



***Holbrook Primary
PSHE/ Citizenship Policy***

Our Vision

At Holbrook School

- **We expect** all children to work hard to be successful learners and achieve their personal goals.
- **We expect** parents to work in partnership with us, so that children are happy and successful in their learning.
- **We expect** all staff to know their children well, have high expectations and ensure that whatever their background, disadvantage or difficulty they achieve their best.
- **We expect** governors and partners to our school to know our school well, so that they can help us on our journey from good to outstanding.
- **We offer** learning that is challenging and tailored to meet every individual child's needs.
- **We offer** a curriculum that is creative, exciting and places a high value on learning beyond the classroom.
- **We offer** a curriculum that is designed to enable children to be confident communicators.
- **We offer** a safe, secure and health promoting school, that celebrates our diverse community.
- **We offer** a cohesive, supportive learning community of staff, parents and governors which places sharing expertise, further learning and professional development at the heart of what we do.



Description of School

Holbrook is a school for children aged from 3 to 11 years, administered by Coventry Local Education Authority.

The school has a Nursery with 52 places for children who are aged 3. We are changing to a 3 form entry primary school currently Year R 1 & 2 are 3 form entry.

The children come from a variety of ethnic backgrounds and bring many languages and cultures to the school. The school has a large, friendly and committed staff of teachers, education assistants, bi-lingual assistants, special needs assistants, nursery nurses, to meet the needs of all the children.

Rationale

The importance of Personal Social and Health Education and Citizenship

Personal, Social and Health Education (PSHE) and Citizenship help to give pupils the knowledge, skills and understanding they need to lead confident, healthy, independent lives and to become informed, active, responsible citizens. Pupils are encouraged to take part in a wide range of activities and experiences across and beyond the curriculum, contributing fully to the life of their school and communities. In doing so they learn to recognise their own worth, work well with others and become increasingly responsible for their own learning. They reflect on their experiences and understand how they are developing personally and socially, tackling many of the spiritual, moral, social and cultural issues that are part of growing up. Pupils also find out about the main political and social institutions that affect their lives and about their responsibilities, rights and duties as individuals and members of communities. They learn to understand and respect our common humanity, diversity and differences so that they can go on to form the effective, fulfilling relationships that are an essential part of life and learning.

The Framework for PSHE

The knowledge, skills and understanding to be taught in 4 interrelated sections:

1. Developing confidence and responsibility and making the most of pupils' abilities.
2. Preparing to play an active role as citizens.
3. Developing a healthy, safer lifestyle.
4. Developing good relationships and respecting the differences between people.

The Framework for Citizenship

This comprises 3 interrelated strands:

1. Social and moral responsibility.
2. Community involvement.
3. Political literacy

The Framework for Coventry/SEAL PSHE scheme

This comprises of 2 year cycle based on the following themes:

1. New beginnings
2. Going For Goals
3. Getting On and falling out
4. Relationships
5. Changes
6. Say no to Bullying
7. It's good to be me

Forms of Curriculum Provision

PSHE and Citizenship cannot always be confined to specific timetabled time.

At Holbrook Primary school PSHE and Citizenship and SEAL are delivered within a whole school approach which includes:

- Discrete curriculum time.
- Application of skills in other subjects/curriculum areas.
- Through PSHE and Citizenship activities and school events.
- Through pastoral care and guidance.
- Assemblies, whole school , phase and class
- Health Week

Holbrook Primary school works with local partners and agencies:

Relate
 Family First
 MDT
 School Nurse (SRE policy)
 Police
 Fire service
 Local Dentists

We work in partnership to develop PSHE and Citizenship, including emotional health, sex and relationship education, drug education, safety, healthy eating and physical activity.

Assessment, Recording and Reporting

Assessment in PSHE and Citizenship at Holbrook Primary does not imply that children are failing as people or citizens. It is not a judgement on the worth, personality or value of an individual child or their family. This is particularly important in working with children from diverse backgrounds or who have emotional and behavioural difficulties.

Currently a portfolio of work is kept to provide evidence for monitoring

Reports to parents include their child's awareness of topical events, exercise of responsibility and contribution to the life of the school.

Teachers assess the following:-

- Children's knowledge and understanding, for example, information on health, understanding of rules, understanding of health and safety procedures, and the meaning of ideas including democracy.
- How well children can use their knowledge and understanding in developing skills and attitudes, for example through participating in discussions, group tasks and activities, managing conflict, making decisions and promoting positive relationships.

At Holbrook Primary school achievement in PSHE, Citizenship and SEAL is celebrated through class based awards and whole school award assemblies. Recognition is also given in weekly School Council meetings.

Role of PSHE Co-ordinator

The Co-ordinator will work in partnership with AHT, Inclusion Manager, the PE co-ordinator, the DT co-ordinator, Forest School Leader and Learning Mentors. The co-ordinator will also hold regular meetings with the PSHE link governor.

Answering Difficult Questions

Sometimes an individual child will ask an explicit or difficult question in the classroom. Questions do not have to be answered directly and can be addressed later. This school believes that individual teachers must use their skill and discretion in these situations and refer to the PSHE/Citizenship Co-ordinator/Child Protection Co-ordinator as appropriate.

(See appendix 1)

Resources

Resources are kept either centrally in the PSHE cupboard in the corridor, or in Year group areas. ICT based resources are saved on the network.

Resources reflect the cultural diversity and needs of the children at Holbrook Primary School.

Other Related Policies

- Sex and Relationship Education/Confidentiality.
- Safe Guarding Policy.
- Inclusion.
- Behaviour Policy/Discipline.
- Health and Safety.
- Learning and teaching policy
- Social Media Policy
- Anti – Bullying

Policy reviewed by:-

- Link Governor
- Subject Leader
- AHT

Policy reviewed –October 2013 R Collins & C Henry

Appendix 1

Teachers are careful to ensure that their personal beliefs and attitudes do not influence the teaching of PSHE/Citizenship. To this end ground rules have been agreed to provide a common values framework within which to teach. There are clear parameters as to what will be taught in whole class setting and what will be dealt with on an individual basis.

Ground Rules and Distancing Techniques

- Pupils will be given preparation so that they will know how to minimise any embarrassment they feel.
- No one (teacher or pupil) should be expected to answer a personal question.
- No one will be forced to take part in a discussion.
- Meanings of words will be explained in a sensible and factual way.

Dealing with Questions

- Teachers should establish clear parameters about what is appropriate and inappropriate in a whole-class setting.
- Teacher should set the tone by speaking in a matter-of-fact way and ensuring that pupils discuss issues in a way which does not encourage giggling and silliness.
- Pupils should be encouraged to write down questions anonymously and post them in a question box, the teacher will have time to prepare answers to all questions before the next session, and will choose not to respond to any questions which are inappropriate.
- If a verbal question is too personal the teacher should remind the pupil of the ground rules.
- If a question is too explicit, feels too old for a pupil, is inappropriate for the whole class, or raises concerns about abuse, the teacher should acknowledge it and promise to attend to it later on an individual basis.
- Teachers should not be drawn into providing more information than is appropriate to the age of the child.
- If a teacher is concerned that a pupil is at risk of abuse the Headteacher should be informed and the usual child protection procedures followed.