



# PSHE and Citizenship Policy

2022-2023

**At Rossington St Michael's our vision is that all feel welcomed, accepted, achieve and feel loved. Through our teaching of PSHE, all children will have the opportunity to explore their feelings and the feelings of others.**

## **Introduction**

Personal, Social and Health and Citizenship Education (PSHCE) enables pupils to develop the knowledge and understanding, skills, attitudes and values which are necessary for them to make sense of the responsibilities, opportunities and experiences which are part of their lives, both now & in the future. Its role at the core of education is supported by the following quote from the National Curriculum Handbook for Primary Teachers in England (1999).

The handbook sets out two broad aims for the school curriculum:

- To provide opportunities for all pupils to learn & achieve; and
- To promote children's spiritual, moral, social, social & cultural development & prepare all pupils for the opportunities, responsibilities & experiences of life.

## **Aims and Objectives**

PSHE and Citizenship enables children to become healthy, independent and 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 their sense of self-worth. We teach them how society is organised and governed. We ensure that they experience the process of democracy in school through the school council. We teach them about rights and responsibilities. They learn to appreciate what it means to be a positive member of a diverse multicultural society.

The aims of personal, social and health education and citizenship are to enable the children to:

- Stay as healthy as possible;
- learn to keep themselves and others safe;
- develop effective & satisfying relationships ;
- learn to respect the differences between people;
- be independent and responsible members of the school community;
- 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 school and the wider community.

Detailed objectives are outlined in the schemes of work

## **Teaching & Learning Strategies**

When teaching any aspect of PSHE and Citizenship, the approaches to teaching and learning and the methodology used are as important as the content. Both whole class discussion and responding to incidents as they arise are valid opportunities for addressing PSHE issues, but skills, attitudes and behaviour will be developed more effectively if a variety of strategies is used. Active learning techniques enable learning to take place not only in the area of

knowledge and understanding, but also in the areas of skill, attitudes and behaviour. For instance, by only listening to the teacher talking about how to maintain friendships or by reading about it, the child may gain knowledge and understanding. In order also to develop their skills in this area, they need to practice them through participating in role play, for example. Activities and opportunities to reflect on, process and evaluate their learning also need to be included. Many personal and social skills can also be developed through other areas of the curriculum through effective implementation of the appropriate methodology (for example, group work in a design technology activity which requires communication and co-operation between group members for the task to be completed).

Examples of teaching and learning approaches in PSHE and Citizenship are explained further in appendix 1, and include the use of circle time, role play and drama, brainstorm, pair and group work, carousel, use of fiction, 'draw & write', circle of feelings & videos.

### **Curriculum organisation**

PSHE & Citizenship is taught in a variety of ways both within and outside the curriculum. In some instances, aspects of PSHE & Citizenship may be taught as a discreet subject, but to a large extent it is covered through other subjects and topics.

PSHE & Citizenship is also developed through activities, assemblies & whole-school events. For example, the school council representatives from each class meet regularly to discuss relevant issues. A residential visit to an outdoor activity centre is offered in Key Stage 2, where there is a particular focus on developing pupils' self-esteem & giving them opportunities to develop leadership & co-operative skills.

### **Role of the PSHE & Citizenship Co-ordinator**

The PSHE & Citizenship Co-ordinator has a variety of roles including:

- leading the production of this policy & other curriculum documentation including the scheme of work
- ensuring continuity & progression throughout school
- supporting colleagues in their development of the plans and in the implementation of the scheme of work, in assessment and record keeping
- monitoring progress and sampling work in PSHE & Citizenship and advising the management team of the outcomes
- taking responsibility for ordering & organising the central resources for PSHE & Citizenship

### **Resources**

The resources used to support this area of work:-

- are up to date in terms of factual content & graphics
- do not show unfair bias
- avoid racial, gender & sexual stereotyping
- are suitable for the age of the pupils
- conform to the legal requirements of the appropriate aspect of PSHE

### **Use of Visitors**

When using visitors to support the delivery of the scheme of work, it is important to ensure that they are not left alone to teach a class. The visitor's role is to support the classroom teacher, who is then able to follow up effectively any input given. Ideally, they need to work with the teacher on the preparation of a session in which they are involved, so that they are

aware of the context for the lesson. Active learning principles apply: it is not appropriate, for instance, for a police officer to deliver a 'lecture' on road safety to the whole school in the hall.

School staff are responsible for ensuring that visitors supporting curriculum delivery in PSHE and Citizenship are aware of relevant policies (for instance, behaviour management, sex & relationship education, drug education, child protection, equal opportunities) and work in a manner consistent with their requirements.

The PSHE and Citizenship co-ordinator holds an overview of the visits and visitors being used to support the PSHE & Citizenship curriculum, and has responsibility for planning such opportunities across the school.

### **Assessment, reporting & recording**

Assessment is as central to PSHE & Citizenship as it is to learning in any other area, and should be planned for in the same way. Self-assessment has a core role in PSHE & Citizenship .... particularly within those elements which relate to personal & social development. It is important, therefore, to provide opportunities throughout the planning and delivery of PSHE & Citizenship for pupils to be involved in reflecting on their strengths, their needs, their learning & their development.

Summative assessment, of what has been learned, may be applied at the end of a unit of work or of a topic. Formative assessment, which is used to inform future teaching and learning, should be taking place throughout PSHE & Citizenship and is the main form of assessment used within our scheme. Pupils' levels of knowledge and their perceptions will vary greatly, and will not necessarily be ability related. It is important, therefore, to use approaches which establish their starting points, and later enable assessment of the learning which has taken place for individuals.

### **Review and Monitoring**

The PSHE and citizenship co-ordinator is responsible for monitoring the standards of children's work and the quality of teaching. The co-ordinator supports colleagues in the teaching of PSHE and Citizenship, giving them information about current developments in the subject and by providing a strategic lead and direction for the subject in the school. The co-ordinator is also responsible for giving the headteacher an annual summary report, evaluating strengths and weaknesses in the subject and indicating areas for further improvement. Extra time is allocated to enable him/her to fulfil this role by reviewing samples of children's work and visiting classes to observe teaching in the subject.

### **Professional Development**

Staff need to feel confident to deliver this aspect of the curriculum, and support will be offered through in-service training on specific issues (e.g. SRE, drugs), regular updates to staff from the co-ordinator and with networking opportunities with other schools and co-ordinators

### **Links with other policies**

This policy should be read in conjunction with the Sex and Relationship Education policy.

## Appendix 1

### Examples of Teaching & Learning Strategies

#### i) Circle Time

This approach has two primary functions. It is used to enable each child to give their opinion and to increase the self-esteem of the individual and the group as a whole. It is important to try to establish a quiet space for Circle Time where children can sit reasonably comfortably in one complete circle. Circle Time is an excellent vehicle for improving the dynamics of a class through play and discussion. Care should be taken to establish rules for Circle Time which encourages the children to listen to each other and take turns. A few ideas for Circle Time activities are explained here.

#### **Rounds**

Usually the children will be given a sentence stem which they will complete in turns. Sometimes it is appropriate to pass a special object, such as a soft toy or a shell, around the circle: children know that they may only speak when holding the 'conch'. The sentence stem or concept given may simply be for the purpose of sharing thoughts and feelings or it may form the start of a PSHE lesson. It is important that individuals have the right to say "Pass" when taking part in a round. Sentence stem and ideas for rounds include:

- bad news, good news
- I feel happy/sad/angry when...
- Something a good friend does is....
- My favourite colour/animal/place is.....

#### **Games**

- Games used within Circle Time have the general purpose of promoting enjoyment and relationship building within the class. Individual games also have objectives of developing particular elements of self-esteem and social skills.

#### **Special Day**

Each child, randomly selected (through names in a pot or pin in the register, for instance) has a special day during the school year. The day can include privileges such as going first in the dinner queue, choosing where to sit or wearing a special badge. The rest of the class creates a certificate for the person whose day it is (We like you because .....), which they can take home.

#### (ii) Role play and drama

Role play is particularly significant in allowing children to practise skills and as such is a very important part of PSHE and Citizenship. Role play can be used in a circle, giving pairs of children structured situations to explore, as well as with groups working around the classroom.

### ***Puppets***

These may be used in a circle time environment, enabling the children to approach difficult subject areas. They are also a useful device for encouraging turn taking.

### ***Hot seating***

The main purpose of this technique is to enable children to verbalise the thoughts and feelings of someone else. One child is put in the 'hot seat' and takes on a character. Other children ask the character their feelings and reactions.

### ***Tunnel of Thoughts***

A child walks between two lines of children, having been assigned a particular dilemma or character. The walls of the tunnel (children facing inwards in lines) call out things that the character might be thinking about. It is possible to give each 'line' of children one side of the dilemma to represent (eg 'Do it', 'Don't do it').

### **(iii) Brainstorm**

Children can be given a single word, a phrase or an issue. They then share their responses, as a whole or in groups, which are then recorded. In its purest form the teachers should make no interventions during the children's suggestions. This encourages the widest range of answers and avoids the teacher's preconceptions guiding the suggestions.

### **(iv) Pair and Group Work**

Sometime in PSHE and Citizenship sessions it may be useful to organise particular groupings of children (for instance single sex groups or interest groups). Methods for mixing children include distributing cut up postcards, or asking children to arrange themselves in a circle in the order of the number of their house or flat, and then dividing them into pairs/groups. Skills of working effectively in groups need to be built up. For instance, if using big paper and one large pen, give attention to the ways of negotiating who scribes for the group. Giving children the opportunity to share and record all their ideas, then giving them time to prioritise two or three ideas to share with the whole class in another useful approach.

### **(v) Carousel**

This is a method of encouraging children to talk and listen in a structured way. The children are arranged in two concentric circles. The children in the inside circle face out, while those on the outside face in. Each child will have a partner in the other circle. The children are given a topic for discussion or a task and a length of time to work together (for instance, 'For two minutes, discuss ideas about how to cope if you go to a new school'). When the task has been carried out, either circle may be moved round to give each child a new partner.

### **(vi) Use of fiction**

Stories may be used in two main ways PSHE & Citizenship. Firstly, a story is able to provide common understanding of a situation, which all the children can comment on. Secondly, the use of characters frequently enables children to give an opinion that they would feel uncomfortable verbalising independently.

#### **(vii) 'Draw and Write'**

This stems from the 'Health for Life' programme, and involves children in answering open ended questions by drawing and writing their responses on a blank sheet of paper. This enables teachers to judge appropriate teaching content by better understanding children's current perceptions and understanding. The approach can be used at the beginning and end of a topic, or within any element of a unit. One of the most used 'Draw and Write' strategies is known as 'Jugs and Herrings': it is used to assess children's perceptions of the world of drugs, and is explained in Health for Life Book 2.

#### **(vii) Circle of Feelings**

The teacher can lead the activity with the whole class, or it can be used with groups working on a large sheet of paper, or as an individual activity. Children are given or draw a large circle, with an issue (for example 'feeling different', 'feeling good') in the middle. They then brainstorm words and phrases and record them around the circle. The rationale for using this rather than a list is to show that none of the ideas has priority over the others.

#### **(viii) Videos**

There are many videos and television programmes now available which are of good quality and useful in delivering PSHE & Citizenship. The principles of active learning still need to be applied: simply showing a video and holding a whole class discussion on its content will only enable certain types of learning to take place. Using it as a trigger or basis for Circle Time or drama activities increases its potential. The use of video cameras (e.g. for role-play sessions) and photographs (e.g. for examples of behaviour following ground rules) can also provide interesting opportunities for teaching and learning in PSHE & Citizenship.