



## Norman Street Primary School

### PSHE and Citizenship Policy

#### **1 Philosophy/Rationale**

Personal, social and health education (PSHE) education and Citizenship education helps pupils to develop the knowledge, skills and attributes they need to thrive as individuals, family members and members of society.

Although no longer a separate subject within the National Curriculum (2014) the curriculum states that '*all schools should make provision for personal, social, health and economic education (PSHE)*'

PSHE and Citizenship education also address the statutory duty for schools to '*promote the spiritual, moral, cultural, mental and physical development of pupils at the school and of society, and prepare pupils at the school for the opportunities, responsibilities and experiences of later life.*' Education Act 2002

At Norman Street Primary School, PSHE and citizenship education underpins all that we do, as reflected in our agreed vision:

*Norman Street Primary:*

- *Is at the heart of the community encouraging high aspirations for all.*
- *Provides high quality education to facilitate independent and collaborative learning in a safe environment.*
- *Creates wider opportunities and broader experiences to enable the development of self-awareness and understanding of our impact on the wider world.*

We believe that PSHE and citizen education helps children to achieve their potential by supporting their wellbeing and tackling issues that can affect their ability to learn. PSHE education supports our pupils to develop skills and aptitudes, such as teamwork, communication and resilience, that are crucial to their future success.

#### **2 Aims**

The aims of PSHE and Citizenship at Norman Street Primary School are to enable children to:

- know and understand what constitutes a healthy life style;
- be aware of safety issues;
- understand what makes for good relationships with others;
- have respect for others;
- 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 wider community.

### **3 Teaching and Learning**

We deliver PSHE primarily through the Jigsaw Programme. This programme provides a comprehensive Scheme of Work. The overview of the programme can be found in Appendix 1 and is on our school website.

Alongside the Jigsaw programme we place an emphasis on active learning by including children in discussions, investigations and problem-solving activities. We encourage the children to take part in a range of practical activities that promote active citizenship, e.g. charity fundraising the planning of school special events, or involvement in a activity to help other individuals or groups less fortunate than themselves. We organise classes in such a way that pupils are able to participate in discussion to resolve conflicts or set agreed classroom rules of behaviour. We offer the children the opportunity to hear visiting speakers, such as health workers and police, whom we invite into school to talk about their role in creating a positive and supportive local community.

### **4 Organisation**

We teach PSHE and Citizenship in a variety of ways. It is taught as a discrete timetabled subject delivered weekly within the classroom through the Jigsaw programme. Jigsaw covers all areas of PSHE for the primary phase including statutory Relationships and Health Education. The table below gives the learning theme of each of the six Puzzles (units) and these are taught across the school; the learning deepens and broadens every year.

<b>Term</b>	<b>Puzzle (Unit)</b>	<b>Content</b>
<b>Autumn 1:</b>	Being Me in My World	Includes understanding my own identity and how I fit well in the class, school and global community. Jigsaw Charter established.
<b>Autumn 2:</b>	Celebrating Difference	Includes anti-bullying (cyber and homophobic bullying included) and understanding
<b>Spring 1:</b>	Dreams and Goals	Includes goal-setting, aspirations, who do I want to become and what would I like to do for work and to contribute to society
<b>Spring 2:</b>	Healthy Me	Includes drugs and alcohol education, self-esteem and confidence as well as healthy lifestyle choices, sleep, nutrition, rest and exercise
<b>Summer 1:</b>	Relationships	Includes understanding friendship, family and other relationships, conflict resolution and communication skills, bereavement and loss

---

<b>Summer 2:</b> Changing Me	Includes Relationships and Sex Education in the context of coping positively with change
------------------------------	------------------------------------------------------------------------------------------

---

Alongside explicit lessons PSHE is introduced through other subjects, such as Science, PE and RE. Whole school activities and events such as assemblies, visitors and fundraising opportunities help to contribute to children's PSHE and Citizenship education. Opportunities for residential visits in Year 3, 4, 5 and 6 also contribute to children developing the skills and attributes identified within PSHE and Citizenship education.

We operate a school Council across years 1-6 which enables children to contribute to the school community whilst experiencing a democratic process. Our prefect system, consisting of Head and Deputy boy and girl and House captains, helps children to take responsibility and develops leadership skills. The House system we operate encourages all pupils to see themselves as part of the whole school community. Through house points we recognise and reward choices and behaviours that contribute positively to the individual's development and success alongside a sense of a collective purpose and responsibility.

The Kidsafe programme is also used to develop children's ability to keep themselves safe as part of their PSHE education and as preventative child protection training.

In the Foundation Stage (Busy Bees) PSHE is taught explicitly through the Jigsaw programme but is also an integral part of topic work covered over the year and works to the objectives set out on the Early Learning Goals (ELG's). Citizenship education is also supported through developing children's 'knowledge and understanding of the world.' Learning goals concentrate on children's dispositions and attitudes, their confidence and self-esteem, making relationships, behaviour and self-control and self-care. Many of the learning goals in the Foundation Stage are achieved through the daily activities, routines and relationships within the Foundation Unit.

## **5 The Role of the Coordinator**

The PSHE and Citizenship subject leader is responsible for monitoring the standards of children's work and the quality of teaching. The subject leader supports colleagues in the teaching of PSHE and Citizenship, by giving them information about current developments in the subjects and by providing a strategic lead and direction for the subject in the school. The subject leader is also responsible for giving the Head Teacher and governing body a report, once a year, evaluating strengths and weaknesses in the subject and indicating areas for further improvement.

## **6 Assessment and Record Keeping procedures**

Teachers assess the children's work in PSHE and citizenship both by making judgements as they observe them during lessons and around school. We have clear expectations of what the pupils will know and understand at the end of each key stage. Within our termly reports we let parents know how well their children are doing with regard to aspects of PSHE and Citizenship including; their ability to listen, follow instructions, use positive language, respect others and resolve problems.

PSHE is assessed half termly with teaching making judgements as to pupils level of understanding and knowledge relating to the key learning within the Jigsaw programme. These assessments are recorded and tracked using our school foundation subject tacking system.

### **7 Special needs provision**

We teach PSHE and Citizenship to all children, regardless of their ability. Teachers provide learning opportunities matched to the individual needs of children with learning difficulties. When teaching PSHE and Citizenship we take account targets set for children in individual education or behaviour plans.

### **8 Equal opportunities**

The Equality Act 2010 covers the way the curriculum is delivered, as schools must ensure that issues are taught in a way that does not subject pupils to discrimination. Schools have a duty under the Equality Act to ensure that teaching is accessible to all children, including those that are lesbian gay, bisexual and transgender (LGBT). Inclusive PHSE will foster good relationships between pupils, tackle all types of prejudice – including homophobia – and promote understanding and respect.

Within PSHE teachers ensure that each individual has access to a full and varied programme of activities, with opportunities for all pupils to participate fully and effectively, including boys and girls, pupils with diverse additional educational needs, and pupils from all social and cultural backgrounds. Pupils are equally respected for whom they are and for the contributions they make regardless of that background. Knowledge, skills and understanding are taught in ways to suit pupil's current attainment level, and care is taken that all learning is appropriate so that pupils can make progress and show what they can achieve.

### **9. Cross reference to other policies**

The PSHE and citizenship policy relates to aspects of our Behaviour Policy, Equality objectives, Antbullying Policy and Child Protection policies. Aspects of the Science, RE and PE curriculum explicitly address PSHE aims and these can be found within the relevant policies and Schemes of Work.

The PSHE and Citizenship policy should also be read in conjunction with the Relationships and Sex Education (RSE) policy .

### **10 Updates**

Policy written by Jeanette Ward and adopted by Norman Street School October 2017

Policy Reviewed and updated March 2020, Reviewed with no updates March 1<sup>st</sup> 2021

# 11 Appendices

## Appendix 1 Jigsaw programme overview

Age Group	Being Me In My World	Celebrating Difference	Dreams and Goals	Healthy Me	Relationships	Changing Me
<b>Ages 3-5 (F1-F2)</b>	Self-identity Understanding feelings Being in a classroom Being gentle Rights and responsibilities	Identifying talents Being special Families Where we live Making friends Standing up for yourself	Challenges Perseverance Goal-setting Overcoming obstacles Seeking help Jobs Achieving goals	Exercising bodies Physical activity Healthy food Sleep Keeping clean Safety	Family life Friendships Breaking friendships Falling out Dealing with bullying Being a good friend	Bodies Respecting my body Growing up Growth and change Fun and fears Celebrations
<b>Ages 5-6</b>	Feeling special and safe Being part of a class Rights and responsibilities Rewards and feeling proud Consequences Owning the Learning Charter	Similarities and differences Understanding bullying and knowing how to deal with it Making new friends Celebrating the differences in everyone	Setting goals Identifying successes and achievements Learning styles Working well and celebrating achievement with a partner Tackling new challenges Identifying and overcoming obstacles Feelings of success	Keeping myself healthy Healthier lifestyle choices Keeping clean Being safe Medicine safety/safety with household items Road safety Linking health and happiness	Belonging to a family Making friends/being a good friend Physical contact preferences People who help us Qualities as a friend and person Self-acknowledgement Being a good friend to myself Celebrating special relationships	Life cycles – animal and human Changes in me Changes since being a baby Differences between female and male bodies (correct terminology) Linking growing and learning Coping with change Transition
<b>Ages 6-7</b>	Hopes and fears for the year Rights and responsibilities Rewards and consequences Safe and fair learning environment Valuing contributions Choices Recognising feelings	Assumptions and stereotypes about gender Understanding bullying Standing up for self and others Making new friends Gender diversity Celebrating difference and remaining friends	Achieving realistic goals Perseverance Learning strengths Learning with others Group co-operation Contributing to and sharing success	Motivation Healthier choices Relaxation Healthy eating and nutrition Healthier snacks and sharing food	Different types of family Physical contact boundaries Friendship and conflict Secrets Trust and appreciation Expressing appreciation for special relationships	Life cycles in nature Growing from young to old Increasing independence Differences in female and male bodies (correct terminology) Assertiveness Preparing for transition
<b>Ages 7-8</b>	Setting personal goals Self-identity and worth Positivity in challenges Rules, rights and responsibilities Witnessing bullying and how to solve it Recognising how words can be hurtful Giving and receiving compliments	Families and their differences Family conflict and how to manage it (child-centred) Witnessing bullying and how to solve it Recognising how words can be hurtful Giving and receiving compliments	Difficult challenges and achieving success Dreams and ambitions New challenges Motivation and enthusiasm Recognising and trying to overcome obstacles Evaluating learning processes Managing feelings Simple budgeting	Exercise Fitness challenges Food labelling and healthy swaps Attitudes towards drugs Keeping safe and why it's important online and off line scenarios Respect for myself and others Healthy and safe choices	Family roles and responsibilities Friendship and negotiation Keeping safe online and who to go to for help Being a global citizen Being aware of how my choices affect others Awareness of how other children have different lives Expressing appreciation for family and friends	How babies grow Understanding a baby's needs Outside body changes Inside body changes Family stereotypes Challenging my ideas Preparing for transition

Age Group	Being Me In My World	Celebrating Difference	Dreams and Goals	Healthy Me	Relationships	Changing Me
<b>Ages 8-9</b>	Being part of a class team Being a school citizen Rights, responsibilities and democracy (school council) Rewards and consequences Group decision-making Having a voice What motivates behaviour	Challenging assumptions Judging by appearance Accepting self and others Understanding influences Understanding bullying Problem-solving Identifying how special and unique everyone is First impressions	Hopes and dreams Overcoming disappointment Creating new, realistic dreams Achieving goals Working in a group Celebrating contributions Resilience Positive attitudes	Healthier friendships Group dynamics Smoking Alcohol Assertiveness Peer pressure Celebrating inner strength	Jealousy Love and loss Memories of loved ones Getting on and Falling Out Girlfriends and boyfriends Showing appreciation to people and animals	Being unique Having a baby Girls and puberty Confidence in change Accepting change Preparing for transition Environmental change
<b>Ages 9-10</b>	Planning the forthcoming year Being a citizen Rights and responsibilities Rewards and consequences How behaviour affects groups Democracy, having a voice, participating	Cultural differences and how they can cause conflict Racism Rumours and name-calling Types of bullying Material wealth and happiness Enjoying and respecting other cultures	Future dreams The importance of money Jobs and careers Dream job and how to get there Goals in different cultures Supporting others (charity) Motivation	Smoking, including vaping Alcohol Alcohol and anti-social behaviour Emergency aid Body image Relationships with food Healthy choices Motivation and behaviour	Self-recognition and self-worth Building self-esteem Safer online communities Rights and responsibilities online Online gaming and gambling Reducing screen time Dangers of online grooming SMARTT internet safety rules	Self- and body image Influence of online and media on body image Puberty for girls Puberty for boys Conception (including IVF) Growing responsibility Coping with change Preparing for transition
<b>Ages 10-11</b>	Identifying goals for the year Global citizenship Children's universal rights Feeling welcome and valued Choices, consequences and rewards Group dynamics Democracy, having a voice Anti-social behaviour Role-modelling	Perceptions of normality Understanding disability Power struggles Understanding bullying Inclusion/exclusion Differences as conflict, difference as celebration Empathy	Personal learning goals, in and out of school Success criteria Emotions in success Making a difference in the world Motivation Recognising achievements Compliments	Taking personal responsibility How substances affect the body Exploitation, including 'county lines' and gang culture Emotional and mental health Managing stress	Mental health Identifying mental health worries and sources of support Love and loss Managing feelings Power and control Assertiveness Technology safety Take responsibility with technology use	Self-image Body image Puberty and feelings Conception to birth Reflections about change Physical attraction Respect and consent Boyfriends/girlfriends Sexting Transition