



**Corporation Road Community  
Primary School  
PSHE and Citizenship Curriculum  
Policy  
(September 2021)**

**To be approved by the Governing Body**

**Chair of Governors: Mrs Christine Archer**

**Date: September 2021**

**To be reviewed: September 2023**

# PSHE and Citizenship Curriculum Policy

## Vision

### 1. Aims and objectives

**1.1** Relationships, sex and health education (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 doing so, we help develop 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 and lessons within the programme, whilst teaching them about rights and responsibilities. Children in our school, learn to appreciate what it means to be a positive member of a diverse, multicultural society.

**1.2** The aims of relationships, sex and health education and citizenship are to enable the children to:

- know and understand what constitutes a healthy lifestyle;
- be aware of safety issues;
- understand what makes 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 the wider community

### 2. Teaching and learning style

**2.1** We use a range of teaching and learning styles. We place an emphasis on active learning by including the children in discussions, investigations and problem-solving activities. We encourage the children to take part in a range of practical activities which promote active citizenship. 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 children the opportunity to hear visiting speakers, such as health workers, police, and representatives from the local church, 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 teach PSHE and citizenship in a variety of ways. In some instances, e.g. drugs education, we teach PSHE and citizenship as a discrete subject.
- 3.2** Some of the time, we introduce PSHE and citizenship through other subjects, e.g. when teaching about local environmental issues in geography, we offer pupils the opportunity to explore who is responsible for the maintenance and upkeep of local parks and cycle paths. As there is a large overlap between the programme of study for religious education and the aims of PSHE and citizenship, we teach a considerable amount of the PSHE and citizenship through our religious education lessons.
- 3.3** We also develop PSHE and citizenship through activities and whole-school events, e.g. the school council representatives from each class meet regularly to discuss school matters. We offer a residential visit to Carlton in Key Stage 2, where there is a particular focus on developing pupils' self-esteem and giving them opportunities to develop leadership and co-operative skills.
- 3.4** Our curriculum is planned with the needs of our children in mind. We use results from the Healthy Lifestyle Survey and Safeguarding concerns to ensure we plan for our children as individuals.
- 3.5** In September 2019, we became 'Early Adopters' for statutory Relationships, Health and Sex Education. Our curriculum has been audited to ensure it fulfils the requirements of statutory status.
- 3.6** We have a spiralling curriculum which is underpinned by six key themes:
- Rights and Responsibilities
  - Money
  - Health
  - Feelings and Friendships
  - Safety and Risk
  - Identity

Our end points have been written for each of these key themes:

### Rights and Responsibilities

For children to understand that they have a role within their local and wider community and to know that, as citizens, we can work together to make the world a better place. For children to develop the necessary knowledge and skills to become good citizens, being aware of their own mental health and wellbeing as well as the mental health and wellbeing of others. Children will know that they have rights and know how to protect them.

### Money

Children will understand what money is and the role it plays in their own and other's lives. Children will know and have experience of how they can work with others to plan and reach given goals when raising money e.g. for school or charity.

### Health

Children will know what contributes to a healthy lifestyle and how to have a positive impact on their physical, mental and emotional health. Children will know the importance of making healthy choices as well as having a balanced diet.

### Feelings and Friendships

Children will be able to communicate and manage their own feelings as well as respond to a wide range of feelings in others. Children will know what constitutes healthy relationships and will have strategies to deal with negative things if/when they arise. Children will know that relationships and families can be diverse and that the important part is that they are positive and healthy. Children will have an understanding of how our bodies change, feelings which may arise and how to cope with these emotions as well as how to keep themselves clean.

### Safety and Risk

Children will have skills and strategies which they will be able to use to keep themselves safe in school, at home, in the local and wider community as well as online. Children will know a range of people who can help to keep them safe and how they can communicate any concerns to them.

### Identity

For children to have a clear sense of their own identity. Children will understand that we all have similarities and difference which make us unique. Children will have an

understanding of what it means to belong to a community and that we belong to a diverse community.

As part of our Recovery Curriculum for 2020-2021, we narrowed our PSHE curriculum to support children when returning to school after a Lockdown. The areas which were covered across all year groups are:

- Managing feelings and emotions, including responding to the the feelings and emotions of others.
- Dealing with chage and loss.
- Hygiene requirements when following guideleines to prevent the spread of Covid 19.
- Physical contact (including social distancing).
- Following rules and carrying out rights and responsibilities (looking at children’s roles and responsibilities when carrying out Government guidelines).

#### **4. Foundation Stage**

**4.1** We teach PSHE and citizenship in reception classes as an integral part of the topic work covered during the year. As the reception class is part of the Foundation Stage of the National Curriculum, we relate the PSHE and citizenship aspects of the children’s work to the objectives set out in the Early Learning Goals (ELGs). Our teaching in PSHE and citizenship matches the aim of developing a child’s personal, emotional and social development, as set out in the ELGs. We also support citizenship education in reception classes when we teach “how to develop a child’s understanding of the world”.

#### **5. Teaching PSHE and citizenship to children with special educational needs**

**5.1** In our school, we teach PSHE and citizenship to all children, whatever their ability. PSHE and citizenship form part of the school curriculum policy to provide a broad and balanced education to all children. Through our PSHE and citizenship teaching, we provide learning opportunities which enable all pupils to make progress. We do this by setting suitable learning challenges and responding to each child’s different needs.

**5.2** When progress falls significantly outside the expected range or exceeds it (Gifted and Talented), the child may have special educational needs. Our assessment process looks at a range of factors – classroom organisation, teaching materials, teaching style, and differentiation – so that we can take some additional or different action to enable the

child to learn more effectively. This ensures that our teaching is matched to the child's needs.

**5.3** Intervention through school systems will lead to the creation of an Individual Support Plan for children with special educational needs. The Individual Support Plan may include, as appropriate, specific targets relating to PSHE and citizenship.

**5.4** We enable pupils to have access to the full range of activities involved in learning PSHE and citizenship. Where children are to participate in activities outside the classroom, for example, a charity fund-raising event, we carry out a risk assessment prior to the activity, to ensure that the activity is safe and appropriate for all pupils.

## **6. Assessment and recording**

**6.1** Teachers assess the children's work in PSHE and citizenship by making informal judgements as they observe them during lessons, measured 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. At the end of each term these judgements will be used to assess children against the PSHE Association Learning Outcomes.

**6.2** These records also enable the teacher to make an annual assessment of progress for each child, as part of the child's annual report to parents. The teacher passes this information onto the next teacher at the end of each year.

**6.3** We do not set formal examinations in PSHE and citizenship. The assessments that we make of a pupil's achievement do not imply that a pupil has "passed" or "failed".

**6.4** Teachers carry out baseline and summative assessments at the beginning and end of every unit to measure progress and understanding. The summative assessments also help teachers make their termly judgements.

## **7 Resources**

**7.1** We keep resources for PSHE and citizenship in the staff shared area.

## **8 Monitoring and review**

**8.1** The PSHE and citizenship subject leader is responsible for monitoring the standards of children's work and the quality of teaching of PSHE and citizenship. They give teachers information about current developments in the subject and by providing a strategic lead and direction for the subject in the school. The subject leader is also responsible for

monitoring and evaluating assessments made against the PSHE Association Learning Outcomes. We allocate time for our subject leader to enable him/her to fulfil this role by reviewing samples of children's work and visiting classes to observe teaching in the subject.