day and discussed during circle time with the rest of the class.

## Equal Opportunities & Differentiation

We value each child as a unique individual. We will strive to meet the needs of all our children and seek to ensure that we meet all statutory requirements related to matters of inclusion. (This policy should be read in conjunction with the Single Equalities Policy). The school have been awarded the Race Equality Mark.

We aim to ensure that all children have equal access to PSHE and are supported or challenged as appropriate. All teaching and non-teaching staff should ensure that all pupils including SEN, AGT and EAL, irrespective of ethnicity, ability, gender and social circumstances, have access to, and make the greatest possible progress, in all areas of PSHE.

## Pupil Entitlement to ICT in Citizenship

ICT can help pupils in Citizenship by giving them the opportunity to communicate with others on both a local and global scale. It enables them to extend their knowledge and

understanding of other cultures and people in different settings and situations with relative ease, and helps them to become informed citizens.

ICT offers a wide range of tools for the teacher and pupils:

Interactive whiteboards can support whole-class teaching and encourage pupils to participate actively

The internet provides a wide range of information and resources to support research, while email and video conferencing provide opportunities for communication

Democratic systems can be encouraged with interactive voting pads, quizzes and questionnaires

Websites and interactive software can present pupils with real-life dilemmas and promote discussion and decision making.

ICT and Citizenship can also provide plenty of opportunities for integration with other curriculum areas such as Geography, History, R.E., Science, PSHE and Literacy. It enables a cross-curricular approach that can be more exciting, lively and interesting, giving pupils the skills needed in a modern world where technology is used for learning, leisure and work.

## **Wider School Provision**

### **Breakfast Club, Wraparound and Care Club**

We aim to provide quality care with Healthy Foods for children to enable parents to work or study.

### **Family Liaison Officer**

Our Family Liaison Officer (FLO) is situated in a calm and well-resourced room where children and parents feel welcome to go and discuss any worries or concerns they or their child may have. The FLO works closely with outside agencies and the school nurse. She arranges many activities for the children within a nurturing environment. Any safeguarding matters affecting families and children are dealt with by the DSL.

### **Jigsaw Nursery**

The Early Years team work closely with the Jigsaw nursery to ensure continuity between settings, consistency of behavioural expectations and to develop knowledge and share resources and expertise.

## Parental Involvement & Reporting to Parents

We will encourage the involvement of parents through:

- Providing information about sex, relationship and drug education through letters, newsletters and meetings.
- Internal and external events, etc.
- Parents as Educators courses.
- Helping in school.
- Invitations to class and wise owl assemblies, out of school activities, etc.

During the spring and summer terms, reports are sent to parents that includes comments regarding each child’s progress in terms of PSHE as part of their personal development comment.

## Community Involvement

- Emergency Services talks
- Links with Gujarati Centre
- Visits to local Mosque, Churches, etc
- Community Police Officer
- School nurse
- Wildlife Trust
- Events published in local newspaper
- Lancashire Adult Learning

## Links to other policies

This policy links to the SRE Policy and Safeguarding and Child Protection Policy. This policy should also be read in conjunction with the Single Equalities Policy.

## **SMCS (Social, Moral, Cultural and Spiritual)**

At Brockholes Wood Primary School we provide a wide range of opportunities for pupils to develop their spiritual, moral, social and cultural identity so that they can thrive as they grow and develop in these areas in school and the wider world. As part of our spiritual, moral, social and cultural development we promote fundamental British values which are at the heart of the ethos of our curriculum drivers at Brockholes Wood Primary School.

Our pupils’ spiritual, moral, social and cultural development gives them the skills to be thoughtful, caring and active citizens in school and in wider society which we develop and

nurture through a range of activities and opportunities both within and outside the school environment

## **PREVENT**

This policy is to be read in conjunction with the school’s PREVENT policy, in response to a legal duty from the DfE placed on schools to have due regard to the need to prevent people from being drawn into terrorism or be subject to radicalisation. *The Counter Terrorism and Security Act 2015*, section 26th February 2015. In line with legislation to prevent possible radicalization of individuals the school safeguards children through adherence to this policy and allowing Internet access under staff supervision.

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