

Personal, Social & Health Education and Citizenship Policy

LINKED POLICIES:

Inclusion Policy
Single Equalities Policy
Safeguarding Policy
Confidentiality Policy
Behaviour Policy
Anti-bullying Policy
Policy for Relationship & Sex Education
Policy for Drugs Education
British Values Policy
Policy for SMSC Development

Policy Updated: September 2018
Future Review: September 2020



Nurture ~ Believe ~ Discover ~ Achieve

Our vision for Woodstock CE Primary School reflects a passionate commitment to learning and recognition of the uniqueness of individual learners. It is driven by our desire to offer the best possible education for our pupils in partnership with parents, the church and the local community.

WOODSTOCK CE PRIMARY SCHOOL IS A CENTRE:

- For learning where high standards are pursued with consistency and enthusiasm.
- Where individuals are valued and helped to achieve their personal best
- Where effective partnerships secure the success of the school.

“For I know the plans I have for you”, declares the Lord, “plans to prosper you and not to harm you, plans to give you hope and a future.”

Jeremiah 29, v11



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Introduction

At Woodstock CE Primary School we aim to create a happy, purposeful and supportive environment where children are enabled to become successful learners, develop their full potential and achieve the highest educational standards they can. Our vision statement reflects a passionate commitment to learning and recognition of the uniqueness of individual learners. It is driven by our desire to offer the best possible education for our pupils in partnership with parents, the Church and the local community.

We believe a collaborative culture is fundamental in enabling children to develop personally and emotionally, and as young citizens. Children grow up in a complex and ever changing world and are exposed to an increasing range of influences. As a school we aim to build on and complement the learning that has already started at home to provide the knowledge, understanding and skills that children need to lead healthy, fulfilling and meaningful lives, both now and in the future.

Personal, Social and Health Education (PSHE) and Citizenship, are central to a school's ethos, supporting children in their development, and underpinning learning in the classroom, school, and in the wider community. Values are fundamental expressions of what we think and believe. As a school we encourage children to think about personal and social values, to become aware of, and involved in the life and concerns of their community and society, and so develop their capacity to be active and effective future citizens.

Whole-school Approach

Effective PSHE & Citizenship requires a whole-school approach. At Woodstock Primary this has been developed and supported by the National Healthy School Standard (NHSS). Launched in October 1999, the overall aim of the Standard is to help schools become healthier places for staff and pupils to work and learn. The NHSS's emphasis on consultation at all levels in the school community has provided a useful and supportive framework for developing a whole-school approach.

The following whole-school issues, impact on the personal, social and emotional development of pupils:

Development of Skills, Values, Attitudes and Knowledge

Education has a major role to play in influencing the kind of society we want to be. It is therefore important that the school curriculum is underpinned by a set of common goals and values. PSHE & Citizenship support these values and is central to the school curriculum.

Relationships and School Ethos

The school's ethos statement states:

At Woodstock CE Primary School serves its community by working in partnership to provide an education of the highest quality within the context of Christian belief and practice, and understanding of shared values.

As a school we celebrate the diversity of the wider community and are committed to the principles of inclusion and equality of opportunity.

Through our aims and values we promote and endorse the Government's aims for every child, whatever their background or their circumstances, to have the support they need to:

- *Be healthy*
- *Stay safe*
- *Achieve economic well-being*
- *Make a positive contribution*
- *Enjoy and achieve*

There are many things that contribute to the positive ethos of our school, the welcome on arrival by staff or pupils, the displays around school, but most important is the value given to relationships within the school. Pupils' personal, social and emotional development can be encouraged by a positive school ethos, positive relationships and a positive school environment but can also be stunted or damaged by poor relationships in school between staff or children and staff, or an environment in which they feel unsafe and for which they have no responsibility.

Woodstock Primary our positive school ethos is demonstrated by:

- Seeing pupils as young people who can be trusted, shown respect and valued
- Valuing democratic processes both for staff and pupils
- Encouraging parents to value education and see it as a partnership between home and school
- Treating everyone in school with respect
- Encouraging open and honest communication between staff, pupils and parents, so that all feel their views can be expressed and listened to
- Implementing policies, which support the personal, social and emotional development of pupils
- Maintaining a you can do it attitude and celebrate the achievements of pupils and staff
- Dealing with unacceptable behaviour in a way that condemns the behaviour not the person
- Encouraging co-operative ways of working between staff and pupils
- Developing a classroom climate that is welcoming, safe, supportive and helps pupils to feel valued

School Curriculum

The school curriculum comprises all learning and other experiences, such as after school clubs, school visits, concerts, assemblies etc. that we plan for our pupils. A whole-school approach to PSHE & Citizenship acknowledges that the personal, social and emotional development of pupils takes place in a range of settings both within and beyond the school day. When identifying opportunities for this to happen, the following questions need to be asked:

- What particular kinds of opportunity does the curriculum area/activity offer to promote personal, social and emotional development?
- Do all pupils have the opportunity?
- Is there evidence of planning within the curriculum/activity for pupils' personal, social and emotional development?
- What opportunities are there for pupils to reflect on what they have learned about themselves?
- Does the curriculum area/activity offer opportunities to teach, practice or assess what pupils are able to do (skills); know and understand (knowledge); and have thought about (attitudes and values), in relation to their personal, social and emotional development?

The curriculum provides children with a variety of enrichment experiences that have the potential to promote their personal, social and emotional development. These include:

- Sports clubs and inter-school sporting events
- Drama and music activities and productions
- Residential visits and day trips
- Clubs – singing; art & craft etc.
- Social and fund raising events
- Theme days
- Mini enterprise projects
- Charity events

Our many Committees encourage pupils to take responsibility for aspects of school life. These include our Children's Council, Eco-school Committee, E-safety Committee, International Committee and Arts Committee.

Teaching and Learning

PSHE & Citizenship is delivered in the context of the school's Curriculum Policy. Teachers employ an active, experiential approach that provides pupils with opportunities to explore their values, attitudes and behaviour, and to express their hopes, fears and aspirations in a way that is enjoyable and relevant to them.

Pupils' ability to reflect on what they are doing, why they are doing it and the possible consequences is a skill which pupils can learn and has universal application. Processing or asking pupils to reflect on their learning is an essential element of PSHE & Citizenship.

The learning experience should draw on pupils' own experiences or existing knowledge and provide a range of opportunities for pupils to learn, practise and demonstrate skills, attitudes and knowledge. It should include time for:

Reflection and Processing	~	What happened? What did I think and feel? Why? What did I learn?
Consolidation of Learning	~	Making sense of what happened, exploring feelings, sharing learning with others.
Practical Application	~	What or how am I going to change as a result of this? Trying out new learning.

Pupils learn best if they feel safe and happy, they are more likely to take risks with their learning and try out new idea if they know they will not be laughed at or thought of as silly. Developing a classroom climate that encourages and supports this is very important in order to meet the personal, social and emotional needs of all children. The use of ground rules is an important part of the learning classroom. It actively involves all pupils in the formulation of class rules, and helps them to feel part of the group and promotes a sense of responsibility. It is also a useful strategy for behaviour management that is non-confrontational.

Celebration of Achievement

Children understand that staffs have the highest of expectations for them in terms of work and behaviour, and are encouraged to develop similar beliefs in their own potential. A whole-school system that recognises rewards and celebrates personal achievement in all its forms supports this ethos. 'Smiley face' stickers are given as acknowledgement of work that demonstrates personal best effort. These build-up towards 'excellent stickers' and eventually toward a certificate and leaf of achievement that are awarded in a weekly whole school Assembly of Celebration. The certificates are taken home and the leaves hung for a term on our *Tree of Achievement*. Such an approach, used consistently, has a positive impact on children's attitudes, behaviours and performance, and contributes to:

- ~ Developing a sense of community and belonging
- ~ Creating a positive atmosphere in school
- ~ Promoting a sense of pride

A complimentary reward system focuses on the promotion of positive values - kindness, friendship, respect and responsibility. The values are represented by pieces of fruit, and each week a member from every class is nominated to receive a fruit at our Assembly of Celebration. Fruits are hung on our Tree of Achievement.

As a school we want to help children develop as successful learners - to be engaged and motivated learners, and be resilient, reflective, resourceful and receptive. To value and celebrate children's efforts in developing as successful learners, a Wall of Pride has been created in the school hall. Every week a badge and certificate for each of the key skills are awarded to a child in Key Stage One and in Key Stage Two.

Aims of PSHE and Citizenship

At Woodstock Primary a whole-school approach to PSHE & Citizenship is taken to:

- Engage pupils, families, the school, and community members in creating and sustaining a learning environment that is based on caring relationships, high expectations, and meaningful involvement.
- Provide opportunities for children to learn the emotional and social skills needed to lead healthy and productive lives.
- Provide opportunities for children to practice and demonstrate good citizenship through co-operation and service to others.
- Strengthen children's commitments to their family, their peers, school and the community.
- Promote a safe, healthy approach to life, free from the harm of tobacco, alcohol, and other drug use.
- Celebrate diversity and encourage respect for others.

Through PSHE & Citizenship we aim to help pupils:

- Develop the knowledge, skills and understanding needed to lead confident, healthy and independent lives and to become informed, active, responsible citizens.
- Recognise their own worth, work well with others and become increasingly responsible for their own learning and actions.
- Form effective and fulfilling relationships that are an essential part of life and learning.
- Respect themselves as individuals, whilst developing an understanding, tolerance and respect for others and their differences.
- Reflect on their experiences and develop self-understanding.
- Develop high levels of motivation and a sense of pride in their achievements.
- Develop self-confidence and self-esteem, and make informed choices regarding personal and social issues.
- Develop a respect for the environment together with an appreciation of the natural world.

Citizenship

Citizenship helps children develop as members of school, local, regional, national and global communities. It is concerned with issues of right and wrong, rights and responsibilities, fairness, rules and laws, power and authority, equality and difference, communities and identities, democracy, conflict and co-operation. As children grow and develop, citizenship helps them to think and talk about issues relating to these concepts as they encounter them in their own lives and in the lives of others, and as depicted in the media and literature.

Our aims of citizenship are:

- To give pupils the knowledge, skills and understanding to play an active role in society at local, national and international level.
- To help pupils become informed, thoughtful and responsible citizens who are aware of their duties and rights.
- To promote pupils' spiritual, moral, social and cultural development making them more self-confident and responsible both in and beyond the classroom.
- To encourage pupils to play a helpful part in the life of Woodstock Primary, the neighbourhood, local communities and the wider world.
- To teach pupils about the economy, the legal system and democratic institutions and values.
- To encourage respect for different national, religious and ethnic identities.
- To develop pupils' ability to reflect on issues and take part in discussions and make informed and responsible decisions.

Citizenship contributes to the life and work of the School through:

- Promoting community cohesion.
- Linking schools with their neighbours and community partners.
- Supporting inclusion and promoting positive behaviour, equal opportunities, respect and responsibility
- Providing a focus for celebrating and publicising school activities.
- Contributing to the school's Eco Work, Fairtrade activities and work at a global level.

Preparing to play an active role as citizens' is one of four strands of the joint PSHE & Citizenship non-statutory framework for Key Stages 1 and 2. Citizenship is taught as part of the school's broader framework for PSHE. In addition opportunities are provided across the curriculum for children to develop and put into practice knowledge, skills and understanding, for example through taking responsibility, participating, considering choices and making decisions, and considering moral and social dilemmas.

Citizenship also contributes to career-related learning at Key Stages 1 and 2, enabling children to develop ideas and beliefs about the world outside and beyond the school and to increase their awareness of the world of work.

Teaching and Learning Approaches

A balanced range of teaching strategies is needed to provide for the effective delivery of Citizenship for all children. At Key Stage 1, teaching approaches should build on the principles of the EYFS.

At Key Stage 2 teaching approaches emphasis active learning and participation, where children are encouraged to assess evidence, negotiate, make decisions, solve problems, work independently and in groups, and learn from each other. While there are opportunities for direct teaching, full use is made of group work, circle time, role-play, visitors, case studies and simulation to involve children actively.

To ensure that children are actively involved in preparing to play an active role as citizens, they should progressively have opportunities to:

- Take some responsibility for their own learning, by making informed choices within learning activities, reflecting on and recording what they have learnt and achieved and learning how to set targets to establish next steps.
- Explore and discuss topical issues, including taking part in group and class discussions relevant to their own lives, their school and wider communities and issues of global concern, and beginning to consider how issues affect others in the world.
- Participate in groups of different sizes and composition, taking on leadership as well as membership roles, sharing the responsibility for group decisions and contributing to the decision-making process of the class and school.
- Explore and discuss the varied attitudes and values underpinning some of the issues they encounter, considering social and moral dilemmas and other people's experiences, thinking about, and beginning to express views that are not their own, for example through role-play.
- Find information and advice, for example through help lines, and learn to provide information to others.
- Work with adults other than teachers, using visits and visitors appropriately, meeting and talking to people from, for example, environmental groups, local, national or international voluntary organisations, and people who work in the school or neighbourhood, such as religious leaders, health professionals, emergency service professionals, local councillors and MPs.
- Work outside the classroom, becoming actively involved in the decision-making and organisation of the school and, for example, helping to look after the school environment, supporting peers or younger children in the playground, taking part in activities with different members of the school community.
- Take time to reflect on all experiences across the curriculum, identifying what they have learnt and enabling them to transfer that to situations in their own lives, now and in the future.

At Woodstock Primary the teaching and learning of citizenship is supported through our involvement:

- With outside agencies and organisations, for example police, local council, environmental groups, health promotion services, Royal British Legion.
- With local and national charity organisations.
- With our partnership schools
- In global networks, for example environmental and humanitarian programmes, for example Fair Trade.
- In environmental work for sustainable development.

Early Years Foundation Stage (EYFS)

In Nursery and Reception children are provided with experiences and support which helps them to develop a positive sense of themselves and of others; respect for others; social skills; and a positive disposition to learn.

Key Stage One

During Key Stage One children are taught:

- To take an active part in discussions with one another and the whole class.
- To take part in a simple debate about topical issue.
- To recognise choices they can make, and recognise the difference between right and wrong.
- To agree and follow rules for their groups and classroom, and understand how rules help them.
- To realise that people and other living things have needs and that they have responsibilities to meet them.
- That they belong to various groups and communities, such as family and school.
- What improves and what harms their local, natural and built environments and about the ways people look after them.
- How to contribute positively to the life of the class and school.
- To realise that money comes from different sources and can be used for different purposes.

Key Stage Two

At Key Stage Two children are taught:

- To research, discuss and debate topical issues, problems and events.
- Why and how rules and laws are made and enforced, why different rules are needed in different situations and how to take part in making and changing rule.;
- To realise the consequences of anti-social and aggressive behaviours, such as bullying and racism, on individuals and communities.
- That there are different kinds of responsibilities, rights and duties at home, at school and in the community, and that these can sometimes conflict with each other.
- To reflect on spiritual, moral, social and cultural issues, using imagination to understand other people's experiences.
- To resolve differences by looking at alternatives, making decisions and explaining choices.
- What democracy is, and about the basic institutions that support it locally and nationally.
- To recognise the role of voluntary, community and pressure groups.
- To appreciate the range of national, regional, religious and ethnic identities in the United Kingdom. That resources can be allocated in different ways and that these economic choices affect individuals, communities and the sustainability of the environment.
- To explore how the media present information.

Our **Children's Council** is an important element of PSHE & Citizenship, providing an effective way of engaging children in the life and organisation of the school. It is a body of children representatives, elected by children, that takes part in consultation and decision-making activities, so learning the importance of living in a democratic society. The Council meets each term. Pre-Council meetings are held in each class to put forward items to be discussed by the Council.

The meetings are chaired by the Y6 pupil elected as Chair, with minutes being taken by the elected Secretary. The Headteacher and a parent governor attend all council meetings. Post-council meetings are held in each class, so that minutes of the meeting can be shared and discussed.

Curriculum Provision

The personal and social development of all pupils is fundamental to the teaching and learning process. Through a carefully planned approach to PSHE & Citizenship our pupils are helped to acquire the knowledge, and develop the skills and understanding they need to lead confident, healthy, independent lives, and to become informed, active, responsible citizens. We recognise that all areas of the school curriculum impact on a child's personal, social and emotional development and therefore, PSHE & Citizenship is provided through a whole-school approach and is not confined to specific timetabled time. A variety of forms of provision are used in combination at different times. This includes:

- Discrete curriculum time
- Teaching PSHE & Citizenship through and in other subjects/curriculum areas including RE
- Through PSHE & Citizenship activities and school events
- Collective worship and assemblies

The links between PSHE & Citizenship, and pastoral care and support are important. So that these occur naturally, children are taught largely by their class teacher. A range of teaching strategies are used to provide the breadth of effective learning opportunities for all pupils. These include an emphasis on:

- Active learning
- Enquiry
- Discussion and participation in citizenship activities

Pupils develop their knowledge, skills and understanding by:

- Working together on school and community projects
- Making decisions
- Taking responsibility
- Reflecting on their experiences

PSHE & Citizenship is taught on average for 45 minutes a week in each Key Stage.

PSHE & Citizenship provides many opportunities for visitors to come into school. The expertise and skills offered by visitors is drawn upon to complement those of the teacher and enhance the school's work. All visitors are fully briefed by class teachers.

Whole school collective worship and assembly is an integral part of PSHE & Citizenship. It is during this time that children begin to see and understand why they are not only an important member of their class and year group but that they have an active role to play as a member of the whole school community. Weekly assembly themes relate to values developed through PSHE, and dimensions of Citizenship.

Planning for PSHE & Citizenship

Long-term plan for PSHE & Citizenship has been developed within the context of the School's overall Curriculum Plan. The plan sets out what should be taught at which stages, in a sequence that promotes breadth and balance; and continuity and progression in children's knowledge, understanding and skills.

The curriculum for PSHE & Citizenship is organised into termly units of work incorporating aspects of SEAL, *Social & Emotional Aspects of Learning* and where appropriate making links with work in others subjects/areas of the curriculum.

Medium-term planning identifies learning objectives and outcomes for each unit of work, and activities that will enable children to meet these. Daily short-term planning is the responsibility of individual teachers who build on the medium-term plans by taking account of the needs of children within their class.

Curriculum Content

At both key stages, the PSHE & Citizenship curriculum is developed through four broad themes and within the context of the National Healthy School Standard to ensure effective provision. The four interrelated themes 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 curriculum for PSHE & Citizenship promotes the development of skills that are integral to the achievement of our aims for the pupil's personal and social development. These include:

- Communication
- Decision making
- Critical thinking
- Problem solving
- Relationships
- Resisting pressure
- Minimising risk
- Handling emotions
- Working together
- Seeking help and support

Early Years Foundation Stage (EYFS)

Personal, social and emotional development is one of the seven areas of learning and development in the EYFS Framework. All areas of learning and development are important and inter-connected. Three areas are particularly crucial for igniting children's curiosity and enthusiasm for learning, and for building their capacity to learn, form relationships and thrive. These three areas, the prime areas, are:

- Communication and language
- Physical development
- Personal, social and emotional development

Personal, social and emotional development involves helping children to develop a positive sense of themselves, and others; to form positive relationships and develop respect for others; to develop social skills and learn how to manage their feelings; to understand appropriate behaviour in groups; and to have confidence in their own abilities.

PSED had three aspects:

Self-confidence and self-awareness: Children are confident to try new activities, and say why they like some activities more than others. They are confident to speak in a familiar group, will talk about their ideas, and will choose the resources they need for their chosen activities. They say when they do or don't need help.

Managing feelings and behaviour: Children talk about how they and others show feelings, talk about their own and others' behaviour, and its consequences, and know that some behaviour is unacceptable. They work as part of a group or class, and understand and follow the rules. They adjust their behaviour to different situations, and take changes of routine in their stride.

Making relationships: Children play co-operatively, taking turns with others. They take account of one another's ideas about how to organise their activity. They show sensitivity to others' needs and feelings, and form positive relationships with adults and other children.

Key Stage One

During Key Stage One pupils will learn about themselves as developing individuals and as members of their communities, building on their own experiences and on the early learning goals for personal, social and emotional development. They learn the basic rules and skills for keeping themselves healthy and safe, and for behaving well.

They have opportunities to show they can take some responsibility for themselves and their environment. They

begin to learn about their own and other people's feelings and become aware of the views, needs and rights of other children and older people.

Key Stage Two

During Key Stage Two pupils will learn about themselves as growing and changing individuals with their own experiences and ideas, and as members of their communities. They become more mature, independent and self-confident. They learn about the wider world and the interdependence of communities within it. They develop their sense of social justice and moral responsibility and begin to understand that their own choices and behaviour can affect local, national or global issues and political and social institutions. They learn how to take part fully in school and community activities. As they begin to develop into young adults, they face the changes of puberty and transfer to secondary school with support and encouragement from the school. They learn how to make more confident and informed choices about their health and environment; to take more responsibility, individually and as a group, for their own learning; and to resist bullying.

Please refer to the Appendices at the end of this policy for PSHE & Citizenship Curriculum Frameworks.

Contribution to Spiritual, Moral, Social and Cultural Development

The PSHE & Citizenship framework gives children specific opportunities to explore the range of attitudes and values in society and to consider the kind of society they want to live in. Through exploration and discussion of topical political, spiritual, moral, social and cultural issues they develop skills and attitudes that promote:

- Empathy and a willingness to perceive and understand the interests, beliefs and viewpoints of others.
- A willingness and ability to apply reasoning skills to problems and to value a respect for truth and evidence in forming or holding opinions; and
- A willingness and ability to participate in decision-making, to value freedom, to choose between alternatives and to value fairness as a basis for making and judging decisions.

PSHE & Citizenship promote spiritual development through fostering children's awareness and understanding of issues that involve differing beliefs and values in human society. It helps children develop self-knowledge through an exploration of their identity and belonging, their ideals and commitment and the meaning or purpose they see in life.

PSHE & Citizenship promote moral development through helping children to acquire a critical appreciation of issues of right and wrong, justice, fairness, rights and obligations in society. Children have opportunities to explore the ethical and moral dimensions of legal, political, social, economic and environmental issues and to exercise responsibility at a personal and social level.

PSHE & Citizenship promote social development through helping children to acquire the understanding and skills they need to become responsible and effective members of society. They develop an understanding of how society works and how decisions are influenced and made. They take part in community and social activities that help to promote personal and social skills.

PSHE & Citizenship promote cultural development through helping children to understand the nature and role of the different groups to which they belong, to learn about the origins and implications of the diversity in society, and to develop respect for difference.

Opportunities to reflect on spiritual, moral, social and cultural dimensions occur through many aspects of PSHE & Citizenship. Children are encouraged to consider their own views and opinions about them, for example, as they investigate and think about topical issues, problems and events and as they participate in activities in school, in their neighbourhood and communities.

Assessment, Recording and Reporting

In PSHE & Citizenship there are two broad areas for assessment:

- Children's knowledge and understanding, for example, information on health, understanding of rules, understanding of health and safety procedures, and the meaning of ideas including democracy.
- How well children can use their knowledge and understanding in developing skills and attitudes, for example through participating in discussions, group task and activities, managing conflict, making decisions and promoting positive relationships.

Assessment in PSHE & Citizenship should be active and participatory, helping children to recognise the progress they are making in developing and taking part, as well as in their knowledge and understanding. Children should learn to reflect on their experiences, ask questions, make judgements about their strengths and needs, and begin to plan how to make progress and set personal targets.

Children across the school set targets in negotiation with their class teacher, for their personal and social development. These targets are recorded in Personal Journals - the progress and achievement of all children is recognised, rewarded and celebrated. As part of whole-school assessment practice children have regular opportunities to be involved in self-assessment and to reflect on their learning. They can identify what went well, what could be improved, and why; gradually they can learn to draw conclusions about their own strengths and weaknesses.

Assessment should:

- Be planned from the beginning as an integral part of teaching and learning.
- Provide regular opportunities for pupils to receive feedback on their progress and achievements, helping them to identify what they should do next.
- Involve pupils in discussion about learning objectives and desired outcomes.
- Reflect evidence of progress in skills of participation as well as knowledge and understanding.
- Allow for evidence of achievement to be collected in Personal Journals.

Monitoring and Evaluation

It will be important to know that our policy is working effectively, and the extent to which it is having a positive impact on the personal and social development of pupils. Judgements will be made on the extent to which pupils are:

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

If effectively implemented, this policy will help ensure that:

- Our practice reflects our commitment towards meeting our aims.
- Pupils and staff further our aims by contributing towards a happy and caring environment, and by showing respect for, and appreciation of, one another as individuals.
- The culture and ethos of the school contribute positively to pupils' personal and emotional development.
- The curriculum promotes the acquisition of knowledge, and the development of skills and understanding to enable children to make choices and decisions; to develop their own values and attitudes; and to challenge discrimination in any form.

Review

In reviewing the policy the following questions will be asked:

- Is the policy working?
- How do we know?
- Are any changes needed?
- Does the policy encourage good practice?
- Does the programme meet the needs of children at Woodstock CE Primary School?
- Does the policy continue to reflect the views of parents, staff, governors and pupils?

Policy Reviewed: Autumn 2018

Future Review: Autumn 2020

WOODSTOCK CE PRIMARY SCHOOL PSHE CURRICULUM FRAMEWORK



During Key Stages 1 and 2, learners gradually build on the skills, attitudes and values, knowledge and understanding they have started to acquire and develop during the Early Years/Foundation Stage. PSHE education offers learning opportunities and experiences which reflect the increasing independence and physical and social awareness of learners as they move through the primary phase. They learn skills to develop effective relationships, assume greater personal responsibility and keep themselves safe. It is important to remain flexible as events such as bereavement might require learning to be drawn from Key Stage 2 into Key Stages 1. PSHE education assists pupils to cope with the changes at puberty, introduces them to a wider world and enables them to make an active contribution to their communities.

HEALTH & WELL-BEING	RELATIONSHIPS	LIVING IN THE WIDER WORLD
<p>In Key Stages 1 and 2, pupils should be taught:</p> <ul style="list-style-type: none"> • What is meant by a healthy lifestyle • How to maintain physical, mental and emotional health and wellbeing • How to manage risks to physical and emotional health and wellbeing • Ways of keeping physically and emotionally safe • About managing change, including puberty, transition and loss • How to make informed choices about health and wellbeing and to recognise sources of help with this • How to respond in an emergency • To identify different influences on health and well-being. 	<p>In Key Stages 1 and 2, pupils should be taught:</p> <ul style="list-style-type: none"> • How to develop and maintain a variety of healthy relationships within a range of social/cultural contexts • How to recognise and manage emotions within a range of relationships • How to recognise risky or negative relationships including all forms of bullying and abuse • How to respond to risky or negative relationships and ask for help • How to respect equality and diversity in relationships. 	<p>In Key Stages 1 and 2 pupils should focus on 'economic well-being and being a responsible citizen' and be taught:</p> <ul style="list-style-type: none"> • About respect for the self and others and the importance of responsible behaviours and actions • About rights and responsibilities as members of families, other groups and ultimately as citizens about different groups and communities • To respect equality and to be a productive member of a diverse community • About the importance of respecting and protecting the environment • About where money comes from, keeping it safe and the importance of managing it effectively • How money plays an important part in people's lives • A basic understanding of enterprise.

ESSENTIAL SKILLS		
The Intrapersonal Skills Required for Self-management	The interpersonal skills required for positive relationships in a wide variety of settings	Skills of Enquiry
<ul style="list-style-type: none"> • Critical, constructive self-reflection (including being aware of own needs, motivations and learning, strengths and next steps for development, how we are influenced by our perception of peers' behaviour) • Learning from experience to seek out and make use of constructive feedback • Setting challenging personal goals (including developing strategies to achieve them and knowing when to change them) • Making decisions (including knowing when to be flexible) • Recognising some of the common ways our brains can 'trick us' or 'trap us' in unhelpful thinking (including generalisation, distortion of events, deletion of information, misconceptions or misperceptions about the behaviour of peers) • Resilience (including self-motivation, adaptability, constructively managing change including setbacks and stress) • Self-regulation (including managing strong emotions e.g. negativity and impulse) • Recognising and managing the need for peer approval • Self-organisation (including time management) 	<ul style="list-style-type: none"> • Active listening • Empathy • Communication (non-verbal and verbal including assertiveness and recognising how this differs from aggressive and passive behaviour; being able to present and communicate ideas, arguments and thoughts effectively) • Team working (including agreeing clear and challenging outcomes, facilitation, co-operation, networking and the ability to provide, receive and respond to, constructive feedback and take on different roles; the ability to recognise and learn from others' experience) • Negotiation (including flexibility, self-advocacy and compromise. • Recognising and utilising strategies for managing pressure, persuasion and coercion • Responding to the need for positive affirmation for self and others.. 	<ul style="list-style-type: none"> • Formulating questions • Gathering and using data (including assessing the validity and reliability of sources of data and using a variety of sources) • Analysis (including separating fact from opinion) • Planning and deciding • Recalling and applying knowledge creatively and in novel situations • Drawing and defending conclusions using evidence and not just assertion • Identification, assessment (including prediction) and management of risk • Evaluating social norms • Reviewing progressive against objectives.

KS1: CYCLE A	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Key Concepts	Identity	Diversity & Equality	Risk & Safety	Identity	Risk & Safety	Career
Topic	NEW BEGINNINGS	IT'S NOT FAIR	WHO CAN HELP?	GOING FOR GOALS	JUST A SPOONFUL	MONEY, MONEY, MONEY
Key Content	<ul style="list-style-type: none"> My new class Contributing to a caring classroom Help construct, and agree to follow, group and class rules and to understand how these rules help them Learning to co-operate Taking turns; sharing Team work Helping to make my school a safer, more caring place Respect for the environment – school Eco Code 	<ul style="list-style-type: none"> Recognising what is fair and unfair, kind and unkind, what is right and wrong Sharing opinions and explaining views Offering constructive support and feedback to others Listening to other people, and play and work co-operatively (including strategies to resolve simple arguments through negotiation) Identify and respect the differences and similarities between people Resisting peer pressure <p><i>(Safety Week/Anti-bullying Day)</i></p>	<ul style="list-style-type: none"> Special people (family, friends, carers), what makes them special Family networks Judging what kind of physical contact is acceptable, comfortable, unacceptable and uncomfortable; how to respond (including who to tell) Sharing worries; asking for help Role of police and other agencies that help us in our community: Fire, Ambulance, health professionals Safety in the environment – road, rail, water, fire <p><i>(E-safety Day)</i></p>	<ul style="list-style-type: none"> Thinking about myself Me as a learner Learning from my experiences Recognising and celebrating my strengths Setting simple but personal challenging goals 	<ul style="list-style-type: none"> That household products, including medicines, can be harmful if not used properly That all medicines are drugs, but not all drugs are medicines Why people take medicines 	<ul style="list-style-type: none"> That money comes from different sources and can be used for different purposes; concepts of spending and saving Role money plays in their lives including how to manage their money, keep it safe, choices about spending money and what influences those choices <p><i>(Link to Mini Enterprise Week)</i></p>
SEAL Theme	New Beginning	Say No to Bullying Getting On and Falling Out		Going for Goals		

KS1: CYCLE B	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Key Concepts	Identity	Rights & Responsibilities/Power	Risk & Safety/Power	Relationships	Healthy Lifestyle	Identity/Change & Resilience
Topic	NEW BEGINNINGS	GETTING ON & FALLING OUT	STAYING SAFE	KNOWING MYSELF	HEALTHY CHOICES	GOOD TO BE ME
Key Content	<ul style="list-style-type: none"> My new class Contributing to a caring classroom Help construct, and agree to follow, group and class rules and to understand how these rules help them Learning to co-operate Taking turns; sharing Team work Helping to make my school a safer, more caring place Respect for the environment – school Eco Code 	<ul style="list-style-type: none"> Listening & communicating well Recognising how their behaviour affects other people Recognise when people are being unkind either to them or others, how to respond, who to tell and what to say That there are different types of teasing and bullying, that these are wrong and unacceptable How to resist teasing or bullying, if they experience or witness it, whom to go to and how to get help <p><i>(Safety Week/Anti-bullying Day)</i></p>	<ul style="list-style-type: none"> Rules for, and ways of keeping physically and emotionally safe - including safety online, the responsible use of ICT, the difference between secrets and surprises, and understanding not to keep adults' secrets only surprises To recognise that they share a responsibility for keeping themselves and others safe, when to say, 'yes', 'no', 'I'll ask' and 'I'll tell' <p><i>(E-safety Day)</i></p>	<ul style="list-style-type: none"> The uniqueness of me Developing confidence & self-awareness Communicating and managing feelings – both good and bad (vocabulary to describe their feelings to others and simple strategies for managing feelings) Change and loss and associated feelings (moving home, losing toys, pets or friends) 	<ul style="list-style-type: none"> What constitutes a healthy lifestyle including healthy eating, exercise and rest Making informed choices that improve physical & emotional health Dental health Personal hygiene Spread of diseases; responsibility for own and others' health 	<ul style="list-style-type: none"> Growing and changing and new opportunities Responsibilities that increasing independence may bring Names for the main parts of the body Similarities and differences between boys and girls <p><i>(Mini Enterprise Week)</i></p>
SEAL Theme	New Beginnings	Getting On and Falling Out		Relationships		Good to be Me; Changes

Y3/4: CYCLE A	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Key Concepts	Identity	Healthy Lifestyles	Risk and Safety	Identity	Health & Well-being	Career
Topic	NEW BEGINNINGS	HEALTHY CHOICES	STAYING SAFE	GOING FOR GOALS	SMOKE'S NO JOKE	ENTERPRISE
Key Content	<ul style="list-style-type: none"> Contributing to a caring classroom Help construct, and agree to follow, group and class rules and to understand how these rules help them Learning to co-operate Taking turns; sharing Team work Helping to make my school a safer, more caring place Respect for the environment – school Eco Code 	<ul style="list-style-type: none"> Understanding the concept of a 'balanced healthy lifestyle' Recognise opportunities to make their own choices about food, what might influence their choices and the benefits of eating a balanced diet. <p><i>(Safety- Week/Anti-bullying Day)</i></p>	<ul style="list-style-type: none"> Strategies for keeping physically and emotionally safe including road safety, safety in the environment (including rail , water and fire safety), and safety online (<i>E-safety Day</i>) Making informed choices Judging what kind of physical contact is acceptable or unacceptable and how to respond. 'Keeping something confidential or secret'; when we should or should not agree to this and when it is right to 'break a confidence' or 'share a secret' 	<ul style="list-style-type: none"> Knowing myself – my personal qualities, attitudes, skills, attributes and achievements Me as a learner – what can I do even better? Problem solving; critical thinking and decision making Responsibility 	<ul style="list-style-type: none"> Why people start to smoke Why people still smoke The bad news for smokers The good news for smokers who quit What's in a cigarette? Smoking and fire safety Second-hand smoke The use of volatile substances (solvents) 	<ul style="list-style-type: none"> About where money comes from, keeping it safe and the importance of managing it effectively How money plays an important part in people's lives A basic understanding of enterprise. <p><i>(Link to Mini Enterprise Week)</i></p>
SEAL Theme	New Beginning	Say No to Bullying		Going for Goals		

Y3/4: CYCLE B	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Key Concepts	Identity	Rights & Responsibilities	Risk and Safety	Health & Well-being	Relationships	Rights & Responsibilities
Topic	NEW BEGINNINGS	GOING GREEN	THE ONLINE WORLD	TAKING PART	RELATIONSHIPS	LIVING TOGETHER
Key Content	<ul style="list-style-type: none"> Contributing to a caring classroom Help construct, and agree to follow, group and class rules and to understand how these rules help them Learning to co-operate Taking turns; sharing Team work Helping to make my school a safer, more caring place 	<ul style="list-style-type: none"> Different kinds of responsibilities, rights and duties at home, at school, in the community and towards the environment Focus on respect for the environment (<i>Link to Earth Matters Theme and Eco Schools</i>) <p><i>(Safety Week/Anti-bullying Day)</i></p>	<ul style="list-style-type: none"> Online(including social media, the responsible use of ICT and mobile phones) The importance of protecting personal information, including passwords, addresses and the distribution of images of themselves and others People who are responsible for helping them stay healthy and safe and ways that they can help these people <p><i>(Link to E-safety Day)</i></p>	<ul style="list-style-type: none"> Developing communication and participation skills Team working Choices and consequences Different perspectives - listening and responding respectfully to a wide range of people; caring about other people's feeling. Raising concerns Strategies to resolve disputes and conflict through negotiation and appropriate compromise 	<ul style="list-style-type: none"> What constitutes a positive, healthy relationship and develop the skills to form and maintain positive and healthy relationships. Ways in which a relationship can be unhealthy and who to talk to if they need support. Awareness of different types of relationship, including those between acquaintances, friends, relatives and families; that civil partnerships and marriage are examples of stable, loving relationships 	<ul style="list-style-type: none"> Why do we need rules? Who makes rules? Rights and responsibilities as members of families, other groups and ultimately as citizens Different groups and communities Respecting equality and being a productive member of a diverse community (<i>Link to Living Together Theme</i>) <p><i>(Mini Enterprise Week)</i></p>
SEAL Theme	New Beginnings	Say No to Bullying		Getting On and Falling Out		

Y5/6: CYCLE A	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Core Theme	Identity	Power	Health & Well-being	Health & Well-being/Risk	Diversity & Equality	Career
Topic	NEW BEGINNINGS	GOING FOR GOALS	GROWING & CHANGING	DRUG AWARENESS	COMMUNITY	ENTERPRISE
Key Content	<ul style="list-style-type: none"> Contributing to a caring classroom Help construct, and agree to follow, group and class rules and to understand how these rules help them Learning to co-operate Taking turns; sharing Team work Helping to make my school a safer, more caring place Respect for the environment – school Eco Code 	<ul style="list-style-type: none"> Reflect on and celebrate their achievements, identify their strengths, areas for improvement, set high aspirations and goals Working collaboratively towards shared goals Using power in a variety of contexts including persuasion, bullying, negotiation and ‘win’-‘win’ outcomes Understanding of risk by recognising, predicting and assessing risks in different situations and deciding how to manage them responsibly (Link to Safety Week) <p><i>Safety Week/ (Anti-bullying Day)</i></p>	<ul style="list-style-type: none"> Recognise how images in the media do not always reflect reality and can affect how people feel about themselves Body and emotional changes through puberty Human reproduction Caring for our bodies, the right to protect their body from inappropriate and unwanted contact their body autonomy and rights; understanding that actions such as female genital mutilation (FGM) constitute abuse, are a crime and how to get support if they have fears for themselves or their peers. Raised awareness of dangers of abuse and sexual exploitation <p><i>(E-safety Day)</i></p>	<ul style="list-style-type: none"> Legal and illegal drugs Are all medicines drugs? Why do people take drugs? Effects of drugs – physical and emotional Peer pressure Differentiate between the terms, ‘risk’, ‘danger’ and ‘hazard’ Risks and consequences of taking drugs; anti-social behaviour <p><i>(Input from Thames Valley Police)</i></p>	<ul style="list-style-type: none"> What being part of a community means, and about the varied institutions that support communities locally and nationally Recognise the role of voluntary, community and pressure groups, especially in relation to health and wellbeing Appreciate the range of national, regional, religious and ethnic identities in the United Kingdom Think about the lives of people living in other places, and people with different values and customs Raised awareness of radicalisation and extremism 	<ul style="list-style-type: none"> Role money plays in their own and others’ lives, including how to manage their money Concepts of ‘interest’, ‘loan’, ‘debt’, and ‘tax’ for example, their contribution to society through the payment of VAT That resources can be allocated in different ways; economic choices affect individuals, communities and the sustainability of the environment About enterprise and the skills that make someone ‘enterprising’ <p><i>(Link to Mini Enterprise Week)</i></p>
SEAL Theme	New Beginnings	Going for Goals				

Y5/6: CYCLE B	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Core Theme	Identity	Power/Relationships	Health & Well-being/Risk	Health & Well-being	Diversity & Equality	Change
Topic	NEW BEGINNINGS	RESPECT FOR OTHERS	ALCOHOL AWARENESS	FEELINGS & EMOTIONS	RIGHTS & RESPONSIBILITIES	MOVING ON
Key Content	<ul style="list-style-type: none"> Contributing to a caring classroom Help construct, and agree to follow, group and class rules and to understand how these rules help them Learning to co-operate Taking turns; sharing Team work Helping to make my school a safer, more caring place Respect for the environment – school Eco Code 	<ul style="list-style-type: none"> Differences and similarities between people arise from a number of factors, including family, cultural, ethnic, racial and religious diversity, age, sex, gender identity, sexual orientation, and disability Nature and consequences of discrimination, teasing, bullying and aggressive behaviours(including cyber bullying, use of prejudice-based language, how to respond and ask for help) To recognise and challenge stereotypes (Link to Safety Week) <p><i>(Safety Week/ Anti-bullying Day)</i></p>	<ul style="list-style-type: none"> Why people drink alcohol Effects of alcohol – physical and emotional Personal responsibilities toward alcohol use and misuse Peer pressure Risks and consequences of drinking alcohol; anti-social behaviour Making choices and decisions <p><i>(Input from Thames Valley Police)</i></p> <p><i>(E-safety Day)</i></p>	<ul style="list-style-type: none"> Recognising and expressing feelings Dealing with strong feelings and emotions Solving conflicts Loss and grieving - separation, divorce and bereavement (Link to work in RE) 	<ul style="list-style-type: none"> Research, discuss and debate topical issues, problems and events concerning health and well-being and offer their recommendations to appropriate people Why and how rules and laws that protect themselves and others are made and enforced, why different rules are needed in different situations Raised awareness of radicalisation and extremism Understand that everyone has human rights, all peoples and all societies and that children have their own special rights set out in the United Nations Declaration of the Rights of the Child 	<ul style="list-style-type: none"> Change and transition Recognise their increasing independence brings increased responsibility to keep themselves and others safe Exploring feelings Managing change Enhancing self-esteem Building confidence <p><i>(Mini Enterprise Week)</i></p>
SEAL Theme	New Beginnings	Say No to Bullying		Relationships; Changes		