

# Church Aston Infant School



## PSHE and Citizenship Policy 2017 Including British Values

September 2017

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## Aim

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.

It will teach pupils to stay safe and healthy, and build self-esteem, resilience and empathy. An effective PSHE programme can tackle barriers to learning, raise aspirations, and improve the life chances of the most vulnerable and disadvantaged pupils.

The skills and attributes developed through PSHE education are also shown to increase academic attainment and attendance rates, particularly among pupils eligible for free school meals, as well as improve employability and boost social mobility.

The overarching aim for PSHE education is to provide pupils with:

- accurate and relevant knowledge
- opportunities to turn that knowledge into personal understanding
- opportunities to explore, clarify and if necessary challenge, their own and others' values, attitudes, beliefs, rights and responsibilities
- the skills, language and strategies they need in order to live healthy, safe, fulfilling, responsible and balanced lives

Church Aston School sees this as being made possible through developing a good partnership between home and school.

## School Environment, Relationships and Ethos of the School

Pupils' personal, social and emotional development can be encouraged by a supportive school ethos, where we are all valued and encouraged, positive relationships are seen as important and there is a safe and secure environment which is conducive to learning. In our school we reward good behaviour and value children's attempts. This may be through praise, showing others or extrinsic rewards. Children's ideas are valued and their contributions to school decisions are asked for when appropriate.

## School Curriculum

DfE PSHE education guidance, which supplements the national curriculum framework, advises that:

'Schools should seek to use PSHE education to build, where appropriate, on the statutory content already outlined in the national curriculum, the basic school curriculum and statutory guidance on: drug education, financial education, sex and relationship education (SRE) and the importance of physical activity and diet for a healthy lifestyle'.

We use the PSHE Association's suggested Programme of Study. The Programme of Study is based on three 'core themes' within which there is overlap and flexibility:

1. Health and Wellbeing
2. Relationships
3. Living in the Wider World

These core themes are planned into the whole school curriculum offer. The learning experiences draw on pupil's own experiences or existing knowledge and provide a range of opportunities for pupils to learn, practice and demonstrate skills, attitudes and knowledge and understanding. Time is given for pupils to reflect, consolidate and apply their learning. Views of pupils are sought through Circle Time, Assemblies and whole class discussions.

## Values

The Department for Education recently reinforced the need "to create and enforce a clear and rigorous expectation on all schools to promote the fundamental British values" See Appendix B.

- democracy
- the rule of law
- individual liberty
- mutual respect
- tolerance of those with different faiths and beliefs

These values are part of our whole school ethos and vision. They are reinforced and developed regularly through the PSHE and Citizenship Curriculum as well as in the following ways:

All children in Church Aston Infant School were given the book 'We Are All Born Free' which represents the Universal Declaration of Human Rights in pictures for children and has been funded by Amnesty International. Each week in an assembly one of the human rights is discussed in detail with the whole school and children are asked to reflect on what it means for them.

## Assessment, Recording and Reporting

There are no attainment targets for PSHE education.

Opportunities for both Assessment for Learning and Assessment of Learning should be built into provision. Baseline assessment, in order to understand pupils' prior learning, is essential to ensure new learning is relevant and progress can be assessed. Providing pupils with opportunities to reflect on and assess their learning, recognising its relevance to their day to day lives and how they are progressing is a fundamental aspect of PSHE education. Assessment of PSHE education should encompass opportunities for teacher, peer and self-assessment. Progress in PSHE education should be recorded and reported to parents in line with all other non-core curriculum subjects.

## **Equalities Issues**

Pupils, staff and visitors work in an atmosphere free from oppressive behaviour. All children have equal access to the PSHE and Citizenship curriculum and where necessary support is provided. Every effort is made to include all children in all activities and where possible the five senses are used to stimulate discussions. All children's ideas are valued and treated with equal worth. Discrimination is eliminated in order to promote good relations and social inclusion for all. Where children have particular needs these are identified for all relevant staff to be aware of and the individual child is supported in an appropriate way.

## APPENDIX A: The PSHE Curriculum

During Key Stage 1 learners gradually build on the skills, attitudes and values, knowledge and understanding they have started to acquire and develop during the Foundation Stage. PSHE education offers learning opportunities and experiences which reflect the increasing independence and physical and social awareness of learners as they move through the primary phase. They learn skills to develop effective relationships, assume greater personal responsibility and keep themselves safe. PSHE education assists pupils to cope with the changes, introduces them to a wider world and enables them to make an active contribution to their communities.

### 1. Health and Wellbeing

Pupils are taught:	Pupils should have the opportunity to learn:
<ol style="list-style-type: none"> <li>1. What is meant by a healthy lifestyle</li> <li>2. How to maintain physical, mental and emotional health and wellbeing</li> <li>3. How to manage risks to physical and emotional health and wellbeing</li> <li>4. Ways of keeping physically and emotionally safe</li> <li>5. About managing change, including puberty, transition and loss</li> <li>6. How to make informed choices about health and wellbeing and to recognise sources of help with this</li> <li>7. How to respond in an emergency</li> <li>8. To identify different influences on health and wellbeing</li> </ol>	<ol style="list-style-type: none"> <li>1. what constitutes a healthy lifestyle including the benefits of physical activity, rest, healthy eating and dental health</li> <li>2. to recognise what they like and dislike, how to make real, informed choices that improve their physical and emotional health, to recognise that choices can have good and not so good consequences</li> <li>3. to think about themselves, to learn from their experiences, to recognise and celebrate their strengths and set simple but challenging goals</li> <li>4. about good and not so good feelings, a vocabulary to describe their feelings to others and simple strategies for managing feelings</li> <li>5. about change and loss and the associated feelings (including moving home, losing toys, pets or friends)</li> <li>6. the importance of and how to maintain personal hygiene</li> <li>7. how some diseases are spread and can be controlled and the</li> </ol>

	<p>responsibilities they have for their own health and that of others</p> <p>8. about the process of growing from young to old and how people's needs change</p> <p>9. about growing and changing and new opportunities and responsibilities that increasing independence may bring</p> <p>10. the names for the main parts of the body (including external genitalia) the similarities and differences between boys and girls</p> <p>11. that household products, including medicines, can be harmful if not used properly</p> <p>12. rules for and ways of keeping physically and emotionally safe (including safety online, the responsible use of ICT, the difference between secrets and surprises and understanding not to keep adults' secrets; road safety, cycle safety and safety in the environment (including rail , water and fire safety))</p> <p>13. about people who look after them, their family networks, who to go to if they are worried and how to attract their attention, ways that pupils can help these people to look after them</p> <p>14. to recognise that they share a responsibility for keeping themselves and others safe, when to say, 'yes', 'no', 'I'll ask' and 'I'll tell'</p>
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## 2. Relationships

Pupils are taught:	Pupils should have the opportunity to learn:
<p>1. how to develop and maintain a variety of healthy relationships, within a range of social/cultural contexts</p> <p>2. how to recognise and manage emotions within a range of relationships</p> <p>3. how to recognise risky or negative relationships including all forms of bullying and abuse</p> <p>4. how to respond to risky or negative relationships and ask for help</p> <p>5. how to respect equality and diversity in relationships</p>	<p>1. to communicate their feelings to others, to recognise how others show feelings and how to respond</p> <p>2. to recognise how their behaviour affects other people</p> <p>3. the difference between secrets and surprises and the importance of not keeping adults' secrets, only surprises</p> <p>4. to recognise what is fair and unfair, kind and unkind, what is right and wrong</p> <p>5. to share their opinions on things that matter to them and explain their views through discussions with one other person and the whole class</p> <p>6. to listen to other people and play and work cooperatively (including strategies to resolve simple arguments through negotiation)</p> <p>7. to offer constructive support and feedback to others</p> <p>8. to identify and respect the differences and similarities between people</p> <p>9. to identify their special people (family, friends, carers), what makes them special and how special people should care for one another</p> <p>10. to judge what kind of physical contact is acceptable, comfortable, unacceptable and uncomfortable and how to respond (including who to tell and how to tell them)</p> <p>11. that people's bodies and feelings can be hurt (including what makes them feel comfortable and uncomfortable)</p> <p>12. to recognise when people are being unkind either to them or others, how to respond, who to tell and what to say</p> <p>13. that there are different types of teasing and bullying, that these are wrong and unacceptable</p> <p>14. how to resist teasing or bullying, if they experience or witness it, whom to go to and how to get help</p>



### 3. Living in the Wider World

Pupils are taught:	Pupils should have the opportunity to learn:
<ol style="list-style-type: none"><li>1. about respect for self and others and the importance of responsible behaviours and actions</li><li>2. about rights and responsibilities as members of families, other groups and ultimately as citizens</li><li>3. about different groups and communities</li><li>4. to respect equality and to be a productive member of a diverse community</li><li>5. about the importance of respecting and protecting the environment</li><li>6. about where money comes from, keeping it safe and the importance of managing it effectively</li><li>7. how money plays an important part in people's lives</li><li>8. a basic understanding of enterprise</li></ol>	<ol style="list-style-type: none"><li>1. how to contribute to the life of the classroom</li><li>2. to help construct, and agree to follow, group and class rules and to understand how these rules help them</li><li>3. that people and other living things have needs and that they have responsibilities to meet them (including being able to take turns, share and understand the need to return things that have been borrowed)</li><li>4. that they belong to various groups and communities such as family and school</li><li>5. what improves and harms their local, natural and built environments and about some of the ways people look after them</li><li>6. that money comes from different sources and can be used for different purposes, including the concepts of spending and saving</li><li>7. about the role money plays in their lives including how to manage their money, keep it safe, choices about spending money and what influences those choices</li></ol>

More information can be found at; <http://www.pshe-association.org.uk>

## **APPENDIX B: Fundamental British Values**

### **Democracy**

Represented by Article 21 of the Universal Declaration of Human Rights “We all have the right to take part in the government of our country. Every grown up should be allowed to choose their own leaders.”

Democracy is central to the life within the school. Children have the opportunity to have their voices heard through our School Council, Pupil questionnaires and interviews. The curriculum promotes opportunities for learning about democracy in a number of different contexts. Our school Behaviour Policy involves rewards and consequences which the children fully support and understand. Children are encouraged to approach the Head teacher to share their views and opinions and this has led to changes within the school.

### **The Rule of Law**

Represented by Article 8 of the Universal Declaration of Human Rights “We can all ask for the law to help us when we are not treated fairly.”

Children are taught the value and reasons behind laws, that they govern and protect us, the responsibilities that this involves and the consequences when laws are broken. At the start of the school year the children in each class decide the rules for their classroom, playground and school. Visits from authorities such as the Police are regular parts of our calendar and help reinforce this message. During sporting activities and group activities, the importance of rules and laws is reinforced to enable children to work together effectively and safely.

### **Individual Liberty**

Represented by Article 3 of the Universal Declaration of Human Rights “We all have the right to life, to live in freedom and safety”

Within school, children are actively encouraged to make choices, knowing that they are in a safe and supportive environment. As a school we educate and provide boundaries for young children to make choices safely, through the provision of a safe environment and an inspiring education. Children are encouraged to know, understand and exercise their rights and personal freedoms and to do this safely through PSHE lessons. Whether it be through choice of challenge, or participation in extra-curricular clubs and opportunities, pupils are given the freedom to make choices. They are also encouraged to reflect on their choices and consider the impact they have on others.

### **Mutual Respect**

Represented by Article 25 of the Universal Declaration of Human Rights “We all have the right a good life. Mothers and children and people who are old, unemployed or disabled have a right to be cared for.”

Church Aston Infant School promotes respect for others and this is reiterated through the activities we provide for the children as well as our Behaviour Policy. Older children in the school support younger children and Playground Friends help children who are in need of a friend. Year 2 children

are given responsibilities which help them to understand their responsibility to the school. There is a policy in school for caring, sharing and listening to others.

### **Tolerance of those of Different Faiths and Beliefs**

Represented by Article 18 of the Universal Declaration of Human Rights “We all have the right to believe in whatever we like, to have a religion, and to change it if we wish.”

The opportunities and experiences that we offer children help them to understand the culturally diverse society that they are growing up in. Children have opportunity to visit multicultural places of worship as well as celebrating festivals from other cultures. Children have the opportunity to dress up in clothes and try different foods from other cultures. Assemblies and discussions involving prejudices and prejudice-based bullying have been followed and supported by learning in RE and PSHE. Our R.E. curriculum ensures that a wide range of different faiths and beliefs are taught. Cultures represented by the children that we have in our school are explored in depth enabling all children to feel valued and respected.