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PSHE/Citizenship Policy

Whilst PSHE education is a non-statutory subject, section 2.5 of the National Curriculum Framework document states that:

“All schools should make provision for PSHE drawing on good practice.”

In addition the DfE publication ‘guidance on PSHE’ states that the subject is an important part of all pupil’s education’ and that:

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

The aims of PSHE and Citizenship fall into 3 core themes:
Health & Wellbeing, Relationships and Living in the Wider World.

Health & Wellbeing

- Know and understand what constitutes a healthy lifestyle.
- Know how to maintain physical, mental and emotional health and wellbeing.
- Be aware of safety issues, including how to respond in an emergency.
- Know how to manage change, including puberty, transition and loss.

Relationships

- Develop and maintain a variety of healthy relationships within a range of social and cultural contexts.
- Know how to recognise and manage emotions within a range of relationships.
- Know how to recognise risky or negative relationships, including all forms of bullying and abuse, and ask for help.
- Know how to respect equality and diversity in relationships.

Living in the Wider World

- Know the importance of responsible behaviours and actions.
- Be responsible and independent members of the school community.
- Be positive and active members of a democratic society.
- Know about the importance of respecting and protecting the environment.
- Develop self-confidence and self-esteem and make informed choices regarding

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- personal and social issues.
- Develop good relationships with other members of the school and the wider community.
- Know about where money comes from, keeping it safe and the importance of managing it effectively.
- Have a basic understanding of enterprise.

Within the Federation we fully support these aims and adopt them in total; we try to achieve our aims through every opportunity that school presents. This will include:

The ethos of the school
 Integration into topics
 Visitors to the school
 Special events
 Lunch and break time activities and behaviour
 Assemblies
 Visits
 PE
 TV, videos radio
 Class Organisation
 School monitors
 Pre-school visits
 PSHE – citizenship lessons

The curriculum input may include reading, discussion, listening, writing, literature, creative activities, displays, reports, drama, plays and science.

PSHE Statement

The personal and social development of children plays a significant part in their ability to learn and achieve. Development in both areas is essential to raising standards of attainment for all children.

The school curriculum should promote children's self esteem and emotional well being and help them to form and maintain worthwhile and satisfying relationships based on respect for themselves and for others at home, at school, at work and in the global community. It should develop their ability to relate to others and work for the common good. It should enable pupils to respond positively to opportunities, challenges and responsibilities and to cope with changes and adversity.

The PSHE curriculum of the Federation aims to prepare children for the opportunities, responsibilities and experiences of modern life in a multi-cultural society. Through the PSHE-Citizenship curriculum we aim to pass on the enduring values of society, develop children integrity and autonomy and help them to become responsible and caring citizens capable of contributing to the development of a just society. We aim to promote the

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children understanding of different cultures and beliefs, including an appreciation of their diversity and of the influences on individuals and on societies. We aim to develop children's awareness, understanding and respect for environments they live in and secure their commitment to sustainable development at a personal, local, national and global level.

Moral and Values Framework for PSHE-Citizenship

The PSHE-Citizenship programme will reflect the ethos of the school and demonstrate and encourage the following values

- respect for self
- respect for others
- respect for the environment
- responsibility for one's own actions
- understanding of British Values and democracy

Teaching and Learning

Within the federation we aim to make PSHE as enjoyable and accessible as possible. A variety of teaching styles and resources will be applied. It will at times be taught directly by the teacher. PSHE will be taught and integrated into our curriculum in a variety of ways such as in Science (e.g. care of the world) or RE (e.g. tolerance and respect for other faiths/belief systems). It may also be taught by:

- Collective Worship
- Making educational visits
- Having visitors to the school and,
- Through practical activities.

Time Allocation

In Reception PSHE is taught both as a discrete lesson and as ongoing activities.

In KS1 30 mins per week is allocated to PSHE

In KS2 30 mins per week is allocated to PSHE

In KS1 30 mins per week is allocated to Citizenship.

In KS2 30 mins per week is allocated to Citizenship.

The Content of the PSHE-Citizenship Curriculum

The content of the PSHE-Citizenship curriculum has been divided into four main area. The planned curriculum has a variety of issues and concepts that are introduced and re-visited as the children move through the school. Through this approach we hope to develop the children's skills, knowledge and understanding as they mature.

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The Four Main Areas of the PSHE-Citizenship Curriculum are:

- Personal and Social Education (to include the Prevent for Schools KS1 and KS2 scheme and SEAL)
- Health Education
- Drugs Education
- Sexual Health and Relationships Education

Safety

Staff adhere to County Safety guidelines both within school and when on educational visits. A copy of these guidelines are kept for staff reference in the main school office.

As a federation, we have an E-safety policy which teachers refer to when teaching E-Safety in school. E-Safety is an integral part of our Computing Curriculum and is taught from KS1 upwards.

Assessment Recording and Reporting.

On entering the Federation children will be observed at work and play in order to make an entry assessment of what they already know and can do. The children are assessed in line with Development Matters and scores are used to establish a baseline measure of individual ability.

Throughout the year staff continue to monitor children's progress in order to plan purposeful and appropriate activities to support them in the next steps in their learning.

By the end of the Reception year a judgement will be made against the Early Learning Goals for each child which sums up their progress and learning needs at the end of the Foundation Stage. This based on ongoing observations and assessments over all seven areas of learning within the Foundation Stage Curriculum. Each child's typical developments and achievements will be recorded on assessment scales. Completed assessments will be used as part of our annual report to parents. The numerical results are collected by the LEA as they are required as statutory assessment at the end of the Foundation Stage.

Summative Assessment takes part at the end of every term. Parents are informed of their child's performance at parent-teacher consultation evenings. They also receive an annual written statement on their child's progress about PSHE and Citizenship during the summer term.

Formative assessment takes place daily through oral and written feedback to the child on their performance and targets for improvement.

Provision for children with special educational needs

Teaching and Learning for children with Special Educational Needs is managed through differentiation and intervention within the class setting. Work of an appropriate level is administered with support where appropriate from an assisting adult.

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Provision for children recognised on our Gifted and Talented Register

Teaching and Learning for children with recognised Gifts and Talents is managed through extension within the class teaching and enrichment through the provision of additional learning opportunities of an appropriate level of challenge.

These may include:

- Accessing work using objectives from academic groups in advance of their age.
- Using established knowledge to develop their problem solving and knowledge application abilities
- Being challenged to complete specific tasks of a standard appropriate for their heightened level of ability.

Monitoring, Review and Development

School performance in PSHE and Citizenship is being constantly monitored and reviewed by the following means:-

- Monitoring of planning
- Classroom observation
- Scrutiny of work
- Seeking the views and opinions of the teaching team
- Seeking the views and opinions of the children
- Seeking the views and opinions of the parent body
- Analysis of pupil attainment and achievement, both individually, as a cohort and as a class
- Analysis of pupil performance in different aspects of mathematical understanding

Equal Opportunities

The Governing Body ensures that the school does not discriminate against any pupil on the ground of disability, sex or race in deciding admissions, providing the curriculum, teaching and guidance; in applying standards of behaviour, dress and appearance; and in the allocation of resources and other benefits and facilities which the school provides. The federations prides itself on its ability to welcome and involve children of all abilities, backgrounds and heritage. Children are recognised as individuals and both supported and challenged at their own level of development. Our main principal aim is that all children achieve the best that they can be, in all aspects of their development, during their time within the Federation

Partnership with Parents

We place the utmost importance on sharing equal and joint responsibility with parents for their children's education, including on issues of sexual instruction. We do our best to find out from them any religious or cultural views they may have which may effect the PSHE-

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Citizenship curriculum that they wish their child to receive, although we would carefully consider any request that compromised our equal opportunities policy.

We will take every opportunity to inform and involve parents by:

- making our commitment clear in the school handbook-brochure
- inviting parents in to discuss personal development when their child enters the school and regularly thereafter
- operating an open and welcoming school environment

We are aware that some parents find it hard to cope with their children's sexual development and are happy for the school to take the initiative. Staff are willing to discuss with parents any matters which they are concerned about. It is important that there is no home-school conflict in the information that the child receives.

Parents right to withdraw their children from Sexual Health and Relationship Education Lessons

By working closely with parents our experience has shown that we have convinced them of the value of sex education for their children. We are optimistic that this situation will continue. However we must point out that parents have the right to withdraw their children from sexual Health and Relationship Education Lessons although not those elements that are in the National Curriculum Orders for Science. If a parent wishes to withdraw a child from Sexual Health and Relationship Education Lessons we ask that they discuss it with the headteacher, to be clear about what their child will do when they are withdrawn. We should like to make it clear that even when a child has been withdrawn from Sexual Health and Relationship Education lessons if the child should ask questions at other times, these questions will be dealt with honestly by staff.

Child Sex Abuse

The school has a separate Safeguarding Policy

Confidentiality

As a general rule the teacher or member of staff concerned will maintain a child's confidentiality. However if a child request confidentiality they will be informed that that may not be possible. If the person concerned believes that a child is at risk or in danger she/he will talk to the inclusion Manager before any decision is made. The child concerned will be informed that the confidentiality is being breached and the reasons why. The teacher or member of staff concerned will support the child throughout the process

Answering Difficult Questions

Sometimes during the delivery of the PSHE-Citizenship programme a child will ask an explicit or difficult question in the classroom. Questions do not have to be answered

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immediately and can be addressed individually later. The staff believe that individual teachers must use their skill and discretion in these circumstances and refer their concerns to the Headteacher. No teacher, or adult supporting the delivery of the PSHE-Citizenship programme is obliged to answer personal questions from the children.

The use of visitors

There are various people able to resource and support the school in the delivery of the PSHE-Citizenship programme. These people include parents, the school nurse, religious and health professionals. Visitors will be expected to work within the terms of the school's Visitor and Visiting Speakers Policy.

PREVENT: The Issue of Radicalisation

The Counter-Terrorism and Security Act 2015, places a legal responsibility on schools to take every effort to protect members of their community from the threat of radicalisation.

Promoting Fundamental Values

The School will vigorously promote fundamental values such as fairness, democracy, tolerance and the rule of law. Our School Founding Values are: Love, Respect, Forgiveness, Inclusion and Compassion. The school has the following learning aims which are taught through Religious Education, Personal, Social, and Health Education and through Collective Worship.

- To become successful learners who enjoy learning, make progress and achieve.
- To become confident individuals who are able to safe, healthy and fulfilling lives.
- To become responsible citizens who make a positive contribution to society.
- For children to recognise that they live in a diverse multicultural society within a global setting.

Staff Training and Information

The School recognises that it has a responsibility to provide INSET to staff on the issue of radicalisation to ensure that they remain vigilant and informed on the issue. It will also ensure staff are aware of how to respond appropriately if concerned about the possible radicalisation of a pupil.

Adopted:	Feb 12
Reviewed:	Autumn 2015
Date of Review:	September 2016

Signed:

Signed:

Mrs CV Collett
Executive Headteacher

Mrs E Woods
Chair of Governor

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