

STROUD SCHOOL: PSHEE AND CITIZENSHIP POLICY

This policy is applicable to all pupils including those in the EYFS

Aims and Objectives

Personal, Social, Health and Economic Education (PSHEE) and the ideas underpinning citizenship enable children to become healthy, independent and responsible members of society. PSHEE has an essential role in promoting the School's Inclusion Policy and is an area of study for developing knowledge and understanding; reflecting the School's vision and ethos, and encouraging respect for other people, paying particular regards to age; disability; gender reassignment; marriage and civil partnership; pregnancy and maternity; race; religion or belief; sex; and sexual orientation.

Our curriculum, particularly through PSHEE, actively seeks to promote the fundamental British Values of democracy, the rule of law, individual liberty, and mutual respect and tolerance of those with different faiths and beliefs; and prepares pupils fully for the opportunities, responsibilities and experiences of life in British society.

At Stroud pupils are encouraged to:

- Embody the School's core values of Honesty, Respect and Happiness
- Develop good relationships and play a positive role in contributing to the life of the school and the wider community
- Develop self-knowledge, self-esteem and self-confidence
- Distinguish right from wrong and to respect all aspects of the law
- Understand how society is organised, governed and about rights and responsibilities
- Appreciate what it means to be a positive member of a democratic multicultural society
- Develop an appreciation of and respect for their own and others' cultures and traditions
- Know and understand what constitutes a healthy lifestyle
- Be aware of safety issues including personal safety within relationships and online safety
- Respect their own environment and that of the wider world
- Make informed choices regarding personal and social issues

Teaching and Learning Style

The aims of PSHEE and Citizenship are fulfilled through the formal curriculum and informal opportunities as they arise from daily life.

- In the EYFS the Prime Area of 'Personal, Social and Emotional Development' is fully integrated into the day to day provision alongside weekly focused activities.
- In Years 1 – 8, pupils receive a weekly PSHEE lesson.

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 that promote citizenship e.g. charity fundraising, assemblies, open days/evenings, or involvement in an activity to help other individuals or groups less fortunate than themselves. Pupils are able to participate in class discussions to resolve conflicts or to agree classroom rules of behaviour. We offer pupils 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. Visiting speakers are checked with a google search and are required to complete a self-declaration form to ensure a safe learning environment, free from extremist views, for our pupils.

Teaching places emphasis on the development of practical skills, communication skills, interpersonal skills and reflective skills.

PSHEE and Citizenship Curriculum Planning and Resourcing

A number of resources are available to staff to support the planning and delivery of an effective PSHEE programme: Stroud uses the Jigsaw PSHEE scheme of work from Y1-Y6 which encompasses mindfulness, developed through the 'Calm Me' time in each session. Mindful children can more readily choose their responses to situations rather than react while caught up in the thought-flows and emotions. For Years 7 and 8 form tutors have developed their own PSHEE scheme based on the PSHEE Association guidance.

The Jigsaw scheme is mapped against SMSC (Spiritual, Moral, Social and Cultural) education, as well as incorporating British Values, Safeguarding (including e-safety and aspects of PREVENT), and social and emotional development.

The jigsaw programme also covers discreet units on **sex and relationships, drugs awareness, substance abuse, healthy living and citizenship.**

The Jigsaw programme fully meets the expectations of the recommended 'planned and sequenced' RSE and Health Education curriculum that will be required in all schools from 2020. For more information, please refer to Stroud's Sex and Relationships Policy.

Jigsaw Content

Jigsaw covers all areas of PSHE for the primary phase, as the table below shows:

Term	Puzzle name	Content
Autumn 1	Being Me in My World	Includes understanding my place in the class, school and global community as well as devising Learning Charters
Autumn 2	Celebrating Difference	Includes anti-bullying (cyber and homophobic bullying included) and diversity work
Spring 1	Dreams and Goals	Includes goal-setting, aspirations, working together to design and organise fund-raising events
Spring 2	Healthy Me	Includes drugs and alcohol education, self-esteem and confidence as well as healthy lifestyle choices
Summer 1	Relationships	Includes understanding friendship, family and other relationships, conflict resolution and communication skills
Summer 2	Changing Me	Includes Sex and Relationship Education in the context of looking at change

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We also teach PSHEE and Citizenship in a variety of other ways:

- 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 our local community. There is also an overlap between the programmes of study of religious education and PSHEE and Citizenship.
- Through activities and whole school events. We have whole school assemblies (Nursery to Year 8) at the beginning and end of each term; each key stage holds a weekly assembly where children's achievements (in and outside of school) are celebrated.
- Through residential visits from Year 4 where there is a particular focus on developing pupils' self-esteem and self-confidence, giving pupils opportunities to develop leadership and co-operative skills.
- Through charity fundraising - the three school sections select a local, national and global charity each year to promote greater community links at all levels. The pupils are responsible for fundraising for these charities throughout the year.
- Through environmental awareness in the local context. The school endeavours to maintain its green flag award and has an active 'Eco-Team' made up of pupils from Years 2 – 8.
- Our broad and balanced curriculum allows pupils to develop their knowledge and understanding alongside key 'Stroud Spirit' skills such as 'Independence' and 'Collaboration'. We want to ensure that pupils are provided with learning opportunities that not only challenge them academically, but develop underlying personal, social and emotional skills that will support them for years to come.
- As part of our continued Pastoral care, we follow the Girls on Board programme with all female pupils from Years 3-8. Girls on Board is a programme which was developed by Andrew Hampton, Headteacher of Thorpe Hall School in Essex. The aim of the programme is to help girls, their parents and the teachers understand the complexities and dynamics of girl friendships. The scheme is focused on helping girls navigate the 'choppy waters' of friendship problems in adolescence. Girls on Board gives girls the language, concepts and skills to assist them in providing their own solutions to problems when they arise. It is an approach that can be used to help girls deal with their problems rather than them becoming out of control causing girls to be upset and feeling isolated.

Assessment and Recording

Teachers informally assess the pupils' work in PSHEE and Citizenship 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, based upon our Jigsaw scheme of work. Teachers report the achievements of pupils in Personal, Social and Emotional Development to parents each year with their end of year report.

Other Relevant Documents

This policy should be read in conjunction with the following Stroud School Policies:

- Anti-bullying Policy
- Behaviour, Rewards and Sanctions Policy

- Inclusion Policy
- E-Safety