



Ipswich Preparatory School Personal, Social, Health Education and Citizenship Policy (Including EYFS)

Personal, Social and Health Education (PSHE) and citizenship enables children to become healthy, independent and responsible members of society. At Ipswich School this is encompassed in our 'Life Skills' programme. 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 election and membership opportunities provided through the School Council.

We believe that a school can only be a community if it has shared values. Ipswich Core Values are Care, Potential, Passion and Communication. It is our responsibility to nurture appropriate attitudes, values and behaviour in our pupils. In so doing we are actively challenging pupils to think about themselves as individuals and to encourage respect for other people, with particular regard to age, disability, gender reassignment, marriage and civil partnership, pregnancy and maternity, race, religion and belief, as set out under the Equality Act 2010. The curriculum and teaching in PSHE supports fundamental British values.

Under the umbrella of our School values Care, Passion, Potential and Communication we aim to provide an environment and opportunities which will:

- Provide an environment where pupils feel safe and brave in all that they do.
- Encourage our pupils to consider moral and spiritual values, to understand their place in the world and to develop a spirit of
- service within the community
- Equip our pupils with the skills to be happy in their success at Ipswich School and beyond
- Develop self-awareness, positive self-esteem and confidence; to enjoy school life, taking part and acting confidently.
- Develop pupils' self-knowledge and their abilities to understand and manage their feelings, to handle their relationships with other children and within their families and to organise and manage their lives.
- Promote positive values and attitudes such as respect, curiosity, consideration, a sense of community and a sense of self-worth and wellbeing.
- Encourage or respect other people even if they choose to follow a lifestyle that they may not have chosen to follow themselves.
- Increase the pupils' independence by developing skills such as collaboration, communication, decision making and self-reliance.

- Develop pupils' respect for different ways of life, beliefs, opinions and ideas and a respect for the processes of law; to develop tolerance, understanding, respect and acceptance of different cultural backgrounds.
- Help them develop a healthy lifestyle, to understand the value of keeping healthy (exercise, diet, personal hygiene and personal safety) and to take responsibility for themselves.
- Enable pupils to manage their own emotional and physical change and growth in a positive way as they move towards puberty.
- Develop pupils' knowledge and understanding of key economic concepts eg use and saving of money.
- Help them to understand how technology enhances our lives, and how to access this safely.

Teaching and Learning

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 House event, making class rules, council meetings and by taking on roles of responsibility for themselves, for others and for the school.

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 fire officers, whom we invite into the school to talk about their role in creating a positive and supportive local community.

Curriculum

At Ipswich Prep School, PSHE and Citizenship provides a balanced and broadly-based curriculum which promotes the spiritual, moral, cultural, mental and physical development of pupils and prepares them for the opportunities, responsibilities and experiences of later life. PSHE and Citizenship cannot always be confined to specific timetabled time and is delivered within a whole school approach which includes:

- Discrete curriculum time
- Circle Time
- Other subjects/curriculum areas
- Assemblies
- Residential experiences
- School events
- Pastoral care and guidance

EYFS

We teach PSHE and citizenship in the Nursery and Reception classes as an integral part of the topic work covered during the year. As the Nursery and Reception classes are part of the Early Years Foundation Stage, we relate the PSHE and citizenship aspects of the children's work to the objectives set out under the Personal, Social and Emotional area of learning. We also support citizenship education through the Understanding the World area of learning. Children are given opportunities to cooperate and work

alongside each other harmoniously; listening to each other's ideas and gaining the confidence to share their own thoughts.

Key Stages 1 and 2

Form teachers teach PSHE and Citizenship for one lesson each week, plus one Circle Time weekly. The PSHE scheme of work for Years 1 to 6 is based on the Programme of Study devised by the PSHE Association and aims to develop skills and attributes such as resilience, self-esteem, risk-management, team working and critical thinking in the context of learning grouped into three core themes: health and wellbeing, relationships and living in the wider world. Detailed work schemes are included, but teachers can adapt the material to create the most effective teaching package for their class.

All children in Year 6 are encouraged to apply for at least one monitor role. They apply in writing, explaining why they think they would be good for the role, and what they can offer. These roles last half a year, then new applications are considered. This fosters a sense of responsibility and teaches them how to compose a letter of application.

PSHE Topics are regularly an integral part of weekly, class and house assemblies, so that there is sharing and reinforcing of ideas across the whole of the school. Outside speakers are also used, both in assembly times and in year group specific lessons. National awareness weeks such as Anti-bullying week in November provide opportunities for whole school involvement and are an excellent way of highlighting specific issues. They also have the opportunity to encounter a widening range of personal and social learning experiences and a growing knowledge and understanding of social issues.

Role of the Teacher

Children need to be encouraged to come to terms with their own emotions, to behave with consideration for other's needs and to learn the necessary skills to lead a safe and healthy life. They need to form close relationships with the adults working with them. As they grow older, the importance of peer and group relationships will increase, however, they continue to need the security and stability offered by the adults within school.

All members of staff have high expectations of all children. Children are helped to clarify their thinking to formulate strategies for dealing with identified tasks, listened to and accepted as worthwhile individuals. Staff who offer good examples of behaviour have a valuable effect on children's expectations, self-esteem and attitudes.

Answering Difficult Questions

Sometimes an individual child will ask an explicit or difficult question in the classroom. Questions do not have to be answered directly and can be addressed later. Individual teachers use their skill and discretion in these situations and refer to the PSHE/Citizenship Subject leader if concerned.

Links with Other Policies

Existing separate policies that link with and contribute to PSHE and Citizenship include: RE/Collective worship, Health Education, SRE Policy, Pastoral, Behaviour, Anti-bullying, Safeguarding Children, ICT, Co-curriculum and Learning Support

Resources

- PSHE Association's Programme of Study
- a PSHE collection of books that deal with sensitive issues
- Jenny Mosley's Circle Time books
- Puppets to enhance the discussion of issues
- DVDs

Learning Support Provision

This policy stresses the need for pupils to be able to show what they have achieved, by whatever means appropriate. A range of opportunities commensurate with pupil's needs and abilities should be on offer to all pupils rather than their disability becoming the basis for limitation or restriction of experience. All pupils are individuals and as such can be seen as having special educational needs, gifts or talents; these must be met in order that they realise their full potential.

Health and Safety

Health and Safety regulations apply as for any other subject and in accordance with the school's Health and Safety policy.

Parental Involvement/Community Links

The aims of the school cannot be met effectively without parental involvement; a partnership between home and school is essential. At Ipswich Prep School we ensure that parents are kept well informed and involved in all aspects of their child's education, and we endeavour to be a support to parents.

Equal Opportunities

All pupils, within our school, regardless of age, disability, gender reassignment, sex, sexual orientation, gender, race or ability, are offered equal opportunities to develop their understanding of issues / subjects covered within PSHE lessons. We aim to use materials which reflect the multicultural society in which we live. Materials should be checked by the teacher for racial or gender stereotypes before use.

Staff Development

In service training is given, where needed, in order for all staff to familiarise or widen their knowledge of issues relating to PSHE and Citizenship. The PSHE subject leaders disseminate information to staff as and when appropriate.

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