

## Citizenship Policy

### Rationale

'The National Curriculum Handbook' states that the school curriculum should support children in two areas:

- 1. The school curriculum should aim to provide opportunities for all children to learn and to achieve.*
- 2. The school curriculum should aim to promote pupil's spiritual, moral, social and cultural development and prepare all pupils for the opportunities, responsibilities and experiences of life.*

These aims are interdependent, with children's spiritual, social and cultural development and well-being greatly affecting their ability to learn and achieve.

Personal Social and Health Education (PSHE) and Citizenship are planned provision for personal and social and emotional development.

Children learn about themselves as developing and changing individuals and as members of their communities. It builds on children's own experience and the early learning goals for personal, social and emotional development.

The PSHE curriculum has four strands:

- To develop children's confidence and encourages them to make the most of their abilities.
- To prepare children to play an active role as citizens.
- To encourages children to develop a healthy safer lifestyle.
- To help children to develop good relationships and respect differences between people.

### Purposes

- For children to recognise their own worth, work well with others and become increasingly responsible for their own learning and actions.
- To develop skills in language, decision making and assertiveness.
- To help children gain access to information and support.
- To enable children to participate in society and to value themselves and others.
- To develop children's confidence and responsibility, making sure their abilities are fully recognised and used.
- To prepare children to become informed, active, responsible citizens.
- To develop children's knowledge and skills and understanding to enable them to lead confident, healthy, independent lives.
- To promote tolerance of and respect for others and recognising the differences between people.
- To reflect on their experiences and understand how they are developing personally and socially.
- To begin to tackle spiritual, moral, social and cultural issues.



# Thames View Infants

## Citizenship Policy

## Guidelines

1. PSHE will be taught for a minimum number of hours per week:

- **Key Stage 1:**

Year 1: 25 minutes per week

Year 2: 40 minutes per week

- **Foundation Stage:**

*Nursery & Reception:* No formal timings in Nursery. Within Reception, children will experience 2 x 15 minute whole class sessions per week. Reception teachers are encouraged to respond to the needs of their class and adapt IFS and other whole class session as necessary to address these matters.

*The teaching of PSHE should take place within a learning environment, in which all children make as much academic ('maximised value added') progress as possible. It should be taught systematically and methodically each week, adhering to the governing principles, detailed below - within a caring and supportive climate, providing all children with an equitable, standardised, balanced, child-centred, ICT-rich curriculum. However, with time and maturity, and the rise in contextual value added progress that children and teachers will make as a result, progressively more reflective practitioners will utilise 'assessment for learning' information to engender an increasingly more diverse, rich and personalised learning culture within this framework. Accordingly, practitioners may well decide, within this context, to customise their own planning and teaching. Teachers may use assessment for learning information to provide a more reflective and responsive curriculum for their class, engendering personalised learning opportunities to identify and tackle the needs of individuals and groups of children to maximise learning opportunities. Similarly, teachers may decide within their year group to adjust the timings of individual lessons. On occasion, it will be appropriate to have a series of short lessons and, at others, children may require time to develop ideas, and refine and consolidate learning within a more sustained period.*

2. The school's PSHE Scheme of Work provides a framework be delivered through half-termly themes. It is largely based on the Primary National Strategy's "Excellence and Enjoyment: Social and Emotional Aspects of Learning" units of work. Medium term and short term planning is taken from the LBBD's own version of SEALs. This has been supplemented further by selected lessons from the "Spell Binder Education" PSHE Scheme of Work.
3. The school aims to develop a coordinated approach to children's personal, social and emotional development, supported by the school's ethos. Other school policies such as behaviour, health and safety, bullying will also impact on children's personal, social and emotional development.
4. The PSHE Syllabus contains planning at lesson-level. These short-term plans should provide the starting point for lesson planning. Each plan should be carefully adapted to fit in with lesson timings; however, in doing so, teacher objectives and lesson structure will need to be upheld.
5. Short term plans should state clearly the learning intention in 'child speak' and the learning intention must be shared with the class, so that children know what they are expected to learn. The teacher must be sure of the learning purpose of the lesson. All children need positive feedback to reinforce their knowledge and self-confidence and activities may need to be modified to ensure that all children can participate.

6. The Medium Term Plans map out the learning intentions for each unit from within the school's PSHE Scheme of Work and signposts the different sources/location of resources within this.
7. PSHE will be taught *systematically* yet within a caring and supportive climate, where children feel sufficiently secure to take risks. Teachers must be responsive in their teaching and adapt lessons to embrace real issues, relevant within their classes.
8. The Headteacher will use daily assemblies to teach concepts from within the PSHE scheme of work, as well as use this forum to strategically respond to whole-school and individual issues arising from within school and addressing matters raised by staff and children alike. This time will also be used to teach the SEALs "Say No to Bullying" strand. Assemblies will also be used to ensure that all pupils:
  - Acquire a sound knowledge and understanding of how the United Kingdom is governed, it's political system and how citizens participate actively in it's democratic systems of government.
  - Develop a sound knowledge and understanding of the role of law and the justice system in our society and how laws are shaped and enforced.
  - Develop an interest in, and commitment to, volunteering that they will take with them into adulthood.
  - Are equipped with the financial skills to enable them to manage their money on a day-to-day basis, and plan for future financial needs.
9. PSHE lessons may also be adapted to allow for the School Council to attend, in order for members to listen to or speak with individual classes.
10. Within circle time/PSHE lessons, teachers will skilfully use differentiated questioning to:
  - i. engage children in effective pupil demonstration and modelling;
  - ii. scaffold children through extended dialogue, to improve oracy skills, enhance self-esteem and to extend their children's learning through giving extended responses;
  - iii. develop "sustained shared thinking";
  - iv. identify assessment for learning information, to gauge understanding and to re-focus teaching, if necessary;
  - v. offer children focused feedback.
11. Children should be encouraged to speak clearly and listen carefully to others. Wherever possible, questioning and discussion should also be encouraged between pupil and adult, and pupil and pupil.
12. Some of the themes relate directly to work in science, geography and history and may be delivered through a cross-curricular approach. Other topics, such as those dealing with feelings and relationships and making choices can be effectively explored through circle time activities.
13. In Circle Time children are involved in discussion, making choices, sharing ideas and opinions, and responding to others.
14. Clear rules should be established so that children feel safe with each other when they are discussing challenging and potential divisive subjects such as hygiene, feelings and relationships. They need to feel confident and comfortable to be able to express their ideas without fear of being laughed at or thought of as silly.
15. Through effective group work, children share their knowledge and develop personal and social skills.

16. As in all other curriculum areas teachers should identify the intended learning objectives and share these with their class.
17. Children should also be given the opportunity to reflect on what they have done, how they feel, what they have learnt and what they will do next.
18. Children will also need to learn and practise skills to help them make choices and decisions for themselves e.g. to choose healthy foods or say no to friends. Children learn these skills through discussion and role-play.
19. Teachers should encourage as much discussion as possible, using small group and whole group activities. By using open ended, exploratory questions teachers encourage children to express their opinions and lead them to articulate reasons for their thinking. Discuss with children whether some reasons for actions are better than others
20. The scheme of work is intended to support the children's emotional development and help them develop emotional resilience and resourcefulness.
21. Children need to understand how to form and maintain relationships and for this to happen they need to develop the ability to look at things from other people's point of view.
22. Opportunity is given for children to recognise their own feelings and emotions and to feel comfortable and confident about them. This will help them to develop empathy for others.
23. PSHE is also delivered through children's involvement in the life of the school and the wider community through participation for example in assemblies, "golden time", visits, concerts, fundraising activities or caring for the school environment.
24. Celebration of achievement contributes to children's self-esteem. It helps children develop a sense of community and belonging and helps develop a positive atmosphere in school. The school has a system of rewards, which is set out in the behaviour policy.
25. Teachers will integrate ICT wherever appropriate into all lessons:
  - a. Within the various episodes of the Teaching & Guided Practice Segment:
    - as a tool to aid the teaching of key skills; engage children, engender pupil modelling & demonstration and to enhance oracy.
  - b. Within the Child Consolidation Segment:
    - enabling children to undertake an ICT-based alternative activity, directly consolidating the learning intention for that lesson;
  - or
    - to provide an activity which consolidates the lesson's learning intention, whilst at the same time embedding skills linked to that week's ICT lesson.

Within this manner, ICT will be employed as a vehicle to engender oracy, independent and collaboration worked and personalised learning, linked to this subject.

### *Drugs Education Policy*

#### *Aims and Objectives*

We aim to equip children with the knowledge, understanding and skills that enable them to make the sort of choices that lead to a healthy lifestyle. Our Drugs Education programme has the primary objective of helping children to become more confident and responsible young people. We teach children about the world of drugs.

We teach children about:

- Heightened awareness of what goes on to and into their bodies.
- Understanding and working with children's views of their body systems and where substances go.
- Understanding that all medicines are drugs but not all drugs are medicines.
- Understanding of the rules of using medicines to prevent, recover from or control a health problem.
- Understanding that we all have a right of access to health care but also have responsibilities for staying healthy.
- Recognising that substances (whatever we put onto or into our bodies) affect our bodies.
- Understanding that some people need medicines at different times to help prevent or cure illnesses, and that some people may need medicines all the time in order to stay healthy.
- Wider understanding of the importance of the safe handling of medicines, and their role in this.
- Recognising they have a role in the 'getting better' process.
- Categorising what goes into their bodies in different ways.
- Introducing the rules for finding syringes and needles.
- Understanding that medicines can make their bodies better but do this by learning what makes them feel good about themselves.

We regard Drugs Education as a whole-school issue, and we believe that opportunities to teach about the importance of living a healthy lifestyle occur throughout the curriculum. Each class teacher answers questions about drugs sensitively and appropriately, as they occur. In the routine circle-time sessions, we encourage children to discuss issues that are important to them, and we help children to be aware of the dangers of the misuse of drugs.



### *Sex Education Policy*

#### *Aims and Objectives*

We teach children about:

- Identifying their physical growth and change.
- Extending the vocabulary of the human body and acknowledge the range of appropriate language for body parts.
- Introduce children to life cycles
- Explore differences between male and female
- Reflect on differences between male and female other than physical differences.
- Explain that a baby develops inside a mother's womb and that both a male and female are needed to make a baby.
- To reflect on their development from babies.
- Conception and the growth of a baby in the womb.
- That we grow and change, as do all living things.
- That some changes are social, that we become more independent and able to think about others as well as ourselves.
- Look at own identity and self-esteem, and reinforce the belief that we are all special.

#### **Context**

While Sex Education in our schools means that we give children information about sexual behaviour, we do this with an awareness of the moral code and values which underpin all our work in school. In particular, we teach sex education in the belief that:

- Sex Education should be taught in the context of marriage and family life;
- Sex Education is part of a wider social, personal, spiritual and moral education process;
- Children should be taught to have respect for their own bodies;
- Children should learn about their responsibilities to others.
- It is important to build positive relationships with others, involving trust and respect.

#### **Organisation**

We teach Sex Education through different aspects of the curriculum. While we carry out the main Sex Education teaching in our P.S.H.E. and Citizenship curriculum, we also teach some Sex Education through other subject areas, where we feel that they contribute significantly to a child's knowledge and understanding of his or her own body, and how it is changing and developing.

In Science, teachers inform children about how animals, including humans, move, feed, grow and reproduce, and we also teach them about the main parts of the body. Children learn to appreciate the differences between people and how to show respect from each other.

#### **Confidentiality**

Teachers conduct Sex Education lessons in a sensitive and caring manner. If a child indicates that they may have been a victim of any form of abuse, the teacher will talk to the child as a matter of urgency. If the teacher has concerns, they will draw their concerns to the attention of the Head. The

Head will then deal with the matter in consultation with health care professionals. (See also Child Protection Policy)

### **The Role of the Head**

It is the responsibility of the Head to ensure that staff and parents are informed about this Drugs and Sex Education policy, and that the policy is implemented effectively. It is also the Head's role to ensure that staff are given sufficient training, so that they can teach effectively and handle any difficult issues with sensitivity.

The Head will liaise with external agencies regarding the school Drugs and Sex Education programme and ensure that all adults who work with children on these issues are aware of the school policy and work within this framework.

The Head will monitor the policy and report to governors, when requested, on the effectiveness of the policy.

### **The Role of Governors**

The governing body has the responsibility of setting down these general guidelines on Drugs and Sex Education. The governors will support the Head in following these guidelines. Governors will inform and consult with parents about the Drugs and Sex Education policy. Governors will also liaise with the LA and health organisations so that the school's policy is in line with the best advice available.

The Curriculum Committee of the Governing Body on an annual basis will monitor the Drugs and Sex Education policies. This committee will report their findings and recommendations to the full Governing Body as necessary, if the policies need modification. The Curriculum Committee takes into serious consideration any representation from parents about the Drugs and Sex Education programmes and comments will be recorded. Governors require the Head to keep a written record detailing the content and delivery of the Drug and Sex Education programmes taught in the school.

### **The Role of Parents**

The school is well aware that the primary role in children's Drugs and Sex Education lies with the parents. We wish to build a positive and supporting relationship with the parents of children at our school through mutual understanding, trust and co-operation. In promoting this objective we will:

- Inform parents about the school Drugs and Sex Education policy and practice;
- Answer any questions parents may have about the Drugs Education their child receives in school;
- Take seriously any issue which parents raise with teachers or governors about this policy or the arrangements for Drugs and Sex Education in the school;
- Encourage parents to be involved in reviewing the school policy and making modifications to it as necessary; inform parents of best practice known with regard to Drugs and Sex Education so that parents can support the key messages being given to children at school.