



# ARCHIBALD

## PSHE and Citizenship Policy

## **PSHE and Citizenship Policy**

*(See also Behaviour and Discipline; Drugs; Healthy Schools, Confidentiality and Safeguarding, Safety and Welfare, Anti-Bullying, E Safety and Sex and Relationship Education)*

### **Aims and Objectives**

At Archibald Primary School we regard PSHE and Citizenship as an important, integral component of the whole curriculum. We provide a broad and balanced curriculum, ensuring that it:

- Promotes the spiritual, moral, cultural, mental and physical development of our children and of society.
- Prepares our children for the opportunities, responsibilities and experiences they already face and for adult life.
- Provides information about keeping healthy and safe, emotionally and physically.
- Encourages our children to understand how all actions have consequences and how they can make informed choices to help themselves, others and the environment.

PSHE education is where pupils have the opportunity to consider what acquired knowledge and understanding means to them and to develop the skills and strategies, they will need to apply this knowledge in their real lives.

Our PSHE teaching is based around the three core themes.

- 1 Health and Wellbeing**
- 2 Relationships**
- 3 Living in the Wider World**

**Our school's overarching aims and objectives for our pupils are:**

#### **Health & Wellbeing**

- Know and understand what constitutes a healthy lifestyle.
- Know how to maintain physical, mental and emotional health and wellbeing.
- Be aware of safety issues, including how to respond in an emergency.
- Know how to manage change, including puberty, transition and loss.

#### **Relationships**

- Develop and maintain a variety of healthy relationships within a range of social and cultural contexts.
- Know how to recognise and manage emotions within a range of relationships.
- Know how to recognise risky or negative relationships, including all forms of bullying and abuse, and ask for help.
- Know how to respect equality and diversity in relationships.

#### **Living in the Wider World**

- Know the importance of responsible behaviours and actions.
- Be responsible and independent members of the school community.
- Be positive and active members of a democratic society.
- Know about the importance of respecting and protecting the environment.
- 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.
- Know about where money comes from, keeping it safe and the importance of managing it effectively.
- Have a basic understanding of enterprise.

### **Teaching and Learning Style**

The programme will be taught through a range of teaching methods. We promote Rehearsal Room Techniques and social learning and expect our pupils to show a high regard for the needs of others. Active learning is encouraged by adopting Rehearsal Room Techniques and other active learning such as including the children in discussions, investigations and problem-solving activities.

A wide range of teaching and learning styles are evident in lessons and emphasis is placed on **active learning**. We encourage the children to take part in a range of tasks that promote active citizenship, e.g. charity fundraising, the planning of special school events such as an assembly, or involvement in helping other individuals or groups less fortunate than themselves. Classes are organised in such a way that pupils are able, through discussion, to set agreed classroom rules of behaviour, and resolve any conflicts.

We ensure external contributors' input is part of a planned programme which it enhances by offering children the opportunity to hear visiting speakers, such as health workers, police and local clergy, whom we invite into the school to talk about their role in creating a positive and supportive local community.

### **PSHE Curriculum Provision**

PSHE education is linked to broader school policies and the curriculum in relevant subjects. We follow **The Nurture Programme** and use the **SEAL programme** to supplement our teaching.

PSHE and citizenship is taught in a variety of ways. Sometimes, e.g. when dealing with issues in drugs education, we teach PSHE and citizenship as a discrete subject. On other occasions, we introduce PSHE and citizenship topics through teaching in other subjects. For example, when teaching about local environmental issues in geography, we offer pupils the opportunity to find out who is responsible for the maintenance and upkeep of local parks and cycle paths. Also, as there is a large overlap between the programme of study for Religious Education and the aims of PSHE and citizenship, we deliver a considerable amount of the PSHE and citizenship curriculum through our religious education lessons.

### **Collective Worship**

There is a PSHE focus during KS1 and KS2 weekly **Collective Worship** linked to **The Nurture Programme**.

### **School Council**

We also develop PSHE and citizenship through various activities and whole-school events. We have an active **School Council**. Representatives from each year group meet regularly to discuss school matters and class views. Pupils are elected in the Summer term by Years 1 to 5. They present their campaign to the school. Two pupils from Years 2 to Year 5 are chosen to represent the School Council.

### **Confidentiality**

We set ground rules encouraging children to listen to and respect the contributions of their peers at the start of every lesson. Pupils are encouraged to feel safe and secure in their learning environments and are not forced to make contributions to PSHE lessons. During some PSHE sessions, children may disclose information. No teacher can offer complete

confidentiality, and it is important for everyone's safety that teachers and pupils are clear about what can and cannot be kept confidential.

We will ensure that where pupils indicate that they may be vulnerable and at risk, they will get appropriate support from the class teacher (issues that arise on a day to day basis may be addressed during circle time in class), the PSA or mentors.

### **The Foundation Stage**

We teach PSHE and citizenship in Reception classes as an integral part of our topic work. 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 Prime Areas. Our teaching in PSHE and citizenship matches the aim of developing a child's personal, emotional and social development as set out in Prime Areas. We also support citizenship education in reception classes, when we teach 'how to develop a child's knowledge and understanding of the world'.

### **PSHE and Citizenship and Computing**

Computing makes a contribution to the teaching of PSHE and citizenship in that children in Computing classes learn to work together in a collaborative manner. They also develop a sense of global citizenship by using the Internet and e-mail. This scheme aims to develop a set of safe and discriminating behaviours for pupils to adopt when using the Internet and other technologies. Through discussion of safety and other issues related to electronic communication, the children develop their own view about the use and misuse of ICT, and they also gain an insight into the interdependence of ICT users around the world. Online role-play software provides a very safe arena to try out actions without harmful consequences.

### **PSHE and Citizenship and Inclusion**

We promote the needs and interests of all pupils, irrespective of gender, culture, ability or aptitude. Teaching will take into account the ability, age, readiness, and cultural backgrounds of our young people and those with English as a second language to ensure that all can fully access PSHE education provision.

### **PSHE and SEN**

We will ensure that pupils with special educational needs receive access to PSHE education. Our teachers provide learning opportunities matched to the individual needs of children with learning difficulties. Intervention through SEN support will lead to the creation of a Provision Map. When teaching PSHE and citizenship, teachers take into account the targets set for the children in their Provision Maps, some of which targets may be directly related to PSHE and citizenship targets. (Social, emotional and wellbeing)

For gifted and talented pupils, teachers will provide additional opportunities to take responsibility, develop leadership skills, think creatively and use their talents for the good of the class or the wider community.

### **Behaviour**

We create a safe and supportive learning environment through positive behaviour. We have 5 Golden Rules, which embody the ethos of our school, '**Believe and Achieve**', making it a safe and happy environment. Every member of the school community is familiar with the rules and uses them as a benchmark for positive behaviour.

## 5 Golden Rules

**R**espect everyone and everything

**U**se kind and caring words

**L**isten to and follow instructions

**E**veryone to use their personal power to make the right choice

**S**hare your problems and celebrate your achievements

## MAGIC

### Whole School Behaviour Reward System

Each week a whole school celebration assembly takes place with the focus of promoting positive attitudes to learning through **M.A.G.I.C**

**M**otivation

**A**ttitude

**G**umption

**I** learn

**C**ommunication and our **5 Golden rules for positive behaviour.**

### Character Education

We place a great emphasis on developing character traits, as many of our pupils come from backgrounds where education and academic attainment is undervalued. Our school motto 'Believe and Achieve' encompasses this approach as we aim to instill a belief in our pupils that whatever their background and whatever barriers to success they face, they can all achieve. The three main strands to our work in this area each contributing to our 'big picture' curriculum ensuring that the skills and traits promoted are embedded in the teaching and learning occurring throughout our school: -

1. Rules – these are the behaviours we promote within school.

**R**espect,

**U**se Kind and Caring Words,

**L**isten carefully and follow instructions,

**E**veryone one to use their personal power to make the right choices,

**S**hare your concerns and celebrate your achievement

These behaviours are revisited regularly and the language is used every day in interactions

between pupils and between staff and pupils. In the first half of each term we re-focus on one rule each week. The rules are displayed around the school.

2. MAGIC – These are the traits we encourage our pupils to demonstrate and develop throughout their time in school.

**M**otivation

**A**ttitude

**G**umption

**'I Learn'**

**C**ommunication

Throughout school we refer to these traits as 'magic' traits necessary for pupils to thrive and make the best progress possible. In the second half of each term we re-focus on one trait each week.

Each classroom also has a MAGIC display.

3. LORIC. The members of the LORIC Family are characters we use in school. Each character encourages pupils to display the characteristics of a specific attribute.

**L**eadership

**O**rganisation

**R**esilience

**I**nitiative

**C**ommunication

These attributes are introduced in KS1 and developed further in KS2 through specific lessons. This element of our work is facilitated through our engagement with PiXL Primary Edge.

Each of our three strands has been developed in order to ensure that they are fully understood by pupils and that the behaviours, traits and attributes are embedded. This embedded within our school 'big picture' curriculum.

#### RULES

The behaviours are re-visited in the first half of each term, with one behaviour being a focus for each week. The theme is shared on our weekly newsletter and celebrated in whole school and team assemblies with pupils who have made a special effort being recognised and celebrated at the end of the week. Teachers also use PSHE lessons to revisit the behaviour and develop pupil's understanding of the behaviour.

#### MAGIC

The traits are re-visited in the second half of each half term, with one trait being a focus for each week. The theme for the week is shared on our weekly newsletter and celebrated in whole school and team assemblies with pupils who have made a special effort being recognised and celebrated at the end of the week. Teachers refer to the traits in their teaching, for example when asking pupils to work in groups they will use the MAGIC vocabulary.

LORIC is a specifically taught programme. It is started in KS1 when the characters and attributes are introduced and developed further in KS2 when pupils learn more about how they can demonstrate proficiency at each attribute. This work is facilitated through our engagement with PiXL Primary Edge. Y4 and T5 classes have timetabled sessions each week to develop this work.

Our School 'A' Team embrace each of the attributes in their daily engagement with pupils throughout the school. They supervise playtime activities and act as peer mentors for younger children. They attend a weekly after school club where they revisit and learn new skills to help them in their role.

### **Rights Respecting School**

Archibald Primary School has registered and is starting to work towards accreditation for the award of Rights Respecting School. This award demonstrates our commitment to ensuring children have access to fair and equitable practice and celebrating diversity and equality across our organisation. The best interests of the child are and remain our top priority in all that we do.

The UNICEF UK Rights Respecting Schools Award (RRSA) supports schools across the UK to embed [children's human rights](#) in their ethos and culture. The award recognises achievement in putting the [UN Convention on the Right of the Child](#) (UNCRC) at the heart of a school's practice to improve well-being and help all children realise their potential.

The award is based on principles of equality, dignity, respect, non-discrimination and participation. The initiative started in 2006 and schools involved in the Award have reported a positive impact on relationships and well-being, leading to better learning and behaviour, improved academic standards and less bullying.

## **PSHE and Rewards**

Each class teacher selects their individual class 'Star of the week'. Each star of the week has their name entered into a box. A FS, KS1 star and a KS2 stars name is selected from the box to receive an additional prize.

The Headteacher 'Star of the week and Headteacher 'golden table' reward positive behaviour and achievements. Certificates are also given for specific achievements from the Mentors, e.g. Sharing and Caring award and Kind and Helpful award.

## **Team Reward Systems**

Each team uses a variety of rewards to promote positive behaviour, e.g. Marvellous Me, praise pads, letters home, positive text messages home, golden coins rewards for children who always make the right choice, sending the child to Headteacher for praise.

## **Individual Classroom Reward Systems**

A key strength and quality of our staff is that, whilst seeking consistency in positive behaviour management and messages we are not afraid to promote our individuality and personalities. We have a shared belief that all classroom-based reward systems should be highly visible within all rooms. As such, teachers are encouraged to continue with individual merit systems, certificates and other rewards within their classrooms whilst actively joining in with team and whole school systems where appropriate.

## **Marvellous Me!**

Marvellous me encourages and helps teachers to focus parent communication on learning and positive behaviours. Staff can use the website to celebrate individual, groups or whole class achievement through sending stars, badges, trophies, photos etc which is accessed on parent mobile phones.

## **Assessment for Learning**

Children are informally assessed by staff throughout their work and the reports given to parents will reflect this. Evidence of PSHE will be in a variety of forms e.g. photographs, class display books, as well as written work. The very nature of PSHE means that careful consideration should be given to the best means of recording. Written work may not always be appropriate and staff will use their professional judgment in this.

We have clear expectations of what the pupils will know, understand and be able to do at the end of each Key Stage. We ensure learning 'starts from where pupils are' by assessing pupils' prior knowledge and allowing pupils to share their prior knowledge. Assessments identifying pupils' next steps in learning from the previous class teacher will be used to inform planning.

## **Resources**

We keep resources for PSHE and citizenship in a central store in each team. We have additional resources in the mentor's room. Our PSHE and citizenship coordinator holds a selection of reference materials for teaching sensitive issues. There are resources, including texts that can be used during PSHE or assemblies which address relevant themes and issues.

## **Monitoring and Review**

The planning and coordination of the teaching in PSHE are the responsibility of the PSHE subject leader, who also:

- supports colleagues in their teaching, by keeping informed about current developments in the subject, and by providing a strategic lead and direction for PSHE;

- gives the headteacher an annual summary report in which s/he evaluates the strengths and weaknesses in the subject, and indicates areas for further improvement;
- uses specially allocated, regular management time to review evidence of the children's work and to observe PSHE lessons across the school.

This policy will be reviewed at least every two years.

**Signed:**

**Date: September 2019**