



## **Beaufort and Langley School's** **PSHE and Citizenship Policy**

PSHE and citizenship is about teaching pupils to develop as individuals and as members of their communities, building on their own experiences. Pupils are taught the basic rules and skills for keeping themselves healthy and safe and for behaving well. They have opportunities to show they can take some responsibility for themselves and their environment. They begin to learn about their own and other people's feelings and become aware of the views, needs and rights of other children and older people. As members of a class and school community, they learn social skills such as how to share, take turns, play, help others, resolve simple arguments and resist bullying. Pupils are encouraged to take an active part in the life of their school and its neighborhood.

**According to Ofsted the fundamental British values' are:**

- Democracy
- The rules of law
- Individual liberty
- Mutual respect for and tolerance of those with different faiths and beliefs and for those without faith

Both Beaufort and Langley promote spiritual, moral, social and cultural development (SMSC) of pupils and of society through a broad and balanced curriculum. Thus demonstrating the active promotion of the fundamental British Values.

### **Aims for PSHE at Langley school:**

In PSHE and Citizenship we aim to provide opportunities for pupils to:

- Develop their personal, social and life skills and to be aware of safety issues.
- To know and understand what constitutes a healthy lifestyle.
- To understand what makes for good relationships with others.
- To raise pupils feelings of self-esteem, self-confidence and self worth.
- To provide opportunities for the children to engage in the life of the school and local community.
- To create an environment in which pupils can develop an understanding of the basic principles of and the issues surrounding Citizenship.

### **Scheme of Work:**

#### **Foundation Department**

PSHE and citizenship is an integral part of the topic work covered during the year and through circle time and weekly SEAL sessions. PSHE and Citizenship relates to the objectives set out in the Early Learning Goals and is taught mainly through Personal, Social and Emotional Development. During tuck time the children choose from a number of healthy options and as there is a focus on learning through play, a great deal of emphasis is placed on relationships, sharing resources, turn taking and teaching self-help skills.

#### **Main School**

The curriculum in main school is on a two-year teaching cycle thus providing opportunities to consolidate previous learning and to teach new skills. During KS1 children learn about themselves, how to look after their body, relationships with family and friends, road safety, care for the environment, caring for others and keeping safe. In KS2 the children build on these experiences and cover areas such as personal safety, stranger danger, rules, choices, body changes, feelings, bullying, drugs and Sex and Relationship Education (SRE). Circle time and SEAL sessions provide an opportunity to consolidate, reflect and respond to any incidental PSHE issues that may have arisen.

At Langley we offer Peer Massage across the school. This encourages the children to use positive touch and to build trusting relationships with their peers. We also offer Tacpac for identified children. Tacpac combines touch and music to promote communication and social interaction, sensory, neurological and emotional development. All of the children have dinnertime targets in place, as this time is considered as valuable teaching time.

### **Provision through activities and school events**

The year six children benefit greatly from their five-day residential trip to Redridge. It provides opportunities for children to plan and work together and develop and maintain relationships under different circumstances. The children encounter a variety of new experiences and are encouraged to try new activities, to raise their self-esteem, self-confidence and self worth.

Pupils are encouraged to regard people of all faiths, races and cultures with respect and tolerance. Where possible we try to encourage visitors into school to complement the schemes of work in place. The school nurse supports the class teachers in delivering the Sex and Relationship (SRE) aspect of the curriculum and we benefit from ~~close~~ links with the local fire and police services who come into school to lead sessions with the children. Children visit local places of interest and religious houses to increase their skills and understanding of other values and beliefs.

Our Pastoral Support Mentor within school provides guidance to pupils and families to help overcome any difficulties. She sets targets with parents and then meets after an agreed time to reevaluate the situation. We also have a Learning Mentor who supports parents during the transition phases from home to school or onto secondary school. She also offers support to parents with any concerns they may have or support they need outside education.

We encourage the children to take part in a range of practical activities that promote active citizenship, e.g. charity fundraising and planning special events such as an assembly, or an activity to help other individuals or groups less fortunate than themselves. The School Council provides a voice for the children in school, where each class has an elected representative who is voted for by the class pupils.

### **At Beaufort School we aim to give our pupils opportunities to:**

- To have a secure sense of self
- To have positive relationships with familiar adults and peers.
- To engage in activities.
- To be able to relax.
- To cooperate in personal care.
- To behave in a way that maintains safety and that of others.
- To be able to access activities in the community with support.
- To have a consistent way of making choices.

In Key Stage one and two, pupils are taught the key principles through discrete PSHE and citizenship timetable slots following a 3 year rolling program, which is set to two topics each term. This work focuses on a number of key concepts, but is delivered in a practice which allows children to develop an understanding in a range of key life skills. Pupils need to understand these concepts in order to deepen and broaden their knowledge, skills and understanding.

PSHCE is developed in cross curricular activities throughout a range of routine and other PSHCE focus's that have been incorporated into elements of the national curriculum. To coincide with this method of teaching elements of the PSHCE curriculum, a plan is in place to share all the learning opportunities our children receive which enables them to progress in their personal, social, health, citizenship and emotional development

### **In EYFS PSHE is taught through:**

EYFS use planning produced for key stage one and two, but amend it to suit their own needs and deliver it through a personal, social and emotional development approach which involves helping children to develop a positive sense of themselves, and others; to form positive relationships and develop respect for others; to develop social skills and learn how to manage their feelings; to understand appropriate behaviour in groups; and to have confidence in their own abilities at levels appropriate to pupils development.

All children at Beaufort school will have the opportunity to develop their PSHCE and citizenship throughout the school day.

Developing confidence and responsibility and making the most of their abilities. This begins with developing self-awareness and progresses into developing self-esteem and individual knowledge of likes, dislikes, strengths and weaknesses. Pupils are given opportunity to explore and experiment and make active choices through a variety of activities and concepts

Developing good relationships and respecting the differences between people. Beginning with interaction with familiar people and moving on to understanding different types of relationships and the impact of our behaviour on others. It includes respecting people of differing genders, races, ages and faiths and with pupils coming to terms growing awareness of their learning difficulties. Children take part in trips to local places of worship, to develop their awareness of the area they live and different cultures within this area. We invite local police and fireman into school to meet the children, we have invited pet owners to bring in their pets for children to learn about valuing others. Children visit local places of interest and religious houses to increase their skills and understanding of other values and beliefs. With our co located partners we raise money for local and national charities, take part in Christmas and summer fayre's raising monies for school.

Developing a healthy, safer lifestyle. This starts with a basic awareness of the body and of daily personal care routines and moves towards understanding the need for them and maintaining them independently. It moves from developing trusting relationships with familiar people. Through break and lunch times PECS and other communication means, which are individualised to every child is encouraged to assist pupils in making healthy choices.

Preparing to play an active role as citizens. This begins with making choices and carrying out basic responsibilities in the classroom, being supported in behaving responsibly and moves to a growing awareness of the rights of others and the ways that we can operate in and make a positive contribution to our community and express our views. Pupils are encouraged as they go through the school to have class responsibilities i.e. record monitor which then increase to moving around school (milk monitor). Beaufort school uses their school rules consistently to encourage children to play active roles in their education. Each classroom has the school rules visible for the children to refer to.

Sex and Relationship Education: This is taught through cross curricular activities where the children are able to develop an awareness of their bodies and differences to others. Where applicable children may receive discrete lessons or short discussions which develop the concept of sex and relationship education further, but this will provided when teachers feel it is necessary.

Assemblies: These are wonderful opportunities to bring the whole school together. At Beaufort school we use assemblies to encourage children to reflect on issues relating to the fundamental British values and to contribute and offer opinions on a range of focuses.

### **In both schools:**

PSHE and Citizenship cannot always be confined to a specific timetabled slot. We achieve the above aims by provision of:

- Discrete curriculum time;
- Teaching PSHE and Citizenship in and through other subject areas;
- Through PSHE and Citizenship activities and social events;
- Through pastoral care and guidance.
- Promoting fundamental British values as part of SMSC

### **Parents**

We recognise the key part our parents play in the education of our children. We encourage our parents to come into school for regular coffee mornings or open days/afternoons. Parents are consulted on their child's IEP/IPP and attend Annual Reviews.

### **Assessment and recording**

Teachers assess the children's work in PSHE and citizenship by making informal judgments as they observe them during lessons. Children's progress is recorded using P-level judgments and reported back to parents via reports annually.

### **Resources**

A wide variety of resources are used from a number of different sources. All resources for PSHE and Citizenship are located in the teacher resource room at Langley and the PSHE cupboard at Beaufort.

### **Equal Opportunities**

All children have an equal opportunity to develop their potential regardless of gender, ability and cultural or religious background. Learning opportunities are matched to the individual needs of the children.

### **Subject Leader**

The subject manager oversees the planning in this curriculum area and is responsible for informing staff of any new developments. The subject manager is also responsible for tracking pupil's development and highlighting pupils who are making insufficient progress.

### **Dissemination of the Policy**

This policy is posted in the shared files on the network for all staff and governors to access. Hard copies are available to parents and carers on request.

Sarah Everet (Langley)

15<sup>th</sup> September 2010

Amended 21<sup>st</sup> January 2013.

Amended 4<sup>th</sup> November 2015 - Carla Topham

Joanne Latham-Cook (Beaufort)

Revised January 2013

Amended 4<sup>th</sup> November 2015 - Melissa Carter

Agreed Curriculum Governors