



BUCKLAND PRIMARY SCHOOL



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PSHE Education Policy including Citizenship

DEFINITION - PSHE (PERSONAL, SOCIAL, HEALTH, ECONOMIC) EDUCATION

PSHE is a planned programme of learning opportunities and experiences that help children and young people grow and develop as individuals and as members of families and communities, including the global community. It helps to equip them with knowledge, understanding and practical skills, appropriate to their age and maturity, in order to live healthy, safe, fulfilled and responsible lives. PSHE also enables children and young people to reflect on and clarify their own values and attitudes, and explore the complex and sometimes conflicting range of values and attitudes they encounter now and in the future. PSHE makes a significant contribution to children and young people's personal, spiritual, moral, social and cultural development and the ability to understand and reflect upon British values, such as inclusion, acceptance and honesty.

At Buckland Primary School, we value PSHE learning and encourage our children to play a positive role in contributing to the life of the school and the wider community. In so doing we help develop their sense of self-worth. We support pupils in developing a Growth Mind Set attitude, to encourage positive, independent learning attitudes. We ensure that the children experience the process of democracy through participation in the pupil parliament and through other pupil discussion/consultation groups, such as the Friendship Ambassador working party. We teach children about their rights and responsibilities. They learn to appreciate what it means to be a positive member of a diverse and multicultural society.

CITIZENSHIP

Citizenship education helps to enable children and young people to make their own informed decisions and take responsibility for their own lives and their communities. It aims to raise awareness of their own rights and the rights of others, including their responsibilities as citizens in both the social and political world. Citizenship education highlights issues such as the welfare of others, and enables children and young people to be knowledgeable and articulate in reflecting upon their opinions and arguments, assisting them to become increasingly active and responsible in their communities, supporting them in realising their capability of having an influence on the world.



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Citizenship education assists schools in promoting the fundamental British values of democracy, the rule of law, individual liberty; furthering mutual respect, appreciation and harmony between people with different faiths, beliefs, cultures and traditions.

THE AIMS AND OBJECTIVES OF PSHE EDUCATION IN THE CURRICULUM

AIM

To provide pupils with the knowledge, understanding, attitudes, values and skills they need in order to reach their potential as individuals and within the community and in a wider, global context. 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 learn to understand and respect our common humanity; diversity and differences so that they can appreciate empowering values and go on to form the effective, fulfilling relationships that are an essential part of life and learning.

OBJECTIVES/PUPIL LEARNING OUTCOMES

The PSHE/Citizenship programme will support the development of the skills, attitudes, values and patterns of behaviour, which enable pupils to:

- ❖ Have a sense of purpose
- ❖ Develop the ability to reflect upon situations and circumstances
- ❖ Assess risk and possible consequences
- ❖ Value and respect themselves and others
- ❖ Form and maintain positive healthy relationships
- ❖ Make and act on informed decisions
- ❖ Communicate effectively
- ❖ Apply a restorative approach to conflict resolution
- ❖ Work with others effectively
- ❖ Respond positively to challenge and appropriately manage feelings of anxiety



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- ❖ Be an active partner in their own learning
- ❖ Be active citizens within the local community and the wider world
- ❖ Explore issues related to living in a democratic society
- ❖ Become healthy and fulfilled individuals

PUPIL CONSULTATION

The PSHE Lead and teachers of PSHE will have specific expertise which will help to inform areas of key learning through the PSHE curriculum; however the PSHE curriculum can benefit, and increasingly address pupil need, when pupils are consulted about their own personal, social and citizenship development. Pupil consultation can take place across the whole school, within particular classes, via the school council or through the use of focus groups. Pupils should consider questions such as:

- ❖ What sort of person they would like to be by the time they leave this school?
- ❖ What qualities, skills, attitudes and values are important to them as people?
- ❖ What key issues they would like to address through their PSHE curriculum?
- ❖ Are there any behaviours/issues/circumstances specific to their school and community that they would like to examine?
- ❖ How confident are they at doing and saying the things they want to say and do?

This can be developed further by asking pupils how they feel the school could support their learning in relation to these issues and what wider initiatives the school could implement to support them e.g. friendship benches, peer mentoring systems, peer mediation, school council/active citizenship, transition projects.

THE ORGANISATION OF PSHE WITHIN THE SCHOOL

PSHE takes a whole school approach and is proactively led to prioritise and address mental health and wellbeing. PSHE as a subject helps to embed the school aims, values, SMSC, behaviour to engage successfully, and safeguarding principles.

PSHE/Citizenship is timetabled and taught on a weekly basis in each class. It is also taught through cross-curricular opportunities, for example body parts and functions, and Relationships and Sex Education and Drug Education within Science, e-safety within Computing, Healthy Living within PE and Healthy Eating within Design Technology.



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Questions asked by pupils will be answered in a way that is appropriate to their age, maturity, understanding and need. Correct vocabulary for terms will generally be used during PSHE lessons, in line with all other curriculum subjects. Often questions will be addressed to the whole class, but should the need arise questions may be answered on an individual or small group basis. Professional judgement will be applied here in line with school safeguarding policy. On occasions it may be considered that the people/person best placed to answer a pupil's question is their family/carer/s, and the school will liaise with the pupil's family appropriately.

In addition to the taught PSHE curriculum we provide enrichment activities to support the curriculum such as a Healthy Schools Week, trips to PSHE based education centres and a business enterprise day involving local companies. Other extra-curricular sessions and clubs (E.g. Pyramid Club and Home/School Link Worker one to one sessions) are also used to support pupils individually and also in small group sessions.

The residential experiences make an important contribution to the pupils' personal, social, emotional and citizenship development. Assemblies support the delivery of PSHE and Citizenship through planned themes and are used to focus upon specific values, activities and topics; for example respect, care, compassion, inclusion and equality.

THE CONTENT OF THE SCHOOL'S PSHE CURRICULUM – SCHEME OF WORK

PSHE will be taught using the PSHE Association - PSHE Education Programme of Study Guidance, alongside Department for Education Personal, social and health education (PSHE) end of key stage statements and existing SEAL resources. <http://www.pshe-association.org.uk/>

PSHE learning will build on prior knowledge in the previous key stage/phase. In Key Stages 1 and 2, learners will build on the skills, attitudes and values, knowledge and understanding they have begun to develop during the Early Years/Foundation Stage. PSHE education offers learning opportunities and experiences which reflect the increasing independence and physical and social awareness of learners, as they progress through the primary phase. They learn skills to develop effective relationships, assume greater personal responsibility and keep themselves safe. PSHE education assists pupils to cope with the changes at puberty, introduces them to a wider world and enables them to make an active contribution to their communities. Teachers will adapt the teaching of PSHE to meet the needs of pupils. Pupils learning will be built around the three themes:



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- ❖ Health and Wellbeing
- ❖ Relationships
- ❖ Living in the Wider World

Relationships and Sex Education, Drug Education, Economic Wellbeing and Financial Capability, Emotional Health and Wellbeing, Safety Education, and Healthy Eating/Healthy Lifestyles will be taught within the themes.

EYFS

In the early years setting, pupils will begin to explore, learn and develop in the key areas set out in the *Department for Education Statutory Framework for the Early Years Foundation Stage (September 2014)*, which link to PSHE. Pupils will learn:

- ❖ Communication and language development - allowing children opportunities to experience a rich language environment; to develop their confidence and skills in expressing themselves; and to speak and listen in a range of situations
- ❖ Physical development - involving providing opportunities for young children to be active and interactive; and to develop their co-ordination, control, and movement. Children must also be helped to understand the importance of physical activity, and to make healthy choices in relation to food
- ❖ Personal, social and emotional development - involving helping children to develop a positive sense of themselves, and others; to form positive relationships and develop respect for others; to develop social skills and learn how to manage their feelings; to understand appropriate behaviour in groups; and to have confidence in their own abilities
- ❖ Understanding the world - involving guiding children to make sense of their physical world and their community through opportunities to explore, observe and find out about people, places, technology and the environment
- ❖ Expressive arts and design - involving enabling children to explore and play with a wide range of media and materials, as well as providing opportunities and encouragement for sharing their thoughts, ideas and feelings through a variety of activities in art, music, movement, dance, role-play, and design and technology

KS1

Health and wellbeing



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Pupils will have an opportunity to learn:

- ❖ What a healthy lifestyle is, including the benefits of physical activity, rest, healthy eating and dental health
- ❖ To recognise what they like and dislike, how to make real, informed choices that improve their physical and emotional health, to recognise that choices can have good/not good consequences
- ❖ To think about themselves, learn from their experiences, to recognise and celebrate their strengths and set simple but challenging goals
- ❖ About good and not so good feelings and be able to explain their feelings to others; use simple strategies for managing feelings
- ❖ About change and loss and the associated feelings (including moving home, losing toys, pets or friends)
- ❖ The importance of personal hygiene
- ❖ How some diseases are spread and can be controlled and the responsibilities they have for their own health and that of others
- ❖ About the process of growing from young to old and how people's needs change
- ❖ About growing and changing and new opportunities and responsibilities that increasing independence may bring
- ❖ The names for the main parts of the body (including external genitalia), including the similarities and differences between boys and girls
- ❖ that household products, including medicines, can be harmful if not used properly
- ❖ Rules for and ways of keeping physically and emotionally safe (including safety online, the responsible use of ICT, the difference between secrets and surprises and understanding not to keep adults' secrets; road safety, cycle safety and safety in the environment (including rail, water and fire safety)
- ❖ About people who look after them, their family networks, who to go to if they are worried and how to attract their attention
- ❖ To recognise that they share a responsibility for keeping themselves and others safe, when to say, 'yes', 'no', 'I'll ask' and 'I'll tell'

Relationships

Pupils will have an opportunity to learn:



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- ❖ To communicate their feelings to others, to recognise how others show feelings and how to respond
- ❖ To recognise how their behaviour affects other people
- ❖ The difference between secrets and surprises and the importance of not keeping adults' secrets, only surprises
- ❖ To recognise what is fair and unfair, kind and unkind, what is right and wrong
- ❖ To share their opinions on things that matter to them and explain their views through discussions with one other person and the whole class
- ❖ To listen to other people and play and work cooperatively (including strategies to resolve simple arguments through negotiation)
- ❖ To offer constructive support and feedback to others
- ❖ To identify and respect the differences and similarities between people
- ❖ To identify their special people (family, friends, carers), what makes them special and how special people should care for one another
- ❖ To judge what kind of physical contact is acceptable, comfortable, unacceptable and uncomfortable and how to respond (including who to tell and how to tell them)
- ❖ That people's bodies and feelings can be hurt (including what makes them feel comfortable and uncomfortable)
- ❖ To recognise when people are being unkind either to them or others, how to that there are different types of teasing and bullying, that these are wrong and unacceptable
- ❖ How to resist teasing or bullying, if they experience or witness it, whom to go to and how to get help

Living in the wider world

Pupils will have an opportunity to learn:

- ❖ How to contribute to the life of the classroom
- ❖ To help construct, and agree to follow, group and class rules and to understand how these rules help them
- ❖ That people and other living things have needs and that they have responsibilities to meet them (including being able to take turns, share and understand the need to return things that have been borrowed)
- ❖ That they belong to various groups and communities such as family, school and a wider global community



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- ❖ What improves and harms their local, natural and built environments and about some of the ways people look after them
- ❖ That money comes from different sources and can be used for different purposes, including the concepts of spending and saving
- ❖ About the role money plays in their lives including how to manage their money, keep it safe, choices about spending money and what influences those choices

KS2

Health and wellbeing

Pupils will have an opportunity to learn:

- ❖ What positively and negatively affects their physical, mental and emotional health (including the media)
- ❖ How to make informed choices (including recognising that choices can have positive, neutral and negative consequences) and to begin to understand the concept of a 'balanced lifestyle'
- ❖ To recognise opportunities to make their own choices about food, what might influence their choices and the benefits of eating a balanced diet
- ❖ To recognise how images in the media do not always reflect reality and can affect how people feel about themselves
- ❖ To reflect on and celebrate their achievements, identify their strengths, areas for improvement, set high aspirations and goals
- ❖ To deepen their understanding of good and not so good feelings, to extend their vocabulary to enable them to explain both the range and intensity of their feelings to others
- ❖ To recognise that they may experience conflicting emotions and when they might need to listen to their emotions or overcome them
- ❖ About change, including transitions (between Key Stages and schools), loss, separation, divorce and bereavement
- ❖ To differentiate between the terms, 'risk', 'danger' and 'hazard'
- ❖ To deepen their understanding of risk by recognising, predicting and assessing risks in different situations and deciding how to manage them responsibly (including sensible road use and risks in their local environment) and to use this as an opportunity to build resilience
- ❖ To recognise their increasing independence brings increased responsibility to keep themselves and others safe



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- ❖ That bacteria and viruses can affect health and that following simple routines can reduce their spread
- ❖ That pressure to behave in an unacceptable, unhealthy or risky way can come from a variety of sources, including people they know and the media
- ❖ To recognise when and how to ask for help and use basic techniques for resisting pressure to do something dangerous, unhealthy, that makes them uncomfortable, anxious or that they believe to be wrong
- ❖ School rules about health and safety, basic emergency aid procedures, where and how to get help
- ❖ What is meant by the term 'habit' and why habits can be hard to change
- ❖ Which, why and how, commonly available substances and drugs (including alcohol and tobacco) could damage their immediate and future health and safety, that some are legal, some are restricted and some are illegal to own, use and supply to others
- ❖ How their body will, and emotions may, change as they approach and move through puberty
- ❖ About human reproduction
- ❖ About taking care of their body, understanding that they have autonomy and the right to protect their body from inappropriate and unwanted contact; understanding that actions such as female genital mutilation (FGM) constitute abuse, are a crime and how to get support if they have fears for themselves or their peers
- ❖ Strategies for keeping physically and emotionally safe including road safety (including cycle safety- the Bike ability Programme), safety in the environment (including rail , water and fire safety), and safety online(including social media, the responsible use of ICT and mobile phones)
- ❖ The importance of protecting personal information, including passwords, addresses and the distribution of images of themselves and others
- ❖ About people who are responsible for helping them stay healthy and safe and ways that they can help and to know that it is ok to ask for help when needed

Relationships

Pupils will have an opportunity to learn:

- ❖ To recognise and respond appropriately to a wider range of feelings in others e.g. through conflict resolution strategies



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- ❖ To recognise what constitutes a positive, healthy relationship and develop the skills to form and maintain positive and healthy relationships
- ❖ To recognise ways in which a relationship can be unhealthy and who to talk to if they need support
- ❖ To be aware of different types of relationship, including those between acquaintances, friends, relatives, families and that civil partnerships and marriage are examples of stable, loving relationships and a public demonstration of the commitment made between two people who love and care for each other
- ❖ To be aware that marriage is a commitment freely entered into by both people, that no one should enter into a marriage if they don't absolutely want to do so
- ❖ That their actions affect themselves and others
- ❖ To judge what kind of physical contact is acceptable or unacceptable and how to respond
- ❖ The concept of 'keeping something confidential or secret', when we should or should not agree to this and when it is right to 'break a confidence' or 'share a secret'
- ❖ To listen and respond respectfully to a wide range of people, to feel confident to raise their own concerns, to recognise and care about other people's feelings and to try to see, respect and if necessary constructively challenge their points of view
- ❖ To work collaboratively towards shared goals
- ❖ to develop strategies to resolve disputes and conflict through negotiation and appropriate compromise and to give rich and constructive feedback and support to benefit others as well as themselves e.g. conflict resolution
- ❖ That differences and similarities between people arise from a number of factors, including family, cultural, ethnic, racial and religious diversity, age, gender, gender identity and disability (see 'protected characteristics' in the Equality Act 2010)
- ❖ To realise the nature and consequences of discrimination, teasing, bullying and aggressive behaviours (including cyber bullying, use of prejudice-based language, how to respond and ask for help)
- ❖ To recognise and manage 'dares'
- ❖ To recognise and challenge stereotypes
- ❖ Pupils should have the opportunity to learn about the difference between sex, gender identity and sexual orientation and the terms associated with sex, gender identity and sexual orientation



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- ❖ Pupils should have the opportunity to recognise bullying and abuse in all its forms (including prejudice-based bullying both in person and online/via text)

Living in the wider world

Pupils will have an opportunity to learn:

- ❖ To research, discuss and debate topical issues, problems and events concerning health and wellbeing and offer their recommendations to appropriate people
- ❖ Why and how rules and laws that protect themselves and others are made and enforced, why different rules are needed in different situations and how to take part in making and changing rules
- ❖ To understand that everyone has human rights, all peoples and all societies and that children have their own special rights set out in the United Nations Declaration of the Rights of the Child
- ❖ To know that there are some cultural practices which are against British law and universal human rights, such as female genital mutilation
- ❖ To realise the consequences of anti-social and aggressive behaviours such as bullying and discrimination of individuals and communities
- ❖ That there are different kinds of responsibilities, rights and duties at home, at school, in the community and towards the environment
- ❖ To resolve differences by looking at alternatives, seeing and respecting others' points of view, making decisions and explaining choices
- ❖ What being part of a community means, and about the varied institutions that support communities locally, nationally and globally
- ❖ To recognise the role of voluntary, community and pressure groups, especially in relation to health and wellbeing
- ❖ To appreciate the range of national, regional, religious and ethnic identities in the United Kingdom
- ❖ To think about the lives of people living in other places, and people with different values and customs and compare similarities and differences between them

- ❖ About the role money plays in their own and others' lives, including how to manage their money and about being a critical consumer



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- ❖ To develop an initial understanding of the concepts of 'interest', 'loan', 'debt', and 'tax' (e.g. their contribution to society through the payment of VAT)
- ❖ That resources can be allocated in different ways and that these economic choices affect individuals, communities and the sustainability of the environment
- ❖ About enterprise and the skills that make someone 'enterprising'
- ❖ To explore and critique how the media present information and the influences the media can have on society

The teaching of PSHE will also support the development of a wide range of essential skills such as intrapersonal skills required for self-management, interpersonal skills required for positive relationships in a wide variety of settings and Skills of enquiry.

PARENT/CARER INVOLVEMENT

The school believes that it is important to have the support of parents/carers and the wider community for the PSHE/Citizenship curriculum. Parents/carers are provided with opportunities to find out about and discuss the schools' programme through:

- ❖ Parent/carer curriculum subject events
- ❖ Parent/carer evenings
- ❖ Information leaflets/displays
- ❖ The school website
- ❖ Homework activities
- ❖ The school newsletter
- ❖ School website

THE USE OF EXTERNAL CONTRIBUTORS

External Contributors, e.g. school nurses, community police, fire officers, local experts, parents, local and/or national charities etc., can make a valuable contribution to the PSHE/Citizenship programme. Their input should be carefully planned and monitored, so as to fit into and complement the



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Programme. External contributors are used where this adds 'additional' value to that of a school member of teaching staff.

Teachers will always be present during these sessions and remain responsible for the delivery of the PSHE/Citizenship programme, safeguarding and ensuring that PSHE ground rules are in place. We always seek feedback verbally and through questionnaires from the children and teachers involved to assess the effectiveness of external contributors.

EFFECTIVE PSHE PEDAGOGY

A variety of teaching and learning strategies which take into account pupils' age, development, understanding and needs are used to deliver PSHE/Citizenship. Pupils will need to work in a safe, secure climate to be able to explore their own and others' attitudes, values and skills. Teachers and staff should be sensitive to pupil and family situations and backgrounds and give consideration to these issues when planning the lessons.

Effective PSHE/Citizenship lessons will involve a high level of interaction where each pupil has planned opportunities for learning through:

- ❖ The effective use of PSHE Ground Rules/PSHE Class Charter
- ❖ The development of a trusting relationship between the teacher and the pupils enabling the consideration of sensitive issues to take place
- ❖ Collaborative work
- ❖ Opportunities for reflection
- ❖ Challenge within a safe environment
- ❖ Respect for each genuinely made contribution
- ❖ Negotiation
- ❖ Accommodating new information and skills
- ❖ Building on current experience and using first-hand learning to achieve positive ends.

ACTIVE TEACHING AND LEARNING TECHNIQUES



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The strategies below can be used to enable structured thinking to take place on any topic and so can be used to increase the effectiveness of teaching and learning in all curriculum areas. They provide opportunities for the development of key personal skills and qualities.



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Strategies	
Active listening	Individuals listen without interrupting, and then give feedback designed to establish that they have understood what the speaker intended.
Assertiveness	Pairs and groups explore concepts relating to assertiveness and practice skills.
Brainstorm/Concept Mapping	Group members contribute ideas for achieving a specific task. A scribe records everything that is said. There is no discussion or comment during the first stage. The second stage is to select a small number of ideas for more detailed consideration.
Card Sort	A strategy for exploring attitudes and values through sorting a number of statements according to given criteria. The aim is to reach consensus in the group.
Clarifying a concept	Groups reach a common understanding of a concept through a sequence of activities either starting from brainstorming or involving a detailed statement from phrases or sentences contributed by individuals
Conflict resolution/Restorative Approaches	Groups undertake a series of steps designed in order for people to be able to move forward and which meet emotional.
Ground Rules/Agreement	Group members agree guidelines as to how they will treat each other.
Group forming and trust building	The group take part in activities designed to help members get to know each other, to establish communication between them or to focus attention on the topic under consideration e.g. Circle Time
Group work with an observer	An observer gives the group feedback on the way the group has tackled the task according to previously agreed criteria
Group work with a consultant	A consultant is available to provide information to the group. The consultant can be a teacher, student or visitor.
Identifying priorities	Statements on separate cards are sorted into a sequence according to identified criteria. "Diamond nines" sort into the below pattern <div style="text-align: center;"> 1 2 3 4 5 6 7 8 9 </div>



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Information Carousel	Each group has access to a different source of information. They identify key issues and send a spokesperson to communicate the issues to other groups. The original groups reflect on what they have learned.
Interviewing a visitor	Groups agree and carry out a course of action to welcome and draw on the personal experience of a visitor.
"I" statements	Participants are expected to state their own feelings and wishes using statements which include "I" rather than you. (Although distancing techniques may be used and are sometimes preferable).
Negotiation	A four step strategy includes progressive stages to reaching agreement on a course of action: <ul style="list-style-type: none"> ❖ active listening ❖ identifying and expressing personal feelings and wishes ❖ making "I" statements ❖ agreeing win/win solutions
Problem solving	Groups are given a specific task to achieve collaboratively
Reaching consensus on a course of action	Discussion or other strategies are used to bring all group members to a common understanding or an agreed course of action
Role Play	Groups act out a given situation in order to gain understanding and experiment with possible solutions to a problem situation
Simulation	Individuals play a role in a simulation of real life experience

PSHE - MONITORING, EVALUATION, ASSESSMENT, RECORDING AND REPORTING

MONITORING:

The PSHE co-ordinators will monitor the delivery of PSHE through observation, planning, work sampling, learning walks, and discussions with teaching staff and pupils to ensure consistent and coherent provision. The Surrey Healthy Schools Annual Review process helps to monitor provision and identify strengths and areas for development – this is completed on a yearly basis.

(www.surreyhealthyschools.co.uk)



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EVALUATION:

Evaluation of the PSHE curriculum will be conducted on the basis of:

- ❖ Teachers are meeting the needs of their pupils
- ❖ Pupil and teacher evaluation of the content, activities and learning processes
- ❖ Staff insets to review the overall provision

ASSESSMENT:

The PSHE Association documentation is used to support the assessment process and . Assessment is a planned part of teaching and learning which helps to set clear expectations for standards and achievement. It ensures progression in teaching and learning and motivates pupils because they become partners in the assessment process. Assessment in PSHE allows pupils to be clear about strengths and development points their learning, which includes life skills, and enables teachers to be clear about the achievements of their pupils and how their learning might be improved. At the end of each topic, the children reflect upon, assess their own understanding of the topic, and identify any further questions.

RECORDING AND REPORTING:

Information on academic achievements, other skills and abilities, and progress made in school are maintained for every pupil. PSHE links are made in pupils' school reports and comments relating to pupils social skills and relationship skills progress are provided for parents/carers.

LINKS WITH OTHER POLICIES

We recognise the clear link between PSHE and the following policies and staff are aware of the need to refer to these policies when appropriate.

- ❖ Relationships and Sex Education Policy
- ❖ Drug Education Policy
- ❖ Teaching and Learning Policy.
- ❖ Equal Opportunities Policy
- ❖ Safeguarding and Child Protection Policy
- ❖ Child Sexual Exploitation Policy
- ❖ Anti-bullying Policy



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- ❖ Behaviour Policy
- ❖ Physical Education Policy
- ❖ Anti-radicalisation Policy/Statement
- ❖ Computing/E-safety Policy

TRAINING AND SUPPORT FOR STAFF

All staff benefit from specific PSHE/Citizenship training in order to enhance their PSHE delivery skills. Opportunities are provided for staff to identify individual training needs on a yearly basis and relevant support is provided.

In addition to this, support for teaching and understanding PSHE issues is incorporated in our staff INSET and staff meeting programme, drawing on staff expertise and/or a range of external agencies. We recognise the need for the PSHE Lead (and additional staff where appropriate and practicable) to take part in the National PSHE CPD Programme.

POLICY REVIEW

This policy is reviewed annually

Review date: December 2018

This policy has been agreed by the Governing Body

This policy has been written using guidance from the Babcock 4S PSHE guidance 2016

References:-

<http://www.pshe-association.org.uk/>

www.surreyhealthyschools.co.uk

Department for Education Statutory Framework for the Early Years Foundation Stage (September 2014)