



THOMAS RUSSELL INFANTS' SCHOOL

Personal, Social and Health Education (PSHE) And Citizenship Policy

The DfE guidance on Relationships, Health and Sex Education became active from September 2020. We are confident that our curriculum at Thomas Russell Infants' School covers all aspects of Relationships, Sex and Health Education (RSHE) within the context of a full PSHE programme in an age-appropriate way. Should changes to these curriculum areas occur in the future, we will ensure all statutory duties are fulfilled.

1. Aims and objectives

PSHE education is a planned and progressive programme of learning through which children and young people acquire the knowledge, understanding and skills they need to manage their lives and contribute positively to society, now and in the future. As part of our whole school approach at Thomas Russell Infants', PSHE education teaches pupils about the qualities and attributes they need to thrive as individuals, family members and members of the local community and wider society.

Citizenship education is a planned and progressive programme of learning through which children learn how to become active, informed and responsible citizens. For a democracy to be successful it needs citizens who are willing and able to take responsibility for themselves and their communities and contribute to the political process. The knowledge, skills and attitudes which enable this need to be learnt both in formal education and also real life experiences.

The aims of PSHE are designed to enable the children to:

- Develop positive relationships with members of the school and wider community.
- Respecting people's differences and demonstrating tolerance towards others.
- Become independent and responsible members of the community.
- To develop their self-confidence and self-esteem.
- Have a strong understanding of how to live a healthy lifestyle.
- Have an awareness of their own safety and how to make informed choices to keep themselves safe.
- To have the skills to make informed choices with regards to personal and social issues.
- To promote British Values and ensure these are embedded into all aspects of school life.
- Ensure children are aware of how to keep themselves safe online and the potential risks of using the internet and social media in today's society.

In summary PSHE education is concerned with a child's personal development and identity whilst Citizenship considers the child's place in society and how that society works.

2. Teaching and learning style

- 2.1 We use a range of teaching and learning styles. We place an emphasis on active learning by including the children in discussions, investigations and problem-solving activities. We encourage the children to take part in a range of practical activities that promote active citizenship, e.g. charity fundraising, the simple planning of school special events such as an assembly, or involvement in an activity to help other individuals or groups less fortunate than themselves.
- 2.2 Pupils in each class are encouraged to contribute to the setting of classroom rules and work together to devise these. They are also responsible, to some extent, for ensuring that these rules are adhered to. Pupils are involved in the setting of whole school rules and playtime procedures.
- 2.3 We offer children the opportunity to hear visiting speakers, such as health workers, police and representatives from the local churches, whom we invite into the school to talk about their role in creating a positive and supportive local community.
- 2.4 We are fortunate in being able to offer the children a daily piece of fruit and learning about the importance of keeping healthy and healthy eating is constantly reinforced through this opportunity.
- 2.5 Pupils also have opportunity for discussion of topics and issues within the classroom through Circle time, role play, use of puppets, worry box, group and paired work. Pupils also take part in school council meetings.

3 PSHE and citizenship curriculum planning

- 3.1 We teach PSHE following the Entrust scheme of work which is divided into six units.
- Me and My School
 - Happy and Healthy Me
 - Me in the World
 - Me and My Safety
 - Me and My Relationships
 - Me and Other People
- 3.2 Some of the time we introduce PSHE and citizenship through other subjects, e.g. when teaching about local environmental issues in geography, or e-safety in computing lessons.
- 3.3 We also develop PSHE and citizenship through activities and whole-school events; these include pupils taking part in school concerts, family workshops, pancake racing in the village and performing at local concerts and events.

- 3.4 All classes have regular circle/sharing time which allows the children to share thoughts and ideas in a safe and secure environment. Activities are planned to allow children to build self confidence and esteem as well as sharing broader issues and questions.

4 Foundation Stage

- 4.1 We teach PSHE and citizenship in reception classes as an integral part of the topic work covered during the year as well as following the Entrust scheme of work as outlined above in section 3. As the reception class is part of the Foundation Stage of the National Curriculum, we relate the PSHE and citizenship aspects of the children's work to the objectives set out in the age-related sections of the EYFS profile.
- 4.2 Pupil's in the Foundation Stage take part in a daily snack time which involves developing independence, talking with others, recognises how to keep healthy and the importance of interacting with others socially.

5 Teaching PSHE and citizenship to children with Special Educational Needs (SEND)

- 5.1 We teach PSHE and citizenship to all children, we offer provision appropriate to the needs of all our pupils, taking specialist advice where necessary. Our teachers provide learning opportunities matched to the individual needs of children who learning difficulties within their class. When teaching PSHE and citizenship we take into account the targets set for the children in their Individual Support Plans (ISPs) and Educational Health and Care Plans (EHCPs).

6 Assessment and recording

- 6.1 Teachers assess the children's work in PSHE and citizenship both by making informal judgements as they observe them during lessons and by doing formal assessments of their work measured against the specific learning objectives set out in the National Curriculum. We have clear expectations of what the pupils will know, understand and be able to do at the end of each key stage.
- 6.2 Assessment is also made against the 'I can...' statements taken from the Entrust scheme of works.

7 Resources

- 7.1 We have a range of resources as part of the scheme of work which are available to class teachers. We have additional resources in the library including a range of big books. Our PSHE and citizenship subject leader holds a selection of reference materials for teaching sensitive issues.

8 Monitoring and review

- 8.1 The PSHE and citizenship subject leader is responsible for monitoring the standards of children's work and the quality of teaching. The subject leader supports colleagues in the teaching of PSHE and citizenship, by giving them information about current developments in the subject and by providing a strategic lead and direction for the subject in the school. The subject leader is also responsible for reviewing the school's action plan, evaluating strengths and weaknesses in the subject and indicating areas for further improvement.

9 Equal Opportunities

- 9.1 Each child has an entitlement to access the PSHE curriculum. The resources used and topics taught will reflect the multicultural society in which we live. Staff will ensure all pupils are comfortable within PSHE lessons and that every child has the opportunity to participate fully in all lessons regardless of their ability, gender or ethnic background. Staff will ensure that any specific learning needs are catered for within a lesson – for example supporting any child who may require support with communication or one who requires a multi-sensory approach for engagement. All children sign and agree a class agreement to ensure all children are engaged and involved in decisions and discussions.

10 Safeguarding Statement

- 10.1 Staff at Thomas Russell Infants believe strongly in providing a caring, positive, safe and stimulating environment that promotes the social, moral and physical development of every child. We recognise that the welfare of the child is paramount and recognise that all children, regardless of religious belief, disability, gender and racial heritage should be protected from all types of harm and abuse. We will endeavour to safeguard children by:
- Adopting rigorous child protection procedures for staff and volunteers.
 - Sharing information regarding child protection with parents, staff, relevant agencies and volunteers.

Note

Other school documentation relating to this document include: the Equal Opportunities policy, the Anti-bullying policy, the inclusion policy and the Behaviour policy.

This policy is reviewed annually.

Last reviewed May 2022

To be next reviewed May 2023