

Market Drayton Infant School
and Nursery

PSHE and
Citizenship
Policy

Reviewed Dec 2015

1. Policy Statement

1.1 All staff, parents, governors and everyone involved in the school are made aware of what it is we are trying to achieve. Our whole school Visions and Values of Respect, Independence, Communication and Enjoyment are apparent throughout the whole of the PSHE and Citizenship curriculum.

P.S.H.E. (Personal Social and Health education) is integrated into a large part of our curriculum, parts of the P.S.H.E. curriculum will be achieved incidentally, other parts will need careful planning and a structured approach. (See Appendix 1). We believe that our teaching of P.S.H.E. must offer all pupils equal opportunities and should also be part of their increasing understanding of citizenship.

PSHE covers all 4 schools values: Respect, Independence, Good Communication and Enjoyment.

1.2 Purposes :

- To offer pupils opportunities to achieve their physical, psychological and social potential.
- Help to protect pupils from illnesses and danger.
- To encourage individual responsibility, awareness and informed decision making.
- To encourage pupils to establish healthy patterns of behaviour.
- To acquire the ability to make healthy and informed choices.
- To contribute to the development of worthwhile lifestyles, personally, and within the family and community.
- Help to improve their environment.
- Promotion of quality of life and physical, social and mental well being of the individual.
- Help them to know themselves better and think well of themselves.
- To provide information about what is good/harmful.
- To develop skills which will help individuals to use their knowledge effectively and become better learners through their approach to learning linking the Building Better Learners.
- To promote positive attitudes towards equal opportunities and life in a multi cultural society.

The areas that we will address under the broad heading of PSHE will include:

PROMOTION OF PERSONAL QUALITIES
BEHAVIOUR
MULTI CULTURAL EDUCATION
HEALTH EDUCATION

SEX AND RELATIONSHIP EDUCATION
CITIZENSHIP
BUILDING LEARNING POWERS

It is important to note that all these areas above are interlinked and whilst promoting one specific area it will often be the case that some other areas of the curriculum would also be automatically addressed. The Respect Yourself: Eat Better, Move More, Relationship and Sex Education programme of study covers the majority of these issues and will be taught discretely each term, along with links being made to our Building Learning Powers which we will focus on. (see App 1) Those areas not covered by the above have been identified and incorporated into the long term planning.

2. PERSONAL QUALITIES

AIMS

We aim to develop the following areas:

Self Esteem
Responsibilities
Relationships
Respect

2.1 Self Esteem

Self Esteem is the picture each individual has of herself/himself and of her/his limitations and strengths. This personal image then influences all the important choices that are made in her/his life.

High self esteem is vital in order that a person should achieve academic and social success. We aim to develop the self esteem of all our pupils by providing a teaching atmosphere that

- ✓ Allows pupils to express themselves confidently.
- ✓ Encourages pupils to develop clear values and attitudes and to have those values and attitudes listened to and respected by others.
- ✓ Gives pupils the opportunities in school to enjoy themselves.
- ✓ Does not allow sarcasm which may be damaging to the child's personal development.
- ✓ Does not allow a child to be put down and humiliated in front of others.
- ✓ Will always value a child's effort.
- ✓ Will always consider other 'events' that may have had an effect on a child and take these into consideration.

- ✓ Continues to focus on what the child can do rather than what they cannot.

In order that we can promote self esteem amongst the pupils in our school, all staff will share ideas and support each other in developing strategies that will help to promote self esteem in individual classrooms and in school as a whole.

Ultimately self esteem comes from within. However an affirming and accepting atmosphere reinforces it. It is damaged by the behaviour and actions of others in the following ways:

Sarcasm

Put-downs

Not valuing effort

Focussing on what a child cannot do rather than what they can do.

Making assumptions based on an incomplete knowledge of the individual.

To ensure that we develop respect for each other in school we aim to provide an atmosphere that:

- allows pupils to express themselves
- sets targets that are closely related to pupils abilities.
- encourages pupils to understand that there is a difference between individuals capabilities, to learn to accept the capabilities of others and of themselves.
- will allow all pupils the same opportunities in school (regardless of their sex or capabilities.)

2.3 BEHAVIOUR

It is vital that schools should set high standards for how pupils behave towards each other. High standards require a concerted effort, co-operation and commitment from everyone. In order that we may expect good behaviour it is only reasonable that we are expected by parents and pupils to provide the right environment that will actively encourage good behaviour. To ensure that we are striking the right balance the following areas are considered and ultimately monitored by the Head teacher in order to achieve a whole school, positive approach to learning:

- Expectations which teachers have of pupils and which pupils have of themselves.
- Quality of welfare and expectations placed on pupils.
- Organisation of classroom
- How responsibility, initiative and pride in one's work is developed
- A consistent commitment to the values set out in school
- Provide a range of activities that are designed to promote personal development.
- Consider how the curriculum is being presented to the children in the class.

School values of Respect, Independence, Communication and Enjoyment also include

- telling the truth
- respecting the rights and property of others
- taking personal responsibility for one's actions and becoming more independent
- self discipline

School values reject

- bullying
- cheating
- deceit
- cruelty
- irresponsibility
- dishonesty

Delivering the curriculum

Careful consideration into the way the curriculum is delivered will help to produce a knock-on effect of good behaviour in school.

We set out to deliver the curriculum in a way that will earn respect from our pupils. We set out to ensure that differentiation of learning is taken into account at all times. We aim to present knowledge in a variety of ways that stimulate and encourage the pupils to learn for themselves. We aim to TEACH the curriculum not just to record it as written knowledge.

A CODE OF CONDUCT

1. All children should be encouraged to have respect for themselves, for their peers and for adults. Self respect and esteem is the essential foundation for respect for others and positive efforts are needed by everyone.
2. Self-discipline should be encouraged and violence, including verbal and physical violence is to be actively discouraged.
3. Persistent bad behaviour often has a cause, and may be a reaction to upset or unhappiness, at home or at school. Every effort must be made to try and identify the cause, and modify it where that is feasible. (see behaviour policy)
4. Early discussion with the parents of a persistently offending behaviour by their child is essential.
5. Good manners should be encouraged at all times throughout the school day.

6. Early referral and support of the special education services and social services departments should be sought, if modification of the cause of bad behaviour is not within the competence of the school staff.
7. Exclusion from school, for whatever period, is to be avoided if at all possible. The ultimate sanction of permanent exclusion would only be used in very exceptional circumstances when all other strategies have been used.
8. Control of children's behaviour depends upon:
 - Consistency from all school staff.
 - known, and agreed codes of conduct, school/class rules and sanctions.
 - support from parents and Governors.
9. Whenever possible, good behaviour should be praised and encouraged rather than focussing on negative conduct.
9. The expectation that children should have a proper respect for themselves and others, places a very heavy responsibility on parents, school staff and governors. It is essential that these groups are mutually supportive at all times.

The school ethos is based on consideration and respect for others, and the importance of working together. Firm, but fair discipline is part of our responsibility towards the children attending school, and their parents. There is also a responsibility from parents to foster appropriate behaviour with their children, and ultimately, children themselves have to accept responsibility for their own actions.

Upon this framework, are based fundamental school rules, which need to be known and understood by teachers, support staff, children, parents and governors.

School Rules

Always be polite and kind to others, children and adults.

Enjoy learning and work hard at it at all times.

Always listen to what others have to say.

Walk sensibly around the school building.

Look after all equipment and the environment around us.

Each year all classes will devise their own class rules which will be on display. This is linked to our Rights Respecting School Charters.

To promote positive behaviour, the school consistently uses systems which recognise

- Good, accurate work
- Dedicated effort
- Consistent progress

- Commitment to being helpful
- Consistent consideration for others
- Creative and artistic achievement
- All round achievement
- Use of good manners
- Others which are relevant at a particular time.

During an assembly one child from each class will be chosen by a member of staff for Star of the Week for positive behaviour / performance shown in the week. A certificate is given during this assembly; the focus of the certificate will be linked to the current Building Learning Power theme.

Despite this positive focus, incidents may arise which effectively break school rules, and agreed sanctions need to be understood by children, staff, parents and governors.

- Sanctions will include the necessary steps from the 'Good to be Green' behaviour scheme (see behaviour policy)

2.4 MULTI CULTURAL EDUCATION

The need for understanding, respect and communication between cultures becomes increasingly important as ease of travel makes inter cultural contact likely for all citizens of the world.

Our curriculum is intended to help the members of our society live in a spirit of mutual co-operation and remove racial and racist attitudes and aid understanding by:

- ✓ Avoiding stereotyped images
- ✓ Promoting understanding of the beliefs and customs of others.
- ✓ Positively promoting anti racism
- ✓ Helping each child to acquire the social skills to live and work in the UK and the rest of the world.
- ✓ Presenting a factual and unbiased view of history.

The multi cultural part of this policy will be integrated into the rolling programme. The aims are that the children begin to understand:-

- The basic facts of race a racial difference
- The customs, values and beliefs of the main cultures represented in Britain
- Learn to accept the uniqueness of each individual human being.

2.5 HEALTH EDUCATION

We aim to promote the following issues through our PSHE curriculum including: .

Substance use and misuse

- Know that all medicines are drugs but not all drugs are medicines
- Know that all substances can be harmful if not used properly

- Know about different types of medicine and that some people need them to live a normal life. Medicines are specifically prescribed for individuals and should never be taken by anyone else.
- Know and understand simple safety rules about medicines, tablets, solvents, household substances.

Safety

- Know the potential dangers in different environments
- Develop and be able to practise simple ways of keeping safe and finding help

Health related exercise

- Know that people feel better when they take regular exercise
- Know that exercise uses energy that comes from food

Food and nutrition

- Know that there is a wide variety of foods to choose from and that choice is based on needs/culture
- Know that food is needed for bodily health and growth and that some foods are better than others

Personal hygiene

- Understand the need for and be able to practise simple personal hygiene routines
- Begin to understand that some diseases are infectious and that transmission may be reduced when simple hygiene routines are used.

Family life education

- Know that there are different types of family and be able to describe the roles of individuals within the family
- Know about rituals associated with birth, marriage and death and be able to talk about the emotions involved
- Understand the idea of growing from young to old
- Acquire the skills of caring for young animals for a limited period of time, under supervision.

2.6 Building Learning Powers

This has been implemented in the school to encourage children to use learning attributes which will allow them to become increasingly independent in their learning and more resilient to the challenges that they face in school but also as they grow and develop into adult life. Building Learning Powers helps to promote Respect, Independence, Communication and Enjoyment through developing the 4 Learning muscles (Resilience, Resourcefulness, Reflectiveness and Reciprocity) which can be applied in a range of contexts. It is an expectation of all staff within the school to refer to the individual learning powers and have a display that reflects the current learning power which is being developed with key outcomes that are expected. Within each class a bank of information and resources has been provided to ensure staff understand each area.

2.7 RELATIONSHIPS AND SEX EDUCATION IN SCHOOL

Children begin to ask about sex from an early age. By the time they reach primary school they already have a range of attitudes and a certain amount of information about sexuality and relationships. Some of the information they have may not be accurate or helpful. There are occasions when parents may be uncertain about the vocabulary to use or are unsure as to the best way to answer questions. We are not trying to replace the parent's role in sex education, but lessons in school as part of the science curriculum are an opportunity to help the children understand their growth and development before they reach puberty. In creating a positive relationship and sex education programme we can lay the foundation for healthy attitudes towards sexuality later in life. The school has a separate Relationships and Sex Education Policy.

CHILD'S NEEDS

All children know something about sex education and are interested in their own bodies and how they work. They also learn how growth is a gradual and continuing process. Changes at puberty should be seen as part of this pattern of development. We approach sex education as a part of our total work about the human body.

The aims of sex and relationship education include:

- creating a forum where informal questions can be posed without embarrassment to staff or child and are kept confidential when necessary through our use of a question box.
- Begin to provide a vocabulary suitable for all parts of the body, specifically reproduction orientated.
- Eliminate mythical 'facts' - ie the origin of babies
- Begin to validate existing knowledge using an introduction to increased detail of human reproduction system.
- Stress the value of family life (taken in its widest definition) and the need for proper care of all young things.
- Help children to understand the rights they have over their own body
- To begin to prepare pupils for changes at puberty as part of the natural growth cycle.

Content

The class teacher will deliver the sex education as part of the Respect Yourself: Relationships and Sex Education from Shropshire Council programme. This will provide a way of linking relationships and sex education to other health issues and contributes to an excellent whole school approach and home-school partnership. At the beginning of each session Teachers will establish the Ground rules that apply to all RSE lessons, use of the Question Box, both of these ensure that a safe emotional learning environment is established.

Choices and Challenges:

- Right to say no
- Who they can go to for help, support and advice

Changes

- Amazing Me
- Same but Different
- Animals and their babies
- I can do
- Being safe

Care and Commitment Lessons

- Hygiene

3. Gifted and Talented

Access for able children will be made through identification, differentiation and in consultation with class teachers. Children's gifts and talents in this area are celebrated on a daily basis through the Good to be Green scheme and through celebration assemblies.

4. Monitoring and assessment

Monitoring and assessment takes place both formally and informally. Informally children are assessed through class discussion. Children's recorded work is marked and assessed and at the end of a unit the children evaluate what they have learnt.

In the Foundation Stage children are assessed according to the area of Development Matters that links to Personal and Social Development area of the profile.

A PSHE and Citizenship comment is part of the end of year report. The PSHE coordinator monitors the medium term plans each term.

5. Links to other policies:

- Behaviour
- Anti-bullying
- Safeguarding/Child Protection
- Relationships and Sex Education
- Medicines Policy

Appendix 1 PSHE Long term planning

Building Better Learners



Respect yourself: Eat Better, Move More and Relationship and Sex Education

Eat Better	Move More					RSE		
	Balance	Motor skills	Hand eye-coordination	Spatial Awareness	Agility	Choices and challenges	Changes	Care and commitment
<ol style="list-style-type: none"> Identifying and sorting different foods Food Plate Create and fruit salad Plan a meal - go to a cafe 	Improving balance and balance activities	Improving gross and fine motor skills and activities	Improving hand-eye coordination and activities	Improve spatial awareness and activities	Improve spatial awareness and activities	<ul style="list-style-type: none"> - car wash touching -caring for pets -people who care for us -story time -body outline 	<ol style="list-style-type: none"> Amazing me Same but different Animals and their babies I can do Being safe 	Hygiene

	Autumn term	Spring term	Summer term
1 st half	New Beginnings <i>(Just one Spoonful Year 1 & 2) (RSE link during Science to Ourselves Year 1 body parts & smoking awareness)</i>	Going for Goals	Relationships
2 nd half	Getting on and falling out Say no to bullying (in anti-bullying week)	Good to be me	Changes <i>(RSE Sex and relationships)</i>