



Ackworth School

PSHE and Citizenship Policy – Coram House *'Not for oneself but for all' – Non Sibi Sed Omnibus*

Policy context and rationale

This policy covers our school's approach to Personal Social Health Economic (PSHE) education with a Global Citizenship dimension. It was produced through consultation with members of our teaching staff and our pupils. Consultation took the form of questionnaires and surveys. Consultation and involvement of pupils in PSHE is crucial if teaching is to meet their needs and address the issues they are facing. Involvement of pupils also means that teachers can find out what pupils think of existing provision to enable them to better evaluate it. The level of consultation and involvement of pupils will be different depending on their age and level or maturity.

Aims and objectives

We are a Quaker School which means we are affiliated to the Society of Friends. Our Quaker Values underpin every aspect of our curriculum from behaviour management to lesson planning. Our Quaker Values and our school's ethos overarching aims and objectives for our pupils are Simplicity, Truth, Equality, Peace and Sustainability (STEPS). We teach that these values go hand in hand with British Values of: citizenship, democracy, the rule of law, individual liberty and mutual respect for and tolerance of those with different faiths and beliefs and for those without faith.

Creating a safe and supporting environment

Through our PSHE curriculum we aim to create happy, secure pupils who realise and develop their own special abilities in constant awareness of the needs and claims of others.

Our PSHE education aims to develop skills and attributes such as resilience, self-esteem, risk-management, team-working and critical thinking in the context of learning grouped into three core themes: health and wellbeing, relationships and living in the wider world (including economic wellbeing and the world of work).

Because PSHE education works within pupils' real life experiences, it is essential to establish a safe learning environment. Clear 'ground rules' and a confidentiality policy that is understood by all (adults and children) are important elements of creating this.

PSHE ground rules are used in all PSHE lessons. PSHE is taught in a safe, non-judgmental environment in which adults and children are confident that they will be respected.



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Specific ground rules are established in addition to those already used in the classroom. As a minimum, ground rules are likely to include the following basic guidelines:

- Listen politely to each other.
- Everyone gets a turn to speak, if they want to.
- Everyone has a right not to speak.
- Everyone's contribution is respected.

We do not ask or have to answer any personal questions.

Pupils are able to ask anonymous questions by writing a note for the class question box. This box can be found in every classroom. There is also a box in the library.

During the course of PSHE education lessons, pupils may indicate in some way that they are vulnerable or 'at risk'. This policy is informed by our School's safeguarding and child protection policies.

Entitlement and equality opportunity

We promote the needs and interests of all pupils, irrespective of gender, culture, ability or personal circumstance. Teaching will take into account the age, ability, readiness, and cultural backgrounds of children and those with English as a second language to ensure that all can fully access PSHE education provision. We promote diversity and inclusion and we expect all our pupils to consider others' needs.

We recognise the right for all pupils to have access to PSHE education. Careful consideration is given to the level of differentiation needed, and in some cases the content or delivery will have to be adapted. Teachers and/or teaching assistants should work with individual pupils if required, and/or appropriate.

Intended outcomes

As a result of our PSHE programme of learning, our pupils develop the knowledge, skills and attributes they need to keep themselves healthy and safe, and prepare for life and work in modern Britain. We aim to have a well-delivered PSHE programme that promotes the spiritual, moral, cultural, mental and physical development of our pupils. We believe that will have an impact both on the academic and non-academic outcomes for pupils, including the most vulnerable and disadvantaged.

Our pupils are involved in active engagement in learning, rather than passively receiving information. They are offered opportunities to consider and clarify their values and beliefs and to rehearse and develop their enquiry and interpersonal skills. They also receive a comprehensive, balanced and relevant body of factual information to inform their present and future choices.



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Learning and teaching

Principles and methodology

We ensure our pupils are helped to make connections between the learning they receive in PSHE education and their current and future 'real life' experiences. The skill of critical reflection is at the heart of assessment for learning in PSHE education at Coram House.

Wherever possible, we will make links to other areas of the curriculum by determining and building on our pupils' prior knowledge.

Planning

In the Early Years Foundation Stage, PSHE is referred to as Personal, Social and Emotional Development. This area of learning is concerned with wellbeing – knowing who you are, where you fit in and feeling good about yourself. It is also about developing respect for others, social competence and a positive disposition to learn.

Our pupils are encouraged to gain a knowledge and understanding of their own culture and community to help them develop a sense of belonging and a strong self-image.

- Role play is used to help our pupils explore their own culture and appreciate the similarities and differences in those of others.
- Positive self-image and high self-esteem are encouraged to give children the confidence to make the most of opportunities, to communicate effectively and to explore the world around them.
- Our pupils learn about different kinds of relationships. Being with the same adults and children regularly gives them the time and opportunity to develop relationships that promote social competence.
- Our pupils are encouraged to think about and practise ways of solving problems to help them to feel capable of responding to challenges.

During Key Stages 1 and 2, PSHE education offers both explicit and implicit learning opportunities and experiences which reflect pupils' increasing independence and physical and social awareness, as they move through the primary phase. It builds on the skills that pupils started to acquire during the Early Years Foundation stage (EYFS) to develop effective relationships, assume greater personal responsibility and manage personal safety, including online. PSHE education helps our pupils to manage the



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physical and emotional changes at puberty, introduces them to a wider world and enables them to make an active contribution to their communities.

Our programme of study sets out learning opportunities for Key Stages 1 and 2, based on three core themes:

1. Relationships
2. Living in the wider world
3. Health and Wellbeing

During Key Stage one, pupils learn:

1. Relationships

Families and friendships – roles of different people, families; feeling cared for; making friends; feeling lonely and getting help.

Safe relationships – recognise privacy; staying safe; seeking permission; managing secrets; resisting pressure and getting help; recognising hurtful behaviour.

Respecting ourselves and others – how behaviour affects others; being polite and respectful; recognising things in common and differences; playing and working cooperatively; sharing opinions.

2. Living in the wider world

Belonging to a community – what rules are; caring for others' needs; looking after the environment; belonging to a group; roles and responsibilities; being the same and different in the community.

Media literacy and digital resilience – using the internet and digital devices; communicating online; the internet in everyday life; online content and information.

Money and work – strengths and interests; jobs in the community; what money is; needs and wants; looking after money.

3. Health and wellbeing

Physical health and mental wellbeing – keeping healthy; food and exercise; hygiene routines; sun safety; why sleep is important; medicines and keeping healthy; keeping teeth healthy; managing feelings and asking for help.



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Growing and changing – recognising what makes them unique and special; feelings; managing when things go wrong; growing older; naming body parts; moving class or year.

Keeping safe – how rules and age restrictions help us; keeping safe online; safety in different environments; risk and safety at home; emergencies.

During Key Stage two, pupils will explore the following topics:

1. Relationships

Families and friendships – what makes a family, features of family life; positive friendships including online; managing friendships and peer influence; attraction to others; romantic relationships; civil partnership and marriage.

Safe relationships – personal boundaries; safely responding to others the impact of hurtful behaviour; responding to hurtful behaviour; managing confidentiality; recognising risks online; physical contact and feeling safe; recognising and managing pressure; consent in different situations.

Respecting ourselves and others – recognising respectful behaviour; the importance of self-respect; courtesy and being polite; respecting differences and similarities; discussing difference sensitively, responding respectfully to a wide range of people; recognising prejudice and discrimination; expressing opinions and respecting other points of view, including discussing topical issues.

2. Living in the wider world

Belonging to a community – the value of rules and laws; rights, freedoms and responsibilities; what makes a community; shared responsibilities; protecting the environment; compassion towards others; valuing diversity; challenging discrimination and stereotypes.

Media literacy and digital resilience – how the internet is used; assessing information online, how data is shared and used; how information online is targeted; different media types; their role and impact; evaluating media sources; sharing things online.

Money and work – different jobs and skills; job stereotypes; setting personal goals; making decisions about money; using and keeping money safe; identifying job interests and aspirations; what influences career choices; workplace stereotypes; influences and attitudes to money; money and financial risks.



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3. Health and wellbeing

Physical health and mental wellbeing – health choices and habits; what affects feelings; expressing feelings; maintaining a balanced lifestyle, oral hygiene and dental care; healthy sleep habits; sun safety; medicines, vaccinations, immunisations and allergies; what affects mental health and ways to take care of it; managing change, loss and bereavement; managing time online.

Growing and changing – personal strengths and achievements; managing and reframing setbacks; physical and emotional changes in puberty; external genitalia; personal hygiene routines; support with puberty; personal identity; recognising individuality and different qualities, mental wellbeing; human reproduction and birth, increasing independence, managing transition.

Keeping safe – risks and hazards; safety in the local environment and unfamiliar places; medicines and household products; drugs common to everyday life; keeping safe in different situations, including responding to emergencies, first aid and female genital mutilation (FGM); keeping personal information safe; regulations and choices; drug use and the law; drug use and the media.

Timetabling

Our PSHE education takes place as weekly 40 minute lessons for each year group. We have a further fifteen minute weekly sessions following “Picture News” curriculum.

Our provision is further enhanced by planned enrichment days/weeks.

Assessment

Assessment is as central to effective teaching and learning in PSHE education as it is in any other subject. It is therefore important to understand the process of, and reasons for, assessing learning in PSHE. Assessment refers to gauging what has been learned and what still needs to be learned.

We will assess pupils’ learning and progression through their behavioural outcomes. Assessment in PSHE education is not about ‘passing or failing’.

Personal attributes, so central to PSHE education, are arguably the hardest aspects of learning to assess. It is difficult for teachers to accurately assess a pupil’s self-confidence or sense of their own identity and values. However, pupils themselves will be able to judge, for instance, whether they feel more confident, or have a firmer sense of their own beliefs and opinions than they did before a particular series of lessons. Such personal reflection in PSHE education lessons is essential, so ensuring pupils have time and space within the lessons to reflect on this, either privately or through discussion, is a vital part of the assessment process. Assessing learning in PSHE



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education must therefore use a combination of teacher assessment and pupil self- and peer assessment.

We will evidence pupils' learning and progression by inviting our pupils to take surveys at the end of each academic year using the model of assessment that is most meaningful in PSHE education which is ipsative assessment. Ipsative assessment compares where a pupil is at the end of a lesson or series of lessons against where they were before the lesson(s).

Confidentiality, handling disclosures and responding to pupils' questions

Establishing a safe, open and positive learning environment, built on trusting relationships between all members of the class community is vital to successful and effective teaching and learning within this subject.

A set of ground rules is established in all PSHE lessons so that both teachers and pupils are working within a safe environment in which they will not feel embarrassed or anxious during discussions.

Questions raised by children should be answered honestly and with a degree of detail appropriate to the child's age and stage of development. Teachers will use their professional skill and discretion before answering questions and if necessary will deal with questions on an individual basis after the lesson. Where pupils' questions require a response that goes beyond the prescribed programme of study for the year group, pupils are encouraged to ask the question at home. Where appropriate, teachers will discuss a child's concerns with the child's parents.

Teachers are aware that effective PSHE can lead to the disclosure of a safeguarding issue. The usual standards of confidentiality between child and teacher will be observed, except where a child's question might suggest the possibility of abuse. Members of staff will refer to the Designated Safeguarding Lead if they are concerned or believe any pupil to be at risk.

Global Learning

Global learning means pupils' learning about the wider world. Global learning can be linked to any subject. In Coram House teachers will focus on the United Nations Sustainable Development Goals and link these across the curriculum. We aim to develop active global citizens and engage with our local community through schemes like the Young Leaders Award in Year 6 and our support for the Pontefract Food Bank. Our Global learning Committee develop an ethos of thinking global throughout the school. This consists of pupils from Year 1 to Year 6. These Global ambassadors will direct projects that relate to the environment and sustainable use of resources in school. This is a child led committee that will be passionate about our planet and community work. Once a year, we hold a Global learning week, during which classes



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embark on projects related to the wider world. This can involve projects such as developing a nature area to community litter picks.

A global learner is:

- Critical
- Creative
- Self-aware
- Globally aware
- Open-minded
- Inquisitive
- Reflective
- Connected
- Willing to engage with global challenges
- Keen to take action for a better world

Resilience

We seek to cultivate resilience and self-worth by embedding of a culture of a Growth Mindset. <https://www.mindsetworks.com/science/> When pupils believe they can become more intelligent and they understand that effort makes them stronger, they put in extra time and effort, and that leads to higher achievement.

Our PSHE education helps pupils to develop the knowledge, skills and attributes they need to manage many of the critical opportunities, challenges and responsibilities they will face as they grow up and in adulthood.

SMSC

Spiritual – through our Religious Studies curriculum we explore beliefs and experience; respect faiths, feelings and values; enjoy learning about oneself, others and the surrounding world; use imagination and creativity; reflect, compare and contrast.

Moral – through our pastoral care and classroom debates, we teach pupils how to recognise right and wrong; respect the law; understand consequences; investigate moral and ethical issues; offer reasoned views.

Social – we teach a range of social skills; participate in the local community; appreciate diverse viewpoints; participate, volunteer and cooperate; resolve conflict; engage with the 'British values' of democracy, the rule of law, liberty, respect and tolerance.



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Cultural – through our school trips we help pupils appreciate cultural influences; appreciate the role of Britain's parliamentary system; participate in culture opportunities; understand, accept, respect and celebrate diversity.

Philosophy and Thinking Skills

From Early Years, we teach the knowledge that some questions do not have a right or wrong answer and the skills of how to argue your point of view and accept the views of others. This leads to healthy debating sessions in KS2. We use 'Picture News' as a weekly focus.

Economic Education

Fundraising initiatives are run through the School Council, eg 'grow a pound' and sponsored events. These help our pupils understand the value of money and know how they can contribute to making things happen in real life.

Links to other policies and areas of the curriculum

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

- Child protection policy
- Safeguarding policy
- Aims and ethos policy
- Anti-Bullying policy
- Relationships Education policy Coram House
- ICT acceptable use policy
- SEND Code of Practice policy
- Curriculum policy Coram House
- Alcohol and tobacco policy

Policy availability

Parents and carers will be informed about the policy through Coram Connects and via email. The policy is available to parents and carers through our school website. If you require a paper copy of this policy please contact our School secretary.

This policy will be reviewed in September 2022. This will ensure that it continues to meet the needs of pupils, staff and parents, and that it is in line with current DfE advice and guidance.