

Jotmans Hall Primary School

PSHE & Citizenship Policy

(including Sex & Relationship
Education Policy)



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Introduction

At Jotmans Hall School we believe that Personal, Social and Health Education (PSHE) and Citizenship are an integral part of children's learning. They enable children 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 develop their sense of self-worth.

Aims & Objectives

We aim to teach children how society is organised and governed. We ensure that they experience the process of democracy in school through the School Council and Circle Time. 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 Personal, Social and Healthy Education and Citizenship are to enable the children to:

- know and understand what constitutes a healthy lifestyle
- be aware of safety issues
- understand what makes for good relationships with others
- have respect for others
- be independent and responsible members of the school community
- 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.

Organisation

We have a non-specialist approach to the overall teaching of PSHE and Citizenship. Specialists such as Road Safety Officers, Community Liaison Officer and the School Nurse are invited in to work with the children on a regular basis throughout the year. Other specialists are invited as topics come up in the Rolling Programme, or if there is a specific need within the School.

Teaching & Learning Style

We use a range of teaching and learning styles. We place an emphasis on active learning by including the children in discussions, investigations and problem-solving activities. We encourage the children to take part in a range of practical activities that promote active citizenship e.g. charity fund raising and involvement in an activity to help other individuals or groups less fortunate than themselves.

We organise classes in such a way that pupils are able to participate in discussion to resolve conflicts or set agreed classroom Rules of Behaviour. We offer children the opportunity to hear visiting speakers, such as health workers, police and representatives from the local church, whom we invite into the School to talk about their role in creating a positive and supportive local community.

The Key Themes (Rolling Programme)

Our scheme of work is based around the Essex County Council's 'Planning Tool for PSHE and Citizenship for Primary Schools'. The scheme of work covers the aims and objectives laid out in the National Curriculum. The PSHE objectives are covered through seven units; six of which are taught across a two year rolling programme (see below). The seventh unit 'Me and Growing and Changing' is the unit strongly linked to Sex and Relationship Education and is taught every year (see SRE Policy pg ??) . The whole school (Foundation- Year 6) study the same unit during the same term, which allows us to plan whole school activities and visitors.

Scheme of Work units & Rolling Programme

	Year 1	Year 2
Autumn Term	-Me and My Relationships	-Me and My Feelings
Spring Term	-Me and Making a Positive Contribution	-Me and Medicines and Drugs
Summer Term	-Me and My Healthy Lifestyle -Me and Growing and Changing	-Me and Keeping Safe -Me and Growing and Changing

PSHE in the Curriculum

KS2 hold a weekly Circle Time session in which whole class and individual issues are addressed in a democratic way. Teachers following the themes and objectives from the PSHE unit being studied each term, but may also use their own Circle Time training and publications to lead these sessions Some teachers use a Worry Box to address more direct problems and issues.

In addition, children who have been identified as having self-esteem issues attend SEAL or if appropriate counselling sessions with an outside agency.

We also develop PSHE and Citizenship through activities and whole-school events, e.g. community cohesion and the School Council representatives from each class meet regularly to discuss school matters. We offer a residential visit for Years 4 and 6 where there is a particular focus on developing pupils' self-esteem and giving them opportunities to develop leadership and co-operative skills.

Community Cohesion Events/Days

Jotmans Hall is part of the BATIC Community Cohesion group. The main aim of the group is to educate the local children about the local, national and international community. The group collaboratively plan themed days and events around key local, national and international dates e.g. Children in Need ,Black History Week or World Sight Day.

Multi-cultural aspects are embedded throughout the curriculum, but at Jotmans Hall School we have decided to have multi-cultural weeks through the year. These weeks focus our teaching and learning and the children gain an in depth appreciation of other cultures through a range of activities. Afterwards, children are given an opportunity to share what they have learnt in an assembly.

Foundation Stage

We teach PSHE and Citizenship in Reception classes as an integral part of the topic work 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'.

Assessment and Recording

Teachers assess the children's work in PSHE & Citizenship both by making informal judgements as they observe them during lessons and by doing formal assessments of their work, measured against the specific learning objectives set out in the National Curriculum. We have clear expectations of what the pupils will know, understand and be able to do at the end of each Key Stage.

Teachers record the achievements of pupils in PSHE and Citizenship in their mark books. We report these achievements to parents each year.

We do not set formal examinations in PSHE and Citizenship. The assessments that we make of pupil's achievement do not imply that a pupil has 'passed' or failed'.

Monitoring & Review

The PSHE and Citizenship Subject Leader is responsible for monitoring the standards of children's work and the quality of teaching. The Subject Leader supports colleagues in the teaching of PSHE and Citizenship, by 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 also responsible for giving the Headteacher an Annual Summary Report, evaluating strengths and weaknesses in the subject and indicating areas for further improvement.

Resources

The bulk of the resources for PSHE and Citizenship are kept in labelled boxes in the Resources Room

Teachers' own Circle Time materials are held in their classrooms and the Thinking Skills materials are held by the Thinking Skills Co-ordinator. The SEAL materials can be found in labelled boxes in the SEN room. Examples of children's work and details of outside contacts can be found the PSHE & Citizenship Co-ordinator's file.

Inclusion Statement

At Jotmans Hall Primary School, we are aware that some children have difficulty accessing the curriculum. Therefore, in line with the Disability and Discrimination Act of 2005, and the SEN and Disability Policy of 2001, resources and materials will be adapted and reasonable adjustments made to make sure that this subject is accessible to all the children in our care.

- In the Foundation Stage and Key Stage 1, Foundation subjects are taught through a topic based approach, making cross-curricular links where possible. ‘The Learning Journey’ (or wheel) can be used as a long term planning tool. A new topic is covered each term, from a rolling programme.
- In Key Stage 2, Foundation subjects are taught as separate units, but cross-curricular links are made wherever possible. These refer to a subject based rolling programme.
- During the Summer Term the Class Teachers are free to choose a topic, through which the children will have the opportunity to apply skills learnt in the previous terms.

It is the responsibility of the Class Teachers to ensure that the key objectives are covered and that there is a progression of skills. The Subject Co-ordinator should check that this is happening through the School.

Outdoor Learning

Jotmans Hall Primary School aims to develop outdoor education for all of the children in our school. It can provide positive opportunities for active learning, promote skills of enquiry, problem solving, communication, co-operation, creativity and evaluation. Our school grounds provide a variety of different activities, terrains and habitats already but we plan to develop these further to support this agenda. We believe that the outdoor learning environment has much to offer children. It can afford relevant, engaging experiences that support learning in all areas of the curriculum, including Literacy and Maths. These may be presented as building on existing outdoor play, transferring activities normally carried out indoors, school projects, environmental education or off-site visits.

ICT

ICT is embedded throughout all curriculum subjects. Children should, wherever possible, cover ICT objectives through their cross-curricular work. All staff and pupils must adhere to the E-Safety Policy, a copy of which can be found on the Safeguarding Notice Board.

Thinking Skills

Thinking skills are essential in ‘learning how to learn’. When Teachers focus on creative and well tried ways of thinking, standards rise, learning is accelerated and pupils grow in confidence and self-esteem.

At Jotmans Hall we are using the ‘Let’s Think’ materials to develop thinking skills. Learners will be encouraged to share a common language and perception, respond to a challenge, think better in groups, think about their own learning and use their thinking in different situations throughout the curriculum.

In the Foundation Stage and Key Stage 1, Thinking Skills will be taught through Literacy, Maths or Science or taught as a discrete Thinking Skills lesson.

In Key Stage 2, years 3-5, Thinking Skills will be taught through Science. In year 6, Thinking Skills will be taught through Literacy, Maths or Science or taught as a discrete Thinking Skills lesson.

Problem Solving Across the Curriculum

Effective problem solving and investigating is an important part of learning and teaching throughout the whole curriculum.

Children should explore types of problem solving and investigating to prompt previous knowledge, probe understanding, and promote and extend their thinking.

Problem solving activities or investigations:

- are effective (natural) strategies for learning.
- are active approaches to learning
- give children responsibility for their learning

Problem solving should permeate through all learning objectives and should not be seen as a 'bolt-on' activity. In shared work Teachers can use short problem-solving or investigative activities to:

- refer to previous work and pose questions to assess children's prior knowledge.
- demonstrate and scaffold investigations and problem solving, making explicit the key strategies applied.
- use an investigation or problem to teach the objective
- model the various methods of recording (e.g. tabulation, diagrams, etc)
- teach children how to interpret, select and use information
- encourage opportunities for thinking aloud and communicating with others.

In independent time Teachers can provide short or extended problem-solving or investigative activities to:

- support children in drawing out patterns, principles, conclusions, justifying answers or identifying relationships
- promote the social context for positive dialogue
- support children in developing a wide range of strategies in order to develop the skills of working systematically, including finding all possibilities
- help children record their thinking in a variety of ways including diagrammatic representation and simple algebraic notation.

In the plenary the Teacher may use a problem-solving or investigative activity to:

- assess children's understanding of the objectives being taught
- prepare children for the next lesson or series of lessons
- provide opportunities to communicate children's different approaches to the specific problem solving activities in order to address any misconceptions.

Sex and Relationship Education Policy

Policy Statement

SRE is lifelong learning about physical, moral and emotional development. It is about the understanding of the importance of family life, stable and loving relationships, respect, love and care and sexual health. (DfES 2001)

Effective SRE can make a significant contribution to the development of the personal skills needed by pupils if they are to establish and maintain relationships. It also enables young people to make responsible and informed decisions about their health and well-being.

SRE Legislation and Guidance

All schools are required to provide SRE through Science National Curriculum (Education Act 1996). It is recommended that schools also provide SRE as part of the Personal, Social and Health Education (PSHE) and Citizenship curriculum (SRE Guidance DfES 0706/2001). Governing bodies have regard to the SRE Guidance. (Learning and Skills Act 2000). The DfES Sex and Relationship Education Guidance (July 2000) supports this legislation and recommends that all primary schools should have a sex and relationship education programme tailored to the age and physical and emotional maturity of the children.

Other related policies and documents include the PSHE & Citizenship policy, Anti-Bullying Policy and the Child Protection Policy.

Aims

SRE should contribute to the foundation of PSHE and Citizenship by ensuring that all children:

- develop knowledge and understanding about the stages of physical development and the emotional changes ahead of them;
- develop confidence in talking, listening and thinking about feelings and relationships;
- are able to name parts of the body and describe how their bodies work;
- can protect themselves and have the skills to ask for help and support, knowing when and how they should do this;
- develop self-respect and consideration for others.

Equal Opportunities Statement

The school is committed to the provision of SRE to all of its pupils. Our programme aims to respond to the diversity of children's cultures, faiths and family backgrounds. Equal time and provision will be allocated for all groups but there may be occasions where pupils with Special Educational Needs are given extra support from SEN staff.

Content of SRE

Reception: About how people recognise them and growing

Year 1: To understand that humans have babies, about what animals and babies need to grow and celebrating first achievements

Year 2: To be positive about achievements, the process of growing from young to old and about how people's needs change at each stage of growth

Year 3: Understand that we change physically and emotionally, begin to understand responsibilities and to recognise changes

Year 4: Stages in life, recognise and challenge stereotyping and future aspirations

Year 5: Puberty (physical and emotional changes)

Year 6: Changes in appearance/personality, Responsibilities and Risks associated with growing up to soon

The DVD resource that we will be using to deliver the Year 5 'Puberty' objectives is the Channel 4 'Living and Growing' series.. Age and cultural backgrounds of the pupils are regarded in relation to images used.

Organisation

SRE should not be delivered in isolation but firmly embedded in all curriculum areas, including Personal, Social Health Education (PSHE) and Citizenship.

SRE is normally delivered by class teachers in mixed gender groups other than when it is deemed more appropriate for topics to be covered in single sex groups. Active learning methods which involve children's full participation are used.

Occasionally, appropriate and suitably experienced and/or knowledgeable visitors from outside school may be invited to contribute to the delivery of SRE in school. Jotmans Hall has a code of practice for using visitors to support the delivery of PSHE:

- Visitors are invited in to school because of the particular expertise or contribution they are able to make;
- All visitors are familiar with and understand the school's SRE policy and work within it;
- All input to PSHE lessons are part of a planned programme and negotiated and agreed with staff in advance;
- All visitors are supervised/supported by a member of staff at all times;
- The input of visitors is monitored and evaluated by staff and pupils. This evaluation informs future planning.

Evaluation and Assessment

Elements of the sex education in the science curriculum are assessed formally. Evaluation of the SRE programme outside the science order is conducted using a variety of informal activities which have been built into the programme. Teachers are required to keep their own personal evaluation of each lesson which can be used by the subject leader to inform future planning.

Specific Issues within SRE

Withdrawal

Under the Education Act 1993, parents/Carers have the right to withdraw their children from all or part of the sex and relationships education provided at school except for those parts included in statutory science National Curriculum. A letter is sent to the parents prior to the Year 5 'Puberty' talk which allows the parents to withdraw their child/children.

Confidentiality

As a general rule a child's confidentiality is maintained by the teacher or member of staff concerned, though it cannot be promised to the pupils. If this person believes that the child is at risk or in danger, she/he must talk to the named child protection Designated Person (Headteacher) before any decision is made.

The child concerned will be informed that confidentiality is being breached and reasons why. The child will be supported by the teacher throughout the process.

Child Protection

The school has a separate Child Protection Policy. Effective SRE may bring about disclosures of child protection issues and staff should be aware of the procedures for reporting their concerns.

Controversial and Sensitive Issues

Staff are aware that views around SRE related issues are varied. However, while personal views are respected, all SRE issues are taught without bias. Topics are presented using a variety of views and beliefs so that pupils are able to form their own, informed opinions but also respect others that may have a different opinion.

Dealing with Questions

Both formal and informal SRE arising from pupils' questions are answered according to the age and maturity of the pupil concerned. Questions do not have to be answered directly, and can be addressed individually later. The school believes that individual teachers must use their skill and discretion in this area and refer to the PSHE or Child Protection Designated Person if they are concerned.

Dissemination

All staff members and governors receive a copy of the SRE policy. Training is delivered to staff on the policy content and an annual review completed. Several copies are available from the school office on request by parents.

Monitoring and review

This policy is monitored by the governing body, and will be reviewed annually. This policy is reviewed annually by Governors. As policies are reviewed and amended, we check that the principles listed above are properly considered, and are embedded in practice. Governors will ensure that due regard is given to the promotion of racial equality within each policy.