

St John's Upper Holloway CE Primary School



PSHEC policy

April 2021

Personal, Social and Health Education and Citizenship Policy
(See also Behaviour and Discipline; Drugs; Health, Safety and Welfare;
Sex and Relationship Education)

DATE: March 2021

REVIEW: March 2022

Our Vision

Jesus said: 'Love each other as I have loved you'. John 15:12

As we are loved, so we shall love.

As we are taught, so we shall teach.

As we are nurtured, so we shall flourish.

Our Mission

St John's is a small, caring Church of England Primary School. It is committed to supporting our pupils to be happy, successful and fulfilled throughout their lives. We believe that everyone is unique and valued by God. We aspire to be a high achieving school that provides an outstanding education:

- promoting the highest standards of teaching and learning, with excellent leadership
- being inclusive, celebrating diversity and valuing all religions, faiths, cultures and backgrounds
- providing a rich and stimulating curriculum that will inspire and challenge
- being a happy, healthy and safe place
- providing excellent care, guidance and support with a strong partnership between school, parents and the community.

We seek to promote six Christian values of creativity, thankfulness, truthfulness, friendship, perseverance and courage, each linked by our core value of love. We believe these help to prepare our children for a successful and fulfilling life, so being:

- considerate and respectful with excellent manners
- confident, happy, independent and self-motivated
- co-operative and collaborative
- honest and trustworthy
- resilient, hardworking and determined
- highly principled with moral, spiritual, cultural and social awareness, including shared British Values.

1 Aims and objectives

1.1 At St. John's we believe that PSHE and citizenship should enable children to become healthier, more independent and more responsible members of 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 develop their sense of self-worth. We teach them how society is organised and governed. We ensure that the children experience the process of democracy through participation in the school council. We teach children both about their rights and about their responsibilities. They learn to appreciate what it means to be a positive member of a diverse and multicultural society. The school uses the Islington PSHE curriculum – *You, Me, PSHE* – to deliver schemes of work that meet the four areas listed below. PSHE is now statutory in maintained schools.

We intend the PSHE curriculum to:

1. Meet the very diverse needs of our pupils who have special educational needs or disabilities
2. Focus on supporting the physical and mental health and wellbeing of pupils
3. Provide opportunities for active parental engagement
4. Support our vision statement of 'Love one another as I have loved you' (John 15:12) and provide opportunities to develop our six Christian values of creativity, thankfulness, truthfulness, friendship, perseverance and courage, each linked by our core value of love

1.2 The objectives of PSHE and citizenship are to enable the children to:

- know and understand a healthy lifestyle and be able to cook a variety of dishes, including more complicated dishes by the end of Year 6;
- be aware of safety issues;
- Understand what healthy food consists of and be able to make healthy food choices
- understand what makes for good relationships with others;
- have respect for others;
- Begin to understand mental health issues and how this can effect different members of society.
- be independent and responsible members of a community, such as school;
- be positive and active members of a democratic society;
- develop self-confidence and self-esteem, and make informed choices regarding personal and social issues;
- Develop good relationships with other members of the community.

2 Teaching and learning style

2.1 We use a range of teaching and learning styles to meet the PSHEEC 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, for example 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. We organise classes in such a way that pupils are able, through discussion, to set agreed classroom rules 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.

3 PSHE and citizenship curriculum planning

3.1 We use the Islington Scheme of work for planning and teaching throughout the school (see Overview at the end of the document). We teach PSHE and citizenship in a variety of ways. Sometimes, for example when dealing with issues in drugs education, we teach PSHE and citizenship explicitly. On other occasions we introduce PSHEC 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 some overlap between the programme of study for religious education and the aims of PSHEC, we deliver elements of the PSHEC curriculum through our religious education lessons. Each year is started with the Getting Back to Green emotional regulation strategy, which teaches children to understand how they feel when they experience different emotions and what to do about those feelings.

3.2 We also develop PSHEC through various activities and whole-school events, for example the school council representatives from each form meet regularly to discuss school matters. We offer a residential visit in Key Stage 2 (covid-permitting) where there is a particular focus on developing pupils' self-esteem, and giving them opportunities to develop leadership skills and positive group work.

4 The Foundation Stage

4.1 We teach PSHE (PSED) in reception and nursery classes as an integral part of our topic work. As the nursery and reception classes are part of the Foundation Stage of the National Curriculum, we relate the PSHEC aspects of the children's work to the objectives set out in the statutory framework for the Early Years and Foundation Stage. We also support citizenship education in nursery and reception classes, when we teach 'how to develop a child's knowledge and understanding of the world'.

5 Teaching PSHEC to children with special needs

5.1 We teach PSHEC to all children, regardless of their ability. Our teachers provide learning opportunities matched to the individual needs of children with learning difficulties. When teaching PSHE and citizenship, teachers take into account the targets set for the children, some of which may be directly related to PSHE and citizenship targets.

5.2 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.

6 PSHEC and ICT

6.1 ICT makes a contribution to the teaching of PSHEC 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. E-safety is a core part of both the ICT and PSHEC curriculum. This aims to ensure children begin to learn how to stay safe when online and

free from cyber bullying. 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.

7 Assessment for learning

7.1 Our teachers assess the children's work in PSHEC 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 Teachers record children's achievements on PSHE assessment sheets by looking at the Islington primary scheme of work assessment pack. These are completed in relation to each unit studied.

7.3 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 the PPA room. We have additional resources in the library. Our PSHE and citizenship coordinator holds a selection of reference materials for teaching sensitive issues.

9 Monitoring and review

9.1 Our PSHE and citizenship coordinator, in conjunction with the leadership team, is responsible for monitoring the standards of children's work and the quality of teaching. Our coordinator supports colleagues in their teaching by giving them information about current developments in the subject, and by providing a strategic lead and direction for the subject in the school. PSHCE advisors from Islington visit the school annually to provide further support and guidance. The PSHCE subject leader creates an annual action plan outlining the priorities for subject development throughout the year ahead. This is reviewed termly and fed back to the leadership team. We allocate special time to our coordinator to enable him/her to review samples of children's work, and to observe teaching in the subject. The subject leader also meets with the PSHE governor during the year to share the action plan priorities and review the progress towards each of the targets.

9.2 This policy will be reviewed each year.

Signed by head teacher _____ date _____

Signed by chair of C&S committee _____ date _____

PSHE+ C Overview 2020 onwards

		Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Year 1		Nurturing Nurses		Transport		What's around me?	
	PSHE	My feelings	What we put into and on our bodies	Me and others	Feeling safe	My money	Fun times
Year 2		The Gunpowder Plot		The Great Fire of London		Madagascar	
	PSHE	Friendship	What keeps me healthy?	Keeping safe and managing risk- Indoors and outdoors	Drug, alcohol and tobacco education: Medicines and me	Boys and girls, families	
Year 3		Changes in Britain from the Stone Age to the Iron Age		Ancient Egypt		River Journeys	
	PSHE	Getting Back To Green Mental Health, Strengths and Challenges	Healthy Eating What helps me choose <i>Marcus Rashford</i>	Bullying- See it, Say it, stop it	Celebrating Differences <i>Around the world cultures Malala Yousafzai Greta Thumberg Ade Adepitan</i>	Drugs and Alcohol Tobacco is a drug	Careers, financial capability and economic wellbeing: Saving, spending and budgeting
Year 4		The Roman Empire and impact on Britain		Russia and Europe		Britain's settlement by Anglo Saxons and Scots	
	PSHE	Getting Back to Green Playing Safe	Identity, society, equality Making choices	Drugs, alcohol and tobacco: Making choices	What's important to me?	Growing up and changing	
Year 5		Vikings		Maya and the Rainforests		Victorians	
	PSHE	Getting Back To Green Dealing with Feelings	Keeping Safe and Managing Risk- Making Safer choices	Health and Wellbeing- In the media <i>Kelly Smith</i>	Drugs and Different Influences	Stereotypes, Discrimination and Prejudice <i>Windrush</i>	Borrowing and Earning Money
Year 6		Ancient Greece		WW2		Archway and Beyond	
	PSHE	Getting Back To Green Healthy Minds	Keeping Safe Out and About FGM	Drugs: Weighing Up Risks	Human Rights <i>Emmeline Pankhurst</i>	Relationships and sex- Healthy relationships	