



## **BIDSTON AVENUE PRIMARY SCHOOL**

### **PSHE & CITIZENSHIP SUBJECT POLICY September 2022**

Approved by the Governing Body of Bidston Avenue Primary School

Autumn 2022

Signed: \_\_\_\_\_

Cllr George Davies (Chair of Governors)

## Bidston Avenue Primary School – Achieving Together



### Our Vision:

Every child will leave school as a **reader** who **thinks** critically and has the **resilience** for the world's challenges.



### Our Mission:

Bidston Avenue Primary School delivers a **world class curriculum**.

It is accessible, inspiring and ambitious, so that every child is equipped to make a positive contribution.



### Evidence Tells Us:

**Reading** ability is the best predictor of future educational achievement and future success.

Tomorrow's jobs require **thinking** and problem solving abilities.

Children who are **resilient** flourish in all environments.

We value: *friendship / RESPECT / equality / determination / inspiration / courage / excellence*

## Intent

### Purpose

Personal, Social, Health and Economic (PSHE) education is an important and necessary part of all pupils' education. According to the PSHE Association, PSHE education is a school subject through which pupils develop the knowledge, skill and attributes they need to keep themselves healthy and safe, prepared for life and work.

### Aims

***'The final forming of a person's character lies in their own hands' Anne Frank***

PSHE is a non-statutory subject. We adopt a flexible approach to deliver **high quality** PSHE based on the needs of our children. Whilst we **tailor** our PSHE programme to reflect the needs of our pupils, we also ensure we **equip pupils with a sound understanding of risk and with the knowledge of skills necessary to make safe and informed decisions**.

### **Skills Knowledge Vocabulary**

The **1decision** resources have been built around the above three core themes, and the 10 principles of effective PSHE education, which are as follows:

1. Start where children and young people are: find out what they already know, understand, are able to do, and are able to say. For maximum impact, involve them in the planning of your PSHE education programme.
2. Plan a 'spiral programme' which introduces new and more challenging learning, while building on what has gone before, which reflects and meets the personal developmental needs of the children and young people.
3. Take a positive approach which does not attempt to induce shock or guilt but focuses on what children and young people can do to keep themselves and others healthy and safe and to lead happy and fulfilling lives.
4. Offer a wide variety of teaching and learning styles within PSHE education, with an emphasis on interactive learning and the teacher as facilitator.
5. Provide information which is realistic and relevant and which reinforces positive social norms.
6. Encourage young people to reflect on their learning and the progress they have made, and to transfer what they have learned to say and to do from one school subject to another, and from school to their lives in the wider community.
7. Recognise that the PSHE education programme is just one part of what a school can do to help a child to develop the knowledge, skills, attitudes and understanding they need to fulfil their potential. Link the PSHE education programme to other whole school approaches, to pastoral support, and provide a setting where

the responsible choice becomes the easy choice. Encourage staff, families and the wider community to get involved.

8. Embed PSHE education within other efforts to ensure children and young people have positive relationships with adults, feel valued and where those who are most vulnerable are identified and supported.

9. Provide opportunities for children and young people to make real decisions about their lives, to take part in activities which simulate adult choices and where they can demonstrate their ability to take responsibility for their decisions.

10. Provide a safe and supportive learning environment where children and young people can develop the confidence to ask questions, challenge the information they are offered, draw on their own experience, express their views and opinions and put what they have learned into practice in their own lives.

1Decision also addresses the area of **RSE** (Relationship and Sex Education) in the Summer term, which is compulsory in all Primary schools.

Please refer to our RSE Policy

### **Supporting our Vision**

At Bidston Avenue, our aim is to teach to inspire, motivate, nurture the next generation of creative and critical thinkers. We aim to encourage our children to be resilient, respectful and independent learners who are equipped for lifelong learning. Through stimulating, safe learning environments and excellent opportunities to succeed in and out of the classroom, we encourage children's progress and achievements. We want them to have respect for themselves and others, valuing the differences and similarities between people; develop a good relationship with other members of school and wider community; be positive and act members of a democratic society; to develop self-confidence and self-esteem and make informed choices regarding personal and social issues; to know and understand what constitutes a healthy lifestyle; be aware of safety issues and manage risk in life and be aware of potential risks in the online world and how best we can stay safe.

We have built on both guidance from the PSHE Association, and in Particular 1Decision programme and Second Step. 1Decision is a programme that provides an education that reflects the needs of our community. It is taught through several strands. Keeping/staying safe, keeping/staying healthy, relationships/growing and changing, being responsible, feelings and emotions, computer safety, our world/the working world, a world without judgement, hazard watch, fire safety and first aid. Second Step supports our children to be better equipped to manage their own emotions and build positive relationships. The programme is based on various themes: skills for the learning, empathy, emotion management, friendship skills and problem-solving.

Finally, we want our children to be engaged and active members of society, keen to share their ideas, become leaders in their community and pursue ambitious goals.

## The drivers that shape our curriculum



### Reader

At Bidston Avenue we understand that developing PSHE literacy will enable all pupils to access the curriculum and master key skills and tools for everyday life. The children have the opportunity to read throughout every lesson in PSHE through the 1Decision scheme of learning. The children understand the functionality of reading and the importance of this throughout their life and we encourage them to apply this to real life situations outside of school e.g. reading instructions, money, road signs, maps, bus timetables. At Bidston Avenue our children read for pleasure and have many opportunities throughout school e.g. school library, check out books from their class teacher and book clubs. Reading for pleasure has a positive impact on children's mental health and therefore contributes to them living a happy healthy life with a brighter future.



### Thinker

PSHE involves our children to think and make informed decisions every lesson. The 1Decision scheme of work challenges the children with a scenario and using their skills/knowledge they have learned, they will think about what the right decision is and why. The children are asked to explain their reasoning, give their opinions and discuss this with their peers showing mutual respect. They will learn many skills and will need to think about how they can use this skill in their everyday life. Our Second Step programme involves four skills; skills for learning, empathy, emotion management and problem solving. This strengthens their personal development, ability to make healthy choices and live in the wider world



### Resilience

The 1Decision and Second Step schemes of work are designed to promote, teach and equip the children in becoming happy and resilient children. Our children are taught how to adapt to change and remain calm during times of crisis. Our children can recognise and name their emotions, how to manage them when having a negative experience and how to maintain optimism. This is modelled by the teacher to the children when having a negative experience of their own e.g. come up with solutions that will make a difference, showing self-acceptance and treating themselves with kindness. The children are taught to work together to solve problems that affect people both individually and collectively. This will support children to cope with and recover from setbacks and use these skills to respond to life challenges.

### Supporting our Values

In all we do, we promote the following values

- Respect
- Friendship
- Determination
- Excellence
- Courage
- Inspiration
- Equality

Alongside our school values we uphold and teach pupils about **British Values**, developing '**Social, Moral, Spiritual and Cultural**' (**SMSC**) enrichment opportunities across the school through Personal, Social, Health and Emotional (PSHE), Religious Education (RE) and the wider curriculum

**British Values**  
**The Rule of Law**  
**Democracy**  
**Individual Liberty**  
**Mutual Respect**  
**Tolerance of those with different faiths**  
**and different beliefs**

## Opportunities for promoting acquisition of Cultural Capital

At Bidston Avenue, we understand that for children to be successful they need to be given rich and continuous opportunities to enhance their cultural capital. PSHE provides opportunities to promote cultural capital. The 1Decision programme links to the RRSA (Rights Respecting Schools Award) Articles throughout the different units/topics e.g. Article 17 – The right to reliable information; Article 26 – The right to be protected from things that could cause harm. Bidston Avenue provides theme days for the children to participate in e.g. Odd Socks Day (promoting Anti-Bullying), Express Yourself Day (For Children's Mental Health Week).



### Implementation

***Bidston Avenue Primary School delivers a world class curriculum. It is accessible, inspiring and ambitious, so that every child is equipped to make a positive contribution.***

In ensuring high standards of teaching and learning in PSHE and Citizenship, we implement a curriculum that is progressive throughout the whole school.

Planning for this is a process in which all teachers are involved in.

Teachers plan the learning journey together to ensure full coverage and progression of the curriculum is achieved. Teachers also plan to suit their children's interests, current events, their own teaching style, the use of any support staff and the resources available.

#### **Article 7**

You have the right to a name, and this should be officially recognised by the government. You have the right to a nationality (to belong to a country).

#### **Article 8**

You have the right to an identity – an official record of who you are. No one should take this away from you.

#### **Article 14**

You have the right to choose your own religion and beliefs. Your parents should help you decide what is right and wrong, and what is best for you.

#### **Article 22**

You have the right to special protection and help if you are a refugee (if you have been forced to leave your home and live in another country), as well as all the rights in this Convention.

#### **Article 24**

You have the right to the best health care possible, safe water to drink, nutritious food, a clean and safe environment, and information to help you stay well.

#### **Article 27**

You have the right to food, clothing, a safe place to live and to have your basic needs met. You should not be disadvantaged so that you can't do many of the things other kids can do.

#### **Article 30**

You have the right to practice your own culture, language and religion - or any you choose. Minority and indigenous groups need special protection of this right.

## Planning

We organise the PSHE and citizenship curriculum in a variety of ways. We use the Second Step programme throughout school which allows discussion, opinion and role play to be presented in a safe environment. It covers empathy, anger management and personal situations which allows reflection and thinking time for specific contexts. We deliver PSHE and citizenship curriculum through our RE, Science, PE, Literacy, Computing and as a discreet subject. We have outside agencies who deliver elements of PSHE to specific year groups. The focus is based on self-esteem, distorted self-image and positive role models. We also develop PSHE and citizenship through various activities and whole-school events. For example, the school council representatives from each form meet regularly to discuss school matters. We offer a wide range of residential visits in Key Stage 2 including a trip to France, Oaklands Outdoor Education Centre, London and Barnstondale Camp. There is a particular focus on developing pupils' self-esteem and giving them opportunities to develop leadership skills and positive group work.

## **Teaching and Learning**

We use a range of teaching and learning styles to meet the PSHE and citizenship requirements of the National Curriculum. We emphasise active learning by including the children in discussions, investigations and problem-solving activities. We encourage the children to take part in a range of tasks that promote active citizenship, for example charity fundraising, the planning of special school events or involvement in helping other individuals or groups less fortunate than themselves. We organise classes in such a way that pupils are able, through discussion, to set agreed classroom rules of behaviour, develop empathy awareness, anger management and resolve any conflicts. We offer children the opportunity to hear visiting speakers, such as health workers, police and local clergy, whom we invite into the school to talk about their role in creating a positive and supportive local community.

## **Subject specific SEND Scaffolding**

Pupils with SEND are supported within PSHE (1 Decision and Second Step) through various ways.

During discussion time, we create a safe environment with rules for the children to follow to ensure all opinions are respected.

During the writing activities, SEND children work in small groups, paired activities or with a 1:1 support from teacher or teaching assistant. There are word banks and sentence stems available too.

Extra reading support (or use of assistive technology) is provided if necessary and a teacher may sometimes scribe what a child has said before they attempt to write it themselves.

## **Links to other subjects/curriculum areas:**

**English** – Opportunities to read texts linking to various topics e.g. The Huge Bag of Worries by Virginia Ironside and Frank Rodgers.

**Maths** – Mainly links within the 'A World without Judgement' unit covering the cost of living, money management, measurements.

**Science** – Links within the Keeping/Staying Healthy and Growing and changing units from Year 1 to 6 covering, teeth, medicines, living and growing, puberty, conception.

**D&T** – Year 2 focus on healthy eating within the Keeping/Staying Healthy module with a focus on fruit and vegetables and healthy eating.

**P.E.** – The children in Year 4 learn 'Healthy Living' through the Keeping/Staying Healthy and focus on nutrition and health.

**Art** – There are different opportunities throughout the programme for Art e.g. designing a perfect friend, self-portraits for understanding emotions.

**Computing** – The children are taught online safety throughout the computer safety module.

## **Experiences every child should have:**

- Take on positions of responsibility and leadership within school e.g. School Council.
- Participate in fundraising and other charity events e.g. food bank collections.
- Have regular opportunities to discuss personal views, ideas and beliefs in an open, trusting environment.
- The children participate in theme days such as Odd Socks Day for Anti-Bullying Week; Express Yourself day for Children's Mental Health Week.
- We engage with road safety week and internet safety day and provide information and activities in class for the children to develop their knowledge.

## Organisation

EYFS- 1 decision are planned carefully against each early learning goal

For example:

<b>Communication and Language</b>	<b>ELG: Listening, Attention and Understanding</b>				
Children at the expected level of development will:					
<ul style="list-style-type: none"> <li>Listen attentively and respond to what they hear with relevant questions, comments and actions when being read to and during whole class discussions and small group interactions;</li> </ul>					
By using the following resources, early years practitioners can assess children against this goal.					
All 52x Dilemma Drops	All 40x Read-to-me Storybooks	All 40x Animated Storybooks	All 8x Sorting Card Games	All 8x Talking Card Games	All 8x Mindfulness & 4x Mini Yoga Videos

In **Key stage 1** and **Key Stage 2** PSHE is delivered as a standalone lesson whilst themes are threaded through all we do

Module Abbreviation	5-8 Module Titles	Module Abbreviation	8-11 Module Titles
KSS	Keeping/Staying Safe	KSS	Keeping/Staying Safe
KSH	Keeping/Staying Healthy	KSH	Keeping/Staying Healthy
REL	Relationships	GAC	Growing and Changing
BR	Being Responsible	BR	Being Responsible
FAE	Feelings and Emotions	FAE	Feelings and Emotions
CS	Computer Safety	CS	Computer Safety
OW	Our World	TWW	The Working World
HW	Hazard Watch	AWWJ	A World Without Judgement
FS SPECIAL	Fire Safety (Special Module)	FA SPECIAL	First Aid (Special Module)

5-8 MODULES	KSS	KSH	REL	BR	FAE	CS	OW	HW	FS SPECIAL*
YEAR 1	Baseline Assessment	Baseline Assessment	Baseline Assessment	Baseline Assessment	Baseline Assessment	Baseline Assessment	Baseline Assessment	Baseline Assessment	Baseline Assessment
	Road Safety	Washing Hands	Friendship	Water Spillage	Jealousy	Online Bullying	Growing in Our World		Hoax Calling
YEAR 2	Tying Shoelaces	Healthy Eating	Bullying	Practice Makes Perfect	Worry	Image Sharing	Living in Our World	Is it safe to eat or drink?	Petty Arson
		Brushing Teeth	Body Language	Helping Someone in Need	Anger	Computer Safety Documentary	Working in Our World		Texting Whilst Driving
YEAR 3	Staying Safe	Medicine	Touch	Stealing	Grief	Making Friends Online	Looking After Our World	Is it safe to play with?	Enya and Deedee Visit the Fire Station
	Leaning Out of Windows								Summative Assessment
	Summative Assessment	Summative Assessment	Summative Assessment	Summative Assessment	Summative Assessment	Summative Assessment			

8-11 MODULES	KSS	KSH	GAC	BR	FAE	CS	TWW	AWWJ	FA SPECIAL
YEAR 4	Baseline Assessment	Baseline Assessment	Baseline Assessment	Baseline Assessment	Baseline Assessment	Baseline Assessment	Baseline Assessment	Baseline Assessment	Baseline Assessment
	Cycle Safety	Healthy Living	Appropriate Touch (Relationships)	Coming Home on Time	Jealousy	Online Bullying	Chores at Home	Breaking Down Barriers	First Aid Year 4
YEAR 5	Peer Pressure	Smoking	Puberty	Looking Out for Others	Anger	Image Sharing	Enterprise	Inclusion and Acceptance	First Aid Year 5
	Adults' & Children's Views	Adults' & Children's Views	Adults' & Children's Views	Adults' & Children's Views	Adults' & Children's Views	Adults' & Children's Views	Adults' & Children's Views	Adults' & Children's Views	
YEAR 6	Water Safety	Alcohol	Conception	Stealing	Worry	Making Friends Online	In-App Purchases	British Values	First Aid Year 6 (Part 1 & Part 2)
	Summative Assessment	Summative Assessment	Summative Assessment	Summative Assessment	Summative Assessment	Summative Assessment	Summative Assessment	Summative Assessment	Summative Assessment

## Parent Partnership

We invite parents into a Relationship and Sex Education workshop to discuss the Year 5 Puberty and Year 6 Conception units that are taught in the summer term. The content and activities are shared with the parents, and this is an opportunity for parents to ask any questions or share their thoughts.



During parents evening, teachers discuss the pupils social and emotional development with the parents and celebrate their strengths and share their concerns. The school has links with Place2Be and Place2Talk where the parents are kept informed if their child is participating and give consent. The school shares community links on social media to the parents to keep them well informed of events in the community.

### **Roles and Responsibilities**

The PSHE leader is responsible for providing an overview of the subject across the school to inform staff planning and to offer advice in the ways in which the curriculum can be delivered in an effective and engaging way.

They should have an up-to-date knowledge of the subject requirements and ensure that these are met across the school, as well as having an overview of assessment.

They are responsible for ensuring that an overview of the subject is available on the school website.

The PSHE leader also has a sound knowledge of the resources, which are available within school, and ensures that resources are replenished and updated as necessary.

The PSHE leader is responsible for the planning and implementation of any subject specific events, which are ran in the school.

Individual teachers are responsible for the day to day planning, delivery and assessment of the PSHE curriculum.

The Senior Leadership team is responsible for ensuring there is a good professional dialogue with the subject leader throughout the school year.

### **Impact**

Every child will leave as a **reader** who **thinks** critically and has the **resilience** for the world's challenges.

The impact and measure of this is to ensure children not only acquire the appropriate age-related knowledge linked to the PSHE curriculum, but also skills which equip them to progress from their starting points, and within their everyday lives.

### **Assessment**

Our teachers assess the children's progress in PSHE and citizenship by observing their participation in class and their relationships with their peers and adults. We have clear expectations of what the pupils will know, understand and be able to do at the end of each Key Stage. Teachers record observations on a class record sheet every term.

Our teachers record any appropriate achievement for each pupil, such as their contribution to the life of the class or the school, in their files and we will report these achievements to parents and carers each year.

The assessments that we make of pupil achievement are positive and record achievement in its widest sense Children complete baseline assessment activities. This varies from the children recording answers to a question on a learning journal page which they then revisit at the end of the topic, or they complete an activity relating to their topic. They revisit the baseline assessments and have the opportunity to add to their answers.

Children complete self-assessments based on their learning journey through each unit. They will rate their understanding of different statements e.g. I can recognise possible dangers in different environments.

### **Monitoring**

The PSHE subject lead is responsible for monitoring the standards of children's work and the quality of teaching.

The lead supports colleagues in the teaching of PSHE by addressing CPD needs and by giving them information about current developments in the subject, and by providing a strategic lead and direction for the subject in the school.

The subject lead is also responsible for reviewing developments for PSHE identified on the School Improvement Plan, evaluating strengths and weaknesses in the subject, and indicating areas for further improvement.

### **Monitoring and Review**

The PSHE subject lead is primarily responsible for monitoring the implementation of this policy.

This will be through ongoing discussion with the Senior Leadership Team and consideration of the evidence gathered in the subject file. The subject lead will report on this to the governor's curriculum committee.

The work of the subject leader is also subject to review by the head teacher as part of our performance management arrangements.

### **Governor Approval and Review Dates**

The policy is to be reviewed annually.