

Danbury Park Community Primary School



Personal, Social, Health and Economic Education and Citizenship Policy

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Be wise, be happy, belong



Danbury Park Community Primary School

Personal, Social, Health and Economic Education and Citizenship (PSHE) Policy

1. Introduction

- 1.1. At Danbury Park Community Primary School we are committed to providing a rich, balanced and broadly based curriculum that promotes the spiritual, moral, cultural, mental and physical development of children at the school and of society, and that prepares children for the opportunities, responsibilities and experiences of adult life.
- 1.2. We regard Personal Social, Health and Economics education and Citizenship (PSHE) as an important component of the school curriculum. We believe that a strong PSHE curriculum gives children the knowledge, skills, and understanding they need to lead confident, healthy, independent lives and to become informed, active, responsible citizens in a rapidly changing world.
- 1.3. The implementation of this policy is the responsibility of all staff at Danbury Park Community Primary School and we expect all parents, pupils, governors and visitors to uphold and abide by it.

2. Purpose of Study

- 2.1. At Danbury Park Community Primary School as part of our PSHE provision, pupils learn to recognise their own worth, work well with others, and become increasingly responsible for their own learning. They learn to understand and respect our common humanity, diversity and differences. They find out about political and social institutions which affect their lives, as well as their rights and duties as individuals and members of society.
- 2.2. The provision for PSHE is integral to our whole school ethos and commitment to educating the whole child. We believe that the development of appropriate values is fundamental to a child's education and our teaching and learning is underpinned by an agreed set of values, known as our Vision and Aims and Code (see Appendix 1), which provides the foundations in all that we do at the school, giving consistent messages and having consistent expectations. All members of the school community are committed to and uphold the Code. At the start of each academic year each class agrees an age appropriate set of classroom rules which are based on the Code and which support pupils in developing their understanding of what these values look like in practice.
- 2.3. At Danbury Park Community Primary School, we recognise that children and young people are not simply being prepared to become citizens: they are already citizens both in their school and community. We aim to provide the ethos and structures whereby all pupils are enabled to gain the necessary skills, knowledge and understanding for citizenship in practice. We are committed to enabling children to become active citizens, and therefore involve pupils as fully as possible in its decision-making procedures. We have an elected school council in place, where pupils develop the democratic ethos and structures to support active citizenship.
- 2.4. In the context of PSHE, children may sometimes make personal disclosures. Pupils are made aware that it is necessary for the school to act upon certain disclosures that they may make,



for instance in relation to activities that are illegal or harmful to themselves or others. Ground rules are agreed within each class to clarify boundaries before any sensitive or controversial issues are tackled. These vary according to the age and understanding of the children.

3. Aims

3.1. At Danbury Park Community Primary School our aims in the teaching and learning of PSHE curriculum are to:

- Underpin the mission statement of our school: *Be Wise, Be Happy, Belong*;
- Support an understanding of our Code;
- Promote pupils' self-esteem and emotional well-being and help them to form and maintain worthwhile and satisfying relationships, based on respect for themselves and for others, at home, school, work and in the community;
- Develop pupils' enduring values, integrity and autonomy and to help them to be responsible and caring citizens capable of contributing to the development of a just society;
- Contribute to the development of pupils' sense of identity through knowledge and understanding of the spiritual, moral, social and cultural heritages of Britain's diverse society and of the local, national and global dimensions of their lives;
- Encourage pupils to recognise the importance of pursuing a healthy lifestyle for both physical and mental well-being;
- Understand how to manage risks and keep themselves and others safe, including online and from bullying.

3.2. At Danbury Park Community Primary School we recognise the importance of the following elements which are explicitly covered in our PSHE curriculum;

- Relationships and Sex;
- Drug education;
- Anti-bullying;
- Mental Health and well-being,
- Understanding of financial and economic matters including opportunities for enterprise.

3.3. Citizenship centres on the preparation of children to become informed, responsible members of society. Our aims are that pupils will develop an understanding:

- Of how society is organised and governed;
- How democracy works in both a local and wider context;
- Rights and responsibilities;
- Being a positive member of a diverse multicultural society;
- British values.

4. Entitlement

4.1. All children matter and are given every opportunity to achieve their best. We achieve this by planning activities which will meet the needs of all genders, children with special educational needs, children who are more able, children with disabilities, children from all social and cultural backgrounds, different ethnic groups and diverse linguistic backgrounds.

4.2. All activities are planned and differentiated in such a way as to encourage full and active participation by all pupils.



4.3. Through our PSHE curriculum pupils explore directly the issues of entitlement, inclusion and equality. This entails the pupils' developing an appreciation of similarities and valuing differences between individuals, faiths and cultures. Pupils also explore issues such as discrimination including racism and sexism and bullying.

5. Teaching and Learning

5.1. At Danbury Park Community Primary School we primarily follow the PSHE Association and LCP *PSHE and Citizenship* schemes of work. This is supplemented by our own programme of study specifically for:

- Relationships and Sex (see Appendix 2);
- Economics and enterprise; and
- Aspects linked to the school's ethos and Behaviour and Anti-bullying policies.

5.2. Our PSHE curriculum additionally supports pupils in develops the following skills:

- Communication;
- Working with others;
- Improving their own learning and performance;
- Problem solving and thinking skills such as information-processing, reasoning, enquiry, creative thinking and evaluation.

5.3. We also recognise the importance of the development of emotional literacy, which we define as the ability to recognise, understand, deal with and appropriately express emotions. In order to become emotionally literate, we give pupils the opportunities to:

- Recognise, name and describe feelings;
- Understand and empathise with others' feelings;
- Manage their own feelings;
- Respond appropriately to others' feelings;
- Communicate effectively;
- Become an active listener.

5.4. PSHE is provided for through:

- Discrete curriculum time,
- Teaching through and in other curriculum areas (See Appendix 3),
- PSHE activities and school events.

5.5. At Danbury Park Community Primary School we use a range of teaching and learning styles depending on the age and maturity of the children. We place an emphasis on active learning including the pupils in discussions, investigations and problem-solving activities.

5.6. The teaching of PSHE often requires a different approach and teachers:

- Ensure pupils establish ground rules about how they will behave towards each other and how the issue will be dealt with;
- Judge when to allow pupils to discuss issues on their own or in small groups and when to join in and offer support;
- Ensure that pupils are clear about the difference between fact, opinion and belief, and that they have access to balanced information and views against which they can then clarify their own opinions and views, including contributions made by visitors to the classroom;



- Decide how far they are prepared to express their own views, bearing in mind that they are in an influential position and that they have to work within their professional standards and the school's values framework;
- Provide appropriate support after a session for any pupil who may be troubled by an issue raised.

5.7. Circle time takes place in every class on a regular basis and follows a prescribed non-threatening forum for discussion and exploration of issues or concerns. Circle time is planned carefully so that personal and social skills are developed and issues from the PSHE curriculum are included. During this time the school's *Code* and class rules are reinforced and an appreciation of their meaning developed. Circle time is also used for dealing with specific problems as they arise.

5.8. The pupils are encouraged to take part in a range of practical activities that promote active citizenship. These include:

- The School Council;
- Links with our local community;
- Charity fundraising;
- Involvement in activities which help other individuals or groups less fortunate than themselves;
- Care of the school, local and wider environment;
- Planning contributions to special school events such as assemblies, concerts, and enterprise ventures.

5.9. The pupils are actively involved in the school council. Representatives from each class are elected at the beginning of the academic year and meet regularly with the lead teachers to discuss school matters and to work collaboratively on agreed projects. Representatives are given time to discuss issues with their own class members, which they then raise at the meetings; they also report back to their classes on developments and issues.

6. Assessment, Recording and Reporting

6.1. Assessment has two main purposes:

- assessment of learning (summative assessment);
- assessment for learning (formative assessment).

6.2. At Danbury Park Community Primary School we recognise that assessment for learning lies at the heart of promoting learning and in raising standards of attainment. We further recognise that effective assessment for learning depends crucially on using the information gained.

6.3. The assessment procedures within our school encompass:

- Making ongoing assessments and responding appropriately to pupils during day-to-day teaching. These immediate responses are mainly verbal and may not be recorded;
- Using knowledge of pupils drawn from ongoing pupil tracking records and from their prior learning to guide our planning and teaching;
- Adjusting planning and teaching within units of work in response to pupils' performance;
- Use of questions to check learning against objectives at the end of each unit of work. If necessary future planning is adapted in response to assessment outcomes;



- 6.4. Reports to parents include statements about the pupils' achievements in PSHE throughout the year.

7. Health and Safety

- 7.1. Safety hazards are taken into account during the planning and delivery of every lesson. Pupils are made aware of any potential hazards at the beginning of any work.

8. Resources

- 8.1. Pupils have the opportunity to use a variety of resources which have been chosen to enrich subject knowledge and to develop enquiry skills. Resources include those held in school such as SEAL (Social and Emotional Aspects of Learning), PSHE Association, LCP and the *Health for Life* books and those sourced from outside.
- 8.2. Resources present positive images and reflect the values that the school wishes to promote. They provide breadth and balance, are factually accurate and up-to-date. They are free from stereotyping and bias in terms of gender, race, class, sexual orientation ability and disability. However, there is also a place in PSHE for selectively using resources that present negative messages and images and those that were prevalent at a time in the past. These can be used in order to challenge stereotyping in its various forms and myths perpetrated through the media.
- 8.3. Visitors are a valuable resource. They can bring new knowledge, expertise and experiences to the classroom. They can also offer real scenarios for the children to engage with values clarification and problem solving. Visitors can also help establish positive relationships between agencies, organisations and young people and assist children in accessing these agencies. The teacher always manages the learning by working in partnership with the visitor to make best use of the children's agenda. Visitors to the classroom are always part of a planned programme which prepares children for the visit and provides opportunities for follow up work. Visitors are greeted and thanked by the children.

9. Monitoring, Evaluating and Reviewing

- 9.1. Monitoring the standards of pupils' work and of the quality of teaching in PSHE is the responsibility of the PSHE subject leader working with the senior leadership team. The work of the subject leader also involves supporting colleagues in the teaching of PSHE, keeping informed about current developments in the subject, and providing a strategic lead and direction for the subject in the school.
- 9.2. The PSHE subject leader meets with the Headteacher in order to discuss an annual summary in which s/he evaluates strengths and weaknesses in the subject and to prepare an action plan, if required, for areas of further improvement.
- 9.3. The headteacher allocates management time to the PSHE subject leader so that s/he can review samples of children's work, of teachers' planning, undertake lesson observations of teaching across the school and talk to pupils about their learning.



Appendix 1

Danbury Park Community Primary School Vision and Aims

Be wise, be happy, belong

School Vision

At Danbury Park Community Primary School, we all share a common vision for every child.

We want to enable every child to become:

- 🦉 Curious, self-motivated, independent and resilient learners
- 🦉 Aspirational, confident and happy individuals
- 🦉 Honest, respectful and responsible members of our community

**Be wise
Be happy
Belong**

School Aims

We endeavour to:

- 🦉 Provide each pupil with the best possible education, to the highest standards in all areas, tailored to their individual needs.
- 🦉 Create a welcoming environment where children are accepting of others, develop positive relationships and see the school as part of an expanding, wider community, and ultimately, a bigger world in which they can play a part.
- 🦉 Provide every child with the opportunity to gain recognised achievement, celebrating their successes, however small and in whatever area.
- 🦉 Be an open, friendly and accessible school in which each individual has equal value.

These are our guiding principles

We do this through enacting the Danbury Park School code in everything we do.

Danbury Park School's Code

At our school everyone tries to:

- 🦉 Ask questions, solve problems and keep trying, not being afraid to fail;
- 🦉 Take pride in their work and the work of others;
- 🦉 Be polite and well mannered, respecting the views and feelings of others;
- 🦉 Look after our property and that of others, the school and its grounds;
- 🦉 Contribute to our community, playing an active and positive part in school life;
- 🦉 Do their best.

Our code has been agreed by the children and adults at the school and we expect everyone to uphold it.



Appendix 2

Danbury Park Community Primary School

Scheme of Work for PSHE and RSE

Statutory End of Primary School Expectations

Taken from the Relationships Education, Relationships and Sex Education (RSE) and Health Education statutory guidance – DfE 2019

By the end of primary school:

Relationships Education

<p>Families and people who care for me</p>	<p>Pupils should know</p> <ul style="list-style-type: none"> • that families are important for children growing up because they can give love, security and stability. • the characteristics of healthy family life, commitment to each other, including in times of difficulty, protection and care for children and other family members, the importance of spending time together and sharing each other’s lives. • that others’ families, either in school or in the wider world, sometimes look different from their family, but that they should respect those differences and know that other children’s families are also characterised by love and care. • that stable, caring relationships, which may be of different types, are at the heart of happy families, and are important for children’s security as they grow up. • that marriage represents a formal and legally recognised commitment of two people to each other which is intended to be lifelong. • how to recognise if family relationships are making them feel unhappy or unsafe, and how to seek help or advice from others if needed.
<p>Caring friendships</p>	<p>Pupils should know</p> <ul style="list-style-type: none"> • how important friendships are in making us feel happy and secure, and how people choose and make friends. • the characteristics of friendships, including mutual respect, truthfulness, trustworthiness, loyalty, kindness, generosity, trust, sharing interests and experiences and support with problems and difficulties. • that healthy friendships are positive and welcoming towards others, and do not make others feel lonely or excluded. • that most friendships have ups and downs, and that these can often be worked through so that the friendship is repaired or even strengthened, and that resorting to violence is never right. • how to recognise who to trust and who not to trust, how to judge when a friendship is making them feel unhappy or uncomfortable, managing conflict, how to manage these situations and how to seek help or advice from others, if needed.
<p>Respectful relationships</p>	<p>Pupils should know</p> <ul style="list-style-type: none"> • the importance of respecting others, even when they are very different from them (for example, physically, in character, personality or backgrounds), or make different choices or have different preferences or beliefs. • practical steps they can take in a range of different contexts to improve or support respectful relationships. • the conventions of courtesy and manners.



	<ul style="list-style-type: none"> • the importance of self-respect and how this links to their own happiness. • that in school and in wider society they can expect to be treated with respect by others, and that in turn they should show due respect to others, including those in positions of authority. 13 Marriage in England and Wales is available to both opposite sex and same sex couples. The Marriage (Same Sex Couples) Act 2013 extended marriage to same sex couples in England and Wales. The ceremony through which a couple get married may be civil or religious. 22 • about different types of bullying (including cyberbullying), the impact of bullying, responsibilities of bystanders (primarily reporting bullying to an adult) and how to get help. • what a stereotype is, and how stereotypes can be unfair, negative or destructive. • the importance of permission-seeking and giving in relationships with friends, peers and adults.
Online relationships	<p>Pupils should know</p> <ul style="list-style-type: none"> • that people sometimes behave differently online, including by pretending to be someone they are not. • that the same principles apply to online relationships as to face-to-face relationships, including the importance of respect for others online including when we are anonymous. • the rules and principles for keeping safe online, how to recognise risks, harmful content and contact, and how to report them. • how to critically consider their online friendships and sources of information including awareness of the risks associated with people they have never met. • how information and data is shared and used online.
Being safe	<p>Pupils should know</p> <ul style="list-style-type: none"> • what sorts of boundaries are appropriate in friendships with peers and others (including in a digital context). • about the concept of privacy and the implications of it for both children and adults; including that it is not always right to keep secrets if they relate to being safe. • that each person’s body belongs to them, and the differences between appropriate and inappropriate or unsafe physical, and other, contact. • how to respond safely and appropriately to adults they may encounter (in all contexts, including online) whom they do not know. • how to recognise and report feelings of being unsafe or feeling bad about any adult. • how to ask for advice or help for themselves or others, and to keep trying until they are heard. • how to report concerns or abuse, and the vocabulary and confidence needed to do so. • where to get advice e.g. family, school and/or other sources.

Physical Health and Mental Well-being

Mental wellbeing	<p>Pupils should know</p> <ul style="list-style-type: none"> • that mental wellbeing is a normal part of daily life, in the same way as physical health. • that there is a normal range of emotions (e.g. happiness, sadness, anger, fear, surprise, nervousness) and scale of emotions that all humans experience in relation to different experiences and situations. • how to recognise and talk about their emotions, including having a varied vocabulary of words to use when talking about their own and others’ feelings. • how to judge whether what they are feeling and how they are behaving is appropriate and proportionate.
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	<ul style="list-style-type: none"> • the benefits of physical exercise, time outdoors, community participation, voluntary and service-based activity on mental wellbeing and happiness. • simple self-care techniques, including the importance of rest, time spent with friends and family and the benefits of hobbies and interests. • isolation and loneliness can affect children and that it is very important for children to discuss their feelings with an adult and seek support. • that bullying (including cyberbullying) has a negative and often lasting impact on mental wellbeing. • where and how to seek support (including recognising the triggers for seeking support), including whom in school they should speak to if they are worried about their own or someone else’s mental wellbeing or ability to control their emotions (including issues arising online). • it is common for people to experience mental ill health. For many people who do, the problems can be resolved if the right support is made available, especially if accessed early enough.
Internet safety and harms	<p>Pupils should know</p> <ul style="list-style-type: none"> • that for most people the internet is an integral part of life and has many benefits. • about the benefits of rationing time spent online, the risks of excessive time spent on electronic devices and the impact of positive and negative content online on their own and others’ mental and physical wellbeing. • how to consider the effect of their online actions on others and know how to recognise and display respectful behaviour online and the importance of keeping personal information private. • why social media, some computer games and online gaming, for example, are age restricted. • that the internet can also be a negative place where online abuse, trolling, bullying and harassment can take place, which can have a negative impact on mental health. • how to be a discerning consumer of information online including understanding that information, including that from search engines, is ranked, selected and targeted. • where and how to report concerns and get support with issues online.
Physical health and fitness	<p>Pupils should know</p> <ul style="list-style-type: none"> • the characteristics and mental and physical benefits of an active lifestyle. • the importance of building regular exercise into daily and weekly routines and how to achieve this; for example walking or cycling to school, a daily active mile or other forms of regular, vigorous exercise. • the risks associated with an inactive lifestyle (including obesity). • how and when to seek support including which adults to speak to in school if they are worried about their health.
Healthy eating	<p>Pupils should know</p> <ul style="list-style-type: none"> • what constitutes a healthy diet (including understanding calories and other nutritional content). • the principles of planning and preparing a range of healthy meals. • the characteristics of a poor diet and risks associated with unhealthy eating (including, for example, obesity and tooth decay) and other behaviours (e.g. the impact of alcohol on diet or health).
Drugs, alcohol and tobacco	<p>Pupils should know</p> <ul style="list-style-type: none"> • the facts about legal and illegal harmful substances and associated risks, including smoking, alcohol use and drug-taking.
Health and prevention	<p>Pupils should know</p> <ul style="list-style-type: none"> • how to recognise early signs of physical illness, such as weight loss, or unexplained



	<p>changes to the body.</p> <ul style="list-style-type: none"> • about safe and unsafe exposure to the sun, and how to reduce the risk of sun damage, including skin cancer. • the importance of sufficient good quality sleep for good health and that a lack of sleep can affect weight, mood and ability to learn. • about dental health and the benefits of good oral hygiene and dental flossing, including regular check-ups at the dentist. • about personal hygiene and germs including bacteria, viruses, how they are spread and treated, and the importance of handwashing. • the facts and science relating to allergies, immunisation and vaccination.
Basic first aid	<p>Pupils should know:</p> <ul style="list-style-type: none"> • how to make a clear and efficient call to emergency services if necessary. • concepts of basic first-aid, for example dealing with common injuries, including head injuries.
Changing adolescent body	<p>Pupils should know:</p> <ul style="list-style-type: none"> • key facts about puberty and the changing adolescent body, particularly from age 9 through to age 11, including physical and emotional changes. • about menstrual wellbeing including the key facts about the menstrual cycle.

Danbury Park Community Primary School PSHE including RSE Scheme of Work

Key Stage 1

Me, caring for me
 My place in my family, the school and the community
 My main body parts
 How I live
 The life cycle of animals
 People who help us

Year 3

No new topics. Revision and extension of Key Stage 1 work

Year 4

Human Biology:

- Major external body parts
- Major internal organs
- Sexual organs
- Development from Birth
- Development through Puberty
- Conception
- Birth

Moral/Value framework of above

Year 5

No new themes
 Revision of puberty



Revision/extension of moral/value framework

Year 6

Revision of:

- Development through puberty
- **Conception**

Child Withdrawal

Parents have the right to withdraw their child from Sex Education. However the content of the programme at Danbury Park Community Primary School falls predominantly within the bounds of the PSHE, Relationships and Science National Curriculum. Additional content, from which parents may withdraw their child, is highlighted in yellow.

Year 4

In the first half of the term in which the children are focussing upon the Relationships and Sex education topic, a meeting for parents is held.

At this meeting parents

- Receive a detailed explanation of the content of the work;
- Receive specific timings of when the work will be carried out;
- Receive information about which outside professionals, visitors may be used to support the work;
- See the resources the school may use;
- Watch the videos the school will use;
- Have the opportunity to ask questions.

Invitation to this meeting is by letter. Parents not attending receive copies of the information as detailed above. Parents are also invited to support their child's learning by completing questionnaires, sending in photographs, baby books etc. and by discussing their child's work at home.

Year 6

Parents are informed by letter when the specific Sex Education unit will be shown and the content covered. Parents will be given the opportunity to view the videos used in school prior to their children seeing them.

Parents are asked to meet with the class teacher and/or the headteacher to discuss any concerns they may have.

Involvement of Outside Agencies and Visitors

At the Headteacher's discretion, use may be made of other professionals e.g. midwife, school nurse, health visitor. It is felt that the use of such professionals greatly enhances the programme on offer.

Parental Involvement

It is felt that parental involvement at all stages of the Relationships and Sex education programme is to the short and long term benefit of the children.

In Key Stage 1 parents are informed of the topics being studied at any time, of how they can support this learning and of any help they can offer.

In Key Stage 2 the involvement is much more specific.



Appendix 3

Teaching Personal, Social, Health and Economics Education and Citizenship through and in other subjects/curriculum areas

Provision for some aspects of PSHE can be made through other subjects. The following is a list of suggestions and examples:

English

- Emotional literacy
- Discussion and debate
- Enquiry and communication
- Stories that illustrate aspects of personal and social development
- How the media present information

Maths

- Aspects of financial capability
- Counting and sharing
- Data handling

Science

- Drugs (including medicines)
- Reproduction
- Health
- Safety and the environment
- Sustainability
- Ethical issues

Design and Technology

- Health and safety;
- Healthy eating
- Realising that people have needs as they generate design ideas
- Use of technology
- Sustainable development

Computing

- Communicating with others via E-mail
- Finding information on the Internet and checking its relevance

History

- Use of sources
- Reasons for and results of historical events, situations and changes
- Diversity within societies studied
- Significant people, events, ideas and experiences of people from the past.

Geography

- Topical issues concerning the environment, sustainable development, land use



- Study of children's own locality and places in different parts of the world, including less economically developed countries

Art and Design

- Reflecting on and responding to ideas and experiences communicated through works of art, craft and design from different times and cultures

Music

- Making the most of abilities in playing or singing
- Issues of cultural diversity, their value and expression

PE

- Teaching and learning about health and safety
- Development of personal and social skills through team and individual activities, games and sports
- Gender issues

RE

- Religious and moral beliefs, values and practices that underpin and influence personal and social issues and relationships.