



# **Kenilworth Primary School**

## **Personal Social and Health Education (PSHE) and Citizenship Policy**

**Ratified at Governing Body May 2019  
To be reviewed May 2021**

## **INTRODUCTION**

Kenilworth Primary School is a nurturing school. We believe that PSHE is at the centre of all we do. Through our school aims, vision and expectations we promote pupils self-esteem, moral and social skills and care for their mental and physical health. We aim to help children at school develop into responsible, caring and respectful members of the community.

If in the course of a PSHE education lesson, a pupil indicates that they are vulnerable or 'at risk, the issue raised will be addresses sensitively in line with the school's Child Protection Policy.

In addition to the PSHE curriculum delivered below, Kenilworth focusses on empathy and works alongside Empathy lab. We are very lucky that Miss Williams has been trained to deliver empathy education throughout the school and is now a lead professional. We use poems and stories to explore how others feel. Through discussions of real situations, all year groups develop the ability to show empathy and recognise when they do so. We believe that empathy is key for life chances. In 2019, year 5 worked with the scouts to complete a project about the feelings of refugees. Their work was displayed in a local museum.

We also work on Mindfulness to support mental health. We have been working alongside Mindup (the Goldie Hawn Foundation) .The children practise brain breaks and have a good understanding of how the brain works when controlling our emotions. They have learned techniques to help them to self-regulate.

Both Empathy and Mindup have had a good impact on our behaviour and children's mental health and wellbeing throughout the school.

## **VALUES**

Through PSHE, we endeavour to foster the notions of responsibility and empowerment to promote a sense of achievement and to enhance self-confidence. PSHE education is guided by the values of:

- Empathy;
- Honesty;
- Kindness;
- Trust;
- Responsibility;
- Friendship;
- Self-control;
- Respect;
- Tolerance

## **AIMS**

The aims of PSHE are designed to enable the children to:

- Develop positive relationships with members of the school and wider community.
- to help our pupils understand and manage their feelings
- Respect peoples' differences and demonstrate tolerance towards others.
- Become independent and responsible members of the community.
- To develop their self-confidence and self-esteem.
- Have a strong understanding of how to live a healthy lifestyle.
- Have an awareness of their own safety and how to make informed choices to keep themselves safe.
- To have the skills to make informed choices with regards to personal and social issues.
- To promote British Values and ensure these are embedded into all aspects of school life.
- Ensure children are aware of how to keep themselves safe online and the potential risks of using the internet and social media in today's society.

## **TEACHING AND LEARNING**

PSHE is taught through a number of ways. These may include:

- Assemblies where topics are addressed with the whole school.
- Discussion of topics and issues within the classroom – Circle time, role play, puppets, worry box, group and paired work.
- Watching news clips of current affairs.
- Listening to invited guests to talk on specific issues – police, health professionals, representatives from different religions
- Lessons planned in accordance with the PSHE planning toolkit
- Taking part in organised practical activities to promote active citizenship – charity fund raising, enterprise activities, house assemblies, peer mentoring.
- Through nurture in a small group where children need extra support to develop a particular skill.

## **ORGANISATION OF THE CURRICULUM**

At Kenilworth, the PSHE scheme of work combines the three main areas:

- Health and Well Being
- Relationships
- Living in the Wider World

These three main areas are the overarching headings for the scheme of work delivered across all key stages.

The content of lessons taught to the different year groups can be seen in Appendix 1.

All classes will record discussions held in their class PSHE book which serves as a record for monitoring purposes as a large proportion of lessons are based around discussions.

Teachers will include a specific PSHE lesson each week to work through the subjects outlined on the scheme of work.

## **ASSESSMENT AND MONITORING**

Teachers assess children's progress in PSHE by:

- Through informal judgements during observations within class and around school.
- Recording using materials in place for all foundation subjects
- By maintaining a PSHE book for their class to identify lesson coverage.
- Reporting to parents through the annual report.

## **EQUAL OPPORTUNITIES**

Each child has an entitlement to access the PSHE curriculum. Within PSHE, staff set high expectations. Each individual is ensured access to a full and varied programme of activities, with opportunities for all pupils to participate fully and effectively, including boys and girls, pupils with diverse additional educational needs, and pupils from all social and cultural backgrounds.

Pupils are equally respected for whom they are and for the contributions they make regardless of their background. Knowledge, skills and understanding are taught in ways that suit pupils' current attainment level, and care is taken that all learning is appropriate so that pupils can make progress and show what they can achieve.

In order to provide access to learning and to meet pupils' diverse needs, specific action will be taken by staff to:

- create effective learning environments, providing for pupils who need additional support with communication, language and literacy;
- provide a multi-sensory approach using a variety of media;
- provide equality of opportunity through teaching approaches and personalisation of tasks and materials as appropriate;
- use appropriate summative and formative assessment approaches to inform future learning;
- set targets for learning and behaviour including taking steps to help pupils manage their own emotions.

## **APPENDIX 1**

### **ORGANISATION OF THE CURRICULUM**

#### **Early Years**

PSED (Personal Social and Emotional Development) is covered through the curriculum and is embedded in the school day in all areas of the curriculum. We also support Citizenship Education in the Foundation stage through other areas of learning such as Knowledge and Understanding and Communication, Language and Literacy.

PSHE is about making connections and is strongly linked to play. PSHE is taught through activities that are part of topics, as well as on an individual basis to develop personal skills such as dressing, feeding and toileting. Positive experiences are built through daily opportunities to share and enjoy a range of different activities. The children are given the opportunity to engage in social activities, as members of a small group or occasionally during whole school activities.

#### **Key Stages One and Two**

At Kenilworth, the PSHE scheme of work combines the three main areas:

1. Health and Well Being
2. Relationships
3. Living in the Wider World

The planning is divided into paired year groups -

Years 1 and 2

Years 3 and 4

Years 5 and 6

These plans have been designed to support teachers in planning a personalised and flexible PSHE education scheme of work over the course of a school year and teachers will adapt it to best meet pupils' readiness and needs.

## Kenilworth Primary School PSHE Long Term Planning, Years 1-6

Autumn Term		
Developing the overarching concepts of:	Through the contexts of:	
<p><b>Identity</b> (personal qualities, attitudes, skills, attributes and achievements and what influences these)</p> <p><b>Relationships</b> (including different types and in different settings)</p> <p><b>Risk</b> (identification, assessment and how to manage risk rather than simply the avoidance of risk for self and others) and <b>safety</b> (including behaviour and strategies to employ in different settings)</p> <p><b>Diversity and equality</b> (in all its forms)</p> <p><b>Power</b> (how it is used and encountered in a variety of contexts including persuasion, bullying, negotiation and 'win-win' outcomes)</p> <p><b>A healthy</b> (including physically, emotionally and socially) <b>balanced lifestyle</b> (including within relationships, work-life, exercise and rest, spending and saving and diet)</p>	<b>Autumn 1:</b>  <b>Core theme 2: Relationships</b>	<b>Autumn 2:</b>  <b>Core theme 1: Health and wellbeing</b>
	<p><b>Pupils should be taught:</b></p> <p>How to develop and maintain a variety of healthy relationships, within a range of social/cultural contexts</p> <p>How to recognise and manage emotions within a range of relationships</p> <p>How to recognise risky or negative relationships including all forms of bullying and abuse</p>	<p><b>Pupils should be taught:</b></p> <p>What is meant by a healthy lifestyle</p> <p>How to maintain physical, mental and emotional health and wellbeing</p> <p>How to manage risks to physical and emotional health and wellbeing</p> <p>Ways of keeping physically and emotionally safe</p>
	<b>Essential Skills</b>	
	<p>Active listening</p> <p>Awareness of own needs</p> <p>Drawing conclusions</p> <p>Empathy</p> <p>Making decisions and choices</p> <p>Managing risk and personal safety</p> <p>Perception of how peers show feeling</p> <p>Recognising safe sources of support</p> <p>Resilience</p> <p>Resolving conflict</p> <p>Self-management</p> <p>Self-reflection</p>	<p>Active listening</p> <p>Affirming self and others</p> <p>Analysing and evaluating situations</p> <p>Communicating ideas and views to others</p> <p>Drawing conclusions</p> <p>Empathy</p> <p>Giving constructive feedback to others</p> <p>Looking at evidence</p> <p>Making decisions and choices</p> <p>Managing pressure and stress</p> <p>Managing risk and personal safety</p> <p>Recalling and applying knowledge and skills</p> <p>Recognising need for peer approval</p> <p>Recognising distorted thinking</p> <p>Resilience</p> <p>Self-managing feelings</p> <p>Self-reflection</p> <p>Setting challenging goals for self</p> <p>Team working</p>

	Key stage 1	Lower key stage 2	Upper key stage 2
	Year 1 and 2	Year 3 and 4	Year 5 and 6
	Minimum 10 sessions to include:	Minimum 10 sessions to include:	Minimum 10 sessions to include:
<p><b>Core theme 2:</b></p> <p><b>Relationships</b></p>	<p><b>Feelings and emotions:</b> recognise feelings in self; special people; behaviour and how people's bodies and feelings can be hurt</p> <p><b>Healthy Relationships:</b> secrets and surprises; working together; boundaries and relationships; resolving conflict; teasing and bullying</p>	<p><b>Feelings and emotions:</b> Recognising and managing different feelings; keeping something confidential or secret; recognising and managing dares</p> <p><b>Healthy relationships:</b> recognising aspects of a healthy relationship; physical boundaries within different relationships; working together; behaviour; resolving conflict</p>	<p><b>Feeling and emotions:</b> recognising and responding to others' feelings; keeping a confidence or a secret; recognising and managing dares</p> <p><b>Healthy relationships:</b> understanding what constitutes a healthy relationship; how actions and behaviour can affect relationships; boundaries within relationships; working together; conflict negotiation</p>
<p><b>Core theme 1:</b></p> <p><b>Health and Wellbeing</b></p>	<p><b>Healthy lifestyles:</b> Keeping our bodies healthy; likes/dislikes and choices; recognising and managing different feelings; personal hygiene</p>	<p><b>Healthy lifestyles:</b> Making informed choices; balanced diet; hygiene</p>	<p><b>Healthy lifestyles:</b> What influences our choices about health and wellbeing</p>



# Spring Term

Developing the overarching concepts of:	Through the contexts of:	
<p><b>Identity</b> (their personal qualities, attitudes, skills, attributes and achievements and what influences these)</p> <p><b>Relationships</b> (including different types and in different settings)</p> <p><b>Risk</b> (identification, assessment and how to manage risk rather than simply the avoidance of risk for self and others) and <b>safety</b> (including behaviour and strategies to employ in different settings)</p> <p><b>Diversity and equality</b> (in all its forms)</p> <p><b>Power</b> (how it is used and encountered in a variety of contexts including persuasion, bullying, negotiation and ‘win-win’ outcomes)</p> <p><b>A healthy</b> (including physically, emotionally and socially) <b>balanced lifestyle</b> (including within relationships, work-life, exercise and rest, spending and saving and diet)</p>	Spring 1 Core theme 1: Health and Wellbeing	Spring 2 Core theme 2: Relationships
	<p><b>Pupils should be taught:</b></p> <p>About managing change, including puberty, transition and loss</p> <p>How to make informed choices about health and wellbeing and to recognise sources of help with this</p> <p>How to respond in an emergency</p> <p>To identify different influences on health and wellbeing</p> <p>Ways of keeping physically and emotionally safe</p>	<p><b>Pupils should be taught:</b></p> <p>How to recognise and manage emotions within a range of relationships</p> <p>How to respond to risky or negative relationships and ask for help</p> <p>How to respect equality and diversity in relationships.</p>
	<b>Essential Skills</b>	
	<p>Active listening</p> <p>Affirming self and others</p> <p>Communicating ideas and views</p> <p>Empathy</p> <p>Resilience</p> <p>Self-reflection</p> <p>Using constructive feedback</p>	<p>Active listening</p> <p>Affirming self and others</p> <p>Analysing and evaluating situation</p> <p>Communicating ideas to others</p> <p>Communicating ideas and views to others</p> <p>Empathy</p> <p>Giving constructive feedback</p> <p>Recognising distorted thinking</p> <p>Self-management</p> <p>Self-reflection</p>

	Key stage 1	Lower key stage 2	Upper key stage 2
	Year 1 and 2 Minimum 10 session to include:	Year 3 and 4 Minimum 10 session to include:	Year 5 and 6 Minimum 10 session to include:
Core Theme 1 Health & Wellbeing	<p><b>Growing and changing:</b> Change, loss and getting older; names of main body parts (including external genitalia); personal identity: likes; choices; strengths</p> <p><b>Keeping safe:</b> What goes into our bodies; rules for keeping physically and emotionally safe; personal identity: family networks; people who are responsible for keeping us safe</p>	<p><b>Growing and changing:</b> aspirations and goals; recognising and managing feelings; change, loss and grief</p> <p><b>Keeping safe:</b> Risk, danger and hazard; pressures on behaviour; rules for safety and how to get help; keeping physically and emotionally safe on and offline; responsibilities for keeping ourselves and others safe</p>	<p><b>Growing and changing:</b> aspirations, goals and feeling valued; intensity of our and others' feelings; conflicting emotions; change: bereavement, loss, grief and transitions; feelings and changes associated with puberty, including body image; human reproduction and conception (year 6)</p> <p><b>Keeping safe:</b> keeping physically and emotionally safe on- and offline; risk assessment and management; independence and responsibility; pressure on behaviour: peer and media; managing emergencies; habits: alcohol, tobacco and drugs</p>
Core Theme 2: Relationships	<p><b>Valuing difference:</b> Attributes: kindness/fairness; sharing and respecting opinions;</p> <p>recognising and respecting similarities and differences</p>	<p><b>Valuing difference:</b> Recognising stereotypes; different types of relationships; respecting similarities and differences; bullying and discrimination;</p> <p>respecting others' feelings and opinions</p>	<p><b>Valuing difference:</b> Challenging stereotypes;</p> <p>different types of relationships; maintaining relationships; respecting similarities and differences;</p> <p>bullying, discrimination and prejudice</p>

# Summer Term

<b>Developing the overarching concepts of:</b>	<b>Through the contexts of:</b>	
<p><b>Diversity and equality</b> (in all its forms)</p> <p><b>Rights</b> (including the notion of universal human rights), <b>responsibilities</b> (including fairness and justice) and <b>consent</b> (in different contexts)</p> <p><b>Career</b> (including enterprise, employability and economic understanding)</p> <p><i>*It is important to read this section along with any guidance produced by citizenship education organisations such as the Association for Citizenship Teaching</i></p>	<b>Summer 1</b> <b>Living in the Wider World</b>	<b>Summer 2</b> <b>Living in the Wider World</b>
	<p><b>Pupils should be taught:</b></p> <p>About respect for self and others</p> <p>The importance of responsible behaviours and actions</p> <p>About rights and responsibilities as members of families, other groups and ultimately as citizens</p> <p>About different groups and communities</p> <p>To respect equality and to be a productive member of a diverse community</p>	<p><b>Pupils should be taught:</b></p> <p>About the importance of respecting and protecting the environment</p> <p>About where money comes from, keeping it safe, and the importance of managing it effectively</p> <p>How money plays an important part in people's lives</p> <p>A basic understanding of enterprise</p>
	<p><b>Essential Skills</b></p>	
	<p>Affirming self and others</p> <p>Analysing and evaluating situations</p> <p>Communicating ideas and views</p> <p>Drawing conclusions</p> <p>Empathy</p> <p>Formulating questions</p> <p>Gathering and using data (assessing validity and reliability)</p> <p>Giving constructive feedback to others</p> <p>Looking at evidence</p> <p>Making decisions and choices</p> <p>Managing risk and personal safety</p> <p>Negotiation</p> <p>Planning</p> <p>Recalling and applying knowledge and skills</p> <p>Recognising distorted thinking</p> <p>Resilience</p> <p>Resolving conflicts</p> <p>Self-reflection</p> <p>Setting challenging goals</p> <p>Team-working</p>	

	Key stage 1	Lower key stage 2	Upper key stage 2
	Year 1 and 2	Year 3 and 4	Year 5 and 6
	Minimum 10 sessions to include:	Minimum 10 sessions to include:	Minimum 10 sessions to include:
Core theme 3: Living in the Wider World	<p><b>Rights and responsibilities:</b> contributing to life in the classroom; constructing and following rules; awareness of needs of people and other living things; belonging to communities and groups</p> <p><b>Taking care of the environment:</b> improvements and harm to local environments; ways of looking after local environments</p> <p><b>Money matters:</b> sources of money; uses for money; spending and saving; role of money in their lives; managing money and keeping it safe; choices about spending; influences on spending choices</p>	<p><b>Rights and responsibilities:</b> issues concerning health and wellbeing; the purpose of rules and laws; human rights; different cultures, customs and traditions of people living in the UK; anti-social behaviours and their consequences; difference between rights and responsibilities; resolving differences; critiquing media information</p> <p><b>Taking care of the environment:</b> taking care of the environment; our responsibilities towards our environment; being part of a community; different groups that support our communities and environment; the lives of other people around the world; how resources are allocated to communities</p> <p><b>Money matters:</b> the role that money plays in their lives; borrowing, debt and interest; enterprise</p>	<p><b>Rights and responsibilities:</b> topical issues concerning health and wellbeing; rules and laws; the precedence of human rights over other laws, practices and traditions; consequences of anti-social behaviours; rights, responsibilities and duties; resolving difference, making decisions and choices; the range of religious and ethnic identities in the UK; how the media present information</p> <p><b>Taking care of the environment:</b> responsibilities towards and how people contribute to communities and the environment; the lives of people living in other places; how the earth's resources are allocated; resolving differences</p> <p><b>Money matters:</b> finance; earning money and deductions; enterprise</p>