



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 are 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 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.

Philosophy and fostering 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.

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).

As PSHE education works within pupils' real-life experiences, it is essential to establish a safe learning environment.



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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.

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.
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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

PSHE education continues to play an important role for pupils with SEND – rehearsing and embedding the practical skills and understanding they need to lead independent and fulfilling lives and enjoy safe and healthy relationships. Our PSHE lessons provide an inclusive environment where learners have the opportunity to explore and reflect upon issues that affect them and can develop strategies and skills to manage different real-life situations. Our PSHE curriculum can be adapted to support our pupils' different levels of understanding. Our teachers take an à la carte approach and consider strategies to deliver it.

We promote the needs and interests of all pupils, irrespective of sex, age, disability, religion or belief, 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.

As ever, we aim to help all learners to achieve their potential. PSHE education lessons provide an inclusive environment where pupils feel comfortable and safe to discuss issues they are worried or feel anxious about. Pupils are encouraged to use these.



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Moreover, the ground rules state that there is no right or wrong in PSHE lessons so long everyone remains respectful and courteous.

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 all our pupils.

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.

Teaching and learning

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.



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- 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.

The EYFS framework is organised across seven areas of learning rather than discrete subject areas. Within the EYFS setting at Coram House, PSHE is delivered through the following most relevant areas of learning:

- Communication and language;
- Personal, Social and Emotional Development;
- Physical development;
- Understanding the world.

By the end of the Reception year, some of the PSHE outcomes we work towards children being able to succeed within are:

- talk about members of their immediate family and community;
- be able to hold conversation when engaged in back-and-forth exchanges with their teachers and peers;
- express their ideas and feelings about their experiences;
- show an understanding of their own feelings and those of others;
- be confident to try new activities and show independence, resilience and perseverance in the face of challenge.

We also work towards children working and playing cooperatively by taking turns with others and negotiating space and obstacles safely, with consideration for themselves and others.

Children are also encouraged to talk about the lives of people around them and their roles in society.

In EYFS, PSHE is delivered through topic sessions, assemblies, group work, circle time, playtime, and provision.

During Key Stages one and two, 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



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the 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 one and two, 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 and months such as RSE day, Safer internet day, Holocaust Memorial Day, Founders’ day, Mental awareness week, Early Years wellbeing week, anti-bullying week, UK parliament week, UK talk money week, Global learning week, LGBT month and Black history month.

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.

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



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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 education uses a combination of teacher assessment and pupil self and peer assessment. We evidence pupils' learning and progression by inviting our pupils to take surveys at the end of each term.

Reporting to parents

Annually through attitude to learning (ATL) and attainment grades each half-term and a full written report in the Summer term.

Monitoring and evaluation

Pupils' progress and performance is evaluated, taking account of factors which may influence this, such as teaching methods, resources, schemes of work and accommodation.

Evaluation and monitoring may be through a number of methods including:

- assessment of pupils' work and their achievements, through questionnaires and surveys.
- pupil's voice.
- scrutiny and analysis of planning by subject coordinator.
- learning walks by subject coordinator, walkthroughs by members of SLT, lesson observation, and feedback.
- evaluation of children's progress and attainment.

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 education can lead to the disclosure of a safeguarding issue. The usual standards of confidentiality between child and teacher



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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 which consists of pupils in Years 1 to 6 develop an ethos of thinking global throughout the School. . 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 Great Green Global Festival, during which classes 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

Digital citizenship

Digital citizenship refers to the responsible use of technology by anyone who uses computers, the Internet, and digital devices to engage with society on any level. As the rate of technological advancement continues to increase, the world as a whole is becoming more dependent on the Internet for day-to-day activities. That makes this a crucial topic to teach today's pupils.

Good digital citizenship for pupils engages them and shows them how to connect with one another, empathize with each other, and create lasting relationships through digital tools. We focus on the following topics:

1. Empathy
2. How the Internet works
3. Understanding user data



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4. Practising digital literacy
5. Acknowledging the digital divide
6. Practising digital wellness
7. Securing digital devices

Our Digital leaders play a role reinforcing digital citizenship amongst their classmates.

Resilience

We seek to cultivate resilience and self-worth by embedding of a culture of a growth mindset. 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

SMSC is essentially concerned with “the search for meaning and purpose in life and for values by which to live”. This can be seen in a variety of contexts across Coram House. For example: during form time, break times, lunch times, indoor and outdoor lessons within the curriculum, forest school and extra-curricular activities.

Spiritual Education

Pupils’ spiritual development is shown by their:

- beliefs, religious or otherwise, which inform their perspective on life and their interest in and respect for different people’s feelings and values.
- sense of enjoyment and fascination in learning
- about themselves, others and the world around them, including the intangible.
- use of imagination and creativity in their learning. o willingness to reflect on their experiences.

Moral Education

Pupils’ moral development is shown by their:

- ability to recognise the difference
- between right and wrong and their readiness to apply this understanding in their own lives.
- understanding of the consequences of their actions. o interest in investigating and offering reasoned views
- about moral and ethical issues.



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Social Education

Pupils' social development is shown by their:

- use of a range of social skills in different contexts, including working and socialising with pupils from different religious, ethnic and socio-economic backgrounds.
- willingness to participate in a variety of social settings, cooperating well with others and being able to resolve conflicts effectively.
- interest in, and understanding of, the way communities and societies function at a variety of levels.

Cultural Education

Pupils' cultural development is shown by their:

- understanding and appreciation of the wide range of cultural influences that have shaped their own heritage.
- willingness to participate in, and respond to, for example, artistic, musical, sporting, mathematical, technological, scientific and cultural opportunities.
- interest in exploring, understanding of, and respect for cultural diversity and the extent to which they understand, accept, respect and celebrate diversity, as shown by
- their attitudes towards different religious, ethnic and socio-economic groups in the local, national and global

Economic Education

Helping our pupils to understand their feelings about money, financial decisions, careers and the economy is a vital part of preparing them for adult life, with clear links to health outcomes and relationships. The 'Living in the wider world' theme includes this and more.

Fundraising initiatives are run through the School Council, House system, PSA Coram and whole school events 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. We are developing a business enterprise and career guidance programme for our Year 6 pupils.

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



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- 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 November 2023. 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.