



'Being different, Belonging together'

PSHE CURRICULUM STATEMENT

GUIDANCE FOR PERSONAL, SOCIAL AND HEALTH EDUCATION including CITIZENSHIP

Introduction

PSHE & Citizenship are planned elements of the whole curriculum that promotes the spiritual, moral, cultural, mental and physical development of children at our school and prepares them for the opportunities, responsibilities and experiences of adult life.

This guidance reflects the consensus of opinion of the whole teaching staff.

The implementation of this guidance is the responsibility of all members of staff and should be incorporated into the planning of both KS1 and KS2 and the Early Years Foundation Stage (Early Learning Goals, Personal, Social & Emotional Development/Knowledge and Understanding of the World). It will be overseen by the Headteacher and the Identified Teacher for PSHE.

The nature of PSHE

Personal, social, health and economic (PSHE) education is an important and necessary part of all pupils' education. (Department for Education, 11 September 2013)

PSHE education is a non-statutory subject on the school **curriculum**. However, section 2.5 of the **national curriculum** states that all state schools 'should make provision for personal, social, health and economic education (**PSHE**), drawing on good practice'.

The PSHE and Citizenship framework at Frances Olive Anderson c of E Primary School follows the strands from the previous national curriculum. These strands are:-

- Developing confidence and responsibility and making the most of their abilities.
- Preparing to play an active role as citizens.
- Developing a healthy, safer lifestyle.
- Developing good relationships and respecting the differences between people.

The framework for PSHE & Citizenship is designed to help give pupils the knowledge, skills and understanding they need to lead confident, healthy, independent lives and to become informed, active, responsible citizens.

Pupils are encouraged to take part in a wide range of activities and experiences across and beyond the curriculum, contributing fully to the life of their school and communities.

Pupils learn to recognise their own worth, work well with others and become increasingly responsible for their own learning. They also find out about the main political and social institutions that affect their lives and about their responsibilities, rights and duties as individuals and members of communities.



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Entitlement

All areas of the curriculum, including PSHE and Citizenship, need to take account of the principles of inclusion and equal opportunities.

PSHE and Citizenship are overtly concerned with the personal and social development of each child and so by their very nature need to take as their starting point and build on the knowledge, understanding, ideas, views, perceptions, insights, interests, experiences, background, culture, concerns, values, attitudes etc of each child.

PSHE and Citizenship go further by requiring young people to explore directly the issues of inclusion and equality of opportunity. This entails appreciating similarities and valuing differences between people and cultures. It also means addressing issues such as bullying, racism and sexism.

Early Years Foundation Stage

We teach PSED (Personal, Social, and Emotional Development) as an integral part of the curriculum. Our teaching in PSHE matches the aim of developing a child's PSED as set out in the Foundation Stage. We also support Citizenship education in Reception class when we teach how to develop a child's knowledge and understanding of the world.

Implementation

PSHE and Citizenship will be provided through a combination of:-

- **Discrete curriculum time**
(eg separate planned curriculum time i.e. Circle Time and Co-operative games. The planned Scheme of Work for PSHE and Citizenship is part of the KS1 and KS2 Curriculum Maps, including SEAL).
- **Teaching through and in other subjects/curriculum areas; and**
- **PSHE and Citizenship activities and school events**
(Examples of such activities and events include: Young Enterprise projects, school councils, projects; working with local authorities and the community; special days/weeks on health; residential experiences, planning class activities, fundraising for charities, taking part in assemblies, guidance and support systems).
- **Ongoing partnership with Think 2 Speak**
Following the end of support for schools through the Healthy Schools initiative, we committed to becoming members of Think 2 Speak in 2016. We regularly take part in events such as 'anti bullying week' and other initiatives to promote health and well-being.

Sensitive Issues

Learning from real-life experience is central to citizenship. Sensitive and controversial issues are certain to arise. Children should not be sheltered from such issues; through them, they can develop an important range of skills, including listening, accepting other points of view, arguing a case, dealing with conflict and distinguishing between fact and opinion.

Issues that are likely to be sensitive or controversial are those that have a political, social or personal impact and arouse strong feelings and/or deal with questions of value and belief. Sex education, religion and politics are all likely to fall into this category. Others may include: family lifestyle and values; physical and medical issues; law and order; financial issues; unemployment; environmental issues; bullying and bereavement.



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Teachers will seek to avoid bias in accordance with Sections 406 & 407 of The Education Act 1996.

Confidentiality

In the context of PSHE and Citizenship, children may sometimes make personal disclosures either in class or to individual teachers. This should be followed up according to School guidance.

Assessment, recording and reporting

At KS1 & KS2 there are no statutory requirements for end of Key Stage teacher assessment in PSHE and Citizenship. However, teachers are required to keep records of the progress of all children and report this to parents at the end of the academic year. Assessment should be active and participatory, helping children to recognise the progress they are making in developing skills and taking part, as well as in their knowledge and understanding.

Review

This guidance was reviewed by staff in September 2017. It will be reviewed if changes are made to the curriculum requirements or the needs of our pupils.