



PSHE AND CITIZENSHIP (INCLUDING RSE) POLICY

Covid 2021 - this policy, while updated Spring 2021, is intended for use as a whole school long term approach rather than catering specifically to the current situation with the possibility of further school closures. In the event of further lockdowns, while the planning in place covers the requirements which become statutory in April 2021, particular focus will be given to internet safety, mindfulness, and resilience and coping strategies.

Note: This PSHE and citizenship policy should be read in conjunction with the Health and Safety and Welfare Policy.

Date Last Reviewed: January 2022

Next Review Date: January 2025

Audience Open

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1. Introduction

Every second we live is a new and unique moment of the universe, a moment that never was before and never will be again. And what do we teach our children in school? We teach them that two and two make four and that Paris is the capital of France. We should say to each of them, 'Do you know what you are? You are a marvel, you are unique. In the millions of years that have passed, there has never been another child like you'.

Pablo Casals

PSHE is a statutory part of the curriculum but there are a number of good reasons that support the inclusion of high quality personal, social and health education and citizenship in the Newnham curriculum. The first is that children are entitled to an education which includes a personal and social dimension in much the same way as they have an entitlement to the provision of literacy and numeracy. Such a provision recognises the need for children to understand and appreciate fully the basis of human and interpersonal behaviour and how this affects the individual, the group, and the community as a whole. This will enable children to have the confidence and independence that will help them to become informed and responsible citizens.

The second reason is that it contributes to the development of children's social and interpersonal skills. These skills will enable them to interrelate effectively with their peer group, with parents and teachers and with other adults. They will also be made more aware of their own worth as individuals.

Finally, the entitlement offers the opportunity to hold an open and honest exploration of individual and community attitudes, values and beliefs within a safe and supportive environment. This will help children to assess their responsibilities and rights as members of a community and to appreciate diversity and differences between individuals. This helps the children to understand and interpret the concept of British Values as they apply to the lives and the community they live in.

PSHE and citizenship teaching at Newnham Junior School is intended to help children to develop mutual respect and support for each other; it encourages them to make informed decisions about issues discussed; it supports the learning skills of life such as:

- ❖ awareness of and care for others and the environment
- ❖ learning to state effectively one's own feelings
- ❖ being constructively critical and questioning
- ❖ being responsible for one's own behaviour and learning
- ❖ being empowered to make positive choices to keep themselves healthy
- ❖ knowing how to keep themselves safe and recognise behaviours that are not healthy

PSHCE at Newnham is more than just lessons but also encompasses regular assemblies, visits, events and themed days/weeks which foster enthusiasm for the subject and give children more learning opportunities and a well-rounded experience in this topic. Some examples include weekly assemblies on the issues children wish to discuss or e-safety topics which have become relevant, road safety training, mock elections in line with what is going on in the country, anti-bullying week and the food bank collection.

2. Aims and Objectives

The overall aims and objectives cover the new statutory (2020) curriculum objectives, to promote the spiritual, moral, cultural, mental and physical development of pupils at the school and of society and to prepare pupils at the school for the opportunities, responsibilities and experiences of later life. To also make sure that the school is meeting their statutory responsibilities in the teaching of SRE (Sex and relationship education). In 2020 we introduced the Jigsaw scheme of work which promotes a mindful approach to PSHCE which fosters a positive environment through many different tools, including the Jigsaw school charter, meditation using the Calm Me time and a consistent approach to lessons which all follow the same pattern and encourage children to think critically about their learning.

- a. To develop the whole child by increasing self- knowledge, self-esteem, the ability to share and co-operate and developing resilience. It is vitally important in a modern world that a child is equipped for change and for possible disappointments.
- b. To become critical thinkers who can understand the role of social media and the internet and maintain a healthy attitude to both.
- c. To understand their role as members of online communities, to know how to treat others and how to keep themselves safe online.
- d. To develop a respect for others and the environment.
- e. To understand that there are many different types of families and celebrate differences
- f. To develop an understanding of their own body and the ways in which they can take responsibility for their own health and well-being.
- g. To become aware of growth, reproduction, birth and death.
- h. To have a positive attitude towards their own bodies, to take ownership of their choices and know that they deserve respect.
- i. To be able to take responsibility of one's own behaviour and learning and understand the importance of having a growth mindset, this being the understanding that everyone can make progress and that we often learn through making mistakes and trying again or approaching a problem in a different way,
- j. To state effectively one's own feelings and acknowledge others' feelings too.
- k. To understand that in some situations, sound judgements and a personal response is required, as is the ability to assess information and arguments and to calculate the 'risk effect'. This means being able to look at a decision or situation and think through different options, while understanding that

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sometimes there is not one correct answer or course of action. To be aware of safety issues.

- l. To understand that reliable information is essential for good decision-making – the poorer the information, the less effective the choice.
- m. To develop an understanding and appreciation of what constitutes their environment. To appreciate that everyone has critical choices to make which can affect the 'health' of the environment.
- n. To understand that we live in a democratic society where politics of national and local government directly affects our lives and to be empowered to make a difference.
- o. To understand that a community is a collection of people and as part of a community we should care for people, places, property, achievements and politics, perhaps at times putting the needs of these communities before ourselves.
- p. To feel positive and confident about the future and develop the skills to become independent and responsible citizens.
- q. To understand the concepts of discrimination, prejudice and stereotypes; to be able to recognise these if they see them, and know importance of treating everyone equally.

3. Skills

- a. To practise and reflect on the tasks they carry out.
- b. To develop the ability to remain in control and have a positive mindset, even when situations arise where children cannot control the outcome.
- c. To be able to make positive decisions and take personal responsibility for these decisions.
- d. To understand and appreciate issues from a variety of perspectives
- e. To develop higher level thinking skills through debate and discussion of high quality questions requiring reasoning and careful thought.
- f. To have the confidence to express own views, opinions and interests.
- g. To develop a growth mindset and use this to achieve and overcome challenges.

4. Curriculum outline

Each year group will cover some aspect of the following areas of study:

- ❖ Understanding that everyone can improve their work and developing a growth mindset.
- ❖ Building healthy bodies
- ❖ Safety / substances use

- ❖ Building healthy relationships and thinking about how we treat others.
- ❖ Building healthy environments
- ❖ Building healthy local and global communities
- ❖ Building a healthy future
- ❖ Staying safe on and offline and being good cyber citizens.
- ❖ Having respect for others

It is the intention that there should be progression through four years, each year building on what the children have experienced in previous years.

The Jigsaw Programme offers us a comprehensive, carefully thought-through Scheme of Work which brings consistency and progression to our children's learning in this vital curriculum area.

Many areas of study are cross-curricular, encompassing topics that appear in Science, Geography, History, R.E, English In most cases the areas of study have been incorporated into the topics, but it may be necessary to teach the work explicitly as a separate topic. It is intended that ICT will be incorporated into lessons, whenever it enhances the teaching and learning of the lesson objectives.

5. Relationship and Sex Education (RSE)

As RSE is an integral and statutory part of PSHCE, we felt that it is important to include the policy details as part of the PSHCE policy rather than have it as a separate policy document. The Relationships Education, Relationships and Sex Education and Health Education (England) Regulations 2019 makes RSE a statutory part of the PSHCE curriculum.

RSE is part of the personal, social and health education curriculum in our school. All lessons are taught in the context of learning about healthy relationships, keeping children safe on and offline and teaching children to have respect for themselves and their bodies. While we use RSE to inform children about sexual issues, we do this with regard to matters of morality and individual responsibility and in a way that allows children to ask and explore moral questions in a safe environment.

5.1. Aims and Objectives

We teach children about:

- the physical development of their bodies as they grow into adults;
- the way humans reproduce;
- respect for their own bodies and the importance of sexual activity as part of a committed, long term and loving relationship;
- the importance of family life;
- moral questions;
- relationship issues;
- respect for the views of other people;
- respect for other regardless of differences such as gender, age, sexuality, gender identity, disability or race;
- sexual abuse and what they should do if they are worried about any sexual matters;
- recognising healthy and unhealthy relationships and understanding that there are unreliable sources of information (e.g: online).

5.2. Organisation of the sex education curriculum

The current planning covers all the statutory obligations and will be updated in line with a parent, staff and governor consultation to be held in Autumn 2021.

While we carry out the main RSE in our personal, social, health and citizenship education (PSHE) curriculum, we also teach some sex-education through other subject areas (for example science and PE), where we feel that they contribute significantly to a child's knowledge and understanding of his or her own body and how it is changing and developing.

In PSHCE we teach children about relationships and we encourage children to discuss issues. We teach about the parts of the body and how these work and we explain to them what will happen during puberty. Children in year 6 will also learn about conception.

In year 5 and 6 we place a particular emphasis on health education, as many children experience puberty at this age. Parents/carers are invited to a meeting to share the materials and lessons and to explain what the issues are and how they are taught. Any issues that parents raise with teachers or governors about this policy or the arrangements for sex –education in the school will be taken seriously.

5.3. Withdrawal

Each academic year before the sex education topic starts, a copy of the planning overview is sent home. The vast majority of the RSE curriculum, including learning about the physical and emotional changes of puberty, is statutory. Parents have the right to withdraw their child from parts of the curriculum which deal with conception and we ask that they meet with the PSHCE coordinator to discuss further if they wish to do so. We have an open door policy for parents who wish to discuss any aspect of the SRE/PSHCE curriculum and parents are being consulted on the new RSE curriculum and invited to share their comments.

5.4. Confidentiality

Teachers conduct all lessons in a sensitive manner and in confidence. However, if a child makes a reference to being involved or likely to be involved in a sexual activity, then the teacher will take the matter seriously and deal with it as a matter of child protection in line with our safeguarding procedure. Teachers will also make sure that there is a second adult in the room for these lessons.

6. Teaching and learning in all aspects of PSHCE

We use a range of teaching and learning styles. We use mindfulness to encourage children to approach PSHCE with a calm, positive and focused mindset. We place an emphasis on active learning by including the children in discussions, investigations, and problem solving and role-play activities. We encourage the children to take part in a range of practical activities that promote active citizenship, e.g. charity fundraising, the planning of school special events such as an assembly or open evening, or involvement in an activity to help other individuals or groups less fortunate than themselves. We organise classes in such a way that pupils are able to participate in discussions to resolve conflicts (through circle time) or set agreed classroom rules of behaviour.

7. Teaching PSHE and citizenship to children with special needs

We teach PSHE and citizenship to all children, regardless of their ability. Teachers provide learning opportunities matched to the individual needs of children with learning difficulties. When teaching PSHE and citizenship we take into account the targets set for the children in their Individual Education Plans (IEPs).

8. Assessment and Recording

Teachers assess the children's work in PSHE and citizenship by making informal judgements as they observe them during lessons. We have clear expectations of what the pupils will know, understand and be able to do at the end of each year group. These judgements, based on observations and classwork, are used to inform foundation subject assessments and available to the PSHCE coordinator to follow up on any concerns.

Pupil's achievements will be reported to parents within the general comments section in the end of year report.

9. Parents and visitors

Parents are made aware of the policies as children enter year 3 and have access to all policies at all times. Visitors are given important information as they arrive and also have access to school policies.

10. Note

This PSHCE and citizenship policy should be read in conjunction with the Health and Safety and Welfare Policy.

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This document was approved and adopted by the governing body

Date 9th February 2022

Name of Chair of Governors Tanya Huehns

Signature of Chair of Governors _____

Date	Status	Comments
22 nd January 2019	Updated	'IEPs' changed to 'support plans' on page 7 following overview by Assistant Headteacher
January 2022	Updated.	Updated and reviewed by C&S and ratified at FGB 09/02/22