



# CROSFIELDS SCHOOL

## PSHE and CITIZENSHIP POLICY

**Policy Owner:** DH (A), Head of PSHE

**Review Date:** Spring 2022

**Next Review Date:** Spring 2023

**Reference Documents/Websites:**

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

<http://www.jigsawpshe.com/jigsaw-articles-a-z/>

<http://www.education.gov.uk/aboutdfe/statutory/g00214676/sex-and-relationshipseducation-guidance>

<https://www.gov.uk/government/publications/multi-agency-statutory-guidance-onfemale-genital-mutilation>    <https://www.gov.uk/government/publications/preventing-and-tackling-bullying>

<http://www.gov.uk/schools/government/collections/statutory-guidanceschools#safeguarding-children-and-young-people>

<http://www.education.gov.uk/aboutdfe/advice/f00215460/equality-act-2010departmental-advice>

**Also to read in conjunction with Crosfields School Policies below**

Anti-bullying Policy (A8)

Behaviour and Disciplinary Procedures (including Exclusions) Policy (A4)

Equal Opportunities Policy (A15)

E-Safety Policy

Relationship and Sex Education Policy

Safeguarding & Child Protection Policy (A6)

Smoking, Alcohol and Drugs Policy

Special Educational Needs and Disability (SEND) Policy (A17)

Wellbeing Policy

Whistleblowing Policy

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Appendix 1 PHSE Topic Overview Nursery to Year 6

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## Introduction

All schools must provide a curriculum that is broadly based, balanced and meets the needs of all pupils. Under section 78 of the Education Act 2002 and the Academies Act 2010, a PSHE curriculum:

- Promotes the spiritual, moral, cultural, mental and physical development of pupils at the school and of society, and
- Prepares pupils at the school for the opportunities, responsibilities and experiences of later life.

The Government's PSHE education review of PSHE Education (March 2013) stated that the subject would remain non-statutory and that no new programmes of study would be published.

However, in 2017 The Children and Social Work Act 2017 placed a duty on the Secretary of State for Education to make the new subjects of Relationships Education at primary and Relationships and Sex Education (RSE) at secondary, compulsory through regulations.

Following consultation with numerous organisations on the content of the subjects, and a call for evidence on the content of the subjects, the findings gathered from the process have informed the drafting of the regulations, statutory guidance and regulatory impact assessment, on which the department is now consulting. This includes the department's decision to make Health Education compulsory, not all of PSHE.

The guidance on Relationships Education, Relationships and Sex Education (RSE) and Health Education for governing bodies, proprietors, head teachers, principals, senior leadership teams, and teachers can be seen [here](#).

Crosfields uses the framework of the Jigsaw Programme which we feel covers all aspects of Relationships Education, Relationships and Sex Education and Health Education in an age-appropriate way; if there are any gaps, Jigsaw will provide its schools with materials to ensure all statutory duties are fulfilled.

This policy will be updated in line with government guidance when published. The DfE specified as part of its National Curriculum guidance that 'All schools should make provision for personal, social, health and economic education (PSHE), drawing on good practice'. The review also detailed:

"PSHE remains an important and necessary part of all pupils' education. We believe that all schools should teach PSHE, drawing on good practice, and have outlined this expectation in the introduction to the new National Curriculum" (Written

Ministerial Statement: Review of Personal, Social, Health and Economic education, March 2013).

This policy is informed by existing DfE guidance on **Sex and Relationships Education** (Sex and Relationship Education Guidance, July 2000), **preventing and tackling bullying** (Preventing and tackling bullying: Advice for head teachers, staff and governing bodies, July 2013, updated 2017), **Drug and Alcohol Education** (DfE and ACPO drug advice for schools: Advice for local authorities, head teachers, school staff and governing bodies, September 2012), **safeguarding** (Working Together to Safeguard Children: A guide to inter-agency working to safeguard and promote the welfare of children, March 2013) , and **Keeping Children Safe in Education 2019**) and **equality** (Equality Act 2010: Advice for school leaders, school staff, governing bodies and local authorities, revised June 2014).

PSHE Education teaches Personal Well Being topics which include areas of personal identity, healthy lifestyles, managing risks, and relationships. Economic Wellbeing and Financial Capability topics include self-development, careers education, enterprise and economic understanding. Additional topics concerning Safety and Spiritual, moral, social and cultural development is also covered. PSHE should also provide opportunities to reduce or indeed remove barriers to learning such as bullying and low self-esteem; and maximize academic achievement. It also includes studies of Citizenship.

Whereas PSHE education focuses on the individual child, with topics about self-identity, health, relationships, economic wellbeing, careers, study skills, learning styles and how one is included in a diverse society; Citizenship education focuses on Justice, democracy, rights and responsibilities, identities and diversity and global values. Both areas cover the importance of Fundamental British Values.

PSHE at Crosfields recognizes the importance of students' lives outside and beyond school and provides the opportunity for individuals to take part in a wide range of activities and experiences across and beyond the curriculum, and to contribute fully to the life of their school and communities. In doing so they can learn to recognise their own worth, work well with others and become increasingly responsible for their own learning. They can 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.

They can learn to understand and respect our common humanity; diversity and differences so that they can go on to form the effective, fulfilling relationships that are an essential part of life and learning, and develop the skills, knowledge, attitudes and understanding that is required as they pass through their teenage years and prepare for adult life.

## The Aims of PSHE at Crosfields

At Crosfields the PSHE and Citizenship syllabus aims 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 help enable an instrumental knowledge and understanding of Fundamental British Values.

Pupils are encouraged to:

- think about their place in society and explore issues related to living in a democratic society and think about their roles and responsibilities as citizens
- accept responsibility for their behaviour, show initiative and understand that they can contribute positively to the lives of those living and working in the locality of the school and to society more widely
- respect democracy and support participation in the democratic processes, including respect for the basis on which the law is made and applied in England
- think critically and express their opinions
- communicate effectively and work with others
- develop skills related to problem solving and conflict resolution with others
- respect themselves, other people and property
- make and sustain good relationships
- become healthy and fulfilled individuals
- develop self-confidence, self-worth and self-esteem
- develop the ability to assimilate knowledge, to study independently and to have a positive attitude towards lifelong learning
- to acquire an appreciation of and respect for both their own culture and other's cultures in a way that respects the attitudes and beliefs of all in a multi-cultural, multi-faith society, whilst also understanding that the freedom to choose and hold other faiths and beliefs is protected in law
- understand the importance of identifying and combatting discrimination
- to cope confidently with change and to actively seek involvement in the change process
- gain knowledge of and respect for Rules and Laws, public institutions and services in England
- make informed choices and be enterprising as a consumer
- gain knowledge about the economic and business environment
- learn how to make personal financial choices and to learn about the rights and responsibilities as a consumer

## **Organisation**

PSHE is taught as a discrete subject to all pupils in Years 1- 9. Pupils in Years 1 – 4 have lessons taught by their tutor or a Form Tutor who specialises in PSHE. In Years 5 – 9, pupils are taught by their form tutor, or as a year group.

Additional PSHE discussions do take place during some circle times and assemblies. All Teachers of PSHE are encouraged to use the expertise of fellow colleagues in certain areas and the occasional guest speaker.

## **Teaching Methods**

As in any subject, it is very important to have a set programme that identifies, and then caters for, the needs of the children. There is no one method of teaching that should be used, rather a variety that will depend upon the situation and topic. Teacher input and individual styles are important in such a diverse subject area. Discussions, work sheets, role-play, thought provoking questionnaires, videos, guest speakers, debates and so on should all be used in lessons. There is no one method that will ensure success, and staff will find which methods suit their teaching style and the topic being covered. That said, all sessions will aim to have clear objectives and expected learning outcomes specific to that session.

At Crosfields, the teaching of PSHE is conducted by utilising the JIGSAW published schemes of work for Years 1 – 9, as well as utilising a variety of resources that closely follow guidance from the PSHE Association.

Generally:

- The purpose objectives of each lesson are made clear - students need to know expected learning outcomes and have the resources available to support their learning
- Appropriate learning experiences are planned using a variety of strategies and differentiation to ensure the curriculum is accessible and meets the needs of all students
- Learning experiences draw on student's own experiences or existing knowledge and provide a range of opportunities for students to learn, practise and demonstrate skills, attitudes and knowledge and understanding
- Lessons should be as proactive as possible and draw upon the full range of teaching methods
- Attention is given to developing a safe, calm, purposeful and stimulating classroom climate which is free from stress and anxiety.
- Students will be presented with situations in which they have to work with others, to analyse information, to consider moral and social dilemmas and to make informed choices and decisions.

## **How is Jigsaw PSHE organised in school?**

Jigsaw brings together PSHE Education, emotional literacy, social skills and spiritual development in a comprehensive scheme of learning. Teaching strategies are varied and are mindful of preferred learning styles and the need for differentiation. Jigsaw is designed as a whole school approach, with all year groups 1 - 9 working on the same theme at the same time.

There are six themes in Jigsaw that are designed to progress in sequence from September to July. Each theme has six lessons which work towards an 'end product', for example, A School Learning Charter or A Garden of Dreams and Goals.

Each lesson has two Learning Intentions: one is based on specific PSHE learning (covering the non-statutory national framework for PSHE Education but enhanced to address children's needs today); and one is based on emotional literacy and social skills (covering the SEAL learning intentions but also enhanced). The enhancements mean that Jigsaw is relevant to children living in today's world as it helps them understand and be equipped to cope with issues like body image, cyber and homophobic bullying, and internet safety.

Every lesson contributes to at least one of these aspects of children's development. This is mapped on each lesson and balanced across each year group within the scheme of work.

### **Differentiation**

Inclusivity is part of the philosophy of PSHE education. In PSHE pupils are often free from the constraints of some other curriculum areas due to the oral, interactive nature of the subject. Teachers will differentiate in lessons through questioning techniques and appropriate support and extension work. Where there are individual written tasks tutors can provide differing levels of support.

The teaching and learning styles implicit in PSHE are adaptable to individual pupils' needs. They relate academic learning to real life situations; encourage discussion, group work and practical experiences where each child responds on an individual level.

Learning outcomes which result from PSHE are often demonstrated in a change of attitude or an increased level of maturity which is rarely dependant on a pupil's academic ability.

The following strategies are employed where appropriate:

- varied and flexible groupings within the classroom, sometimes mixed ability, sometimes similar ability
- use of creative learning activities that allow children to choose the media with which they work and give them scope to work to their full potential
- differentiation by outcome and more open-ended tasks



- encouraging pupils to be independent learners, for example by organising their own work, making choices and evaluating the finished piece □ Praise and encouragement for all pupils who achieve.

## **Resources**

As well as using the published Scheme of work that is JIGSAW for Years 1 – 9, PSHE resources are sourced and developed from many additional areas, including various websites such as the Times Educational Supplement, the Think You Know website, the PSHE Organisation and many educational links from National websites such as British Red Cross, National Health Service, ChildLine etc. Resources pertaining to topical issues ranging from Internet Safety Week and Anti bullying Week websites are also used.

Evaluation of material and its relevance and currency is continuously conducted. Additionally, information from professional courses and PSHE Consultants is also used.

## **Jigsaw Content (for years 1 – 11)**

Jigsaw covers all areas of PSHE in 6 areas:

**Autumn** Term: Being Be in My World  
Celebrating Difference

**Spring** Term: Dreams and Goals  
Healthy Me

**Summer** Term: Relationships  
Changing Me

See Appendix for Learning Objectives by Year.

## **Relationships and Sex Education**

See Separate Policy

## **Definition of Relationships and Sex Education**

Relationships and Sex Education is compulsory in all schools in England as detailed in this policy.

All schools must provide a curriculum that is broadly based, balanced and meets the needs of all pupils. Under section 78 of the Education Act 2002 and the Academies Act 2010, a PSHE curriculum:

- Promotes the spiritual, moral, cultural, mental and physical development of pupils at the school and of society, and

- Prepares pupils at the school for the opportunities, responsibilities and experiences of later life.

## **Drug and Alcohol Education**

Definition of 'Drugs':

This policy uses the definition that a drug is: 'A substance people take to change the way they feel, think or behave' (United Nations Office on Drugs and Crime). The term 'Drugs' includes:

- All illegal drugs
- All legal drugs including alcohol, tobacco and volatile substances which can be inhaled
- All over-the-counter and prescription medicines

Effective Drug and Alcohol Education can make a significant contribution to the development of the personal skills needed by pupils as they grow up. It also enables young people to make responsible and informed decisions about their health and wellbeing.

## **Moral and Values Framework**

The Drug and Alcohol Education programme at our school reflects the school ethos and demonstrates and encourages the following values. For example:

- Respect for self
- Respect for others
- Responsibility for their own actions
- Responsibility for their family, friends, schools and wider community

## **The Drug and Alcohol Education Programme**

### **Jigsaw Drug and Alcohol Education Content**

The grid below shows specific Drug and Alcohol Education learning intentions for each year group in the 'Healthy Me' Puzzle.

<b>Year Group</b>	<b>Lesson Number</b>	<b>Learning Intentions 'Pupils will be able to...'</b>
2	3	understand how medicines work in my body and how important it is to use them safely
	Medicine Safety	feel positive about caring for my body and keeping it healthy
3	3 What Do I Know About Drugs?	tell you my knowledge and attitude towards drugs identify how I feel towards drugs
4	3 Smoking	understand the facts about smoking and its effects on health, and also some of the reasons some people start to smoke  can relate to feelings of shame and guilt and know how to act assertively to resist pressure from myself and others
	4 Alcohol	understand the facts about alcohol and its effects on health, particularly the liver, and also some of the reasons some people drink alcohol  can relate to feelings of shame and guilt and know how to act assertively to resist pressure from myself and others
5	1 Smoking	know the health risks of smoking and can tell you how tobacco affects the lungs, liver and heart  make an informed decision about whether or not I choose to smoke and know how to resist pressure
	2 Alcohol	know some of the risks with misusing alcohol, including anti-social behaviour, and how it affects the liver and heart  make an informed decision about whether or not I choose to drink alcohol and know how to resist pressure
6	2 Drugs	know about different types of drugs and their uses and their effects on the body particularly the liver and heart  be motivated to find ways to be happy and cope with life's situations without using drugs

3 Alcohol	evaluate when alcohol is being used responsibly, antisocially or being misused tell you how I feel about using alcohol when I am older and my reasons for this
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### Drug and Alcohol Education Content

The grid below shows specific Drug and Alcohol Education learning intentions for Year 7 and Year 8

Year Group	Timeframe	Learning Intentions 'Pupils will be able to...'
7	Spring 2nd half	Identify some reasons why young people may try drugs and alcohol Recognise risks and effects associated with drugs and alcohol and correct common misconceptions Understand that it is okay not to want to try drugs and alcohol Discussion of the legality of drug use and underage drinking and in context with different religions. Discussions of how to take responsibility for one's own health; both physically and emotionally
8	Spring 2 <sup>nd</sup> half	Realise that drugs and alcohol can make people behave in different ways Identify the many reasons why young people decide not to drink alcohol or do drugs and recognise some "stress triggers" that may lead to the taking of drugs or alcohol Practise saying 'no thanks' in a way that allows them to 'save face' if needed Discussion of the legality of drug use and underage drinking and in context with different religions Recognise that mental health and depression could play a part in substance abuse, and why some substances may be used.
9	Spring 2 <sup>nd</sup> half	Misperceptions about young peoples' health choices, physical and psychological effects of alcohol, alcohol and the law, alcohol dependency, drug classification, supply and possession legislation.

10	Spring 2 <sup>nd</sup> half	Improving health, sexual health, blood-borne infections, self examination, diet and long-term health, misuse of prescription drugs, common mental health disorders, positive impact of volunteering, common threats to health including chronic disease, epidemics, misuse of antibiotics
11	-	-

### **Additional Points**

**Safeguarding** Teachers need to be aware that sometimes disclosures may be made during lessons; in which case, safeguarding procedures must be followed immediately. Sometimes it is clear that certain children may need time to talk one-to-one after the lesson ends. It is important to allow the time and appropriate staffing for this to happen. If disclosures occur, the school's Safeguarding and Child Protection policy is followed.

### **Monitoring, evaluation and assessment**

The PSHE co-ordinator will monitor delivery of the programme through observation and discussion with teaching staff to ensure consistent and coherent curriculum provision. Evaluation of the programme's effectiveness will be conducted on the basis of:

- Pupil and teacher evaluation of the content and learning processes □
- Staff meetings to review and share experience

As much of the work conducted in PSHE is based upon personal views and attitudes, formal assessment at the end of topics is discretionary, although no grades or marks are given. Feedback is provided in reports.

### **External contributors**

External contributors from the community, e.g. health promotion specialists, school nurses, and community police and fire officers, make a valuable contribution to Crosfields PSHE. Their input should be carefully planned and monitored so as to fit into and complement the programme. Anyone visiting the school must have had the appropriate background checks. Teachers MUST always be present during these sessions and remain responsible for the delivery of the PSHE programme.

### **The Learning Environment**

Establishing a safe, open and positive learning environment based on trusting relationships between all members of the class, adults and children alike, is vital. To enable this, it is important that 'ground rules' are agreed and owned at the beginning of the year and are reinforced in every lesson as exemplified below.

- We take turns to speak
- We use kind and positive words
- We listen to each other
- We have the right to pass
- We only use names when giving compliments or when being positive
- We respect each other's privacy (confidentiality)
- Pupils can liaise anonymously through the use of the various worry boxes found throughout key areas of the school

### **Teaching Sensitive and Controversial Issues**

Sensitive and controversial issues are certain to arise in learning from real-life experience. Teachers will be prepared to handle personal issues arising from the work, to deal sensitively with, and to follow up appropriately, disclosures made in a group or individual setting. Issues that we address that are likely to be sensitive and controversial because they have a political, social or personal impact or deal with values and beliefs include: family lifestyles and values, physical and medical issues, financial issues, bullying and bereavement.

Teachers will take all reasonable, practical steps to ensure that, where political or controversial issues are brought to pupils' attention, they are offered a balanced presentation of opposing views. Teachers will adopt strategies that seek to avoid bias on their part and will teach pupils how to recognise bias and evaluate evidence.

Teachers will seek to establish a classroom climate in which all pupils are free from any fear of expressing reasonable points of view that contradict those held either by their class teachers or their peers.

### **Answering Difficult Questions and Sensitive Issues**

Staff members are aware that views around RSE- and Drug and Alcohol Education related issues are varied. However, while personal views are respected, all RSE and Drug and Alcohol Education issues are taught without bias. Topics are presented using a variety of views and beliefs so that pupils are able to form their own, informed opinions but also respect that others have the right to a different opinion.

Both formal and informal RSE and Drug and Alcohol Education arising from pupils' questions are answered according to the age and maturity of the pupil(s) concerned.

Questions do not have to be answered directly, and can be addressed individually later. The school believes that individual teachers must use their skill and discretion in this area and refer to the Designated Safeguarding Lead (DSL) if they are concerned. Crosfields believes that RSE and Drug and Alcohol Education should meet the needs of all pupils, answer appropriate questions and offer support. In lessons that cover RSE provision, this should be regardless of their developing sexuality and be able to deal honestly and sensitively with sexual orientation, answer appropriate questions and offer support. Homophobic bullying is dealt with strongly yet sensitively. The school liaises with parents/carers on this issue to reassure them of the content and context.

### **Involving parents and carers**

The school believes that it is important to have the support of parents, carers and the wider community for the delivery of the PSHE programme. Parents and carers are/will be given the opportunity to find out about and discuss the PSHE programme through: □ Parents PSHE Information Evenings or coffee mornings

- Parents Evenings
- Information leaflets and displays

### **Links to other policies and curriculum areas**

Due to the diverse and sensitive nature of PSHE, this policy should be read in conjunction with the School's policies on Teaching and Learning Policy, Curriculum Policy, Equal opportunities Policy, Smoking, Alcohol and Drugs Policy, Relationships Policy, Health and Safety Policy, Safeguarding and Child Protection Policy and Anti- bullying Policy. Additionally, there are elements of the PSHE and Citizenship curriculum that are delivered through other curriculum areas, in Science and Religious Studies for example.

### **Training and support for staff**

All staff benefit from Continuing Professional Development as required or requested.

### **Confidentiality and Child Protection Issues**

As a general rule a child's confidentiality is maintained by the teacher or member of staff concerned. If this person believes that the child is at risk or in danger, she/he talks to the named Designated Safeguarding Lead (DSL) who takes action as laid down in the Safeguarding and Child Protection Policy. All staff members are familiar with the policy and know the identity of the member of staff with responsibility for Safeguarding and Child Protection issues. The child concerned will be informed that confidentiality is being breached and reasons why. The child will be supported by the teacher throughout the process.