



Fladbury
Church of England First School

PSHE & Citizenship Policy

Reviewed by SENCo: March 2017

Reviewed by Head Teacher: March 2017

Approved by Governors: April 2017

Strategy for Fladbury C of E First School 2014-2017

THE VISION

Fladbury CE First School aims to provide an outstanding educational experience, bringing the best out of every individual, recognising their unique gifts, talents and abilities, encouraging mutual respect and understanding and embracing the values of the Christian faith.

THE MISSION

- To provide a secure, happy environment in which all can flourish academically, socially, intellectually and physically and leave school confident in their abilities and prepared to meet the challenges of the future
- To embrace the values of the Christian faith ensuring children understand the values of honesty, integrity, tolerance and mutual respect, gaining a clear understanding of right and wrong
- To recognise personal achievement, initiative and high standards in all work and extra-curricular activities and the positive reinforcement of good behaviour through praise
- To encourage self-discipline and the development of self-confidence, individual responsibility and teamwork
- To work in close partnership with parents and carers through good communication
- To encourage interaction with the wider community
- To ensure all staff are offered opportunities for professional development and to support staff to demonstrate a high level of commitment to the aims of the school

Chair of Governors 30 November 2014

Background Information

Fladbury is a small village school with a homogenous cultural experience with an exceptionally small ethnic mix. It actively reviews its racial Equality, Disability and Inclusion Policies and feels that, the teaching of PSHE and Citizenship complements and brings into clear perspective the intentions of these policies. There is a set of clear school rules (Positive Social Rules fan) setting out the expectations of behaviour needed to promote learning and understanding and tolerance within school. All children contribute to their own class rules governing behaviour and learning. These rules are clearly displayed. Parents are welcomed into the school to discuss all areas of their child's development and education, with class teachers, the SENCo and the Head Teacher. The content of the PSHE Curriculum, including sex education and drug awareness is reviewed by the governors of the school taking advice and suggestions from the parent governor representing the parents of the school. Fladbury is a Church Voluntary Aided First School and has close spiritual and geographical ties with the Church. It is with these factors in mind the PSHE Policy is considered.

What is PSHE?

- **P** – Personal
- **S** – Social
- **H** – Health
- **E** – Education

Personal and social development is the sum total of all the experiences, planned and unplanned, received by young people in the course of their time in school that promotes their spiritual, moral, social, cultural, mental and physical development, and thus the wellbeing of both the individual and ultimately the wider community.

PSHE and Citizenship are planned elements of the whole curriculum that help to give 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. In undertaking PSHE and Citizenship, children 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.

The above paragraph is taken from the passage explaining the importance of PSHE and Citizenship at the start of the non-statutory framework that accompanies the National Curriculum. This framework categorises the areas covered by PSHE and Citizenship as follows:

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

At Fladbury School the planned provision for PSHE and Citizenship does not sit separately from other aspects of the school. It is integrated into a whole school approach that embodies the principles of personal and social development and active citizenship. The nature of PSHE means that some of the work is covered in other curriculum lessons as well as in specific timetabled PSHE slots.

PSHE and citizenship, along with assemblies, enables the school to become self-aware by providing planned opportunities for the school community to reflect on its aims, values and Christian ethos.

PSHE is not confined to the classroom, but is actively promoted by all members of the school community. All of whom promote the importance of healthy living, personal safety and fair play when in contact with the children. It is considered of central importance that all adults who come into contact with children adhere to an agreed set of values to give a consistent message and consistent expectations.

Health Education

Children are taught the importance of a well-balanced diet and encouraged to eat a nutritious lunch. Fruit is offered to all Key Stage One children as a morning snack and all other children are encouraged to bring fruit from home.

Cool fresh water is on offer from a water cooler and the children are encouraged to drink freely and often, refilling their water bottles at appropriate times

The School Council, with pupil representatives from years one to four, think of ways to help our school population to stay happy, healthy and safe, as part of their work within school.

Happy Hearts, Open Minds, Bright Futures

A love of sport and outdoor activities is fostered within school. In addition to a wide range of sports, gymnastics and dance taught in school, a selection of outdoor games are encouraged at playtimes through our "Game of the Week". A wide variety of activities are provided to encourage children to be active and play co-operatively during the longer lunch break.

Although small, the school grounds have been thoughtfully used, providing areas for different levels of activity. The playground provides an active hard surface for ball games, running, skipping etc. The Adventure Playground enables children to develop their balancing, climbing and spatial awareness, whilst playing a variety of imaginative games. The Quiet Garden is designed to be a peaceful and spiritually uplifting area with different textures, colours and scents giving the opportunity to explore the environment using ones senses. In addition, there are two securely fenced areas: Forest School and the Environmental Area, which are used by Reception and Year One children on a weekly basis and by all the children at least once each half term. The Environmental Area includes a pond, the Eco-house and a range of habitats to enable children to learn about mini-beasts and energy provided from natural resources (wind and solar power). This area also houses the school compost bins and heap. Fruit waste is collected daily by the children and deposited here. This gives a valuable insight into how plant matter decomposes and can be recycled.

Re-cycling is important and the children are taught the importance of protection of natural resources by re-using paper and vegetable waste. There are re-cycling trays in all classrooms for waste paper and the children are taught how to care for and respect the school environment.

Organisation, Responsibility and Planning

All teachers have the responsibility to teach PSHE within their class. The co-ordinator for the subject is Mrs Anne Chilman.

The key themes to be taught and explored across the whole school are:

Autumn Term		Spring Term	Summer Term	
Self-Awareness	Self Esteem	Social Interaction	Friendship	Transition

(Please see the mind maps for each of the five themes above which are included as appendix 1)

Social issues relevant to either small groups or particular classes are dealt with via sensitive discussions in a "circle time" environment, where peer and teacher support is given and advice is offered. Fladbury School has adopted the Jenny Mosley approach to "circle time" and a copy of "Are We Ready For Circle Time?" (appendix 2) prompt sheet is displayed in Elm, Willow and Oak classrooms. Maple classroom has a copy of the "Time To Talk – Ginger's Good Listening Skills" (appendix 3) prompt sheet. Both of these approaches promote: good turn taking, awareness of how other people are feeling, self-esteem and developing confidence. Where pupils have been identified as having particular social difficulties then specific work is undertaken to help them work through and gain greater insight into their needs. This can include the SENCo or a skilled TA using a comic strip approach to develop a personal social story for the child.

Links with other communities

To help promote cultural awareness and to put our village community into a wider perspective, links have been forged with a school in Birmingham and visits to each other's schools established.

Pershore High Students visit Fladbury School annually, accompanied by their exchange students from Ndola, Zambia. The whole school are involved in a cultural workshop afternoon to enhance their learning.

In 2017, a former Fladbury Pupil (Louise Chilman) visited the school and delivered an assembly presentation about her charitable work in Nepal, following the severe earthquake that country suffered in 2015. Fladbury have supported Louise in her trip to Nepal by fundraising and are keen to hear all about her experience. She will return to Fladbury in September 2017 to deliver a follow up assembly presentation.

Visitors

To augment the curriculum and help children to become aware of how other people help our society, visitors are invited to talk to the children. These include representatives from:

The School Health Team

The NSPCC

The Life Education Van

The Fire Service

The Police Service

Regular in-house updates of information and ideas for activities are discussed at Staff Meetings.

Assessment

Assessment in PSHE is active and participatory helping children to recognise the progress they are making in developing skills and taking part, as well as in their knowledge and skills. Pupils learn how to reflect on their experiences, ask questions, make judgements and where appropriate set personal targets. Staff and pupils should be involved in monitoring and assessing learning. Pupils undertake a range of activities that forms the basis of assessment. These include:

- Speaking and listening activities e.g. debating and Circle Time
- Demonstrating skills through role play or games
- Drawing and writing techniques
- Resolving conflicts
- Making safe and healthy choices
- Assessing risk
- Planning a visit or arranging for a speaker's visit
- Looking at stereotypes in the media, fiction and non-fiction
- Telling stories with dolls, puppets or props

Lots of opportunities are provided for individuals and groups to be acknowledged, recognised, celebrated and praised.

Special Areas

The limits of child confidentiality and child protection are as follows:

If a situation arises where a child, through a teacher directed activity or through its own initiative, discloses something that causes concern to the adult regarding the child's safety or

wellbeing, the adult should not discuss their concerns with anyone other than the Head Teacher (Designated Safeguarding Lead) or the Assistant Designated Safeguarding Lead.

Drugs and Medicine

What does the school define as drugs?

A drug is any substance which alters the way in which the body functions and can affect the way a person feels, thinks and behaves.

What is taught at each key stage?

KEY STAGE ONE: The role of drugs as medicines.

KEY STAGE TWO: The effects on the human body of tobacco, alcohol and other drugs, and how these relate to their personal health.

How does school manage *authorised* drugs on school premises?

- All medication goes to the School Office.
- Parents are requested to complete a form giving permission for the drug to be administered and the dosage to be given.
- Drugs are either kept in the fridge in the staffroom or in a locked cabinet in the office.
- A record of who administered the drug and the dosage and time of administration is kept.
- Depending on the nature of the drug a witness to the administration may be required.
- Asthma inhalers are kept in the school office and with parental permission are available to the children on request. Children are supported to manage their own control of asthma.

What are the procedures for managing incidents?

The Head Teacher should always be informed. Incidents involving legal drugs will be managed at school level. For illegal substances, the Police will be informed. All illegal drugs will be handed to police. Schools cannot dispose of illegal drugs themselves.

NOTE: Personal searches

Teachers cannot make intimate physical searches of pupils (including searching outer clothing and inside pockets) but need to encourage pupils to voluntarily produce the substance. If they refuse, and the school believe the substance is illegal then the police can be called.

How parents are kept informed?

- Parents will always (except in a child protection issue) be immediately informed of any incidents involving unauthorised drugs.
- This Policy is available on the School's website.

Sex and Relationships

The main elements that educate children in attitudes and values, personal and social skills and knowledge and understanding are all included in our topics taught at Foundation Stage, Key Stage One and Key Stage Two. Using the PSHE resources available (please see the list at the end of this document) and across the curriculum children are given the opportunities to consider the important moral issues that this subject may involve.

As a whole school approach children are encouraged to value: people, love, the family unit and to develop: self-confidence and empathy for others. They are also taught about their own physical growth and changes to themselves and those around them. This is an element of school life that is constantly displayed and nurtured by staff and pupils.

Monitoring and Evaluation

No policy can be static; it will grow and evolve with the school. PSHE is an area which encompasses social and cultural values and if these change then the policy must also be adapted alongside. The subject co-ordinator will review the policy on a three yearly cycle, in accordance with the ***School Improvement Plan (SIP)***. The revised policy will then be brought to the Governors for ratification.

The subject co-ordinator is also responsible for monitoring how the teaching of PSHE and Citizenship is progressing, keeping the staff aware of updates and new initiatives. At least once a year or as appropriate a staff meeting will be held to discuss, review and evaluate the aptness of the PSHE curriculum and any issues arising from the teaching material used.

The drugs, first aid and child protection issues within this policy will be reviewed with the Head Teacher on an annual basis and presented to the Governors as appropriate.

Appendix 1

A mind map for each of the key themes: Self-Awareness, Self Esteem, Social Interaction, Friendships and Transition.

Appendix 2

“Are We Ready For Circle Time?” prompt sheet (Jenny Mosley)

Appendix 3

“Ginger’s Good Listening Skills” prompt sheet (Time To Talk)

PSHE Resources Available

- **Health for Life**

- **Key themes for Years One and Two:**

- Growing and Changing
 - Keeping safe
 - Medicine and drugs
 - Looking at different lifestyles
 - Family life and feelings
 - Reality and fantasy

- **These are extended and expanded in Years Three and Four to include:**

- Relationships
 - Responsibility for a healthy lifestyle
 - My healthy body
 - Me, my community and environment
 - The world of drugs
 - Keeping myself safe

- **Positive Social Rules fan**

- **Time To Talk**

- **Talkabout for Children – Developing Social Skills**

Appendix 2

ARE WE READY FOR CIRCLE TIME?

We need five skills to make circle time work:



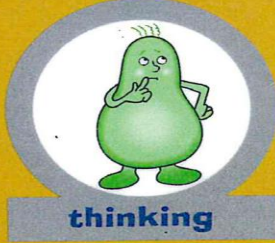
looking



listening



speaking



thinking



concentrating

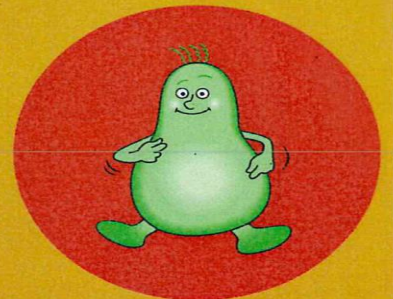
Is our CLASSROOM ready?

Are the seats in a circle?

Is there a clear space in the circle?

Is our TEACHER ready?

Is our teacher feeling positive,
prepared and purposeful?



Are WE ready?

Can we remember our ground rules?

- We listen when anyone else is speaking
- We signal if we want to speak
- We speak positively to each other
- We do not name anyone and say negative things to them
- We respect all our different ideas



Is CIRCLE TIME ready to begin?

What is the theme for today's circle time?

Do we have some exciting ideas and resources?

What games will we play?

What will the round be?

What targets and goals will we agree?

Will we remember to have fun and end
on a positive note?



with thanks to Jenny Mosley

Appendix 3

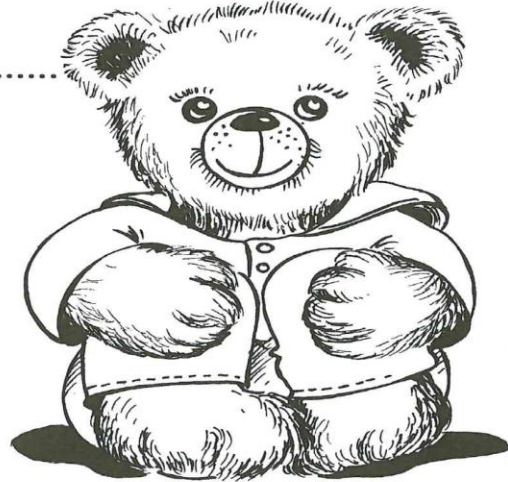
Ginger's rules of listening

1 Look with
your eyes.



2 Listen with
your ears.

3 Keep still.



4 Keep quiet.