



BROADSTONE MIDDLE SCHOOL

POLICY :

Personal, Social and Health Education (PSHE) and Citizenship Policy

Author:	Executive Head Teacher
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Personal, Social and Health Education (PSHE) and Citizenship Policy

1 Aims and Objectives

1.1 Personal, social and health education (PSHE) and citizenship enables children to become healthy, independent and responsible members of society. We encourage our pupils 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 teach them how society is organised and governed. We ensure that they experience the process of democracy in school through the school council. We teach them about rights and responsibilities. They learn to appreciate what it means to be a positive member of a diverse multicultural society.

1.2 The aims of personal, social and health education and citizenship are to enable the children to:

- know and understand what constitutes a healthy lifestyle both physically and mentally;
- be aware of safety issues;
- understand what makes for good relationships with others;
- have respect for others;
- be independent and responsible members of the school community;
- understand ways of achieving economic wellbeing;
- explore different careers and identify aspirations;
- be positive and active members of a democratic society;
- develop self confidence and self esteem, and make informed choices regarding personal and social issues;
- develop good relationships with other members of the school and the wider community
- to understand and appreciate the diverse society we live in.

1.3 PSHE and Citizenship contributes to the development of the school's four pillars which underpin all of the actions and decision we take when designing and developing our curriculum. These 4 pillars help prepare children for '**a life well lived**':

- **Knowledge Acquisition** – The disciplinary and substantive knowledge to make sense of the world around us
- **Preparation for Work** – Being ready to successfully contribute to the economy
- **Self-Agency** – The feeling of being in control of our actions and the consequences they have on our lives
- **Taking Positive Action** – Understand our place and impact on the world

2 Statutory Guidance

Schools are required to follow the Relationships Education, Relationships and Sex Education (RSE) and Health Education guidance (June 2019, updated July 2020). This is statutory guidance from the Department for Education issued under Section 80A of the Education Act 2002 and section 403 of the Education Act 1996. Relationships and Sex Education is covered within the RSE Policy. In relation to PSHE, Health Education is defined as:

“The aim of teaching pupils about physical health and mental wellbeing is to give them the information that they need to make good decisions about their own health and wellbeing. It should enable them to recognise what is normal and what is an issue in themselves and others and, when issues arise, know how to seek support as early as possible from appropriate sources.

Physical health and mental wellbeing are interlinked, and it is important that pupils understand that good physical health contributes to good mental wellbeing, and vice versa.” (DfE, July 2020).

3 Teaching and Learning Style

3.1 We use a range of teaching and learning styles. We place an emphasis on active learning by including the children in discussions, investigations and problem solving activities. We encourage the children to take part in a range of practical activities that promote active citizenship, (e.g. charity fundraising, the planning of school special events such as an assembly or open evening, or involvement in an activity to help other individuals or groups less fortunate than themselves). We organise classes in such a way that pupils are able to participate in discussion to resolve conflicts or set agreed classroom rules of behaviour. We offer children the opportunity to hear visiting speakers, such as health workers, police, and representatives from the local church, whom we invite into the school to talk about their role in creating a positive and supportive local community. We actively visit people in the local community.

4 PSHE and Citizenship Curriculum Planning

4.1 The full PSHE scheme of work can be made available upon request from the School Office. The scheme of work covers the following areas:

Big Idea 1 – Health and Wellbeing: Looking after our physical and mental health is important for our overall wellbeing

- Self-concept
- Physical wellbeing and healthy lifestyles
- Mental health and emotional wellbeing
- Growing and changing
- Health-related decisions
- Drugs, alcohol and tobacco
- Managing risk and personal safety
- Sexual health and fertility
- Keeping safe

Big Idea 2 – Relationships: The value of family, friends and intimate relationships

- Positive and safe relationships
- Relationship values
- Families and close relationships
- Forming and maintaining respectful relationships
- Respecting self and others
- Contraception and parenthood
- Bullying, abuse and discrimination
- **Social influences**

Big Idea 3 – Living in the Wider World: How we can manage money, make informed career choices based on aspirations and goals and how we fit into our wider communities

- Learning skills
- Rights and responsibilities
- Choices and pathways
- Aspirations, work and career
- Employment rights and responsibilities
- Financial choices
- Media literacy and digital resilience
- Communities

4.2 We teach PSHE and citizenship in a variety of ways. In key stage 2 and key stage 3 students have one hour a week of PSHE built into their curriculum. In Year 6 we introduce philosophy for children and at Key Stage 2 we teach PHSE with a discrete topic based approach. In some instances, e.g. drugs education, we teach PHSE and citizenship as a discrete subject.

4.3 Some of the time we also introduce PSHE and citizenship through other subjects, e.g. when teaching about local environmental issues in geography, we offer students the opportunity to visit Bournemouth beach to look at sustainable development. As there is a large overlap between the programme of study for religion and philosophy education and the aims of PSHE and citizenship, we also teach a considerable amount of the PSHE and citizenship through our religion & philosophy lessons.

4.4 We also develop PSHE and citizenship through activities and whole school events, e.g. the school council representatives from each year group meet to discuss school matters.

4.5 The Personal development programme ensures every child in school has a role or responsibility within school e.g. dog walkers, librarians, litter pickers. This ensures children have an active role in improving and sustaining their school community.

5 Teaching PSHE and Citizenship to Children with Special Educational Needs

5.1 At our school we teach PSHE and citizenship to all children, whatever their ability. PSHE and citizenship forms part of the school curriculum policy to provide a broad and balanced education to all children. Through our PSHE and citizenship teaching we provide learning opportunities that enable all pupils to make progress. We do this by setting suitable learning challenges and responding to each child's different needs. Assessment against the National Curriculum allows us to consider the accurate coverage and pitch.

5.2 Using our SOLO approach, our assessment process looks at a range of factors – classroom organisation, teaching materials, teaching style, and differentiation – so that we can take some additional or different action to enable the child to learn more effectively. This ensures that our teaching is matched to the child's needs.

5.3 In accordance with the SEN Code of Practice (2014), Intervention through SEN support will lead to an individual education plan, known as a PIIMS (Pupil individual information Mapping system). This document will include SMART targets (specific, measurable, achievable, realistic and timely) related specifically to the area of need and relating to PSHE and citizenship.

5.4 We enable pupils to have access to the full range of activities involved in learning PSHE and citizenship. Where children are to participate in activities outside the classroom, for example, a

charity fundraising event at a local church hall, we carry out a risk assessment prior to the activity, to ensure that the activity is safe and appropriate for all pupils.

6 Assessment and recording

- 6.1** Teachers assess the children's work in PSHE and citizenship both by making informal judgements as they observe them during lessons and by doing formal assessments of their work, measured against the specific learning objectives set out in the National Curriculum. We have clear expectations of what the pupils will know, understand and apply in real life situations.
- 6.2** Teachers record the progress and achievements of students in religious philosophy in Key Stage 3. This is measured termly.
- 6.3** We do not set formal examinations in PSHE and citizenship. The assessments that we make of pupil achievement do not imply that a pupil has 'passed' or 'failed'.

7 Monitoring and review

- 7.1** Key teachers in KS3 lead quality assurance meetings and are responsible for monitoring the standards of children's work and the quality of teaching. The subject leader supports colleagues in the teaching of PSHE and citizenship, by giving them information about current developments in the subject, by providing a strategic lead and direction for the subject in the school and maintaining the PSHE scheme of work. Subject monitoring is done via scrutiny of pupils' work, discussions with pupils and staff and subject development reviews.

Equality Impact Assessment

This policy has been reviewed with the equality impact considerations as laid down in the trust's Equality Policy.