

**GRAFTON PRIMARY SCHOOL**  
**PSHE EDUCATION AND CITIZENSHIP POLICY**

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## **Introduction**

At Grafton Primary School we see Personal, Social, Health and Economic Education and Citizenship (PSHEEC) as being at the centre of all that we do. Through our curriculum, our school environment and our school ethos, we provide our pupils with the knowledge, skills and understanding they need to lead confident, healthy, independent lives and to become informed, active and responsible citizens.

This policy helps ensure that the whole school community, including parents, staff, governors and pupils, have a shared understanding of this important area of the curriculum.

In developing this policy we have considered our legal responsibilities, the needs of our pupils and the curriculum, and we have consulted staff, pupils, governors and parents/carers.

This policy should be read in conjunction with the following policies: Sex and Relationship Education Policy, Drugs Policy, Child Protection and Safeguarding Policy.

## **Aims of PSHE Education and Citizenship**

Our PSHEEC programme aims to provide pupils with the opportunity to develop and practise personal, social and life skills. It supports pupils to lead healthy, safe, fulfilled and responsible lives. It helps them to become informed, active citizens who have the skills, confidence and conviction to advocate, take action and try to make a difference in their local, national and global communities.

Our PSHEEC programme aims to support our pupils to:

- Develop a positive self-image and the confidence to make the most of their abilities;
- Identify and deal with emotions and feelings;
- Explore health-related issues and make informed choices;
- Understand that there are different types of relationships and know how to act appropriately in these;
- Understand their place in the world and develop a sense of identity;
- Understand the importance of managing finances and planning for the future;
- Be safe, discouraging choices in behaviour that may put individuals at risk;
- Play an active role as citizens;
- Develop political literacy and understand democracy;
- Explore the diversity of their local, national and global communities and learn to respect the differences between people.

## PSHEEC Programme of Study

### Overview of the PSHEEC curriculum

The PSHEEC programme of study is delivered by class teachers in years 1-6. Each year group delivers six key topics through specific curriculum sessions, in which pupils are provided with structured opportunities to explore issues actively and to take part in critical discussions.

In addition to these lessons, the remaining topics are taught through circle time, whole school events, other subjects or are embedded within the classroom ethos and daily routines. Wherever possible, links should be made with other curriculum areas, e.g. debate and discussion in literacy and philosophy, health and fitness in PE, health and drug issues in science, and beliefs and values in RE. However, teachers should ensure that the PSHEEC aims and objectives are included in their planning and are fully met in these cross-curricular lessons.

Visitors and workshops, such as the school nurse and theatre groups, may also contribute to the PSHEEC programme, as appropriate. Teachers should usually be present during these sessions and are expected to take an active role.

Year Group	PSHEEC Topic
Year 1	<ul style="list-style-type: none"><li>• Making a difference: School roles and me</li><li>• Identity: Belonging to groups</li><li>• Friendship: Special people</li><li>• Rights and responsibilities: Being responsible</li><li>• Keeping safe: Being outdoors</li><li>• Identity: Me and my culture</li><li>• Looking after myself: Personal hygiene</li><li>• DATE: What happens when things go into / onto our bodies?</li><li>• Keeping safe: Personal safety</li><li>• People who help us: Roles in the community</li><li>• Emotional health: Loss</li><li>• DATE: Medicines and me</li></ul>

Year 2	<ul style="list-style-type: none"> <li>• Making a difference: Where does my food come from</li> <li>• Friendship: What makes a good friend</li> <li>• Difficult times: Teasing and bullying</li> <li>• Rights and responsibilities: Money</li> <li>• Environment: Our local environment</li> <li>• Emotional health: Feelings:</li> <li>• Keeping safe: Fire safety</li> <li>• Looking after myself: What does being healthy mean?</li> <li>• SRE (1): Boys and girls</li> <li>• SRE (2): Life cycles, care and families</li> <li>• DATE: Getting help from adults we can trust</li> <li>• DATE: The role of medicines</li> <li>• DATE: What happens to our bodies when we take medicines?</li> </ul>
Year 3	<ul style="list-style-type: none"> <li>• Making a difference: School roles</li> <li>• Keeping safe: Personal Safety</li> <li>• Difficult times: Acceptable and unacceptable behaviour</li> <li>• Keeping safe: On the road</li> <li>• Rights and responsibilities: Moral dilemmas</li> <li>• Rights and responsibilities: Children's rights</li> <li>• Looking after myself: Germs</li> <li>• Friendship: Qualities of friends</li> <li>• Emotional health: Loss, grief and change</li> <li>• DATE: Dealing with unhelpful pressure</li> <li>• DATE: Drugs in everyday life</li> <li>• DATE: Alternatives to taking medicines</li> </ul>

Year 4	<ul style="list-style-type: none"> <li>• Looking after myself: Exploring choices</li> <li>• Identity: The groups I belong to</li> <li>• People who help us: Different jobs</li> <li>• Identity: Traditions</li> <li>• Making a difference: People with disabilities</li> <li>• Exploring violence: Media violence</li> <li>• Families: Living together</li> <li>• Keeping safe: in the local environment</li> <li>• SRE (1): Puberty 1</li> <li>• DATE: Tobacco</li> <li>• DATE: Making decisions</li> <li>• DATE: What we know and understand about drugs</li> </ul>
Year 5	<ul style="list-style-type: none"> <li>• Making a difference: Local democratic process</li> <li>• Keeping safe: Fire safety</li> <li>• Making a difference: Racism</li> <li>• Rights and responsibilities: Looking after money</li> <li>• Keeping safe: Risk taking</li> <li>• Rights and responsibilities: The media as a persuader</li> <li>• Difficult times: Making and breaking friendships</li> <li>• Emotional health: Loss, grief and change</li> <li>• Making a difference: Homelessness</li> <li>• Environment: How can I make a difference to the global environment</li> <li>• SRE (1): Puberty 1</li> <li>• SRE (1): Puberty 2</li> <li>• DATE: Dealing with persuaders</li> <li>• DATE: People, drugs and stereotypes</li> <li>• DATE: People and legal drugs</li> </ul>

Year 6	<ul style="list-style-type: none"> <li>• Looking after myself: What's best for me?</li> <li>• Making a difference: National democratic process</li> <li>• Rights and responsibilities: Moral dilemmas</li> <li>• Difficult times: Exploring violence</li> <li>• Keeping safe: Out and about</li> <li>• Keeping safe: Basic emergency aid procedures</li> <li>• Emotional health: Stress management</li> <li>• SRE (1): Reviewing puberty</li> <li>• SRE (2): Relationships</li> <li>• SRE (3): How babies are made</li> <li>• SRE (4): HIV transmission and contraception</li> <li>• DATE: Alcohol</li> <li>• DATE: Illegal drugs</li> <li>• DATE: Be a solvent expert</li> <li>• Moving on</li> </ul>
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### **Early Years Foundation Stage**

PSHEEC is embedded within the key principles of the EYFS curriculum. Children are prepared for PSHEEC at KS1 and KS2 through the Personal, Social and Emotional Development (PSED) strand of the EYFS curriculum. It supports children to become resilient, capable and confident learners, and it helps them to develop positive relationships with others.

### **PSHEEC outside of the curriculum**

We believe that PSHEEC requires a whole school approach and should be embedded within the school's ethos, relationships within all areas of the school and links with home and community. Pupils are encouraged to take part in a wide range of activities and experiences across and beyond the curriculum, contributing fully to the life of their school and communities.

- We aim to develop pupils' confidence and responsibility through the use of positive rewards system, target setting and class responsibilities, such as book monitors.
- We celebrate the children's achievements and encourage them to feel of proud of these through class assemblies, golden achievement assemblies and school displays.
- We timetable themed weeks, such as 'Health Week' and 'Walk to School Week' to encourage our children to develop healthy, safer lifestyles.
- We prepare our pupils to play an active role as citizens by giving them responsibilities, through School Council and our 'playground friends' scheme.
- We celebrate the diversity of our local, national and global communities through whole school events such as 'World Day', 'Refugee Week' and 'Disability Week'.
- We deliver regular PSHEEC themed assemblies and include opportunities for the pupils to share their beliefs and values.

## **Assessment**

Assessment is an integral part of teaching SRE and enables teachers to measure what pupils have learnt and decide what to teach next. Class teachers should be continuously assessing pupils' knowledge and understanding, development of skills and their reflections on feelings and attitudes.

In addition to this, each pupil should complete five pupil assessments sheets (taken from the Islington Assessment Toolkit) each year, which are related to their key PSHEEC topics. These pupil assessments, along with other evidence such as questionnaires, annotated photographs, drawings and end of lesson reflections, should be collated into a portfolio of work that is built up over the year. These portfolios will be monitored by the PSHE co-ordinator to track the progress of the children as they move through the school.



## **Monitoring**

The PSHE coordinator, headteacher and governors are responsible for the overall monitoring of PSHE and Citizenship. This is to monitor the breadth and quality of provision and of teaching and learning of PSHEEC across the school, amend the programme of study (as and when necessary) and to assist the planning of staff CPD or future training needs.

This will be carried out through monitoring planning, work samples, lesson observations, discussions with staff and discussions with groups of children, e.g. the school council.

## **Equal Opportunities and Inclusion**

Our PSHEEC programme has been developed to take into account the diversity of the school population and to meet the needs of the pupils. As part of our programme, children are encouraged to celebrate the diversity of their local, national and global communities and learn to respect the differences between people.

Teachers have the responsibility is to minimise any obstacles to effective learning and plan for all children to participate in the curriculum and achieve the best that they can. The teaching materials we use are regularly reviewed with staff and parents or carers to ensure their suitability.

## **Parental Involvement**

Working with parents is a vital part of our whole school approach to PSHEEC. We aim to involve parents/carers in our PSHEEC curriculum by:

- Making the PSHEEC Policy and related policies readily available to parents;
- Providing opportunities for parents to ask question and raise any concerns with staff;
- Holding information sessions so that parents can review the SRE curriculum and teaching resources;
- Informing parents of events and developments through the school weekly diary and the newsletter;
- Inviting parents to celebrate the children's achievements through class assemblies;
- Involving parents in whole school events which celebrate the diversity of the local community, such as World Day;
- Creating a sense of community within the school by encouraging parents to participate in whole school events and become part of our Grafton 'family', e.g. Family Harvest Supper;
- Raising awareness of health and wellbeing related issues within the wider community, e.g. through quit smoking programmes, coffee mornings, Family Kitchen, fitness classes.

## **Confidentiality**

Pupils at the school need to feel able to talk in confidence to a member of staff about their feelings and relationships, without the fear of being judged or blamed. However, teachers cannot offer or guarantee absolute confidentiality and this must be made clear to the child.

The welfare of the child will always be central to our policy and practice and if the teacher believes that a child is at risk or in danger they should talk to the Headteacher as the Child Protection Officer. The teacher should follow guidelines set out in the Child Protection and Safeguarding Policy.

## **Monitoring and Review**

The content of this policy will be reviewed annually to take into account changing needs of the pupils, parent and staff feedback and in the light of any incidents that may occur related to PSHEEC. This policy will be monitored by the school's governing body.

Reviewed December 2016

Date of next review: December 2017.

Signed: \_\_\_\_\_

Date: \_\_\_\_\_