



# Stag Lane Junior School Personal, Social, Health Education and Citizenship Policy

Status	Strongly Recommended
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unicef  
UNITED KINGDOM

LEVEL 2

**United Nations Convention on the Rights of the Child  
All Articles apply to this policy.**

# **Stag Lane Junior School Policy**

## **Personal, Social and Health Education and Citizenship**

### **1. Dissemination**

Key information from this policy will be incorporated into the following documents where appropriate:

- School Handbook
- Staff Handbook/Induction materials
- Governor Handbook/Induction materials
- Pupil documentation
- Website

This policy should be read in conjunction with the Learning Outcomes for PSHE and Citizenship and the following policies:

- Health and Safety
- Behaviour
- Personal Growth and Development (Sex and Relationship Education)
- Science
- Religious Education
- Drugs
- Teaching for Learning
- Child Protection
- Equal Opportunities
- Gender Equality
- Curriculum
- Homework
- Race Equality and Cultural Diversity
- Inclusion
- Anti-Bullying

All members of staff and Governors will receive a copy of this policy. Copies will be available for parents/carers from the school office and on the website. The policy has been fully discussed with all Staff and Governors.

### **2. National Curriculum Context**

National Curriculum 2014 set out the aims of the curriculum as:

- Aim 1: The school curriculum should aim to provide opportunities for all pupils to learn and achieve
- Aim 2: The school curriculum should aim to promote pupils' spiritual, moral, social and cultural development and prepare all pupils for the opportunities, responsibilities and experiences of life.

The interdependence of these two aims is clear. The personal development of pupils plays a significant part in their ability to learn and achieve. Therefore the inclusion of PSHE and Citizenship in the taught and hidden curriculum is fundamental to meeting these aims.

### **3. School Statement**

In response to Aim 2, PSHE and Citizenship will be delivered within the school's agreed aims, values and moral framework which is sensitive to the needs and beliefs of pupils, parents/carers and other members of the school community. This will be delivered within the school's agreed equal opportunities framework.

We also seek to enhance the ethos of the school by providing Learning Mentors, friendship groups, a school council, a learning council, buddies and a steering group for a Rights Respecting School, etc.

### **4. Aims**

We aim to support pupils to:

- Develop confidence and responsibility and to make the most of their abilities
- Prepare to play an active role as citizens
- Develop a healthy, safer lifestyle
- Develop good relationships and to report the differences between people.

### **5. Description of Policy Formulation and Consultation Process**

The PSHE and Citizenship Coordinator, Headteacher met to discuss issues relating to this policy. These were:

- Personal and Social Education needs
- Health Education needs
- Drugs Education needs
- SRE needs
- The development of a curriculum covering all aspects of PSHE and Citizenship from Year 3 to Year 6
- The moral framework of PSHE and Citizenship
- Methodology, style and approach for the PSHE and Citizenship curriculum
- Location of PSHE and Citizenship in the broader curriculum
- Skills development
- Confidentiality
- Withdrawal of children from the SRE curriculum
- Child Sexual Abuse (disclosure)
- Delivery of PSHE and Citizenship
- Use of Visitors
- Specific and sensitive issues

### **6. Resources**

Resources are stored in a central site. The PSHE and Citizenship coordinator holds a selection of reference materials for teaching sensitive issues.

All staff will ensure that the resources used reflect the needs and ages of the pupils, reflect the cultural diversity of the school community and are reviewed and updated regularly.

## **7. Parents/Carers Involvement**

In order to enable the parents/carers to play an active role in their child's personal and social development:

- Awareness raising sessions on key issues will be actively sought
- Parents will be involved in any development and review of the policy and programme using questionnaires and Parent Council.
- The full policy will be made available to parents/carers on request/on website
- A summary will be included in the school prospectus
- The school will inform parents/carers of their child's progress in the annual report.

## **8. Monitoring and Evaluation**

The PSHE and Citizenship coordinator is responsible for monitoring the standards of children's learning and the quality of teaching. The coordinator supports colleagues in their teaching of the subject by providing information and INSET regarding current developments. The coordinator also provides a strategic lead and direction for the subject and is responsible for evaluating strengths and weaknesses and indicating areas for improvement. Stag Lane Junior School allocates special time for the coordinator to enable him/her to fulfil this role by reviewing samples of children's work and observing teaching in the subject. Key Objectives are monitored weekly in year groups to ensure consistent coverage and the coordinator monitors the year group planners termly.

## **9. Policy Statement**

### **(a) PSHE Statements**

The personal and social development of children plays a significant part in their ability to learn and achieve. Development in both areas is essential to raising standards of progress and attainment for all children. The school is committed to the continuous learning of all children and adults.

The school curriculum should promote children's self-esteem and emotional well-being and help them to form and maintain worthwhile and satisfying relationships based on respect for themselves and for others at home, school, work and in the wider community. It should develop their ability to relate to others and work for the common good. It should enable pupils to respond positively to opportunities, challenges and responsibilities and to cope with changes and adversity.

The PSHE and Citizenship curriculum aims to prepare the children for the opportunities, responsibilities and experiences of modern life. Through the PSHE and Citizenship curriculum we aim to pass on the enduring values of society, develop children's integrity and autonomy and help them to become responsible and caring citizens capable of contributing to the development of just a society. In a school where over 30 languages are spoken and 99% of children come from a minority ethnic background it is imperative that we promote the children's understanding of different cultures and beliefs. This includes an appreciation of their diversity and of their influences on individuals and on societies. We aim to develop children's awareness, understanding and respect for the environments they live in and secure their commitment to sustainable development at a personal, local, national and global level.

### **(b) Moral and Values Framework for PSHE**

The PSHE and Citizenship programme will reflect the ethos of the school and demonstrate and encourage the following values:

- Respect for yourself
- Respect for others
- Responsibility for one's own actions

It will also link to the RRSA Rights of a Child which underpins the school's ethos.

### **(c) Partnership with Parents**

We place the utmost importance on sharing equal and joint responsibility with parents/carers for their children's education, including sexual matters. We do our best to find out from them any religious or cultural views they may have which may affect the PSHE they wish to be given to their children, although we would consider carefully any request that compromised our equal opportunities policy.

We will take every opportunity to inform and involve parents/carers:

- By making our commitment clear in the school handbook/on the website
- By inviting parents to discuss personal development when their child enters the school
- By inviting parents to a meeting to discuss Personal Growth and Development (Sex and Relationship), and Drugs education in the school.

We are aware that some parents/carers find it hard to cope with their children's sexual development and are happy for the school to take the initiative. Staff are willing to discuss with parents/carers any matters which they are concerned about. It is important that there is no conflict of information given to the children. We also have staff available to translate for parents in order to facilitate understanding.

### **(d) Parents/Carers right to withdraw their Children from Personal Growth and Development (Sex and Relationship), Lessons**

By working closely with parents/carers our experience has shown that we have convinced them of the value of Personal Growth and Development (Sex and Relationship), Education for their children. We are optimistic that this situation will continue. However, we must point out that parents/carers have a right to withdraw their children from Personal Growth and Development (Sex and Relationship), education lessons, **although not those elements that are in the National Curriculum Order for Science**. If a parent/carer wishes to withdraw a child from Personal Growth and Development (Sex and Relationship) Education lessons they must discuss this with the Headteacher.

### **(e) Child Sexual Abuse**

The school has a Child Sexual Abuse Policy and Procedures document, which is available on request from the office.

### **(f) Confidentiality**

No teacher should promise total confidentiality – although Personal Growth and Development (Sex and Relationship) Education is not about personal disclosures.

Teaching and non-teaching staff within the school are employed as professionals. They are trusted to use their professional judgement and deal with situations

appropriately. Accordingly, as a general rule the member of staff concerned will maintain a child's confidentiality. If, however, the person concerned believes that a child is at risk or in danger they should talk to the Headteacher before any decision is made. The child concerned will be informed that the confidentiality is being breached and the reasons why. The member of staff concerned throughout the process will support the child.

This school upholds the right of any health professional to work within their professional code of conduct and within this school's policy.

**(g) Answering difficult questions**

Sometimes during the delivery of the PSHE and Citizenship programme a child will ask an explicit or difficult question to the classroom. Questions do not have to be answered immediately and can be addressed individually later. The staff believe that individual teachers must use their skills and discretion in these circumstances and refer to the Headteacher if they are concerned. No teacher or adult supporting the delivery of the PSHE and Citizenship programme, is obliged to answer personal questions from children.

**(h) The use of visitors**

There are various people able to resource and support the school in the delivery of the PSHE and Citizenship programme. These people include parents, the school nurse, religious and health professionals. It is expected that "visitors" who support the pupils in lessons will meet with the relevant teacher beforehand to plan their input. Visitors will be expected to work within the terms of the school's PSHE policy statement.

**(i) The content of the PSHE curriculum including Teaching and Learning and Curriculum Planning**

The content of the PSHE curriculum has been divided into four main areas. The planned curriculum has a variety of issues and concepts that are introduced and re-visited as the children move through the school. Through this approach we hope to develop the children's skills, knowledge and understanding as they mature.

The main areas of the PSHE curriculum are:

- Personal and Social Education
- Health Education
- Drugs Education
- Personal Growth and Development (SRE),
- Citizenship
- Personal Safety

Detailed curriculum content for each of these areas can be found in PSHE Overview 2017.

**Teaching and Learning Style**

Stag Lane Junior School uses a range of teaching and learning styles to ensure access to all areas of the curriculum. We place an emphasis on active learning by including the children in discussions, investigations, circle time and problem solving activities. We encourage the children to participate in a range of practical

activities that promote active Citizenship. For example, school council representatives from each class meet regularly to discuss school matters, charity fundraising, the planning of school special events such as assemblies or fetes, or involvement in an activity to help other individuals or groups less fortunate than themselves. We organise classes so that pupils are able to participate in discussions to resolve conflicts or set agreed class rules for behaviour. We offer children opportunities to hear visiting speakers, for example health workers, police, firemen and representatives from various charities and local religious groups, whom we invite into school to talk about their role in creating a positive and supportive local community. In addition the school uses outside agencies, such as Childline and theatre groups, to run workshops on a variety of PSHE related topics. The school also places great emphasis on their involvement in Unicef's Rights Respecting Schools programme.

We also offer a residential visit to Year 6 where there is a particular focus on developing pupils' self-esteem and confidence and giving them opportunities to develop leadership and cooperative skills.

### **Curriculum Planning**

At Stag Lane Junior School we teach PSHE and Citizenship in a variety of ways:

In all classes the subject is taught as a timetabled lesson using the Miss Dorothy.com learning programme. The programme is an innovative approach to learning about personal behaviour and safety. It is designed to tackle behavioural issues including bullying, crime and disorder, social inclusion, racism and good citizenship. The school also teaches Personal Growth and Development (Sex and Relationship Education). Other prescribed learning objectives are taught across the curriculum through a range of subjects, for example science, geography, RE and history. However Personal Growth and Development (Sex and Relationship), and Drugs Education are taught as separate topics within the timetable.

#### **(j) Teaching PSHE and Citizenship to children with special needs**

We teach PSHE and Citizenship to all pupils, regardless of their ability. Teachers provide differentiated learning opportunities matched to the individual needs of children and their learning and behavioural needs.

#### **(k) Assessment and Recording**

Teachers assess the children's work by making informal judgements as they observe them during lessons and by formal assessments of their work measured against specific learning intentions. Topics within PSHE and Citizenship, which are linked to the Science, PE, RE, History and Geography National Curriculum are assessed within that subject area.

Assessments linked to personal and social aspects are assessed through observations. We have clear expectation of what pupils will know, understand and be able to do at the end of Key Stage 2. Assessment is made of pupil's knowledge and skill development as it is inappropriate to assess pupil's values. The school promotes the development of self and peer assessment through the curriculum.

**(I) Procedures for policy monitoring and evaluation**

This policy statement will be reviewed in 2 years using a consultative process, which identifies feedback on the PSHE and Citizenship programme from teachers, children and parents/carers.

The Coordinator/Headteacher will make an annual report to the Governing Body and a summary will be included in the annual report to parents.