



**Newburgh**  
Primary School

# **Personal, Social and Health Education and Citizenship Policy**

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**Intent**

At Newburgh Primary School, we teach Personal, Social, Health Education as a whole-school approach to underpin children's development as people and because we believe that this also supports their learning capacity. The Jigsaw Programme offers us a comprehensive, carefully thought-through Scheme of Work which brings consistency and progression to our children's learning in this vital curriculum area. The overview of the programme can be seen on the school website. This also supports the "Personal Development" and "Behaviour and Attitude" aspects required under the Ofsted Inspection Framework, as well as significantly contributing to the school's Safeguarding and Equality Duties, the Government's British Values agenda and the SMSC (Spiritual, Moral, Social, Cultural) development opportunities provided for our children.

**Aims and objectives:**

We believe that PSHE and citizenship should enable children to become healthier, more independent and more responsible members of society. We 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 teach them how society is organised and governed. We ensure that the children experience the process of democracy through participation in the Picture News and school council. We teach children both about their rights and about their responsibilities. They learn to appreciate what it means to be a positive member of a diverse and multicultural society.

The objectives of PSHE and citizenship are to enable the children to:

- know and understand a healthy lifestyle;
- be aware of safety issues;
- understand what makes good relationships with others;
- have respect for others;
- be independent and responsible members of a community, such as school;
- 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 community.

## Implementation

### Teaching and learning styles:

We use a range of teaching and learning styles to meet the PSHE and citizenship requirements of the National Curriculum. The school aims to deliver this area of the curriculum through e.g. Circle Time, working in pairs and groups as well as whole class, brainstorming, use of drama and role play, use of puppets, use of stories, personal goal setting. We organise classes in such a way that pupils are able, through discussion, to set agreed classroom rules of behaviour, and resolve any conflicts. We offer children the opportunity to hear visiting speakers and members of the local community whom we invite into the school to talk about their role in creating a positive and supportive local community.

### What do we teach when and who teaches it?

Whole-school approach

Jigsaw covers all areas of PSHE for the primary phase including statutory Relationships and Health Education.

The table below gives the learning theme of each of the six Puzzles (units) and these are taught across the school; the learning deepens and broadens every year.

Term	Puzzle (Unit)	Content
Autumn 1	Being Me in My World	Includes understanding my own identity and how I fit well in the class, school and global community. Jigsaw Charter established.
Autumn 2	Celebrate Difference	Includes diversity, anti-bullying (cyber and homophobic bullying included) and understanding.
Spring 1	Dreams and Goals	Includes goal-setting, aspirations, who do I want to become and what would I like to do for work and to contribute to society.
Spring 2	Healthy Me	Includes self-esteem and confidence as well as healthy lifestyle choices, sleep, nutrition, rest and exercise.
Summer 1	Relationships	Includes understanding friendship, family and other relationships,

		conflict resolution and communication skills.
Summer 2	Changing Me	Includes Relationships and Sex Education in the context of coping positively with change.

At Newburgh Primary School we allocate 45 minutes to PSHE each week in order to teach the PSHE knowledge and skills in a developmental and age-appropriate way. These explicit lessons are reinforced and enhanced in many ways:

Assemblies and collective worship, praise and reward system, through relationships child to child, adult to child and adult to adult across the school.

We aim to 'live' what is learnt and apply it to everyday situations in the school community.

Class teachers or HLTA's deliver the weekly lessons to their own classes.

**PSHE and citizenship curriculum planning:**

We teach PSHE and citizenship in a variety of ways. Sometimes, for example when dealing with issues in drugs education, we teach PSHE and citizenship as a discrete subject. On other occasions we introduce PSHE and citizenship topics through teaching in other subjects. Also, as there is a large overlap between the programme of study for religious education and the aims of PSHE and citizenship, we deliver a considerable amount of the PSHE and citizenship curriculum through our religious education lessons. The school also makes use of the Protective Behaviours toolkit and from Autumn term 2024 we will be following the Jigsaw programme for Reception – Year 6 but we will adapt it as and when necessary.

In Reception, we use the Early Years Framework which focuses on bringing together Personal, Social, Health Education, emotional literacy, social skills and spiritual development in a comprehensive scheme of learning. A lesson a week helps teachers to focus on tailoring the lessons to their children's needs and to enjoy building the relationship with their class, getting to know them better as unique human beings.

We also develop PSHE and citizenship through various activities and whole-school events, for example the school council representatives from each class meet regularly to discuss school matters. We offer two residential visits in Key Stage 2, where there is a particular focus on developing pupils' self-esteem, and giving them opportunities to develop leadership skills and positive group work.

**The Foundation Stage:**

We teach PSHE and citizenship in reception classes as an integral part of their topic work. As the reception class is part of the Foundation Stage of the National Curriculum, we relate the PSHE and citizenship aspects of the children's work to the objectives set out in the Early Learning Goals (ELGs). Our teaching in PSHE and citizenship matches the aim of developing a child's personal, emotional and social development as set out in the ELGs. We also support citizenship education in reception classes, when we teach 'how to develop a child's knowledge and understanding of the world'.

The responsibility for the timetabled PSHE and Citizenship programme is held by the coordinator. In this role the coordinator, in consultation with staff, will develop schemes of work considering the National Curriculum requirements, school priorities for the personal and social development of pupils and any initiatives.

Class teachers will be responsible for developing lesson plans which will include clearly identified learning outcomes and time for reflection on personal and social learning.

### **Equal Opportunities:**

In accordance with school policy, we ensure all children have access to the PSHE Education curriculum and resources.

Through the school's ethos and values, we are committed to actively promoting respect for each other, regardless of disability, race or gender, celebrating cultural diversity and respecting a multi-faith society.

In planning and teaching PSHE we have due regard for the following principles:

- the setting of suitable learning challenges;
- the response to children's diverse learning styles;
- the overcoming of potential barriers to learning and assessment for individuals and groups of children (DfEE 2000).

### **Teaching PSHE and citizenship inclusion:**

When pupils are working below the expected outcome within PSHE, differentiated activities including considering the classroom organisation, teaching materials and teaching style is considered 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 children's needs.

Pupils on the Special Educational Needs register, including those on Health Care Plans, along with targeted pupils may have specific PSHE related targets where a priority is appropriate.

### **PSHE and citizenship and Computing:**

Computing contributes to the teaching of PSHE and citizenship in that children in Computing classes learn to work together in a collaborative manner. They also develop a sense of global citizenship by using the Internet and e-mail. The teaching of PSHE is closely linked to e-safety and clear links are made between developing their sense of identity both in the real and virtual world. Jigsaw focuses on Keeping safe and why it's important online and off-line scenarios, who to go to for help, safer online communities, rights and responsibilities online, online gaming, reducing screen time and SMARRT internet safety rules.

### **Partnership:**

The school values working in partnership with parents and carers and the wider community and sees this as an essential element of PSHE and Citizenship. Partnership working is

promoted through "Meet and Play sessions" for new Reception children in the Summer term, use of the local community as a resource, reporting to parents, parents' evenings and the use of Partnership Centres.

**Resources:**

Each class teacher has access to Picture News, Protective Behaviours toolkit, Jigsaw programme and Headspace and other additional materials to enable them to plan in the long, medium and short term. Overall responsibility for PSHE resources is held by the co-ordinator.

In addition to existing resources, the school aims to review and update PSHE resources regularly in accordance with budget allocation. Budget allocation for PSHE is subject to the same processes as other areas of the curriculum.

**Continual Professional Development:**

The coordinator keeps up to date with current requirements. Staff training is on-going through INSET.

**Cross-curricular Links:**

Cross-curricular links exist within the teaching of PSHE. For example, links with English through speaking and listening; PE through learning about health; science through learning about growing; RE through learning about ethnic, cultural and moral differences and DT through learning about people who can help to keep one safe. PSHE is also addressed through weekly acts of worship in assembly.

**Health and Safety:**

Children are taught to use any equipment and materials safely.

**Impact****Assessment, Recording and Reporting:**

Assessment within PSHE Education consists of both summative and formative assessment.

The three types of assessment that we plan into PSHE are:

- pupil self-assessment;
- peer group assessment;
- teacher assessment.

Progress is reported to parents annually in a formal written format.

**Monitoring and reviewing:**

The delivery of PSHE is monitored by PSHE Coordinators through:

- supports colleagues in their teaching, by keeping informed about current developments in PSHE and by providing a strategic lead and direction for this subject;

- evaluates the strengths and weaknesses in PSHE and indicates areas for further improvement;
- uses specially allocated time to review evidence of the children's work, listen to pupil voice and to observe PSHE lessons across the school.
- Providing the HT and Governors with an annual report.