

# **Personal, Social, Health, Relationship Education** **(PSHRE)** **And Citizenship Policy**

*We'll make our school a happy, safe and caring place... where if you feel good you learn well.*

At Kenmore Park Infant & Nursery School we are committed to the all round development of the individual child. PSHRE and Citizenship emphasises the development of every person as an individual and as a member of society, whatever his or her gender, ethnic origin, religion, class, age, attainment or disability. (*Article 8: A right to identity*)

## **AIMS AND OBJECTIVES**

PSHRE education remains a non-statutory subject; however, section 2.5 of the National Curriculum framework document states that:

***'All schools should make provision for personal, social, health and economic education (PSHE), drawing on good practice.'* And Relationship Education is statutory from 2020**

- So at KPINS we believe that Personal, social and health education (PSHRE) and Citizenship helps to give pupils the knowledge, skills and understanding they need to become healthy, confident, independent, effective and responsible members of society. We encourage our pupils to take part in a wide range of activities and experiences, across the curriculum, contributing fully to the life of their school and wider community, by providing appropriate resources and incorporating outside agencies. (**Article 17 – Children have the right to get information that is important to their well-being, from radio, newspaper, books, computer and other sources. Adults should make sure that the information that they are getting is not harmful, and help them find and understand the information they need.**)

PSHRE and Citizenship should be expressed not only through its normal academic and pastoral arrangements, but also through the whole school environment, including displays, the pattern of relationships established, the values transmitted by the personal example of the teachers and finally other adults working in the school. The ethos of the school will also be conveyed and emphasised through daily whole school assemblies.

- They learn to work well with others (the learning disposition of collaboration Team Ant) and become increasingly responsible for their own learning. (As we undertake our visible learning journey) They learn to appreciate what it means to belong, and to play an important part in our multicultural school society as well as that of the wider community. We ensure that they experience the process of democracy in school. (**Article 12: A right to an opinion**)
- We teach them about rights and responsibilities. We aim to teach children to care for themselves and for others by setting relationships into a social and emotional context. We place a great emphasis on praise and rewards to encourage positive behaviour. In so doing

we help them develop and recognise their sense of self-worth. ([Article 28: The right to an education](#))

Kenmore Park Infant & Nursery School intend to lay the foundations for the skills necessary for adult life and to encompass the Every Child Matters agenda. [Article 2: All children have rights](#)  
The aims of PSHRE and Citizenship curriculum is to enable the children to:

1. Know and understand what constitutes a healthy lifestyle
2. Be aware of safety issues and implications of risk-taking
3. Be aware of sensitive issues e.g. drugs, sex education, bullying
4. Understand how good relationships are formed with others in work and play
5. Develop good relationships with other members of the school, both pupils and adults
6. Become active and democratic citizens in the wider community
7. Have respect for others
8. Develop self-confidence and self-esteem
9. Make informed choices regarding personal and social issues in everyday life (including asking for help)
10. Take part in discussions and make real choices
11. Develop a commitment to learning
12. Foster and encourage positive attitudes and behaviour towards the environment
13. Learn to be trustworthy and to trust others
14. Celebrate the variety of cultures and beliefs amongst each other
15. Develop self-discipline

## **APPROACHES TO TEACHING AND LEARNING**

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. (VL-Team Ant collaboration and Tough Tortoise-challenges)
- We encourage the children to take part in a range of practical activities that promote active Citizenship E.g. Schools Council, charity fund raising, non-uniform days, planning of special school events.
- PSHRE & Citizenship will be approached in a variety of ways involving whole school, class, group and individual sessions.
- Through circle time and whole class work we will create a safe environment to foster discussion of feelings and emotions on a class, group or individual basis.
- Cross curricular links: -
  - ❖ Science (health, food, our bodies & life processes and living things).
  - ❖ Literacy (discussion/drama)
  - ❖ RE (different religions, accepting differences)
  - ❖ Geography (the environment)
  - ❖ Art (expressing experiences)
  - ❖ Assemblies (celebrating achievements/festivals)
  - ❖ Music (listening to music from around the world).

Non-curricular opportunities for promoting PSHRE/Citizenship include:



- The input of class councils and the School Council
- Extra-curricular activities including visits
- The value and attitudes of staff in promoting the school ethos
- Partnership with parents in the school community and in their support of the Code of Conduct/Home-school agreement
- Involvement of outside agencies/visitors PSHRE and Inclusion

As there is a large overlap between the Programme of Study for Religious Education (RE) and RRS with the Aims of PSHRE and Citizenship, we teach a considerable amount of the PSHRE and Citizenship through our RE/RRS lessons. Conversely, specific topics such as Drugs Education are taught as discreet subjects. [Article 19: have the right to be safe](#). We offer children the opportunity to hear visiting speakers such as health workers, the police, representatives from charities, local churches, whom we invite into the school to talk about their role in the local community. We also organise external visits e.g. old peoples' homes, religious places of worship and other accredited educational establishments.

### **PLANNING OF PSHRE AND CITIZENSHIP CURRICULUM PROGRAM**

The following areas are included in the PSHE and Citizenship program:

1. Environmental aspects of Health Education.
2. Personal hygiene.
3. Personal Safety
4. Health (lifestyle choices).
5. Family life education.
6. Sex education (based on relationships).
7. Psychological aspects of health Mental Health/wellbeing.
8. Emotional well being (feelings).
9. Citizenship.
10. Respecting Rights-linked with RRS lessons.
11. Behaviour. (rights and responsibilities)
12. Bullying, friendships and relationships.
13. Road safety.

The program relates to the whole being including the physical, social, emotional, psychological, mental, spiritual, moral and cultural aspects of the child and takes into account his or her previous experiences. The components are concerned with the provision of the knowledge and skills that will enable children to understand their own bodies, how to stay healthy and to have a regard for the health of the community. The program will also help the children to understand how to make informed choices necessary to avoid lifestyles that increase the risk of disability, obesity, disease and an accident, and to encourage those which promote mental and physical health, including awareness of medicines and drugs (refer to the Drugs Educations Policy).

### **FOUNDATION STAGE**

We teach PSHRE and Citizenship in Nursery/Reception classes as an integral of the topic work covered during the year. As the Nursery/Reception classes are part of the Foundation Stage of the National Curriculum, we relate the PSHRE and Citizenship aspects of the children's work, to the Learning Objectives set out in the Early Learning Attainments in the 7 areas of learning. Our teaching and learning objectives in this subject matches the Aim of developing a child's

personal, emotional and social development. We also support Citizenship Education in Nursery/Reception classes when the core theme of Living in the World is taught'.

## **TEACHING PSHRE AND CITIZENSHIP TO CHILDREN WITH SPECIAL NEEDS AND EAL CHILDREN**

We teach PSHRE and Citizenship to all children, regardless of their ability. (**Article 23 – Children have the right to special education and care if they have a disability, as well as all the rights in the Convention, so that they can live a full life.**) Our school provides learning opportunities matched to the individual needs of the children. When teaching PSHRE and Citizenship we take into account the Targets set for the children in their Individual Support Plans (ISPs).

For pupils with SEN it can enable them to:

- Make choices and decisions
- Develop personal autonomy by having a degree of responsibility and control in their lives
- Make a difference or make changes by their individual or collective actions
- Find out that there are different viewpoints which lead to a respect for the opinions of others

When planning PSHRE staff need to ensure that activities are inclusive and accessible to all pupils. Staff should teach knowledge, skills and understanding in ways that match and challenge their pupils' abilities.

## **ASSESSMENT AND RECORDING**

Teachers assess the children's work by making informal judgements as they observe them during lessons. Formal assessments of their work are also undertaken and measured against the specific learning outcomes set out / outlined in the Jigsaw SOW. Topics within PSHRE and Citizenship which are linked to the Science, PE and RE National Curriculum will be assessed within that subject area. Assessments linked to personal and social aspects are assessed through observations and through the Achievement Assemblies. We have clear expectations of what the pupils will know, understand and be able to do at the end of each Key Stage.

## **MONITORING AND REVIEW**

The PSHRE and Citizenship Subject lead is responsible, together with the Head Teacher and Governing Body, for monitoring the standards of children's work and the quality of teaching. **Article 28 the right to a good education** The Subject lead supports colleagues in the teaching of PSHRE and Citizenship by providing information and INSET regarding current developments. The coordinator also provides a strategic lead and direction for the subject in the school. The Subject lead is also responsible for giving the Head Teacher an annual summary report, evaluating strengths and weaknesses in the subject and indicating areas for further improvements e.g. updating resources. We allocate release time for our Subject lead to enable him or her to fulfil this role by reviewing samples of children's work and visiting classes to observe teaching in the subject. Where appropriate photographs are taken to track aspects of the topic being tackled.



## **RESOURCES**

Each year group has been allocated copies of the POS (Jigsaw) and accompanying fiction books to deliver PSHRE lessons. Additional published resources are kept in a central area in a corridor cupboard outside the main hall.

The following items are available within this central area:

- Safety matter scheme of work
- A-Z Traffic Tales Series
- Feelings book series
- Senses booklets
- Sun Sense scheme of work
- Teacher's Circle Time reference books
- Fire Safety scheme of work
- Pets in the curriculum scheme of work
- Problem solving series
- Bullying resources
- Healthy eating resources
- LCP (KS1) scheme of work
- DCSF guidance
- Drug Education booklets/resources

**Signed:** R. K. Mahil-Pooni

**Date:** September 2024

**Next review:** Summer 2027 (or sooner if statutory curriculum is updated)