

Rosemary Works School PSHE and Citizenship Policy

1. Introduction

Personal, Social, Health and Economic (PSHE) Education and Citizenship is a subject through which pupils develop the knowledge, skills and attributes they need to keep themselves healthy, safe, and prepared for the opportunities, responsibilities and experiences of adult life. PSHE has an impact on both academic and non-academic outcomes for pupils, particularly the most vulnerable and disadvantaged. In order for children to embrace the challenges of creating happy and successful adult lives, pupils need knowledge that will enable them to make informed decisions about their wellbeing, health and relationships, and to build their self-efficacy. Among many other outcomes, high quality, age-appropriate teaching of PSHE and Citizenship helps pupils to develop resilience, understand how to be conscious, active citizens and members of various communities, and to know how and when to ask for help.

2. Aims

The teaching of PSHE at Rosemary Works will reflect the school aims:

- 1. Best effort - to put 100% effort into their work and behaviour**
- 2. Being kind – to show kindness to others**
- 3. Having fun – to enjoy learning experiences and share positive experiences with others**
- 4. Sharing learning – to share that great idea and make it greater through collaboration**
- 5. Learning from mistakes – to be brave and accept that learning sometimes comes from getting it wrong**
- 6. Respect and manners –to have self-respect and respect for others including all living things and belongings**
- 7. Self-control – to have patience, calmness and the ability to account for one’s actions**
- 8. Celebrating diversity and change**

At Rosemary Works School we follow the programme of study provided by Twinkl Life. Twinkl states that their *‘PSHE and Citizenship scheme of work aims to equip children with essential skills for life; it intends to develop the whole child through carefully planned and resourced lessons that develop the knowledge, skills and attributes children need to protect and enhance their wellbeing. Through these lessons, children will learn how to stay safe and healthy, build and maintain successful relationships and become active citizens, responsibly participating in society around them. Successful PSHE curriculum coverage is a vital tool in preparing children for life in society now and in the future. Lessons in this scheme of work have their foundations in seeing each and everybody’s value in society, from appreciation of others in units such as British Values, to promoting strong and positive views of self in Think Positive and Be Yourself. Twinkl Life PSHE and Citizenship units aim to cover a wide range of the social and emotional aspects of learning, enabling children to develop their identity and self-esteem as active, confident members of their community. The themes and topics support social, moral, spiritual and cultural development and provide children with protective teaching on essential safeguarding issues, developing their knowledge of when and how they can ask for help. Twinkl Life’s PSHE and Citizenship resources are fully in line with the Learning Outcomes and Core Themes provided by the PSHE Association Programme of Study which is widely used by schools in England and is recommended and referred to by the DfE in all key documentation relating to PSHE provision in schools. This scheme of work covers all of the required objectives and follows the three core areas of Health and Wellbeing, Relationships and Living in the Wider World. The scheme of work fulfils the requirements of 2020 Statutory Relationships and Health Education, setting these learning intentions in the context of a broad and balanced PSHE curriculum.’*

In September 2021, it was decided that we would change the name of our PSHE and RSE lessons to 'Life Learning' lessons as we feel this made to subject more understandable and accessible to the children and so therefore is referred to as this is school.

3. Coverage

As a school, we strive to deal with any important life lessons or learning opportunities whenever they arise in 'real-time' and we feel this is especially important with anything related to PSHE and RSE. As a staff we therefore have the right to take the time to deal with a question or situation relating to a PSHE area 'outside' of a normal PSHE session, in order to support and guide the children through whatever may have occurred. We feel this is key in allowing the children to properly understand and learn from this moment, benefitting from the 'real-time' relevant and specific input.

The themes covered in the programme are taught in a spiral curriculum and are revisited every two years to enable children to recall and build upon previous learning. They explore the underlying principles of PSHE education regularly, at a depth that is appropriate for the age and stage of the child. As we have collapsed some classes this year we have therefore selected what we consider to be the most important topics for those year groups (with some catching up on sessions that they may have missed the previous year due to Covid 19 lockdowns, etc.)

This is how the curriculum would usually look with full, distinct year groups

PSHE and Citizenship Curriculum Coverage						
Year Group	Autumn Term 1	Autumn Term 2	Spring Term 1	Spring Term 2	Summer Term 1	Summer Term 2
Year 1	Be Yourself	It's My Body	TEAM	Money Matters	Britain	Aiming High
Year 2	Safety First	One World	Digital Wellbeing	Think Positive	Growing Up	VIPS
Year 3	Aiming High	Be Yourself	TEAM	Money Matters	It's My Body	Britain
Year 4	Think Positive	One World	Digital Wellbeing	Safety First	VIPS	Growing Up
Year 5	Aiming High	Be Yourself	TEAM	Money Matters	It's My Body	Britain
Year 6	Digital Wellbeing	Think Positive	One World	Growing Up	Safety First	VIPS

With collapsed year groups this year our curriculum looks like this:

PSHE/RSHE Topic Coverage using Twinkl Life 2021-2022

(Highlighted topics are the themes the combined classes will look at this year)

PSHE/RSHE and Citizenship- Long Term Plan						
	Autumn Term		Spring Term		Summer Term	
	1	2	1	2	1	2

Year One	Be Yourself	It's My Body	Diverse Britain	Money Matters	TEAM	Aiming High
Year Two/ Year Three	Growing Up	Digital Wellbeing	VIPS	Think Positive!	One World	Safety First
	Aiming High	Money Matters	TEAM	Be Yourself	Diverse Britain	It's My Body
Year Four Year Five	VIPs	Digital Wellbeing	Safety First	Think Positive	One World	Growing Up/ It's My Body
	Aiming High	Diverse Britain	Be Yourself	Money Matters	TEAM	
Year Six	Digital Wellbeing	Think Positive	One World	VIPs	Safety First	Growing Up

Topics that are not covered in Life Learning lessons can be used to supplement other subjects, for example, 'Money Matters' can be used to support Enterprise teaching, or 'One World' can be used alongside Global Citizenship lessons.

The resources for Twinkl Life PSHE and Citizenship curriculum have been produced so that they are fully in line with the Learning Outcomes and Core Themes outlined in the PSHE Association Programme of Study. This is widely used by schools in England and is recommended and referred to by the DfE in all key documentation relating to PSHE provision. The PSHE Association Programme of Study is based on three core themes within which there is broad overlap and flexibility.

These three core themes are;

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

Health and Wellbeing

KS1 Health and Wellbeing
H1. what constitutes, and how to maintain, a healthy lifestyle including the benefits of physical activity, rest, healthy eating and dental health
H2. 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 and not so good consequences
H3. to think about themselves, to learn from their experiences, to recognise and celebrate their strengths and set simple but challenging goals
H4. about good and not so good feelings, a vocabulary to describe their feelings to others and to develop simple strategies for managing feelings
H5. about change and loss and the associated feelings (including moving home, losing toys, pets or friends)
H6. the importance of, and how to, maintain personal hygiene

H7. how some diseases are spread and can be controlled; the responsibilities they have for their own health and that of others; to develop simple skills to help prevent diseases spreading
H8. about the process of growing from young to old and how people's needs change
H9. about growing and changing and new opportunities and responsibilities that increasing independence may bring
H10. the names for the main parts of the body (including external genitalia) and the bodily similarities and differences between boys and girls
H11. that household products, including medicines, can be harmful if not used properly
H12. rules for and ways of keeping physically and emotionally safe including responsible ICT use and online safety, road safety, cycle safety and safety in the environment, rail, water and fire safety
H13. about people who look after them, their family networks, who to go to if they are worried and how to attract their attention
H14. about the ways that pupils can help the people who look after them to more easily protect them
H15. 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' including knowing that they do not need to keep secrets
H16. what is meant by 'privacy'; their right to keep things 'private'; the importance of respecting others' privacy

KS2 Health and Wellbeing

H1. what positively and negatively affects their physical, mental and emotional health
H2. 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'
H3. to recognise opportunities and develop the skills to make their own choices about food, understanding what might influence their choices and the benefits of eating a balanced diet
H4. to recognise how images in the media (and online) do not always reflect reality and can affect how people feel about themselves
H5. to reflect on and celebrate their achievements, identify their strengths and areas for improvement, set high aspirations and goals
H6. 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
H7. to recognise that they may experience conflicting emotions and when they might need to listen to, or overcome these
H8. about change, including transitions (between key stages and schools), loss, separation, divorce and bereavement
H9. to differentiate between the terms, 'risk', 'danger' and 'hazard'
H10. to recognise, predict and assess risks in different situations and decide 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
H11. to recognise how their increasing independence brings increased responsibility to keep themselves and others safe
H12. that bacteria and viruses can affect health and that following simple routines can reduce their spread
H13. how pressure to behave in unacceptable, unhealthy or risky ways can come from a variety of sources, including people they know and the media
H14. to recognise when they need help and to develop the skills to ask for help; to use basic techniques for resisting pressure to do something dangerous, unhealthy, that makes them uncomfortable or anxious or that they think is wrong
H15. school rules about health and safety, basic emergency aid procedures, where and how to get help
H16. what is meant by the term 'habit' and why habits can be hard to change
H17. which, why and how, commonly available substances and drugs (including alcohol, tobacco and 'energy drinks') can damage their immediate and future health and safety; that some are restricted and some are illegal to own, use and give to others
H18. how their body will, and their emotions may, change as they approach and move through puberty
H19. about human reproduction
H20. about taking care of their body, understanding that they have the right to protect their body from inappropriate and unwanted contact; understanding that actions such as female genital mutilation (FGM) constitute abuse and are a crime, and develop the skills and strategies required to get support if they have fears for themselves or their peers

H21. strategies for keeping physically and emotionally safe including road safety (including cycle safety – the Bikeability programme), and safety in the environment (including rail, water and fire safety)
H22. strategies for keeping safe online; the importance of protecting personal information, including passwords, addresses and the distribution of images of themselves and others
H23. about people who are responsible for helping them stay healthy and safe; how they can help these people to keep them healthy and safe
H24. the responsible use of mobile phones: safe keeping (looking after it) and safe user habits (time limits, use of passcode, turning it off at night etc.)
H25. how to manage requests for images of themselves or others; what is and is not appropriate to ask for or share; who to talk to if they feel uncomfortable or are concerned by such a request

Relationships

KS1 Relationships
R1. to communicate their feelings to others, to recognise how others show feelings and how to respond
R2. to recognise that their behaviour can affect other people
R3. the difference between secrets and nice surprises (that everyone will find out about eventually) and the importance of not keeping any secret that makes them feel uncomfortable, anxious or afraid
R4. to recognise what is fair and unfair, kind and unkind, what is right and wrong
R5. to share their opinions on things that matter to them and explain their views through discussions with one other person and the whole class
R6. to listen to other people and play and work cooperatively (including strategies to resolve simple arguments through negotiation)
R7. to offer constructive support and feedback to others
R8. to identify and respect the differences and similarities between people
R9. to identify their special people (family, friends, carers), what makes them special and how special people should care for one another
R10. 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)
R11. that people's bodies and feelings can be hurt (including what makes them feel comfortable and uncomfortable)
R12. to recognise when people are being unkind either to them or others, how to respond, who to tell and what to say
R13. to recognise different types of teasing and bullying, to understand that these are wrong and unacceptable
R14. strategies to resist teasing or bullying, if they experience or witness it, whom to go to and how to get help

KS2 Relationships
R1. to recognise and respond appropriately to a wider range of feelings in others
R2. to recognise what constitutes a positive, healthy relationship and develop the skills to form and maintain positive and healthy relationships
R3. to recognise ways in which a relationship can be unhealthy and whom to talk to if they need support
R4. to recognise different types of relationship, including those between acquaintances, friends, relatives and families
R5. that civil partnerships and marriage are examples of a public demonstration of the commitment made between two people who love and care for each other and want to spend their lives together and who are of the legal age to make that commitment
R6. that marriage is a commitment freely entered into by both people, that no one should marry if they don't absolutely want to do so or are not making this decision freely for themselves
R7. that their actions affect themselves and others
R8. to judge what kind of physical contact is acceptable or unacceptable and how to respond
R9. the concept of 'keeping something confidential or secret', when they should or should not agree to this and when it is right to 'break a confidence' or 'share a secret'
R10. 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 others' points of view

R11. to work collaboratively towards shared goals
R12. 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
R13. that differences and similarities between people arise from a number of factors, including family, cultural, ethnic, racial and religious diversity, age, sex, gender identity, sexual orientation, and disability (see 'protected characteristics' in the Equality Act 2010)
R14. to realise the nature and consequences of discrimination, teasing, bullying and aggressive behaviours (including cyber bullying, use of prejudice-based language, 'trolling', how to respond and ask for help)
R15. to recognise and manage 'dares'
R16. to recognise and challenge stereotypes
R17. about the difference between, and the terms associated with, sex, gender identity and sexual orientation
R18. how to recognise bullying and abuse in all its forms (including prejudice-based bullying both in person, online and through social media)
R19. that two people who love and care for one another can be in a committed relationship and not be married or in a civil partnership
R20. that forcing anyone to marry is a crime; that support is available to protect and prevent people from being forced into marriage and to know how to get support for themselves or others
R21. to understand personal boundaries; to identify what they are willing to share with their most special people; friends; classmates and others; and that we all have rights to privacy

Living in the Wider World

KS1 Living in the Wider World
L1. how they can contribute to the life of the classroom and school
L2. to help construct, and agree to follow, group, class and school rules and to understand how these rules help them
L3. that people and other living things have rights and that everyone has responsibilities to protect those rights (including protecting others' bodies and feelings; being able to take turns, share and understand the need to return things that have been borrowed)
L4. that they belong to different groups and communities such as family and school
L5. what improves and harms their local, natural and built environments and develop strategies and skills needed to care for these (including conserving energy)
L6. that money comes from different sources and can be used for different purposes, including the concepts of spending and saving
L7. about the role money plays in their lives including how to keep it safe, choices about spending or saving money and what influences those choices
L8. ways in which they are all unique; understand that there has never been and will never be another 'them'
L9. ways in which we are the same as all other people; what we have in common with everyone else
L10. about the 'special people' who work in their community and who are responsible for looking after them and protecting them; how people contact those special people when they need their help, including dialling 999 in an emergency.

KS2 Living in the Wider World
L1. to research, discuss and debate topical issues, problems and events that are of concern to them and offer their recommendations to appropriate people
L2. why and how rules and laws that protect them and others are made and enforced, why different rules are needed in different situations and how to take part in making and changing rules
L3. to understand that there are basic human rights shared by 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
L4. that these universal rights are there to protect everyone and have primacy both over national law and family and community practices
L5. to know that there are some cultural practices which are against British law and universal human rights, such as female genital mutilation (FGM)

L6. to realise the consequences of anti-social, aggressive and harmful behaviours such as bullying and discrimination of individuals and communities; to develop strategies for getting support for themselves or for others at risk
L7. that they have different kinds of responsibilities, rights and duties at home, at school, in the community and towards the environment; to continue to develop the skills to exercise these responsibilities
L8. to resolve differences by looking at alternatives, seeing and respecting others' points of view, making decisions and explaining choices
L9. what being part of a community means, and about the varied institutions that support communities locally and nationally
L10. to recognise the role of voluntary, community and pressure groups, especially in relation to health and wellbeing
L11. to appreciate the range of national, regional, religious and ethnic identities in the United Kingdom
L12. to consider the lives of people living in other places, and people with different values and customs
L13. about the role money plays in their own and others' lives, including how to manage their money and about being a critical consumer
L14. 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)
L15. that resources can be allocated in different ways and that these economic choices affect individuals, communities and the sustainability of the environment across the world
L16. what is meant by enterprise and begin to develop enterprise skills
L17. to explore and critique how the media present information
L18. to critically examine what is presented to them in social media and why it is important to do so; understand how information contained in social media can misrepresent or mislead; the importance of being careful what they forward to others

4. Extra input

In addition to the PSHE sessions, we also occasionally have 'Moral Mondays' when children in Y1-Y6 all focus on the same moral dilemma or question. This promotes discussion about morality in class, with teachers aiming to find out all the things that 'could happen', what the children think 'should happen' and, on a personal level what 'would happen', depending on their own choices. We feel this helps to promote understanding of how their actions affect others and to consider the wider repercussions of each problem.

We also deliver weekly Peer Massage lessons (Covid-dependent), which promote kind and respectful touch and acknowledge the difference between appropriate and inappropriate (or unsafe) physical contact. We also feel that this is an effective way to highlight the importance of consent and the children will always ask permission before being allowed to touch their partner (if consent is given).

Mindfulness lessons also happen fortnightly and are a wonderful way to help the children reconnect with their bodies and minds, allowing the children to notice their emotions and develop a range of tools to improve wellbeing.

Each year we also have a visit from the NSPCC (Covid-dependent), who discuss matters related to health and wellbeing, with a focus on what to do if a child needs help and a reminder of the NSPCC's PANTS rules. Class teachers also use these resources in class.

We hold many special events and occasions such as Wellbeing Week to promote the importance of wellbeing and mental health, encouraging the children to notice how they are feeling and what they can do in to improve their own wellbeing, such as keeping active, being resilient and learning new skills. Other events that the children take part in include Anti-Bullying Week, Mental Health Week and First Aid Week. Many of our whole school weekly assemblies focus on elements of PSHE and are often

linked to national or notable events, i.e. British Values, Diwali, COP26, National Kindness Day, etc. A list of assembly topics covered will be kept and stored in the PSHE folder.

5. Legislation and Guidance

This PSHE Policy has been written to ensure the school meets the requirements of the National Curriculum 2014 for Personal, Social, Health and Economic (PSHE) Education and Citizenship for Key Stages 1 and 2. As part of the Education Act 2002/Academies Act 2010 all schools must provide a balanced and broad-based curriculum which promotes the spiritual, moral, cultural, mental and physical development of pupils at the school and of society, whilst also preparing pupils for the opportunities, responsibilities and experiences of later life. From September 2020, Relationships and Health Education is compulsory in all schools providing primary education. At Rosemary Works School, Relationships and Health Education is taught through our comprehensive programme of study for PSHE and we provide Sex Education lessons in Year 6.

6. Questions Raised by Pupils

Effective PSHE needs to be taught in an atmosphere of responsibility and respect, where sensitive issues can be discussed without embarrassment or threat. Establishing a safe, open and positive learning environment, built on trusting relationships between all members of the class community is vital to successful and effective teaching and learning within this subject. Questions raised by children will be answered honestly and with a degree of detail appropriate to the child's age and stage of development. While it is essential that lessons are sensitive to a range of views, staff at Rosemary Works School will ensure that pupils always have access to the learning they need to stay safe, healthy and understand their rights as individuals.

Staff will use their professional skills and discretion before answering questions and, if necessary, they will deal with questions on an individual basis after the lesson. Where pupils' questions require a response that goes beyond the prescribed programme of study for the year group, they will be encouraged to ask the question at home. Where appropriate, teachers will discuss a child's concerns with their parents/carers. We always encourage the children to speak to an adult if they have a question or a concern, but they do also have access to various tools such as 'worry monsters' or 'worry wallets' in classrooms, should they find it easier to write about their thoughts and feelings. These are then regularly checked by classroom adults to see if a child has shared anything or asked a question.

Staff at Rosemary Works School are aware that effective PSHE brings an understanding of what is not acceptable in a relationship. Any disclosures or safeguarding concerns prompted by the school's programme of study for PSHE will be reported in line with the school's Safeguarding and Child Protection Policy. The usual standards of confidentiality between staff and pupils will be observed in PSHE lessons, except where a child's question might suggest the possibility of abuse. In these circumstances, any concern will be reported in line with the school's Safeguarding and Child Protection Policy.

7. Pupils with Special Educational Needs and Disabilities (SEND)

High quality teaching – that is differentiated and personalised – will ensure accessibility for pupils with Special Educational Needs and Disabilities (SEND). Staff at Rosemary Works School are aware that PSHE is a particularly important subject for some pupils with SEND due to the nature of their needs and vulnerability to exploitation and bullying. Therefore, in preparation for adulthood outcomes, every effort is delivered the content in an appropriate, personalised way.

8. Roles and Responsibilities

The Headteacher

The Headteacher is responsible for ensuring that PSHE is taught consistently across the school.

The headteacher also:

- Ensures that members of staff are given sufficient training, so that they can teach effectively and handle any difficult issues with sensitivity
- Monitors this policy on a regular basis and reports to governors on the effectiveness of the policy

Head of PSHE/RSHE

The Head of PSHE/RSHE is responsible for ensuring that teachers and staff have access to relevant and updated planning and that RSHE is taught consistently across the school.

The head of PSHE/RSHE also:

- Creates and updates the PSHE policy
- Manages the planning for KS1 and KS2 teachers.
- Finds relevant and appropriate opportunities to celebrate and further learning and teaching of RSE/PSHE.
- Resources and shares appropriate materials outside of the TWINKL Life scheme to support teaching of PSHE/RSHE, such as picture books, relevant websites and assembly materials.
- Assists teaching staff with any questions or issues regarding the PSHE/RSHE planning.
- Sharing PSHE/RSHE policy and scheme with parents for feedback/consultation.

Teaching Staff

Teaching staff are responsible for:

- Delivering PSHE in a sensitive way
- Modelling positive attitudes to PSHE
- Responding to the needs of individual pupils
- Monitoring progress

Pupils

Pupils are expected to engage fully in PSHE and, when discussing issues, treat others with respect and sensitivity.

9. Working with Parents/Carers and the Wider Community

Parents are often very welcoming of support and information from the school about supporting their children. In order to support parents we will:

- Inform parents about the school's approach to PSHE and Citizenship by making the policy available online and materials upon request.
- Answer any questions that parents/carers may have about the education of their child.
- Notify parents when the SRE elements of the curriculum will be taught.
- Share ideas about how parents can support their child's PSHE and Citizenship development.
- Keep parents informed about the topics their children are learning about in PSHE and share ideas for extending and exploring this learning at home.

- Take seriously any issue that parents/carers raise with management about this PSHE Policy or the arrangements for PSHE in the school.

10. Policy Updates

This policy will be reviewed regularly and will be next updated in 2022, or if changes to the curriculum or new guidance from the Government determine that it should be sooner. Those responsible for updating this policy are the Head of PSHE/RSHE and the Head teacher.

Date of most recent policy update- November 2021

Next review due 2022