



The John Wesley Church of England and Methodist Aided Primary School

# **Personal, Social, Health Education (*PSHE*) and Citizenship Policy**

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## *Flourishing in F.A.I.T.H. (Family, All Included, Thriving & Healthy)*

At The John Wesley Church of England & Methodist Primary School, our vision of life without limits in all its fullness puts our children and families at the centre of everything. In our inclusive and unique community with two distinctively Christian foundations, every experience enables all to flourish as individuals and to thrive as God intended; mentally, physically, emotionally and spiritually.

The school welcomes everyone to its family and upholds the principles and teachings of the Christian faith. We provide a secure, caring learning environment, which supports and encourages all to fulfil their potential.

The John Wesley is a Church of England and Methodist Voluntary Aided Primary School and our Christian values are at the heart of everything we do.

- ❖ **Koinonia**
- ❖ **Love**
- ❖ **Compassion**
- ❖ **Wisdom**
- ❖ **Forgiveness**
- ❖ **Service**

These are underpinned by our learning values:

- ❖ **Promoting curiosity** – asking questions, delving deeper and analysing
- ❖ **Developing communication** – listening, empathy and relationship-building
- ❖ **‘Prove it’ opportunities** – problem solving, decision making and exploration
- ❖ **Sharing views and opinions** – visual, spoken and written
- ❖ **Encouraging creativity** – innovation, imagination and spirituality

Our whole school vision is built upon and guided by these. Every school policy is written with this in mind and implemented in way that reflects our vision of our children being able to ‘**Flourishing in F.A.I.T.H**’ (Family, All Included, Thriving & Healthy)’ and as Jesus gave his disciples a vision of a life that is full of possibilities and dreams yet to be met, we encourage our children to live their life in all its fullness.

# PERSONAL, SOCIAL, HEALTH EDUCATION (PSHE) AND CITIZENSHIP POLICY

## 1. INTRODUCTION

At John Wesley CEMP School we believe that delivering high quality Personal, Social, Health Education (PSHE) and citizenship is vital in providing children with the knowledge, understanding, attitudes, values and skills they need in order to keep themselves safe and prepared for the opportunities, responsibilities and experiences as they progress to their adult life.

The children are encouraged to take part in a wide range of activities and experiences across and beyond the curriculum, contributing fully to the life of our school and communities. In doing so they learn to recognise their own worth, work well with others and become increasingly responsible for their own learning. The delivery of high quality age-appropriate teaching of PSHE and citizenship helps children develop resilience, and to know when to ask for help.

The children are given time to reflect on their experiences and understand how they are developing personally and socially, tackling many of the spiritual, moral, social and cultural issues that are part of growing up.

This policy was written by the PSHE Lead and developed in consultation with the leadership team, parents, teachers and other school staff, governors and the pupils at The John Wesley CEMP School. We have listened and responded to all views to help strengthen the policy, ensuring that it meets the needs of all of our pupils. It has been approved by the school's governing body.

## 2. AIMS

The John Wesley CEMP School's programme of study for PSHE and citizenship aims to prepare children for life through:

- Promoting the spiritual, moral, cultural, mental and physical development of all pupils
- Preparing pupils for the opportunities, experiences, rights and responsibilities of later life
- Encouraging pupils to value themselves and others
- Allowing pupils to acknowledge and appreciate difference and diversity
- Teaching pupils how to make informed choices
- Preparing pupils to be positive and active members of a democratic society
- Teach pupils what constitutes a safe and healthy lifestyle
- Providing a framework in which sensitive discussions can take place
- Promoting safety in forming and maintaining relationships
- Providing pupils with a toolkit for understanding and managing their emotions
- Providing pupils with the opportunities to consider issues which may affect their own lives and/or the lives of others
- Help pupils develop feelings of self-respect, confidence and empathy
- Providing pupils with a knowledge of economic wellbeing
- Helping children identify ways of responding to peer group pressure
- Developing a caring attitude to the environment

- Provide opportunities for increased child involvement in the life of the school

### 3. LEGISLATION (STATUTORY REGULATIONS AND GUIDANCE)

Under the new guidance issued by the DFE, from September 2020, the health education and relationships education is compulsory for Primary school education and the long term overview used by the school ensures all requirements are met. The parental right to request to withdraw pupils from Relationship and Sex Education (RSE) but not relationships or health education remains in primary education, for aspects of sex education which are not part of the Science curriculum. (See separate RSHE Policy for further details).

At The John Wesley CEMP School, we aim to meet the needs and interests of all pupils, irrespective of age, gender, gender identity, sexuality, ethnicity, religion, disability or learning need. We believe it is important that the PSHE curriculum meets the needs of every pupil.

### 4. SCHOOL ETHOS AND PSHE AND CITIZENSHIP

The teaching of PSHE and citizenship at John Wesley CEMP reflect the school's vision: **Flourishing in F.A.I.T.H. (Family, All Included, Thriving & Healthy)**

**At The John Wesley Church of England & Methodist Primary School, our vision of life without limits in all its fullness puts our children and families at the centre of everything. In our inclusive and unique community with two distinctively Christian foundations, every experience enables all to flourish as individuals and to thrive as God intended; mentally, physically, emotionally and spiritually.**

The children's personal, social and emotional development can be encouraged by a supportive school ethos, where all are valued and encouraged, positive relationships are seen as important and there is a safe and secure school environment which is conducive to learning.

At The John Wesley CEMP school, we:

- Have a strong school leadership team that puts a high value on the role PSHE and Citizenship play in our school's development and our children's well-being.
- Have a whole school approach to the personal, social and emotional development of our children.
- Assess, record and report on children's achievements.
- Give children a voice through school council, questionnaires and circle time.
- Develop and encourage partnerships with parents, carers and our local community.
- Encourage staff professional development, health and welfare.
- Work with children' support services.
- Provide residential experiences
- Encourage visits and visitors to the school
- Use playground Pals/ Buddies

## 5. CURRICULUM DESIGN

At The John Wesley CEMP School, our programme for PSHE and Citizenship is mapped to fit within our Connected Curriculum and is adapted to meet the needs of the children in those year groups. Aspects of PSHE and Citizenship will also be covered within other subject teaching and in special days and weeks.

## 6. PLANNING

PSHE and citizenship at The John Wesley Primary School is planned using the support of the SCARF scheme of work and PSHE Association. SCARF is a comprehensive scheme of work for PSHE and Wellbeing education. An overview of long-term plan can be found in our appendices. It covers all of the DfE's new statutory requirements for Relationships Education and Health Education, including non-statutory Sex Education, and the PSHE Association's Programme of Study's recommended learning opportunities, as well as contributing to different subject areas in the National Curriculum.

We follow the six suggested half termly units and adapt the scheme of work where necessary to meet the local circumstances of our school, for example, we may use our local environment or people in our community as the starting point for aspects of our work. Also to take into account the children's starting points. The school council, and children across the school are also consulted as part of our planning, to ensure pupil voice is considered and fed into the planned programme.

Our PSHE subject lead, works in conjunction with teaching staff in each year group and The Child as a Whole team in school, and is responsible for ensuring that all staff are equipped with the knowledge, skills and resources to deliver PSHE education confidently. Teachers can access a range of teaching support resources within SCARF, and the PSHE Association including guidance documents and teacher training films. Any teacher wanting further support should contact the PSHE subject lead in the first instance to discuss their training needs.

Class teachers follow the suggested six half termly units set out in the long-term plan for each year. Lessons can be a weekly standalone PSHE lesson or be cross curricular. The lesson plans list the specific learning objectives for each lesson and provide support for how to teach the lessons; class teachers and our PSHE lead have opportunities to discuss these on an informal basis.

There is planned progression across the schools scheme of work, so that children are increasingly and appropriately challenged as they move up through the school. Assessment is completed by the class teacher using the SCARF Summative Assessment 'I can...' statements, alongside the lesson plan learning outcomes to demonstrate progression of both skills and knowledge.

### ***The Early Years Foundation Stage***

In the Early Years Foundation Stage, PSHE education is about making connections; it's strongly linked to child-led activities, including play. PSHE is taught through activities that are part of topics, as well as on an individual basis to develop personal skills such as dressing, feeding and toileting. Positive experiences are built through daily opportunities, to share and enjoy a range of different activities. Children are given the

opportunity to engage in social activities, as members of a small group or occasionally during whole-school activities.

### **KS1 and KS2**

The SCARF programme divides the year into 6 themed units:

1. Me and My Relationships: includes content on feelings, emotions, conflict resolution and friendships;
2. Valuing Difference: a focus on respectful relationships and British values;
3. Keeping Myself Safe: looking at keeping ourselves healthy and safe
4. Rights and Responsibilities: learning about money, living the wider world and the environment;
5. Being My Best: developing skills in keeping healthy, developing a growth mindset (resilience), goal-setting and achievement;
6. Growing and Changing: finding out about the human body, the changes that take place from birth to old age and being safe.

Children are encouraged to engage in activities that promote an understanding of themselves as growing and changing individuals, and as members of a wider community, based on their own first hand experiences. These activities also encourage pupils to understand how their choices and behaviours can affect others. They are encouraged to play and learn alongside – then collaboratively with – their peers. They may use their personal and social skills to develop or extend these activities. Children are also given the opportunity to make choices about their health and environment and are encouraged to develop a caring attitude towards others.

## **7. DELIVERY OF PSHE AND CITIZENSHIP**

PSHE lessons are taught by their class teacher once a week in their timetabled PSHE lesson or through cross curricular activities, throughout the whole year in their usual classes, in mixed sex groupings, using a range of interactive teaching methods, e.g. activity sheets, circle time, films, songs, online games, visitors, stories, discussion, forest school and drama techniques.

To ensure that children feel comfortable to learn about a range of topics, we create a safe learning environment using a group agreement at the beginning of lessons or topics. This includes a confidentiality statement understood by adults and children. The teachers will also use a range of skills, including distancing techniques and the anonymous question box. Teachers will answer children's questions factually and honestly in an age appropriate way and respond to any disclosures following the schools safeguarding procedures/child protection policy.

Each class has a floor book to record learning, except early years where it is recorded in the EYFS Profiles.

## **8. CROSS CURRICULAR LINKS**

All curriculum areas make a contribution to PSHE and Citizenship. Examples of cross-curricular links contributions are:

- Sex and relationship education through Science

- The use of the Internet for information gathering, and email as a communication tool, for example when looking at global citizenship issues.
- Discussion of issues through literacy
- The use of money for different purposes through Maths
- Physical wellbeing through physical education

Work in these areas enables children to:

- Use role play and drama activities to ensure equality of access to a diverse range of language and literature.
- See the diversity of human experience and understand more about themselves as individuals and members of society.
- Understand that people involved in the same historical event had different experiences and views and developed a variety of different stories versions and interpretations.
- Challenge stereotypical views of countries and understand that all economic development takes place within a global context.
- Focus on common elements, concerns and values in human experience and religious traditions, while appreciating the distinctiveness and integrity.

## **9. EQUAL OPPORTUNITIES**

The school's equal opportunities policy applies to PSHE and Citizenship. Where appropriate, teaching materials, and individual group activities should reflect the cultural and ethnic diversity of society. Stereotyping, in terms of race and gender should be avoided, and pupils' progress should be monitored, ensuring that no child is disadvantaged. Equally, a child's religious beliefs and cultural differences will always be respected.

## **10. ASSESSMENT AND REPORTING**

Teachers are expected to make regular assessments of children's progress in PSHE and Citizenship at the end of a unit they consider a range of 'I can' statements, which summarise children's learning against the unit's key learning outcomes, which can then be used to feed into an overall level of attainment.

In addition, children should be given the opportunity to assess themselves, to reflect personally on their learning. They can record what they found helpful, thought-provoking, challenging and where their learning might take them to next. This also plays a key role in helping us to evaluate the programme. Also within a positive and supportive framework, they should develop the role of assessing their peers

The monitoring of the standards of children's work and of the quality of PSHE education is the responsibility of the PSHE subject lead. The work of the subject lead also involves supporting colleagues in the teaching of PSHE education and being informed about current developments in the subject.

The PSHE education subject lead gives the head teacher and governors an annual summary report in which teaching and learning of the subject is evaluated. Areas for development are also identified. The PSHE education subject lead has specially-

allocated regular management time, enabling them to review evidence of the children's work and monitor any assessments made.

## **11. SEND AND DIFFERENTIATION**

It is not our school's policy to withdraw pupils with special educational needs from PSHE education: these aspects of personal and social development are as important to all pupils as their academic achievement, and contribute to it. Lesson plan content will be adapted and extra support provided where necessary to ensure all pupils are enabled to develop key skills, attributes and knowledge developed through the PSHE education programme. Work in PSHE takes into account the targets set for individual children in their Individual Education Plans.

Throughout their school career children will be at different levels of maturity, will have varied life experiences and a range of attitudes and feelings. Lessons are planned to allow their perceptions to be articulated, with all contributions being valued and respected. In relation to some sensitive issues, such as sex education and relationship or drug education, the teacher will ensure that the teaching point is conveyed in language that is accessible to the children.

Teachers may need to use different resources, activities or provide specific support depending on the needs of their pupils. The programme should be broad and balanced and provide for pupils' different learning styles.

## **12. STAFFING AND RESOURCES**

All teachers are responsible for teaching PSHE and Citizenship in their class. Central resources are available to all areas of the school.

## **13. DISSEMINATION OF THE POLICY**

This policy has been made accessible to parents, teachers and other school staff, governors through the school website. Anyone wanting a printed copy or the policy to be provided in another language or format, should make a request to the school office. Should the policy be required in other languages, please contact the school office.

Should further information about PSHE education be required, please contact the PSHE education lead.



## APPENDIX 1 LONG TERM PLAN

PSHE Long Term Plan						
Year/Half-termly unit titles	1 Me and my Relationships	2 Valuing Difference	3 Keeping Myself Safe	4 Rights and Responsibilities	5 Being my Best	6 Growing and Changing
<b>EYFS</b>	What makes me special People close to me Getting help	Similarities and difference Celebrating difference Showing kindness	Keeping my body safe Safe secrets and touches People who help to keep us safe	Looking after things: friends, environment, money	Keeping by body healthy – food, exercise, sleep Growth Mindset	Cycles Life stages
<b>Year 1</b>	Feelings Getting help Classroom rules Special people Being a good friend	Recognising, valuing and celebrating difference Developing respect and accepting others Bullying and getting help	How our feelings can keep us safe – including online safety Safe and unsafe touches Medicine Safety Sleep	Taking care of things: Myself My money My environment	Growth Mindset Healthy eating Hygiene and health Cooperation	Getting help Becoming independent My body parts Taking care of self and others
<b>Year 2</b>	Bullying and teasing Our school rules about bullying Being a good friend Feelings/self-regulation	Being kind and helping others Celebrating difference People who help us Listening Skills	Safe and unsafe secrets  Appropriate touch  Medicine safety	Cooperation Self-regulation Online safety Looking after money – saving and spending	Growth Mindset Looking after my body Hygiene and health Exercise and sleep	Life cycles Dealing with loss Being supportive Growing and changing Privacy
<b>Year 3</b>	Rules and their purpose Cooperation Friendship (including respectful relationships) Coping with loss	Recognising and respecting diversity Being respectful and tolerant My community	Managing risk Decision-making skills Drugs and their risks Staying safe online	Skills we need to develop as we grow up Helping and being helped Looking after the environment Managing money	Keeping myself healthy and well Celebrating and developing my skills Developing empathy	Relationships Changing bodies and puberty Keeping safe Safe and unsafe secrets
<b>Year 4</b>	Healthy relationships Listening to feelings Bullying Assertive skills	Recognising and celebrating difference (including religions and cultural difference) Understanding and challenging stereotypes	Managing risk Understanding the norms of drug use (cigarette and alcohol use) Influences Online safety	Making a difference (different ways of helping others or the environment) Media influence Decisions about spending money	Having choices and making decisions about my health Taking care of my environment My skills and interests	Body changes during puberty Managing difficult feelings Relationships including marriage
<b>Year 5</b>	Feelings Friendship skills, including compromise Assertive skills Cooperation Recognising emotional needs	Recognising and celebrating difference, including religions and cultural Influence and pressure of social media	Managing risk, including online safety Norms around use of legal drugs (tobacco, alcohol) Decision-making skills	Rights and responsibilities Rights and responsibilities relating to my health Making a difference Decisions about lending, borrowing and spending	Growing independence and taking responsibility Keeping myself healthy Media awareness and safety My community	Managing difficult feelings Managing change How my feelings help keeping safe Getting help
<b>Year 6</b>	Assertiveness Cooperation Safe/unsafe touches Positive relationships	Recognising and celebrating difference Recognising and reflecting on prejudice-based bullying Understanding Bystander behaviour Gender stereotyping	Understanding emotional needs Staying safe online Drugs: norms and risks (including the law)	Understanding media bias, including social media Caring: communities and the environment Earning and saving money Understanding democracy	Aspirations and goal setting Managing risk Looking after my mental health	Coping with changes Keeping safe Body Image Sex education Self-esteem