PSHE and Citizenship Policy

GUIDANCE ON TEACHING
PSHE AND CITIZENSHIP at PRIMARY SCHOOL LEVEL
September 2013

What is PSHE and citizenship?
Personal Social and Health Education and citizenship are a planned part of the curriculum that is also reflected in whole school activities and experiences. PSHE and citizenship is not a statutory subject although there are elements that are statutory in national curriculum science, such as drug, alcohol and tobacco education and sex and relationship education in Science.

PSHE and citizenship are different.

PSHE gives children knowledge, understanding, and skills and helps them explore and develop attitudes and values to live healthy, safe, fulfilled and responsible lives. It helps them manage feelings, learn about how to be healthy and safe and understand about relationships.

Citizenship education gives children knowledge, understanding and skills and helps them explore and develop attitudes and values to become informed, active and responsible citizens. It helps them develop political literacy and explore social and moral issues and to make a positive contribution to their local, national and global communities.

Why is PSHE and citizenship important to schools?
Although PSHE and Citizenship is not statutory both aspects make a major contribution to the Every Child Matters (ECM) 5 outcomes for children:

- be healthy
- stay safe
- enjoy and achieve
- make a positive contribution
- achieve economic well being

It also contributes to school’s statutory responsibilities to:

- promote children and young people’s wellbeing
- promote community cohesion

It is also one of the key areas of a school gaining national healthy school status.

PSHE and citizenship together with Assemblies and other articulations set agendas of fairness and equality of opportunity and as such we strive to avoid all sense of partisanship and to understand people as they are in a balanced manner. We believe our students should become more aware of the world as it is, all its forms of government and their institution. This reflects the nature of British values in democracy, rule of law, individual liberty and mutual respect and tolerance of those of different faiths and beliefs. We adopt a balanced view in the best interests of educating our pupils so they are able to take make their own judgments now or in the future.
PSHE and citizenship is embedded in one of the aims of the school curriculum “to promote pupils' spiritual, moral, social and cultural development and prepare all pupils for the opportunities, responsibilities and experiences of life” (National Curriculum 1999).

The relationship between PSHE and citizenship and school ethos is also important. An effective school ethos requires:

- effective relationships between all members of the school community
- pupils to play an active part in decision making
- school policies to be compatible with what is taught in PSHE and citizenship

**What should be taught?**

There is no statutory programme of study for PSHE and Citizenship but a non-statutory framework that sets out what pupils should be taught in each Key Stage for each of the 4 aspects. The PSHE and Citizenship framework covers knowledge, skills and understanding in 4 aspects:

1. Developing confidence and responsibility and making the most of their abilities
2. Preparing to play an active role as citizens
3. Developing healthy, safer lifestyles
4. Developing good relationships and respecting the differences between people

There are also elements of national curriculum subjects that cover PSHE and Citizenship aspects such as drug, alcohol and tobacco education and sex and relationship education in Science. These are statutory.

**What is the relationship between Social and Emotional Aspects of Learning (SEAL) and PSHE and citizenship?**

SEAL covers the personal and social aspects of PSHE, but it does not cover all of PSHE and Citizenship. In particular, it does not cover drug and alcohol education, healthy lifestyles or sex and relationship education.

**How is PSHE and Citizenship provided in schools?**

PSHE and Citizenship can include:

- learning opportunities across the curriculum
- specific lessons with separate curriculum time
- explicit opportunities in other curriculum subjects
- whole school and extended timetable activities
- specific projects
- learning through involvement in the life of the school and wider community.

But it is best provided through planned lessons in the timetable, supported by whole school activities.

**Examples of whole school activities**

*Developing pupils’ confidence and responsibility and making the most of their abilities* eg positive rewards system, target setting, class responsibilities

*Preparing to play an active role as citizens* eg school council, playground friends, community projects, recycling project, buddy systems, peer mentoring, developing class rules, policy consultation, charity work, consulting on school improvement plan

*Developing a healthy, safer lifestyle* eg walk to school week, lunch time clubs, fruit tuck shop, monitoring school meals, teaching playground games, annual health week
Developing good relationships and respecting the differences between people eg celebrating different cultures, involving visitors from different cultures, international evening

These opportunities, wherever they occur, should be planned, coordinated, assessed, monitored and evaluated, and pupils should be involved.

**Active and participatory teaching activities**

A wide range of active teaching methods will enable pupils to learn skills, to explore their own and other peoples’ attitudes and values as well as learn knowledge. Pupils need activities that help them to discuss their views and practice skills to cope with life as well as focusing on the knowledge they may need to acquire. PSHE and Citizenship is best delivered through a range of teaching approaches that encourage active participation by pupils: such as group work, case studies, quizzes, role play, games, stories, research and presentations, agree/disagree continuums, problem pages, pictures/photos, debate and discussion, visitors and drama.

**Ground Rules**

When introducing personal and sensitive issues it will be important to create a safe atmosphere to enable pupils to ask the questions and discuss issues without feeling embarrassed or being disruptive. Ground rules also ensure professional boundaries so that staff and pupils do not disclose personal and private information.

Here are some examples - the important part is discussing them with pupils and getting their contributions:

1. We listen when anyone else is speaking
2. We signal if we want to speak
3. We speak positively to each other
4. We do not name anyone and say negative things to them
5. We respect all our different ideas
6. We do not gossip about what has been said in class (confidentiality)
7. We do not ask personal or private questions

**Useful strategies**

- Set ground rules
- Agree acceptable language eg when teaching SRE and drug education
- Use distancing techniques to de-personalise sensitive topics eg give advice to someone else rather than say what you would have done
- Use a variety of groupings; pair work and small groups as well as whole class
- Find out what pupils know about a topic and want to learn
- Involve pupils in evaluating the topic
- Give a balance of views on an issue and avoid bias
- Enable pupils to recognise the difference between opinions and beliefs and facts
- On the whole remain neutral but challenge behaviour that discriminates eg homophobic, racist, sexist

**Visitors**

These can include parents/carers, the school nursing service, police, health professionals and theatre in education. All visitors are expected to work within the terms of the PSHE and Citizenship policy and teachers should be present when visitors are in class. The protocol for involving outside visitors considers the following questions in preparation:

- Does the visitor understand the school’s PSHE and Citizenship policy?
- What will they offer that the teachers cannot?
How will the visitor’s sessions be integrated into the PSHE and Citizenship programme? What role will teachers play in the classroom? How will the sessions be followed up? How will the sessions be evaluated?

Assessing learning
Even though there is no statutory requirement for assessing PSHE and Citizenship, pupils do need regular feedback on their progress and achievements and understand how they can improve.

Assessment should aim to find out
- what knowledge and understanding pupils have gained and its relevance to their lives
- what skills pupils have developed and are able to put into practice
- how pupils’ feelings and attitudes have been influenced

Assessment should both be for and of learning and pupils need to be given opportunities to reflect on how far they have achieved the intended learning outcomes of lessons and topics/units. To support schools, QCDA developed end of key stage statements which can be found at www.qca.org.uk/pshe or www.pshe-association.org.uk. There is currently no guidance on Assessing Pupil Progress (APP) for PSHE and Citizenship.

Reporting pupils’ progress and achievements
Pupils’ progress and achievement need to be reported to parents annually based on the assessments that have taken place.

Evaluation
Evaluating the PSHE and Citizenship program can help review its development and improve the quality of teaching and learning.

Both pupils and teachers will have a role in evaluation. Their feedback about the lessons and what they have learnt will ensure that the teaching program is relevant, and up to date with the changing needs of pupils.

Pupils could complete:
- Questions and participatory activities at the end of lessons or units of work e.g. to find out pupils’ views about particular activities/resources/lessons
- Questionnaires at the end of units or as part of an end of year review of PSHE
- Feedback forms/discussions about particular aspects of the teaching e.g. outside visitors, Theatre in Education, peer education

Teachers could complete:
- Evaluation forms at the end of units or as part of an end of year review
- Feedback forms about particular aspects of the teaching eg outside visitors, Theatre in Education, peer education

Terminology
It is important to use clear and correct terminology—especially when discussing topics such as sex and relationships.

Dealing with questions
Many teachers are concerned about responding to unexpected questions or comments in a whole class situation.
• If the question is too personal, draw attention to the ground rules.
• If the pupil needs further support, refer her or him to the appropriate person such as a school counsellor, school nurse, help line or an outside agency or service.
• If a teacher doesn’t know the answer to a question there is nothing wrong in saying so—but that they can find out
• If a question is too explicit, feels too old for a pupil, is inappropriate for the whole class, or raises concerns about the welfare of the child, teachers do not have to answer it, but should acknowledge it and promise to attend to it later on an individual basis. They may want to talk to the CPO (C McLelland) and or parent
• If a teacher is concerned in any way that a pupil is at risk of abuse, they must follow the school’s Child Protection Procedures.

Disclosure and personal information
It is not appropriate for staff or pupils to talk about their own personal experiences. In most cases, it is helpful if teachers do not disclose their own opinions about controversial issues, but give a balanced view on issues, helping pupils understand a range of views. However it will be important for teachers to teach within the values framework held by the school, and ensure racism and other forms of discrimination and prejudice are not tolerated.

Confidentiality
Teachers cannot promise total confidentiality to pupils. If a pupil was to talk to staff about a personal situation, and they were concerned about the safety and welfare of a pupil, they will talk to the CPO (C McLelland), and in the case of concerns about abuse, will follow the school’s Child Protection procedures.

Religious and Cultural Beliefs
Different religions and cultures have their own views - however it is a mistake to assume that all members of a particular religious, ethnic or cultural group will all have the same beliefs. The best advice is not to make any assumptions. PSHE can help explore a range of views both within a culture and between cultures.

Parents’ Rights
It is really important to involve parents in what is being taught and get their views and support, especially when dealing with sensitive issues. Parents have a right to withdraw their children only from any element of Sex and Relationship Education (assuming this is part of the PSHE programme) that does not form part of the Science National Curriculum. Otherwise, all pupils are expected to participate in all elements of PSHE including Drug Education.

Where to get help?
• There is a PSHE subject association www.pshe-association.org.uk with lots of information, guidance and resources.

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