**King Street Primary and Pre School**

# Policy on SMSC, PSHE and Citizenship

(see also Agreed Behaviour Policy; Drugs; Food; Health, Safety and Welfare; Sex and Relationship Education)

We are a Rights Respecting School where our ethos encourages the fostering and promoting of children’s talents and abilities. We aim to provide a curriculum that inspires and delivers a high quality learning experience for all.

Article 28 and Article 29

## 1 Aims and objectives

1.1 At King Street Primary and Pre School we believe that education in PSHE and citizenship enables children to become healthier, more independent and respectful members of society. We also aim to support children to be active citizens in a changing British society. We encourage our pupils to play a positive role in contributing to the life of the school and the wider community. In so doing, we help to develop their sense of self-worth and how they can make a positive difference. We teach them how society is organised and governed. Children are made aware of the British Values and how we live in a society under the rule of law. We ensure that the children experience the process of democracy through participation in the school council and other groups within school. Teachers incorporate democracy into everyday situations to model to children how they have a vote on matters that affect them, whether they are large or small. We teach children about their rights and embed this learning throughout the curriculum. A strong emphasis is placed on understanding UNCRC rights (United Nations Convention on the Rights of the Child) and how those rights are being fulfilled. Children are taught that as the right holders they are entitled to all of the rights from the UNCRC and that the duty bearers (adults, staff, parents etc.) have a duty to make sure that these rights are fulfilled. Children are made aware that their rights are fundamental and unconditional, i.e. pupils do not have to do anything to earn their rights and should not have rights taken away from them. Pupils learn to appreciate what it means to be a positive member of a diverse and multi-cultural society through global learning links. Indeed, the teaching of PSHE and citizenship helps in many ways to meet the objectives set out in The Children's Act 2004 ('Every Child Matters') – that children 'be healthy, stay safe, enjoy and achieve, make a positive contribution, and achieve economic well-being'.

 ‘All children have rights.’ Article 2 ‘Right to know your rights.’ Article 42

1.2 Our objectives in the teaching of PSHE and citizenship are for all of our children:

* to know and understand what is meant by a healthy lifestyle;
* to be aware of safety issues;
* to understand what makes for good relationships with others;
* to have respect for others;
* to have open-mindedness towards difference and tolerance for others
* to be thoughtful and responsible members of their community and their school;
* to become active members of our democratic society;
* to develop self-confidence, self-awareness and self-esteem;
* to make informed choices regarding personal and social issues;
* Be creative and critical thinkers
* to develop good relationships with other members of the community.
* to have an understanding of global issues
* to have optimism for a better future
* To understand their rights and to be empowered to make changes within local or global communities, where children's rights are not being met

## 2 Teaching and learning style

2.1 We use a range of teaching and learning styles to meet the PSHE and citizenship requirements of the National Curriculum. We emphasise active learning by including the children in discussions, investigations and problem-solving activities. We encourage the children to take part in a range of tasks that promote active citizenship, e.g. charity fundraising, the planning of special school events (such as an assembly or open evening), or involvement in helping other individuals or groups less fortunate than themselves or in campaigning for change. We organise classes in such a way that pupils are able, through discussion, to set agreed classroom charters of behaviour, and resolve any conflicts. We offer children the opportunity to hear visiting speakers, such as health workers, police and local clergy, whom we invite into the school to talk about their role in creating a positive and supportive local community. ‘Right to find out information’ Article 17

2.2 Through enrichment events and activities children develop their awareness of SMSC. These events are highly regarded by staff and children and are recorded in a special SMSC class book. There is also a whole school book for parents and visitors to look at and share these special moments.

## 3 PSHE and citizenship curriculum planning

3.1 We teach PSHE and citizenship in a variety of ways. Sometimes, e.g. when dealing with issues in drugs education, we teach PSHE and citizenship as a discrete subject. On other occasions, we introduce PSHE and citizenship topics through teaching in other subjects. For example, when teaching about local environmental issues in geography, we offer pupils the opportunity to find out who is responsible for the maintenance and upkeep of local parks and cycle paths. Also, as there is a large overlap between the programme of study for religious education and the aims of PSHE and citizenship.

3.2 Children and teachers refer to PSHCE lessons as SEAL and the World. Teachers follow a long term plan to deliver SEAL and the World to the children. This plan incorporates SEAL topics, British Values, Global Learning, Sex and Relationship Education and Rights Respecting Schools Award. Many resources are used to support the delivery of SEAL and the World lessons, such as SEAL programme, Go Givers website, UNICEF website, Global Learning website.

3.3 Staff are well supported in the teaching of PSHCE though regular staff meetings, network meetings and training days.

3.4 We also develop PSHE and citizenship through various activities and whole-school events, e.g. the school council representatives from each year group meet regularly to discuss school matters. We offer a residential visit in Key Stage 2 to on outward bound centre, where there is a particular focus on developing pupils' self-esteem, and giving them opportunities to develop leadership skills and positive group work.

3.5 Every year, we invite Childline into school to work with all our children. They deliver an assembly to children from Year1-6 and then carry out follow up workshops with Year 5 and Year 6. ‘Every child has the right to be protected.’ Article 19

## 4 The Foundation Stage

4.1 We teach PSHE and citizenship in reception classes as an integral part of our topic work. 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 Early Years Foundation Stage profile (EYFS). Our teaching in PSHE and citizenship matches the aim of developing a child's personal, emotional and social development as set out in the EYFS. We also support citizenship education in reception classes, when we teach 'how to develop a child's knowledge and understanding of the world'.

## 5 PSHE and citizenship and ICT

5.1 ICT makes a contribution to the teaching of PSHE and citizenship in that children in ICT classes learn to work together in a collaborative manner. They also develop a sense of global citizenship by using the Internet and e-mail. There is consequently an Internet Proficiency Scheme for Key Stage 2 pupils. This scheme aims to develop a set of safe and discriminating behaviours for pupils to adopt when using the Internet and other technologies. Through discussion of safety and other issues related to electronic communication, the children develop their own view about the use and misuse of ICT, and they also gain an insight into the interdependence of ICT users around the world. Online role-play software provides a very safe arena to try out actions without harmful consequences.

 ‘Every child has the right to be protected.’ Article 19 and ‘Right to privacy’ Article 16

## 6 PSHE and citizenship and inclusion

6.1 We teach PSHE and citizenship to all children, regardless of their ability. Our teachers provide learning opportunities matched to the individual needs of children with learning difficulties. Intervention through graduated SEND plans will lead to the creation of a Support Plan. When teaching PSHE and citizenship, teachers take into account the targets set for the children in their support plan, some of which targets may be directly related to PSHE and citizenship targets.

6.2 For gifted and talented pupils, teachers will provide additional opportunities to take responsibility, develop leadership skills, think creatively and use their talents for the good of the class or the wider community. Children would be chosen as Rights Ambassadors and Good Global Citizens and they will represent the school in appropriate events.

## 7 Assessment for learning

7.1 Our teachers assess the children's work in PSHE and citizenship both by making informal judgements, as they observe them during lessons, and through formal assessments of the work done, gauging it 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.

7.2 Our teachers record in their mark books the achievements of pupils in PSHE and citizenship. We report these achievements to parents each year.

7.3 We encourage our pupils to keep records, in their personal record-of-achievement file, of their contribution to the life of the school and the community.

7.4 We do not set formal examinations in PSHE and citizenship. The assessments that we make of pupil achievement are positive, and record achievement in its widest sense.

## 8 Resources

8.1 We keep resources for PSHE and citizenship in a central store, in topic boxes for each unit of work. We have additional resources in the library. Our PSHE and citizenship coordinator holds a selection of reference materials for teaching sensitive issues. Teachers have their own passwords for websites that we use as a planning tool/support.

## 9 Monitoring and review

9.1 The planning and coordination of the teaching in PSHE are the responsibility of the PSHE subject leader, who also:

* supports colleagues in their teaching, by keeping informed about current developments in the subject, and by providing a strategic lead and direction for PSHE;
* gives the headteacher an annual summary report in which s/he evaluates the strengths and weaknesses in the subject, and indicates areas for further improvement;
* report to governors to show developments within the subject
* uses specially allocated, regular management time to review evidence of the children's work and to observe PSHE lessons across the school.

9.2 This policy will be reviewed at least every two years.

### Signed:

### Date: 4.3.2016