



## **Barlaston C.E. (VC) First School**

**“Let Your Light Shine” Matthew 5:16**

### **PSHE and Citizenship Policy**

#### **Our Vision Statement**

Let your light shine through family, friendship and faith

#### **Our Spirituality Vision**

Spirituality is an ever changing journey through life, connecting each individual with something bigger than themselves

#### **Equality Statement**

The school is committed to providing the full range of opportunities for all pupils, regardless of gender, disability, ethnicity, social, cultural or religious background. All pupils have access to the curriculum, and the right to a learning environment, which dispels ignorance, prejudice or stereotyping.

#### **Dyslexia Statement**

To ensure that children on the dyslexic spectrum have equal opportunities and that their diverse strengths are celebrated and built on.

#### **Safeguarding Statement**

The school is committed to safeguarding and promoting the welfare of children and young people/vulnerable adults and expect all staff and volunteers to share this commitment

Personal, Social and Health Education (PSHE), British Values 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 develop their sense of self worth and link with the school's Christian values and encourages good role models.

### **Aims**

#### **linked to our Christian Values of Family, Friendship and Faith**

The aims of PSHE and citizenship are to enable the children, through our Christian values and vision approach to:-

- Know and understand what constitutes a healthy lifestyle
- Be aware of safety issues
- Understand what makes for good relationships with others  
What makes a good role model
- Have respect for others regardless of race, gender and mental and physical disability
- 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

### **Framework**

PSHE and Citizenship is at the root of all we do as a Christian school, and runs through every strand of school life.

It is delivered through a variety of teaching strategies. It cannot just be taught as a separate subject, but is taught through cross curricular links, collective worship (often the theme for collective worship identifies, promotes and celebrates one of the school's values) and other activities or school events (residential visits, Enrichment, special activities planned to allow the children to work together under different circumstances)

A whole school approach will be used to implement the framework. This policy has clear links with other school policies aimed at promoting pupil's spiritual, moral, social and cultural development including our Behaviour Policy, Equal Opportunities Policy and Race Equality Policy.

In following the framework our pupils will be taught the three core themes of Health and Wellbeing, Relationships and Living in the Wider World.

The children will be encouraged to:

1. developing confidence and responsibility and making the most of their abilities. This will be encouraged through our ethos of let your light shine, believing they are unique and special. Through God's love and guidance, we can achieve great things in our Christian, nurturing environment.

2. preparing to play an active role as citizens. This will be encouraged through our ethos of let your light shine, believing they are unique and special. Through God's love and guidance, we can achieve great things in our Christian, nurturing environment.

3. developing a healthy, safer lifestyle This will be encouraged through our ethos of let your light shine, believing they are unique and special. Through God's love and guidance, we can achieve great things in our Christian, nurturing environment.

4. developing good relationships and respecting the differences between people. This will be encouraged through our ethos of let your light shine, believing they are unique and special. Through God's love and guidance, we can achieve great things in our Christian, nurturing environment.

5. Social and moral responsibilities. This will be encouraged through our ethos of let your light shine, believing they are unique and special. Through God's love and guidance, we can achieve great things in our Christian, nurturing environment.

6. Community involvement. This will be encouraged through our ethos of let your light shine, believing they are unique and special. Through God's love and guidance, we can achieve great things in our Christian, nurturing environment.

### **Learning and Teaching**

We use a range of teaching and learning styles with an emphasis on active learning by including the children in discussions, investigations and problem solving activities. PSHE and Citizenship will be provided in a variety of ways, to reflect the age of the pupils and ensure a whole school approach to the subject:

- There will be a regular specific curriculum session, in order to develop themes and share ideas eg circle time.
- Opportunities will be found within other curriculum areas eg links with drama and roleplay, debate and discussion in literacy, working together in pairs or small groups, improving health in PE, environmental, health and drug issues in science and beliefs, values and practices in RE.
- Activities will be provided as group, class or school events and initiatives eg community projects, school productions and assemblies for parents and friends.
- At playtimes and lunchtimes opportunities exist for playing co-operatively using play equipment.
- The children are involved when visitors come into school.
- In the Foundation Stage of the national curriculum PSHE is related to the objectives set out in the Early Learning Goals matching the aim of developing a child's personal, emotional and social development.

- Much of the curriculum is delivered through oral and practical activities. Where appropriate pupils will record or investigate their work using a variety of mediums including books, CD Roms, internet, specific adults eg medical agencies, police service, fire service etc. This encourages children to develop their learning to enquiring skills and assists in equipping them for adult life.

### **Special Needs**

We value all God's children, and amendments are made to our teaching in all subjects including PSHE and Citizenship.

Learning opportunities are matched to the individual needs of children with learning difficulties. Activities and debates challenge our most able pupils to formulate personal views based on evidence they research and discuss.

### **Resources**

A range of resources is being collected to assist with supporting and enhancing learning in PHSE. SEAL documents and other published materials are used as a basis of teaching PSHE – these are modified and adapted as appropriate

### **Assessment, Recording and Reporting**

Teachers assess the children's work both by making informal judgements as they observe them during lessons. We have clear expectations of what the pupils will know, understand and be able to do at the end of each key stage.

We keep records of the contribution to the life of the school and community in photograph and video form. Our Celebration Assembly celebrates personal achievement and rewards thoughtful, caring behaviour.

A comment relating to PSHE and Citizenship will be included in the annual report to parents on pupils' progress.

### **Monitoring and Review**

The Headteacher is the PSHE co-ordinator and is responsible for monitoring the standards of children's work and the quality of learning and teaching. The Head teacher supports colleagues in the teaching of PSHE and citizenship by giving information about current developments in the subject and by providing a strategic lead and direction for the subject in school. All staff are responsible for evaluating strengths and weaknesses in the subject and indicating areas for further improvement.

## Christian Values/PSHE / British Values

Autumn Family		Spring Friendship		Summer Faith	
<b><u>Rule of Law</u></b>	<b><u>Individual Liberty</u></b>	<b><u>Democracy</u></b>	<b><u>Mutual Respect (different faiths)</u></b>	<b><u>Respect Yourself</u></b>	<b><u>Tolerance (different faiths)</u></b>
<p>Assembly –You Tube “Understand the basic school rules”</p> <p>Why do we have rules?</p> <p>Why are rules important?</p> <p>How can we be a role model and follow rules?</p> <p>How do we know what is right and wrong?</p>	<p>Assembly – You tube “puppet show- decisions, making the right choices – part 1”</p> <p>Decisions and choices – don’t listen to others, do what you think is right</p> <p>You choose, you make up your own mind.</p> <p>I am special</p> <p>I am special- unique</p>	<p>Assembly – You tube “ when pigs can fly”</p> <p>I can’t do it yet, but I will!”</p> <p>Positive Thinking</p> <p>I am good at lots of things, I can get better at other things</p>	<p>Assembly – you tube “kids for character” respect</p> <p>We are all different</p> <p>How can we show respect to others?</p> <p>Why should we show respect to others?</p> <p>What else should we respect?</p>	<p>Assembly – Hippopotamus Soup (you tube)</p> <p>Choose to respect yourself and keep healthy</p> <p>Exercise</p> <p>Importance of sleep</p>	<p>Assembly – Same, same different (you tube)</p> <p>How are we all the same?</p> <p>How are we all different?</p> <p>Why must we respect people who are different / same as us?</p>
Health and wellbeing/ Relationships		Health and wellbeing/ Relationships		Living in the wider world	

<p>Healthy diet Hygiene Importance of exercise Importance of medicines Visits to the doctor/ dentist</p> <p>Rules keep us safe People who keep us safe Safety in the home Keeping safe when outdoors</p> <p>Common features of a family Different types of families Not keeping secrets Worries</p>	<p>Emotions/ feelings Managing emotions and feelings Recognising emotions and feelings</p> <p>Strategies to deal with fallouts What makes a good friend Bullying/ hurtful words/ actions by friends Personal boundaries How to respond safety to adults they don't know</p>	<p>I am special I am unique My strengths Change/ lose</p> <p>Looking after the environment Community values</p> <p>Jobs and money</p>
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