



PSHE and Citizenship Policy

Collingwood School and Nursery

Statement of intent

Personal, social, health and economic education (PSHE) and citizenship enables children to become healthy, independent and responsible members of society. We nurture 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.

Through our Citizenship programme, the pupils learn how society is organised and governed. We ensure that they experience the process of democracy in school through the school council and debating. They are taught about rights and responsibilities and learn to appreciate what it means to be a positive member of a diverse multicultural society. Our 'Collingwood Way Award' is specifically designed to enhance their learning in these areas and to enrich their personal development.

The curriculum for Relationships and Sex Education (RSE) is also taught through our PSHE programme with links to Science curriculum where appropriate.

We aim to encourage care, consideration and respect for other people paying particular regard to the 'protected characteristics' laid out in the Equality Act 2010.

These characteristics include:

- Age
- Disability
- Gender reassignment
- Marriage and civil partnership
- Pregnancy and maternity
- Race
- Religion or belief
- Sex
- Sexual orientation

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

- know and understand what constitutes a healthy lifestyle;
- be aware of safety issues for themselves and others;
- understand what makes for good relationships with others;
- have respect for others;
- be independent and responsible members of the school community and the wider community;
- be positive and active members of a democratic society;
- develop their self-confidence and self-esteem, and make informed choices regarding personal and social issues;
- develop their social responsibility and an awareness of environmental and social issues across the globe



Teaching and Learning Approach

At Collingwood, 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. Our teaching of PSHE further embeds critical thinking and higher order thinking skills in the pupils and discuss and debate a range of situations.

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 morning, 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.

The unique 'Collingwood Way' award scheme for Year 5 and 6 is specifically designed to develop our pupils' skills and awareness in all these areas. This is embodied by the emphasis on the Six C's of Learning right across the whole school curriculum:

- Character
- Citizenship
- Critical Thinking
- Communication
- Collaboration
- Creativity

Early Years Foundation Stage

We teach PSHE and citizenship in reception classes as an integral part of the topic work covered during the year. 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 Nursery and Reception classes when we teach 'how to develop a child's knowledge and understanding of the world'.

PSHE and Citizenship curriculum planning

PSHE (including RSE) and themes of Citizenship is taught in allocated slots in the school timetable. See Appendix 1 below for overview of themes.

For KS1, there are two timetabled lessons each week to cover the teaching of PSHE, Citizenship and RSE. In KS2, there are three 'after lunch' slots with the form teacher as dedicated time for this area of learning.

For these sessions, we have developed our own programme that is unique to the Collingwood education. The learning in class takes place alongside the regular assemblies for each key stage. The programme aims to challenge our pupils to consider the wider world and the environment, as well as their own safety, health and happiness. We also take every opportunity for the pupils to develop their higher order thinking skills and ways in which they can articulate their thoughts.

Personal, health and social education takes place during these sessions. This may incorporate some learning resources from the PSHE Association programmes of study, but we tailor them to our own pupils' needs and to their lives. The School works pro-actively to ensure that, from a young age, our children learn to treat one another with respect, empathy and care.

Circle Time - All classes have circle time with their form teacher in which they can express their thoughts and feelings. This provides a safe and relaxed environment for the children to build up relationships with their peers and form teacher, as well as tackling issues and topics appropriate to their age. The school's core values of care and consideration for each other are reinforced throughout.



During these class sessions, aspects of Citizenship are also taught through the 'No Outsiders' programme of book-based learning, which is designed to foster a culture of inclusivity, tolerance and mutual respect for all. Philosophy and higher order thinking skills may also be embedded in these sessions along with developing the children's awareness of global citizenship (Environmental and Social responsibility).

In addition, we also develop PSHE and Citizenship through activities and whole-school events, e.g. the school council representatives from each class meet regularly to discuss school matters. We offer a residential visit to Year 5 and 6, where there is a particular focus on developing pupils' self-esteem and giving them opportunities to develop leadership and co-operative skills.

As a school, we are particularly proud of our spiritual, moral, social and cultural development of pupils, and we encourage these aspects in PSHE lessons. During PSHE lessons and assemblies, Collingwood School aims to:

- Actively promote the fundamental British values of democracy, the rule of law, individual liberty and mutual respect of others and their beliefs.
- Ensure that principles are actively promoted which enable pupils to develop their self-worth and confidence, know right from wrong, act responsibly to their actions and show initiative, show respect towards public laws, institutions and services in England, encourage harmony and tolerance towards different cultural traditions as well as their own and respect others.

Relationships and Sex Education (RSE) Curriculum

From September 2020, the teaching of RSE became mandatory in all schools. The RSE curriculum aims to, amongst other things:

- Give children an understanding of sexual development and the importance of health and hygiene
- Help pupils develop feelings of self-respect, confidence and empathy
- Create a positive culture around issues of sexuality and relationships

The aim of this programme is to ensure that the right provision is in place so that pupils may have all the background knowledge they need to make informed decisions and responsible choices as they grow up. The curriculum will be taught as part of the PSHE curriculum by the form tutor.

For all details, please refer to the school's RSE Policy.

Teaching PSHE and Citizenship to SEND pupils

At our school we teach PSHE, RSE and Citizenship to all children, whatever their ability or need. PSHE and Citizenship forms part of the school curriculum policy to provide a broad and balanced education to all children. Through our PSHE, RSE 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.

An understanding of pupils with differing abilities and needs forms a core part of learning about the world around us.

Assessment and recording

Teachers assess the children's work in PSHE and citizenship by making informal judgements as they observe them during lessons. We have clear expectations of what the pupils will know, understand and be able to do at the end of each key stage. Assessment should offer the children the opportunity to reflect on their own progress.



In the PSHE planning, teachers identify key assessment points in the term and these form the main focus for a check on understanding, knowledge gained and skills applied.

Children’s progress in PSHE is reported to parents in their reports and pupil self-evaluations are made in each report that refer to aspects of their personal development.

Monitoring and review

The PSHE and Citizenship subject leader together with the Head teacher is responsible for monitoring the standards of children’s work and the quality of teaching of this subject. The subject leader supports colleagues in the teaching of PSHE and citizenship, by giving them information about current developments in the subject. The subject leader is also responsible for reporting to the Head evaluating strengths and weaknesses in the subject and indicating areas for further improvement.

Version control

Date of adoption of this policy, by or on behalf of the Proprietor	September 2020
Date of last review of this policy	September 2024
Date for next review of this policy	September 2025
Policy owner (SMT)	Head and Asst Head (Pastoral)
Policy owner (Proprietor)	ILG



Appendix 1

PSHE and RSE Overview

Reception			
Self-Regulation	Managing Self	Relationships	RSE
See themselves as a valuable individual.	Show resilience and perseverance in the face of challenge.	See themselves as a valuable individual.	Our bodies / personal space (PANTS)
Express their feelings and consider the feelings of others.	Manage their own needs.	Build constructive and respectful relationships.	
Identify and moderate their own feelings socially and emotionally.			
Think about the perspectives of others.			



Year 1			
<p>Health and Wellbeing</p> <p>Being healthy; hygiene; medicines; people who help us with health</p> <p>Keeping safe; people who help us</p>	<p>Relationships</p> <p>Ourselves and others; similarities and differences; individuality; our bodies</p> <p>Ourselves and others; people who care for us; groups we belong to; families</p>	<p>Living in the Wider World</p> <p>Money; making choices; needs and wants</p> <p>Ourselves and others; the world around us; caring for others; growing and changing</p> <p>Human Life Cycle</p>	<p>RSE</p> <p>Family and people who care for me</p> <p>Body Parts</p> <p>Myself and Others</p> <p>Caring Friendships</p> <p>Respectful Relationships</p>
Year 2			
<p>Health and Wellbeing</p> <p>Friendship; feeling lonely; managing arguments</p> <p>Keeping safe; recognising risk; rules</p> <p>How do we recognize our feelings?</p> <p>What can help us grow and stay healthy?</p>	<p>Relationships</p> <p>Behaviour</p> <p>Bullying</p> <p>Words and actions</p> <p>Respect for others</p>	<p>Living in the Wider World</p> <p>People and jobs</p> <p>Money</p> <p>Role of the internet</p>	<p>RSE</p> <p>Being Safe</p> <p>Body development</p> <p>Looking after the Body</p>



Year 3			
<p>Health and Wellbeing</p> <p>What keeps us safe?</p> <p>Why should we eat well and look after our teeth?</p> <p>Why should we keep active and sleep well?</p>	<p>Relationships</p> <p>How can we be a good friend?</p> <p>What are families like?</p>	<p>Living in the Wider World</p> <p>What makes a community?</p>	<p>RSE</p> <p>Self Esteem</p> <p>Respectful Relationships</p> <p>Caring Friendships</p> <p>Being Safe</p>
Year 4			
<p>Health and Wellbeing</p> <p>What strengths, skills and interests do we have?</p> <p>How can we manage our feelings?</p> <p>How can we manage risk in different places?</p>	<p>Relationships</p> <p>How do we treat each other with respect?</p> <p>How can our choices make a difference to the environment and others?</p> <p>How will we grow and change?</p>	<p>Living in the Wider World</p> <p>What is fair trade?</p> <p>Why is it important to reduce, reuse and recycle?</p> <p>I speak for the trees!</p>	<p>RSE</p> <p>Caring Friendships</p> <p>Change</p> <p>Family and People who care about us</p> <p>Online Relationships</p> <p>Puberty</p>



Year 5			
<p>Health and Wellbeing</p> <p>What makes up a person's identity?</p> <p>How can we help in an accident or emergency?</p> <p>How can drugs common to everyday life affect health?</p>	<p>Relationships</p> <p>How can friends communicate safely?</p>	<p>Living in the Wider World</p> <p>What decisions can people make with money?</p> <p>What jobs would we like?</p>	<p>RSE</p> <p>Respectful Relationships</p> <p>Online Relationships</p> <p>Families and people who care for us</p> <p>Reproduction and Pregnancy</p>
Year 6			
<p>Health and Wellbeing</p> <p>How can we keep healthy as we grow?</p> <p>Who are our influences?</p> <p>How does the media influence us?</p> <p>How do our friendships and relationships change as we move to secondary school?</p>	<p>Relationships (RSE Overlap)</p> <p>Respectful Relationships</p> <p>Caring Friendships</p>	<p>Living in the Wider World</p> <p>Getting ready for travelling to secondary school</p> <p>Water in our World</p> <p>Circular Economies & Plastic Pollution</p>	<p>RSE</p> <p>Being Safe</p> <p>Stereotyping</p> <p>Family and people who care for us</p> <p>Sexual Reproduction</p>