PSHE and Citizenship
Policy and Procedures

Ratified: September 2022

Reviewed: August 2024, August 2025, August 2026

Due for Review: August 2027

PSHE and Citizenship Whole School Policy

Introduction

This policy covers our approach to Personal, Social, Health and Economic education (PSHE) and Citizenship education. It aims to set out the purpose of PSHE and Citizenship education and the intended outcomes for pupils; it also includes our curriculum coverage and how it is delivered.

This policy takes into consideration the following legal requirements, UK national strategies, and government guidance:

- Education Act
- Relationships Education, Relationships and Sex Education (RSE) and Health Education (July 2025)

We believe PSHE and Citizenship education is integral to many aspects of school life and this policy should be cross referenced to the following related policies:

- Safeguarding and Child Protection
- Behaviour and Attendance
- Anti-Bullying

Rationale

The duty for ISM in this area is set out in legislation.

1. The Relationships Education, Relationships and Sex Education (RSE) and Health Education (England) Regulations 2025, made under sections 30 and 35 of the Children and Social Work Act 2017, make relationships education compulsory for all pupils receiving primary education and relationships and sex education (RSE) compulsory for all pupils receiving secondary education.

2. They also make health education compulsory in all schools except independent schools. Personal, social, health and economic education (PSHE) continues to be compulsory in independent schools.

3. Parents have the right to request that their child be withdrawn from some or all of sex education delivered as part of statutory RSE. (https://www.gov.uk/government/publications/relationships-education-relationships-and-sex-education-rse-and-health-education)

We believe PSHE and Citizenship education is an important and necessary part of all pupils' education. In our school, it is a key element of school life and, as well as explicit teaching sessions which will draw on good practice and national recommendations, it will be built into many aspects of the wider curriculum.

Our school believes PSHE and Citizenship education is a shared responsibility of school staff, parents, carers, pupils and, where appropriate, the wider community.

Aims

PSHE and Citizenship education in our school aims to explore the knowledge and understanding children need to stay safe, be happy and healthy and fulfil their potential, while also preparing them for life, both in the present and future. It also aims to equip children with the skills they need to live successfully as citizens of the communities to which they belong and enables them to celebrate diversity and treat all people with kindness and respect. PSHE and Citizenship education in our school also aims to encourage children to develop positive mental health and emotional wellbeing, by empowering them with the knowledge of why this is important and how it can be achieved. We want to educate the whole child through our PSHE and Citizenship education and believe this positively impacts the individual, the school community, the wider community, and the global community - both present and future.

The management and organisation of PSHE and Citizenship education

Our Director and Head of Teaching and Learning will support all staff in school in the preparation and delivery of PSHE and Citizenship education, and work to create a school ethos which supports and upholds content in the curriculum. Our Head of Teaching and Learning will create and implement a whole school scheme of work appropriate to our school setting. They will also support and monitor teaching and learning in this area. Our class teachers will deliver high-quality weekly PSHE and Citizenship education lessons which follow the school's scheme of work and current best practice. Our pupils will engage respectfully and responsibly with all taught content. Our parents and carers will be fully informed about what their children will be learning and will be actively encouraged to participate in the curriculum where appropriate.

The Delivery of the PSHE and Citizenship Scheme of Work

In our school, PSHE and Citizenship education will be delivered in a way which is accessible to and inclusive of all pupils. These lessons will involve a variety of teaching methods and interactive activities to encourage pupil engagement. We aim to create a safe and supportive climate for learning in which all children can thrive, feel able to ask questions and discuss issues openly. All of our pupils will participate in weekly PSHE and Citizenship education lessons and these will be taught by staff who are trained in delivering the specific content of the lessons. Ground rules will be established in class and pupils will be reminded regularly of these. Special consideration will be given when teaching particularly sensitive content; staff will be fully aware of the children in their class and how they might relate to the lesson content, providing extra support to enable participation. Each class has a question box which gives pupils the option of writing down their questions and receiving an answer on a one-to-one basis, rather than in front of the whole class. Distancing techniques will be employed in all PSHE and Citizenship education lessons, meaning that children are able to engage with and explore issues deeply without having to discuss their own lives and experiences.

The Content of the PSHE and Citizenship Education Scheme of Work

We use the Twinkl Life PSHE and Citizenship education scheme of work throughout school years 1 to 6. This scheme of work and all of its resources have been produced to be fully in line with the Learning Outcomes and Core Themes outlined in the 2020 PSHE Association Programme of Study which is widely used by schools in England and is recommended and referred to by the DfE in all key documentation relating to PSHE provision in schools. The EYFS work to the standards in the PSED area of their curriculum.

All aims are taught through the three core areas of PSHE and Citizenship education, which are:

Health and Wellbeing, Relationships and Living in the Wider World. All lessons will cover content in an age-appropriate manner.

Health and Wellbeing lessons will explore physical wellbeing, healthy lifestyles, mental health, growing and changing, and keeping safe.

Relationships lessons will explore families and close positive relationships, friendships, managing hurtful behaviour and bullying, safe relationships and respecting self and others.

Living in the Wider World lessons will explore our shared responsibilities, communities, media literacy and digital resilience and economic wellbeing (money and aspirations, work, and career) and British Values.

KS1

Years 1 and 2 will cover these objectives:

Healthy lifestyles (physical wellbeing)

H1. what keeping healthy means; different ways to keep healthy
H2. foods that support good health and the risks of eating too much sugar
H3. how physical activity helps us to stay healthy; ways to be physically active everyday
H4. why sleep is important and different ways to rest and relax
H5. simple hygiene routines that can stop germs from spreading
H6. that medicines (including vaccinations and immunisations and those that support allergic reactions) can help people to stay healthy
H7. dental care and visiting the dentist; how to brush teeth correctly; food and drink that support dental health
H8. how to keep safe in the sun and protect skin from sun damage
H9. different ways to learn and play; recognising the importance of knowing when to take a break from time online or TV
H10. the people who help us to stay physically healthy

Mental health

H11. different feelings that humans can experience
H12. how to recognise and name different feelings
H13. how feelings can affect people's bodies and how they behave
H14. how to recognise what others might be feeling
H15. to recognise that not everyone feels the same at the same time, or feels the same about the same things
H16. ways of sharing feelings; a range of words to describe feelings
H17. things that help people feel good (e.g. playing outside, doing things they enjoy, spending time with family, getting enough sleep)
H18. different things they can do to manage big feelings, to help calm themselves down and/or change their mood when they don't feel good
H19. to recognise when they need help with feelings; that it is important to ask for help with feelings and how to ask for it
H20. change and loss (including death); to identify feelings associated with this; to recognise what helps people to feel better

Ourselves, growing and changing

H21. to recognise what makes them special
H22. to recognise the ways in which we are all unique
H23. to identify what they are good at, what they like and dislike
H24. how to manage when they are finding things difficult
H25. to name the main parts of the body
H26. growing and changing from young to old and how people's needs change
H27. preparing to move to a new class/year group

Keeping safe

H28. rules and age restrictions that keep us safe
H29. to recognise risk in simple everyday situations and what action to take to minimise harm
H30. how to keep safe at home (including around electrical appliances) and fire safety (e.g. not playing with matches and lighters)
H31. that household products (including medicines) can be harmful if not used correctly
H32. ways to keep safe in familiar and unfamiliar environments (e.g. beach, shopping centre, park, swimming pool, on the street) and how to cross the road safely
H33. the people whose job it is to help keep us safe
H34. basic rules to keep safe online, including what is meant by personal information and what should be kept private; the importance of telling a trusted adult if they come across something that scares them
H35. what to do if there is an accident and someone is hurt
H36. how to get help in an emergency

Relationships

Families and close positive relationships

R1. the roles different people (e.g. acquaintances, friends and relatives) play in our lives
R2. to identify the people who love and care for them and what they do to help them feel cared for
R3. different types of families, including those that may be different to their own
R4. to identify common features of family life
R5. that it is important to tell someone (such as their teacher) if something about their family makes them unhappy or worried

Friendships

R6. how people make friends and what makes a good friendship
R7. how to recognise when they or someone else feels lonely and what to do
R8. simple strategies to resolve arguments between friends positively
R9. how to ask for help if a friendship is making them feel unhappy

Managing hurtful behaviour and bullying

R10. that bodies and feelings can be hurt by words and actions; that people can say hurtful things online
R11. how people may feel if they experience hurtful behaviour or bullying
R12. that hurtful (offline and online) behaviour - including teasing, name-calling, bullying and deliberately excluding others - is not acceptable; how to report bullying; the importance of telling a trusted adult

Safe relationships

R13. to recognise that some things are private and the importance of respecting privacy; that parts of their body covered by underwear are private
R14. understanding that sometimes people may behave differently online, including a person pretending to be someone they are not
R15. how to respond safely to adults they don't know
R16. how to respond if physical contact makes them feel uncomfortable or unsafe
R17. knowing there are situations when they should ask for permission and also when their own permission should be sought
R18. the importance of not keeping adults' secrets (only happy surprises that others will find out about eventually)
R19. understanding that they may feel pressure do something they don't want to do, which may make them unsafe; basic techniques for resisting this
R20. what to do if they feel unsafe or worried for themselves or others; who to ask for help and vocabulary to use when asking for help; to keep trying until they are heard and the importance of this

Respecting self and others

R21. what is kind and unkind behaviour and how this can affect others
R22. how to treat themselves and others with respect; how to be polite and courteous
R23. to recognise the ways in which they are the same and different to others
R24. how to listen to other people and play and work cooperatively
R25. how to talk about and share their opinions on things that matter to them

Living in the Wider World

Shared responsibilities

L1. what rules are, why they are needed and why different rules are needed for different situations
L2. how people and other living things have different needs; the responsibilities of caring for them
L3. things they can do to help look after their environment

Communities

L4. the different groups they belong to
L5. the different roles and responsibilities people have in their community
L6. to recognise the ways they are the same as, and different to, other people

Media literacy & digital resilience

L7. how the internet and digital devices can be used safely to find things out and to communicate with others
L8. the role of the internet in everyday life
L9. understanding that not all information seen online is true

Economic wellbeing: Money

L10. what money is; forms that money comes in; that money comes from different sources
L11. that people make different choices about how to save and spend money
L12. the difference between needs and wants; that sometimes people may not always be able to have the things they want
L13. that money needs to be looked after; different ways of doing this

Economic wellbeing: Aspirations, work, and career

L14. that everyone has different strengths
L15. that jobs help people to earn money to pay for things
L16. different jobs that people they know or people who work in the community do
L17. some of the strengths and interests someone might need to do different jobs

KS2

Years 3, 4, 5 and 6 will cover these objectives in an age-appropriate way:

Healthy lifestyles (physical wellbeing)

H1. how to make informed decisions about health
H2. the elements of a balanced, healthy lifestyle
H3. choices that support a healthy lifestyle and recognise what might influence these
H4. how to recognise that habits can have both positive and negative effects on a healthy lifestyle
H5. what good physical health means; how to recognise early signs of physical illness
H6. what constitutes a healthy diet; how to plan healthy meals; benefits to health and wellbeing of eating nutritionally rich foods; risks associated with not eating a healthy diet, including obesity and tooth decay
H7. how regular (daily/weekly) exercise benefits mental and physical health (e.g. walking or cycling to school, daily active mile); recognise opportunities to be physically active and some of the risks associated with an inactive lifestyle
H8. how sleep contributes to a healthy lifestyle; routines that support good quality sleep; the effects of lack of sleep on the body, a person's feelings, their behaviour and the ability to learn
H9. that bacteria and viruses can affect health; how everyday hygiene routines can limit the spread of infection; the wider importance of personal hygiene and how to maintain it
H10. how medicines, when used responsibly, contribute to health; that some diseases can be prevented by vaccinations and immunisations; how allergies can be managed
H11. how to maintain good oral hygiene (including correct brushing and flossing); why regular visits to the dentist are essential; the impact of lifestyle choices on dental care (e.g. sugar consumption/acidic drinks such as fruit juices, smoothies and fruit teas)
H12. the benefits of sun exposure and risks of overexposure; how to keep safe from sun damage, sun/heat stroke and reducing the risk of skin cancer
H13. the benefits of the internet; the importance of balancing time online with other activities; strategies for managing time online
H14. how and when to seek support, including which adults to speak to in and outside school, if they are worried about their health

Mental health

H15. that mental health, just like physical health, is part of daily life; the importance of taking care of mental health
H16. strategies and behaviours - including how good quality sleep, physical exercise/time outdoors, being involved in community groups, doing things for others, clubs and activities, hobbies and spending time with family and friends – can support mental health and wellbeing
H17. to recognise that feelings can change over time and range in intensity
H18. everyday things that affect feelings and the importance of expressing feelings
H19. a varied vocabulary to use when talking about feelings; how to express feelings in different ways
H20. strategies to respond to feelings, including intense or conflicting feelings; how to manage and respond to feelings appropriately and proportionately in different situations

H21. to recognise warning signs about mental health and wellbeing and how to seek support for themselves and others
H22. to recognise that anyone can experience mental ill health; that most difficulties can be resolved with help and support; that it is important to discuss feelings with a trusted adult
H23. change and loss, including death, and how these can affect feelings; ways of expressing and managing grief and bereavement
H24. problem-solving strategies for dealing with emotions, challenges and change, including the transition to new schools

Ourselves, growing and changing

H25. personal identity; what contributes to who we are (e.g. ethnicity, family, faith, culture, hobbies, likes/dislikes)
H27. to recognise their individuality and personal qualities
H28. to identify personal strengths, skills, achievements and interests and how these contribute to a sense of self-worth
H29. how to manage setbacks/perceived failures, including how to reframe unhelpful thinking
H32. how hygiene routines change during the time of puberty, the importance of keeping clean and how to maintain personal hygiene
H33. the processes of reproduction and birth as part of the human life cycle; how babies are conceived and born; how babies need to be cared for
H35. new opportunities and responsibilities that increasing independence may bring
H36. strategies to manage transitions between classes and key stages

Keeping safe

H37. reasons for following and complying with regulations and restrictions (including age restrictions); how they promote personal safety and wellbeing, with reference to social media, television programmes, films, games and online gaming
H38. how to predict, assess and manage risk in different situations
H39. hazards (including fire risks) that may cause harm, injury, or risk in the home and what they can do reduce risks and keep safe
H40. the importance of taking medicines correctly and using household products safely (e.g. following instructions carefully)
H41. strategies for keeping safe in the local environment or unfamiliar places (rail, water, road) and firework safety; safe use of digital devices when out and about
H42. the importance of keeping personal information private; strategies for keeping safe online, including how to manage requests for personal information or images of themselves and others; what to do if frightened or worried by something seen or read online and how to report concerns, inappropriate content and contact
H43. what is meant by first aid; basic techniques for dealing with common injuries
H44. how to respond and react in an emergency situation; how to identify situations that may require the emergency services; know how to contact them and what to say

Relationships

Families and close positive relationships

R1. to recognise that there are different types of relationships (e.g. friendships, family relationships, romantic relationships, online relationships)
R4. that forcing anyone to marry against their will is a crime; that help and support is available to people who are worried about this for themselves or others
R6. that a feature of positive family life is caring relationships; the different ways in which people care for one another
R7. to recognise and respect that there are different types of family structure (including single parents, step-parents, blended families, foster parents); that families of all types can give family members love, security and stability
R8. to recognise other shared characteristics of healthy family life, including commitment, care, spending time together, being there for each other in times of difficulty
R9. how to recognise if family relationships are making them feel unhappy or unsafe and how to seek help or advice

Friendships

R10. the importance of friendships; strategies for building positive friendships; how positive friendships support wellbeing
R11. what constitutes a positive healthy friendship (e.g. mutual respect, trust, truthfulness, loyalty, kindness, generosity, sharing interests and experiences, support with problems and difficulties); that the same principles apply to online friendships as to face-to-face relationships
R12. to recognise what it means to 'know someone online' and how this differs from knowing someone offline; the risks of communicating online with others who are not known in an offline capacity
R13. the importance of seeking support if feeling lonely or excluded
R14. that healthy friendships make people feel included; recognise when others may feel lonely or excluded; strategies for how to include them
R15. strategies for recognising and managing peer influence and a desire for peer approval in friendships; to recognise the effect of online actions on others
R16. how friendships can change over time, making new friends and the benefits of having different types of friends
R17. that friendships have ups and downs; strategies to resolve disputes and reconcile differences positively and safely
R18. to recognise if a friendship (online or offline) is making them feel unsafe or uncomfortable; how to manage this and ask for support if necessary

Managing hurtful behaviour and bullying

R19. the impact of bullying, including offline and online, and the consequences of hurtful behaviour
R20. strategies to respond to hurtful behaviour, experienced or witnessed and offline or online (including teasing, name calling, bullying, trolling, harassment or the deliberate excluding of others); how to report concerns and get support
R21. discrimination - what it means and how to challenge it

Safe relationships

R22. privacy and personal boundaries; what is appropriate in friendships and wider relationships (including online)
R23. why someone may behave differently online, including pretending to be someone they are not; strategies for recognising risks, harmful content and contact; how to report concerns
R24. how to respond safely and appropriately to adults they may encounter (in all contexts, including online) whom they do not know
R25. recognise different types of physical contact; what is acceptable and unacceptable; strategies to respond to unwanted physical contact
R26. seeking and giving permission (consent) in different situations
R27. keeping something confidential or secret, when this should or should not be agreed to (e.g. a birthday surprise that others will find out about) and when it is right to break a confidence or share a secret
R28. how to recognise pressure from others to do something unsafe or to do something that makes them feel uncomfortable and strategies for managing this
R29. where to get advice and report concerns if worried about their own or someone else's personal safety (including online)

Respecting self and others

R30. that personal behaviour can affect other people; to recognise and model respectful behaviour online
R31. to recognise the importance of self-respect and how this can affect their thoughts and feelings about themselves; that everyone, including them, should expect to be treated politely and with respect by others (including when online and/or anonymous) in school and in wider society; strategies to improve or support courteous, respectful relationships
R32. respecting the differences and similarities between people and recognising what they have in common with others, e.g. physically, in personality or background
R33. to listen and respond respectfully to a wide range of people, including those whose traditions, beliefs and lifestyle are different to their own
R34. how to discuss and debate topical issues, respect other people's point of view and constructively challenge those they disagree with

<u>Living in the Wider World</u>

Shared responsibilities

L1. to recognise reasons for rules and laws; consequences of not adhering to rules and laws
L2. to recognise there are human rights and they are there to protect everyone
L3. the relationship between rights and responsibilities
L4. the importance of having compassion towards others; shared responsibilities we all have for caring for other people and living things; how to show care and concern for others
L5. ways of carrying out shared responsibilities for protecting the environment in school and at home; how everyday choices can affect the environment (e.g. reducing, reusing, recycling; food choices)

Communities

L6. the different groups that make up their community; what living in a community means
L7. to value the different contributions that people and groups make to the community
L8. diversity and what it means; the benefits of living in a diverse community; valuing diversity within communities
L9. stereotypes and how they can negatively influence behaviours and attitudes towards others; strategies for challenging stereotypes
L10. prejudice; how to recognise behaviours/actions which discriminate against others; ways of responding to it if witnessed or experienced

To ensure full coverage of the non-statutory guidance for Citizenship, Twinkl Life's Scheme of Work for PSHE and Citizenship also covers the following objective from the DfE Citizenship Programme of Study: 2g. what democracy is, and about the basic institutions that support it locally and nationally.

Media literacy & digital resilience

L11. recognise ways in which the internet and social media can be used both positively and negatively
L12. how to assess the reliability of sources of information online; how to make safe, reliable choices from search results
L13. some of the different ways information and data is shared and used online, including for commercial purposes
L14. how information on the internet is ranked, selected, and targeted at specific individuals and groups; that connected devices can share information
L15. recognise that some things are appropriate to share and some things should not be shared on social media; rules surrounding distribution of images
L16. how text and images in the media and on social media can be manipulated or invented; strategies to evaluate the reliability of sources and identify misinformation

Economic wellbeing: Money

L17. the different ways to pay for things and the choices people have about this
L18. to recognise that people have different attitudes towards saving and spending money; what influences people's decisions; what makes something 'good value for money'
L19. that people's spending decisions can affect others and the environment (e.g. Fairtrade, buying single-use plastics, or giving to charity)
L20. to recognise that people make spending decisions based on priorities, needs and wants
L21. different ways to keep track of money
L22. risks associated with money (e.g. money can be won, lost or stolen) and ways of keeping money safe
L24. to identify the ways that money can impact on people's feelings and emotions

Economic wellbeing: Aspirations, work, and career

L25. to recognise positive things about themselves and their achievements; set goals to help achieve personal outcomes
L26. that there is a broad range of different jobs/careers that people can have; that people often have more than one career/type of job during their life
L27. stereotypes in the workplace and that a person's career aspirations should not be limited by them
L28. things that may influence people's decisions about a job or career (e.g. personal interests and values, family connections to certain trades or businesses, strengths and qualities, ways in which stereotypical assumptions can deter people from aspiring to certain jobs)
L29. that some jobs are paid more than others and money is one factor which may influence a person's job or career choice; that people may choose to do voluntary work which is unpaid
L30. skills that may help them in their future careers, e.g. teamwork, communication and negotiation
L31. to identify the kind of job that they might like to do when they are older
L32. to recognise a variety of routes into careers (e.g. college, apprenticeship, university)

Assessment

Pupils' learning will be assessed throughout each unit using the assessment materials accompanying the scheme of work. Pupils will also be involved in regular reflection of their own learning journey in relation to PSHE and Citizenship education. We believe this is pivotal to the embedding and progression of knowledge, skills, understanding and attitudes. This will help us to provide a curriculum which is relevant and meaningful to all pupils. However, due to the personal nature of taught content, we believe it is important that learning in PSHE and Citizenship education is seen as developmental and not as succeeding or failing. In our school, all children should feel they are succeeding in PSHE and Citizenship education, whatever their starting or ending point within a unit of work.

Confidentiality

For any child wishing to discuss something confidential relating to the lesson content, an opportunity will be provided in which the policies and protocols of safeguarding and confidentiality are adhered to.

Continuing Professional Development

The professional development needs of all staff in relation to the teaching and learning in PSHE and Citizenship education will be regularly assessed and monitored, and relevant training and support provided. The Head of Teaching and Learning will regularly model and disseminate best practice in general and for PSHE and Citizenship in particular.

Working with Parents, Carers, and the Wider Community

We greatly value our parents and carers; we believe that their understanding of PSHE and Citizenship and what their children will be learning is vital in gaining optimum outcomes. Parents and carers are invited to view this policy and our curriculum at any point. We are committed to following government guidance on the rights and responsibilities of parents and carers concerning PSHE and Citizenship education.

Monitoring and Evaluation

The Staff member responsible for monitoring teaching and learning in PSHE and Citizenship education is: Donna Williams.

Our arrangements for consulting with pupils:

To consult with pupils, we will involve them in regular self-reflection and discussion about their learning and enable them to raise additional learning they feel is needed; we will also consider what has been learned and how it can be implemented successfully in school. Key action points learnt through our monitoring and evaluation will be fed into our self-evaluation process.

Reviewing and Updating the Policy

This policy was agreed by staff and governors in: September 2022

This policy was reviewed in: September 2023, September 2024, September 2025, August 2026

The policy will be next reviewed and updated in: August 2027