

Colehill First School is a Rights Respecting School. As such it is committed to upholding children's rights and promoting their responsibilities under the UN Convention for the Rights of the Child (UNCRC). The contents of this policy are fully in keeping with this commitment.

Colehill First School: PSHE and Citizenship Policy

The Importance of PSHE and Citizenship in the Curriculum

PSHE encompasses all areas designed to promote children's personal, social and health development. It gives children the knowledge, skills and understanding that they need to stay healthy and safe, develop worthwhile relationships, respect differences, develop independence and responsibility, make the most of their own abilities and those of others, and make a valuable contribution to their school and wider communities. It also encompasses the Spiritual, Moral, Social and Cultural aspects of our learning.

Citizenship enables children to become healthy, independent and responsible members of society. At Colehill First School 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. We teach them how society is organised and governed. We ensure that they experience the process of democracy in school through the school council. We teach them about rights and responsibilities and they learn to appreciate what it means to be an active participant in a diverse multicultural society.

What is the Jigsaw PSHCE Scheme?

The Jigsaw Scheme is our chosen teaching programme for PSHCE. It was developed locally in Dorset, and supports all aspects of children's personal, social and emotional development. It addresses the PSHE and Citizenship curriculum through seven annual topics which are each taught across the whole school at the same time throughout the year. These topics are:

Autumn Term	Spring Term	SummerTerm
New Beginnings Say No To Bullying Getting On and Falling Out	Going for Goals Good to be Me	Relationships Changes

Jigsaw helps children to develop pupils' self-awareness, motivation and social skills as well as equip them with ways to manage their own feelings. These skills, which form a major part of every area of life, will help our children to become effective learners, get on well with other people and be responsible citizens.

Aims of PSHE and Citizenship Education at Colehill First School

Our school aims reflect what we constantly strive to achieve for all learners in our school. In PSHE and Citizenship, the following aims are particularly pertinent:

- To encourage self-esteem, self-discipline, and a developing degree of independence.
- To develop children's social, moral, spiritual and cultural awareness.
- To encourage our children to develop personal qualities such as respect, acceptance and co-operation, which will enable them to become caring and considerate members of the community and the world at large.
- To ensure that all children have equal opportunities in all aspects of school life regardless of gender, race or disabilities.
- Develop co-operation, understanding and partnership between home and school.
- Encourage every child to express their views appropriately, and participate fully in the life of the school.
- Foster good links with the community.

Our Seven Core Values

We want our children, through the PSHCE and wider curriculum, to learn the importance of our seven school values. These are:

- a) Respect: for themselves and for one another, whatever similarities and differences there might be between themselves and others;
- b) Responsibility: for themselves as learners and people, for the choices and decisions they make, for their own and others' property and for the school as a whole;
- c) Collaboration: the willingness and skill of working alongside and with others to achieve and contribute to the school and wider local community;
- d) Achieving goals: making the most of every child's abilities;
- e) Diversity: recognising, valuing and celebrating the different and unique talents of every individual in our school community;
- f) Love of learning: enjoying the whole process of learning across the breadth of the curriculum, including the challenges!
- g) Emotional intelligence: building positive, empathetic and fulfilling relationships with peers, and behaving in a socially and morally acceptable way towards one another.

Rights and Responsibilities

Our whole school charter outlines the following rights and corresponding responsibilities:

It is our right to....

*be proud of our school and community

*be treated with respect

*be healthy and safe in school

*have resources to learn and play with

*learn

*have our say as a member of our school

*share our successes

It is our responsibility to...

*look after our school and community

*treat everyone in school with the same respect

*keep others healthy and safe in school

*treat resources with respect

*make good choices so that others can learn too

*listen to other members of our school

*allow others to share their successes too

Delivery of the Curriculum

Our programme for PSHE and Citizenship is delivered principally via the Jigsaw Scheme of Work. This provides planning guidance and resources which have been adapted to meet the needs of the children in each year group from Reception to Year 4 inclusive. Aspects of PSHE and Citizenship are also covered within other subject teaching and in special days and events throughout the year.

In Reception Year, the same Jigsaw themes are taught each year using the Foundation Jigsaw Scheme of Work. The Early Years Foundation Stage Curriculum also enables Personal, Social and Emotional Development to be integrated into all areas of learning.

Whole school assemblies at various times during the year link to, and develop, key aspects of PSHE and Citizenship. These assemblies are also closely linked to our Rights Respecting Charter and our Seven Core Values.

Learning and Teaching

A range of teaching strategies will be used as appropriate. These will include circle time, role-play, discussion with the whole class, in small groups and / or with learning partners. The use of visitors is encouraged (e.g. local police, fire brigade, school health team etc.), and the sharing of stories to explore the feelings or experiences of characters is central to the PSHCE curriculum. Creative and innovative approaches to teaching and learning are encouraged, particularly in response to pupil initiated questions or issues.

Broadly, there are weekly PSHCE lessons in Key Stages One and Key Stage Two. In Reception year, PSHCE is taught throughout the whole curriculum and in circle time sessions.

In addition, Life Education Wessex visit school each Spring Term to deliver age-appropriate health focused lessons, supported by a wealth of online follow up materials which teachers can access and use.

There are also opportunities during collective worship for some aspects of this subject to be covered. The elected school council are actively involved in promoting PSHE and Citizenship issues, as are the school buddies, and sports leaders.

PSHCE Across the Curriculum

PSHCE lessons make effective links with other curriculum areas and subjects, especially with R.E., P.E., science, geography and history. There are also strong links with the RRS agenda and with Spiritual, Moral, Social and Cultural aspects of learning.

Assessment and Recording

In Key Stage One and Key Stage Two children's understanding, knowledge and skills are assessed through observation, discussion and questioning and participation in groups. Children will be involved in self-assessment activities appropriate for their age and ability that are linked to each Jigsaw unit and these assessments will be recorded on the class record alongside those assessments made by the class teacher. Children in the Reception class will be assessed in line with the Early Years Foundation Stage Profile throughout the year.

Monitoring and Evaluation

Evidence of children's work, including photographs and questioning of children, is collected by the subject leader throughout the year and kept in an online PSHE and Citizenship file.

Staff will attend courses and local network meetings etc. to keep up-to-date with developments. The PSHCE leader will pass on to staff any further information as it becomes available and will attend any future training courses for this subject, disseminating information as appropriate.

Continuity and Progression

The school ensures curriculum continuity for all children by following the themes and topics as outlined in The Jigsaw Scheme of Work and The Early Years Foundation Stage Curriculum. There is close liaison between staff throughout the school to ensure children's learning is built upon each year.

Equal Opportunities and Inclusion

Planning at all levels ensures that practice in PSHCE across the school is fully inclusive. Pupils use a variety of means for communicating and recording their learning.

Teaching Assistants work as directed by the teacher to support learning within PSHCE and Citizenship lessons.

All children, including those with special educational needs, undertake the full range of activities. Teacher assessment determines the depth to which individuals and groups progress during each unit of work. Pupils' individual needs will be taken into account and, where appropriate, tasks / outcomes will be differentiated to provide additional support or an increased level of challenge according to ability or circumstance.

Enrichment Opportunities

There are opportunities each year for children to attend various activities planned within our Trust, particularly with regard to Pupil Voice.

Health and Safety

Teachers must take into account the school's Health and Safety handbook as and when required.

Parental and Community Involvement

Working with parents is a vital part of the whole school approach to PSHCE and parents are regularly informed of events and developments taking place in school. Questionnaires and surveys are carried out from time to time in order to ensure we are aware of everyone's views when developing or introducing new initiatives relating to PSHCE.

We encourage links with members of the local and wider community such as our village church, local businesses and councillors. We also draw upon external expertise in the delivery of some aspects of the curriculum. We believe that partnership with parents and the community enables us to plan the most effectively enriched PSHCE curriculum for our children.

Leadership and Management

The role of the PSHCE subject leader is to:

- have an overview of the standards across the whole school for PSHCE, and identify key areas of development, to ensure the school achieves its stated aims and lives up to its values.
- take the lead in policy development and review, including the continuing successful implementation of the PSHCE curriculum.
- support colleagues in the planning and delivery of the PSHCE curriculum
- keep up-to-date on local and national initiatives and disseminate information.
- arrange CPD as appropriate to meet the professional development needs of staff
- liaise effectively with schools across our Trust and beyond to secure best practice in PSHCE.

Staff Development and Training Opportunities

The Headteacher discusses staff development needs and, where appropriate, these are built into the school's CPD programme. The needs of individual members of staff (teaching and non-teaching) are identified as a result of the school's performance management system. Staff who attend training are expected to disseminate useful learning with their colleagues and all staff can discuss any PSHCE resource needs with the PSHCE subject leader, so that new resources be purchased or updated as required..

A governor is allocated to take a specific interest in PSHE and Citizenship will discuss developments with the PSHE and Citizenship subject leader on a regular basis.

Signed:

Position: Chair of Academy Committee

Review Date: 26th February 2019

Next Review: Spring 2021